

Ministry of Education, Heritage and Arts

# 2016-2017 ANNUAL REPORT



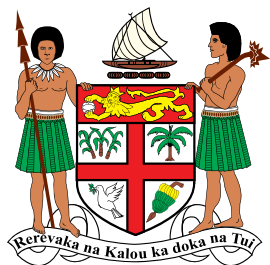
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## MINISTRY OF EDUCATION, HERITAGE AND ARTS

"Quality Education for Change, Peace and Progress"



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

Dear Honourable Minister,

### ANNUAL REPORT FOR 2016-2017

I am delighted in submitting the Annual Report of the Ministry of Education, Heritage and Arts for the fiscal year ending 31 July 2017.

As Permanent Secretary, I accept responsibility for the financial administration and control of the Ministry. I further take responsibility for the Ministry's public accountability and provide assurance that the information contained in the 2016-2017 Annual Report is accurate and reliable.

IOWANE PONIPATE TIKO (Mr)  
**Permanent Secretary for Education, Heritage and Arts**





## FOREWORD FROM THE PERMANENT SECRETARY FOR EDUCATION, HERITAGE AND ARTS

The Annual Report reflects progress towards achieving the priority outcomes of the Ministry of Education, Heritage and Arts in alignment to the 5 Year National Development Plan (NDP). While the Ministry focuses on improving access to quality education, in the area of Heritage and Arts, it works to protect and promote Fijian cultural heritage for sustainable development and develop a digital archival system for the preservation of customs and knowledge.

The national goals outlined in the NDP are the drivers in national activities for Education, Heritage and Arts which see programmes and projects translating into initiatives, reforms and restructure all geared towards achieving Sustainable Development Goal (SDG) 4 on “Quality Education” for all Fijian students, and SDG 8 for Culture and Arts.

With the ongoing initiatives well underway, the Ministry is determined to train and prepare Fijian students for the 21st century through its current restructure programme. The Ministry is redesigning its operations to ensure all elements at all levels within its system are involved in providing functional services to help prepare students, teachers and schools for the 21st century.

The Ministry’s ongoing initiatives include cultural revitalization programmes, legislation, policies, infrastructure and human resource development work to promote cultural heritage for sustainable development. The assessment of cultural and archeological impacts and built heritage sites involves ensuring the World Heritage activities signed in the 1990 Convention are being met.

The National Archives in its effort to record cultural heritage by preserving archival materials according to international standards is currently developing a digital archival system for this purpose.

The Library Services of Fiji continue to provide support to school libraries and to the community libraries around the country. Creating a culture of reading is essential to literacy for young people and their parents.

By setting out an implementation mechanism to deliver, monitor and evaluate the activities designated for each sector, means providing better opportunities and relevant services to better meet the needs of all Fijians.

IOWANE PONIPATE TIKO (Mr)  
**Permanent Secretary for Education, Heritage and Arts**



## OUR VISION

Quality Education for Change, Peace and Progress

## OUR MISSION

To provide a holistic, innovative, responsive, inclusive and empowering education system that enables all children to realize and appreciate their inheritance and potential contributing to peaceful and sustainable Fiji.

## OUR PRINCIPAL GOALS

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:

- Recognize 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, equity, accountability and transparency in education and respect our constitutional rights and responsibilities.

## OUR CUSTOMERS

The scope of our customer base is extensive and it includes children in formal and non-formal education, teachers, school administrators, parents, faith-based organisations, private sector organizations, Ministries, cultural practitioners, heritage managers, resource owners, development partners and other educational organizations locally and abroad.

## OUR VALUES

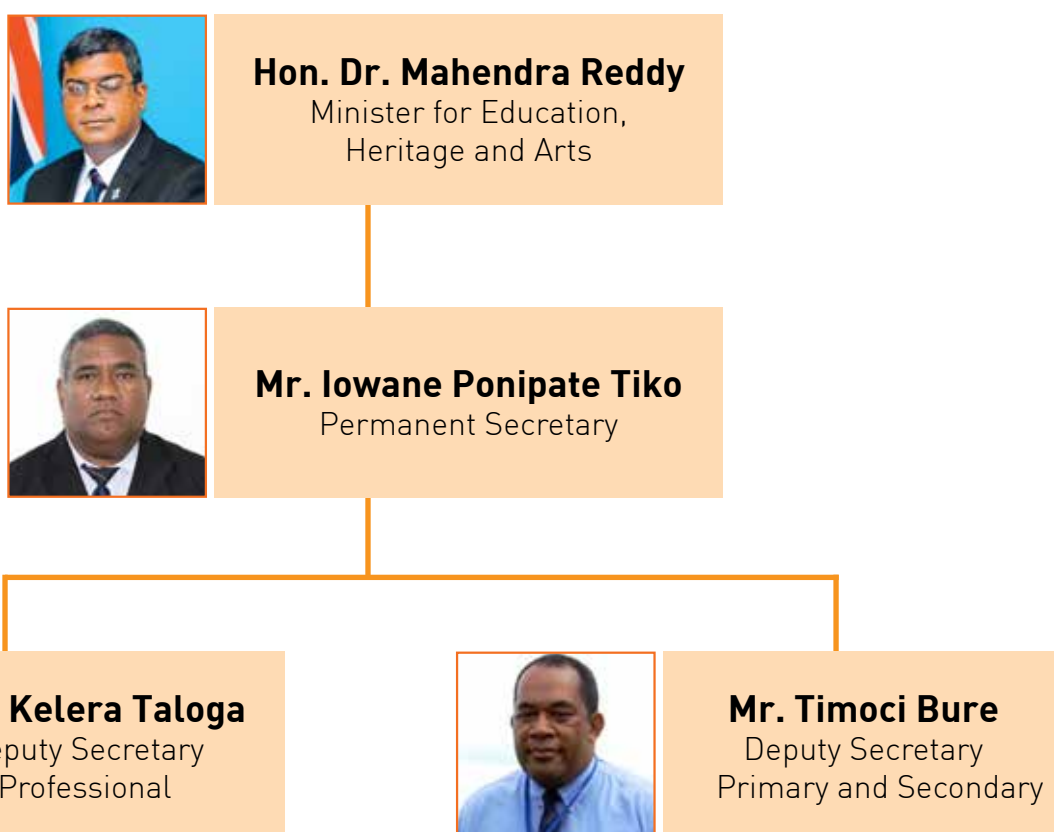
The Ministry's values are derived from Fiji's 2013 Constitution and are relative to Administration, Citizenship and Character. These are:

Accountability, Transparency, Fairness, Honesty, Integrity, Commitment, Impartiality, Loyalty, Teamwork, Patriotism, Peace, Perseverance, Compassion, Cooperation, Respect, Tolerance, Civic Pride and Environmental Ethics.

## PART I: OVERVIEW

### OUR PORTFOLIO

Ministry of Education, Heritage and Arts Portfolio as at 31 July 2017.



The Ministry of Education, Heritage and Arts is responsible for the design, implementation, monitoring and evaluation of educational legislation, policies and programs 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:

- Early Childhood and Care Education
- Primary and Secondary Education
- Special Schools for children with special needs
- Students in the years of compulsory schooling (Year 1-Year 12) and those participating in Year 13 studies
- Vocational education and training programmes
- Technical and Vocational education through the Technical College of Fiji
- Professional Development and training of teachers
- Training for school managers, school management committees and controlling authorities.



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

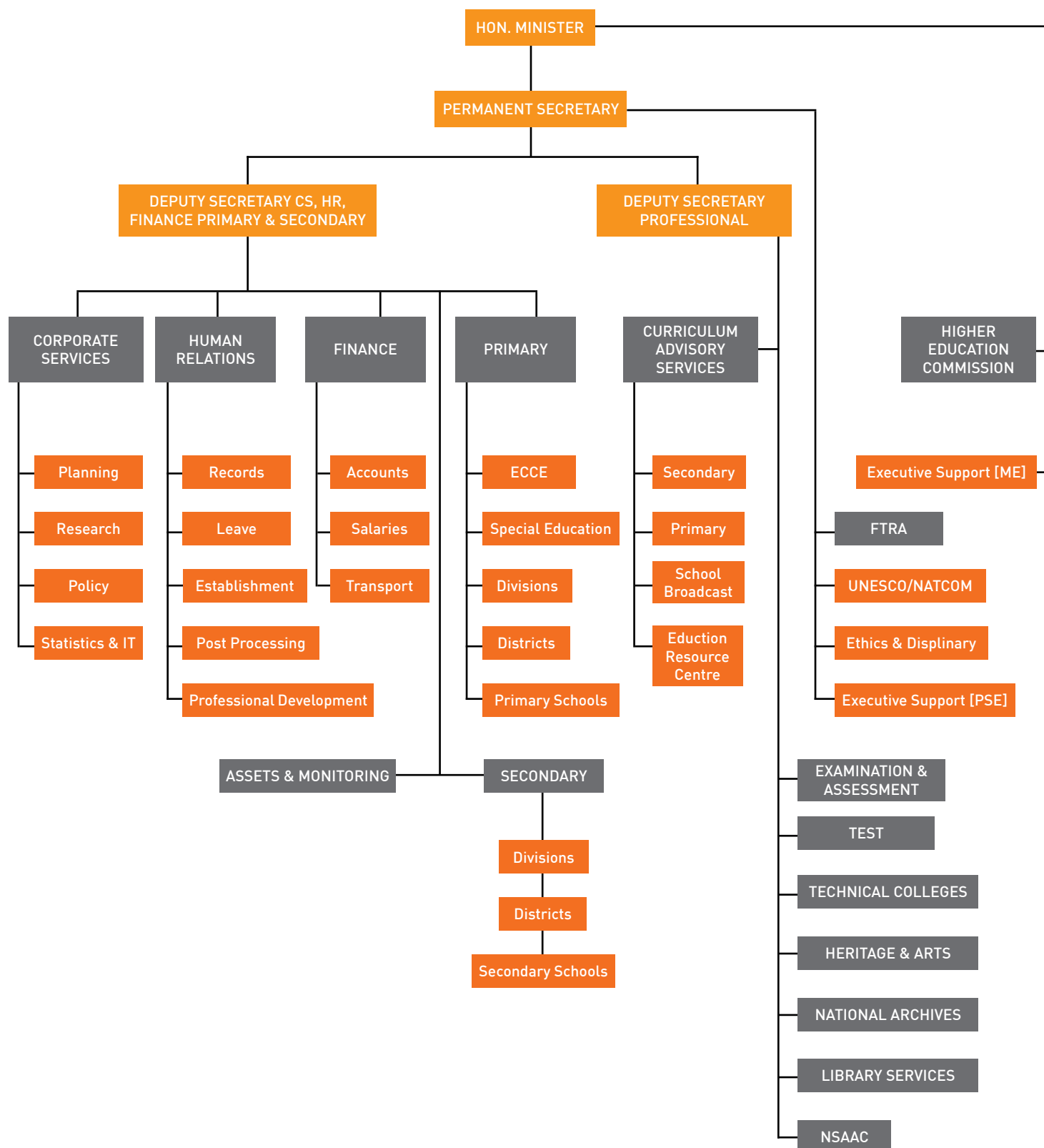
- Implementation of the Higher Education Act 2008 (through the Fiji Higher Education Commission)
- Coordination of the Culture Sector in the country and responsible for the preservation and promotion of Fiji's cultural diversity and unique heritage
- Identify and address issues arising out of drug and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

## OUR LEGISLATIVE FRAMEWORK

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

- i. Education Act (Cap 262)
- ii. Examinations Act (Cap 262 A)
- iii. Fiji National University Act 2009
- iv. Higher Education Promulgation 2008
- v. Libraries (Deposit of Books) Act (Cap 109)
- vi. Substance Abuse Advisory Council Act 1998
- vii. Tertiary Scholarship and Loans Act 2014
- viii. University of Fiji Act 2011
- ix. University of the South Pacific Act (Cap 266)
- x. Fiji Museum Act (Cap 263)
- xi. National Trust of Fiji Amendment Act (Cap 265)
- xii. Preservation of Objects or Archeological and Paleontological Act (Cap 264)
- xiii. Fiji Teacher Registration Board Act 2008
- xiv. Legal Deposit Act (Cap 109)
- xv. Public Records Act (Cap 108)

## OUR STRUCTURE







## PRIORITY OUTCOMES OF GOVERNMENT

DESCRIPTION	TARGETED OUTCOMES	NATIONAL DOCUMENTS
Pillar 1 - Ensuring Sustainable Democracy and Good and Just Governance	<ul style="list-style-type: none"> <li>The Accountability Framework [Strengthened and transparent democratic and accountability institutions]</li> </ul>	(1) Roadmap for Democracy and Sustainable Socioeconomic Development [RDSSD] 2009-2014.  (2) People's Charter for Change, Peace and Progress [PCCPP]
Pillar 2 – Developing a Common National Identity and Building Social Cohesion	<ul style="list-style-type: none"> <li>A peaceful, non-racial, inclusive and united society</li> <li>Protection and management of our Culture and Heritage for current and future generations.</li> </ul>	
Pillar 3 - Ensuring Effective, Enlightened and Accountable Leadership	<ul style="list-style-type: none"> <li>Effective, enlightened and accountable Leadership</li> </ul>	
Pillar 4 - Enhancing Public Sector Efficiency, Performance Effectiveness and Service Delivery	<ul style="list-style-type: none"> <li>Civil Service Reform</li> <li>Financial services and accountability</li> <li>Capacity building.</li> </ul>	
Pillar 8 - Reducing Poverty to a Negligible Level	<ul style="list-style-type: none"> <li>Social Justice</li> <li>Poverty Reduction.</li> </ul>	
Section 31 (1) – (5): The Right to Education	<ul style="list-style-type: none"> <li>The right to free early childhood, primary, secondary and further education</li> <li>Education for persons who were unable to complete their primary and secondary education.</li> </ul>	2013 Constitution of the Republic of Fiji
Initiatives for Education, Health and Training	<ul style="list-style-type: none"> <li>Provision of 250ml of Milk a day to All Year 1 Students</li> <li>Strengthening of Tertiary Scholarship and Loans Scheme</li> <li>Extension of free education currently for primary and secondary students to include ECE students</li> <li>Review basic Literacy and Numeracy skills and prioritize their improvement</li> <li>Ensuring students have the right qualifications and relevant skills to proceed to tertiary level</li> <li>Establishment of Technical College of Fiji</li> <li>Digital literacy.</li> </ul>	Government of the Day Manifesto
Providing equal access to quality education at all levels.	<ul style="list-style-type: none"> <li>Provide a more balanced program for both academic and practical courses</li> <li>Continue to review and assess the school curriculum</li> <li>Increase access to education at all levels particularly for those in disadvantaged areas</li> <li>Improve infrastructure of schools</li> <li>Enhance technical, vocational and lifelong skills training at all levels</li> <li>Need to enhance and strengthen the support for Higher Education Institutions</li> <li>Increase access to relevant, inclusive, quality print and digital information, and strengthen sustainability of modern school library services to support learning of all students.</li> </ul>	Draft National Development Plan [NDP]
Culture and Heritage	<ul style="list-style-type: none"> <li>Review, develop and implement new legislation</li> <li>Development and finalization of Natural Cultural Statistics Framework</li> <li>Strengthening participation of resource owners</li> <li>Develop and upgrade infrastructure for and capacities of institutions that promote cultural heritage</li> <li>Cultural Mapping program</li> <li>Protection and promotion of Fiji's diverse cultural heritage for sustainable development.</li> </ul>	
SDG 4 – Ensure inclusive and equitable quality education and promote life-long learning opportunities for all	<ul style="list-style-type: none"> <li>Review, amend and implement existing legislations</li> <li>Improved literacy and numeracy at all levels</li> <li>Strengthen incentives for higher education institutions</li> <li>Quality ECE, Primary and secondary education</li> <li>Equity and gender equality</li> <li>Education for Sustainable Development [ESD].</li> </ul>	Sustainable Development Goals [SDG] 2015 - 2030
SDG 6 – Ensure availability and sustainable management of water and sanitation for all	<ul style="list-style-type: none"> <li>Review, amend and implement policies and SOPs</li> <li>Improved water resources, sanitation, hygiene and menstrual hygiene management in schools</li> <li>Improve school ecosystems and cleanliness</li> <li>Improved water quality, treatment and access in schools</li> <li>Educate school communities on WASH through cooperation and participation.</li> </ul>	

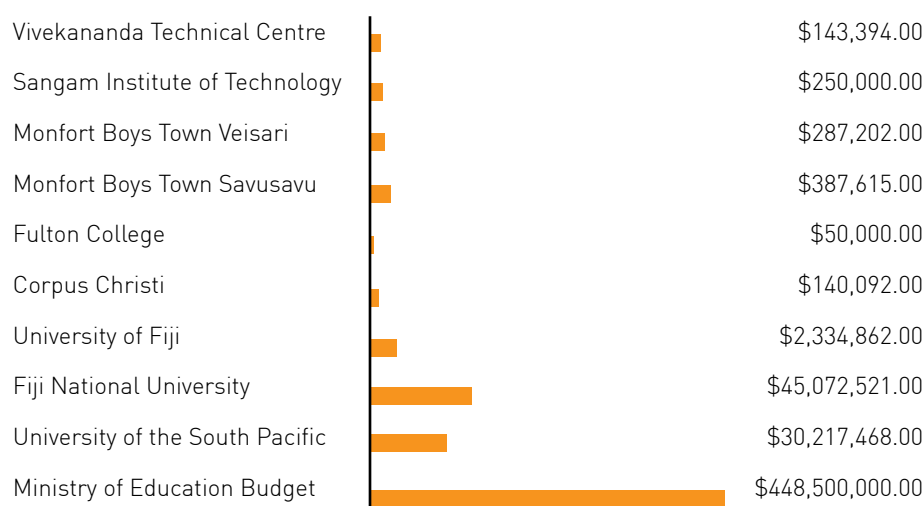
## PART II: EDUCATION AT A GLANCE

### BUDGET ALLOCATION

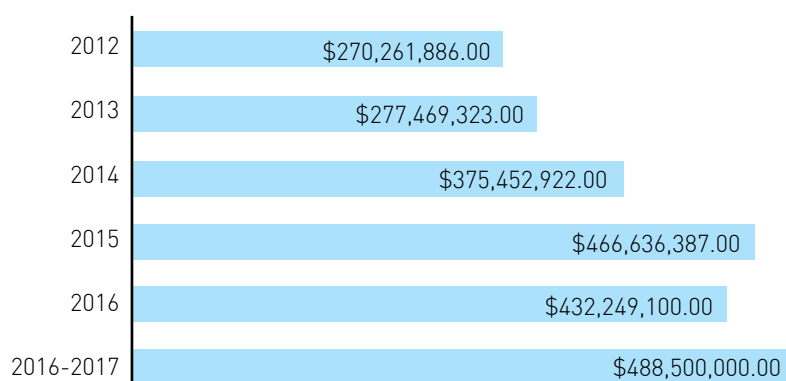
The Government Budget for Education in the financial year 2016-2017 amounted to \$448.5 million. This is a significant increase in the Education budget by 3 per cent in 2016-2017 compared to 2016.

This is largely due to the increase in Capital Budget, which mainly caters for the rehabilitation of schools damaged by Tropical Cyclone Winston, Bus Fare Assistance, Boat Assistance to schools inaccessible by roads and the printing of text books for schools.

#### Government Budget on Education and Higher Education Institutions



#### Government Expenditure on Education





## GOVERNMENT INITIATIVES

### TUITION FEE FREE GRANTS

All Fijian students for Primary and Secondary schools continued to receive this assistance during the 2016-2017 financial year.

### EARLY CHILDHOOD AND CARE EDUCATION

#### ECCE Free Education Grant

The Ministry received \$2.1 million for 5 year olds attending ECCE Centres. 17,633 students from 866 kindergarten centers were assisted through this initiative.

#### ECCE Building Grant

Four existing ECCE Centers received assistance from the building grant allocation allocated to ECCE for infrastructure renovation and upgrading.

#### ECCE Teacher Salary Grant

1,214 ECCE teachers from 866 ECCE Centres benefitted from the \$6.8m in salary grant.

### TRANSPORT ASSISTANCE

The Ministry received \$20m for transport assistance. A total of 90,801 students benefitted from the transport assistance. Of this number, 60,998 were primary school students, 28,730 were secondary school students and 1,073 were students attending the Technical College of Fiji.

2015-2017 ECCE FEG Allocation



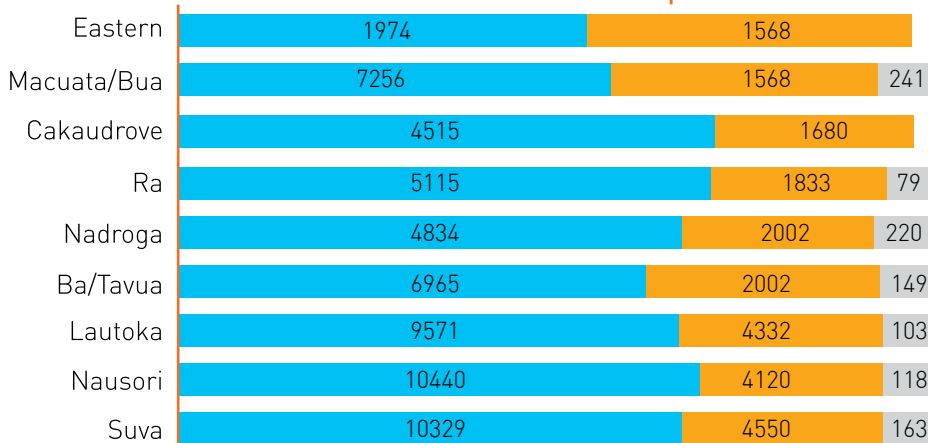
2015-2017 ECCE Building Grant Allocation



ECCE Teacher salary grant from 2015-2017



No. of Students assisted with Transport Assistance



■ Primary ■ Secondary ■ Tech/College

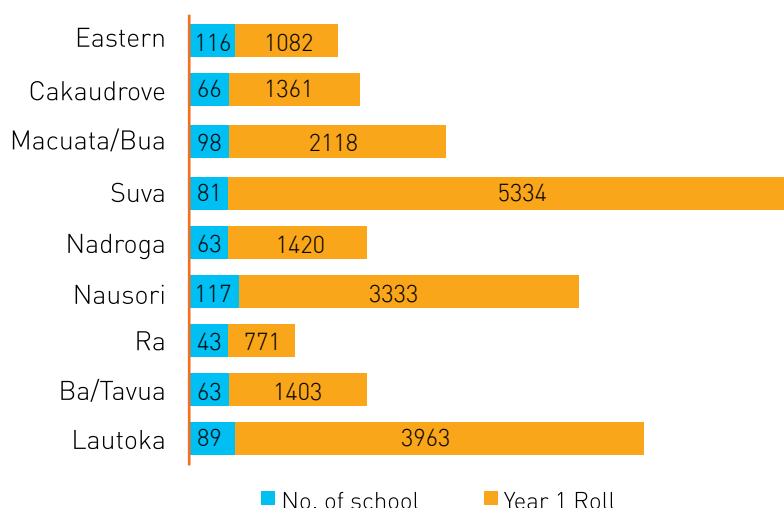
## Boat and Out-Board Motor Assistance

17 Primary school benefitted from this assistance in 2017.

School	Education District	School	Education District
Namuka District School	Macuata/Bua	Navesi District School	Eastern
Namuka I Cake District School	Macuata/Bua	Uciwai District School	Eastern
Druadrua Primary School	Macuata/Bua	Ratu Varani Memorial School	Eastern
Drekeniwai District School	Cakaudrove	Namuka i Lau District School	Eastern
Somolevu Catholic School	Lautoka Yasawa	Delaiverata District School	Eastern
Bau District School	Nausori	Cakova Village School	Eastern
Nakaidrau Infant School	Nausori	Naikelayaga Village School	Eastern
Sawau District School	Suva	Susui District School	Eastern
		Uluibau Primary School	Eastern

## Milk for Year 1 Students

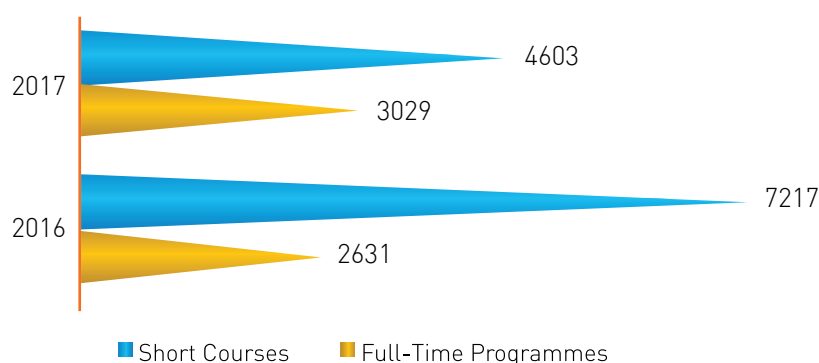
A total of 20,785 Year 1 students from 736 primary schools around the country benefitted from this initiative.



## TECHNICAL COLLEGE OF FIJI (TCF)

### Operational Technical Centres

Apart from the 13 established Technical College Campuses, TCF has 39 Technical Centres operated from High Schools. Previously these were the Vocational Centres



## Enrolment

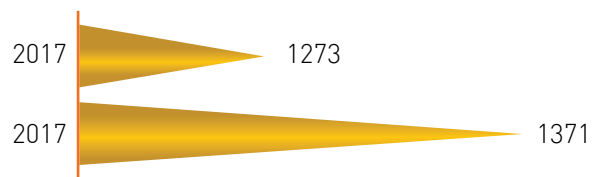
### i. TCF Campuses

A total of 76,320 students enrolled were at the 13 TCF Campuses compared to 9,848 students in the previous year.



## ii. Technical Centres

1,273 students were enrolled in 2017 compared to 1,372 students in 2016.



## INFRASTRUCTURE MAINTENANCE & UPGRADING

In ensuring improved access to better school facilities for students, the Ministry, in addition to the Free Tuition Grant, also assisted schools through infrastructure maintenance and upgrading works, establishing and building new schools as well as providing water tanks.

The Asset Monitoring Section of the Ministry is tasked with monitoring all infrastructure maintenance and upgrading works in our schools.

Around \$1m was allocated for the infrastructure upgrading and maintenance work at 11 Government Schools including the maintenance and renovation work at the new or existing Examination Office, Quality House, Library Services and at the NSAAC Head Office in Valelevu.

Similar work was carried out at a cost of \$2,068,425 to 110 schools (ECCE, Primary and Secondary) through the Boarding and Building Grant Assistance Fund.

A total of \$4,609,279 was also used from the Minister's Initiative Assistance Fund to 197 schools (ECCE, Primary and Secondary) for school infrastructure maintenance and upgrading work.

6 ECCE Centers, 7 Secondary and 36 primary schools also benefitted from the Infrastructure and Development initiative for infrastructure maintenance and upgrading. A total of \$1,365,000 was used for this initiative.

In addition, the Ministry also received assistance from its donor partners, who had contributed towards school infrastructure and maintenance. The assistance provided is highlighted below:

## 2016-2017 Project Highlights

### Nadroga/Navosa Education District



**Mavua District School**

1x2 classroom at a cost of \$60,000.00.



**Nasikawa Vision College**

1x2 bedroom Duplex Quarters at a cost of \$25,000.00.



**Uciwai Sangam School**

School fencing at a cost of \$10,000.00. Work is ongoing.



## Eastern Education District



Adi Maopa Secondary School - 2 New classroom blocks

## Ba/Tavua Education District



Natawa Primary School



Natawa Primary Kindergarten



Natawa Primary Kindergarten



Natawa Primary School

## Macuata/Bua Education District



Lutukina District School



Lutukina District School



Qelemumu Primary School

## WATER TANK ASSISTANCE

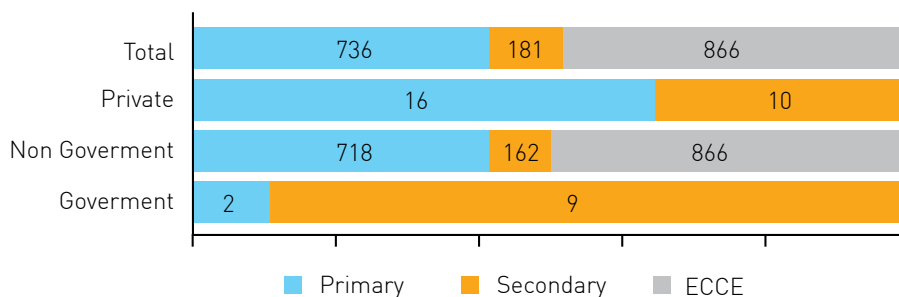
The Ministry also provides assistance in the form of water tanks to all schools that are normally affected by drought.

### Number of Schools Assisted with Water Tanks

Project	No. of schools assisted	Actual
Primary schools water tanks assistance[\$80,000]	219	\$78,558.89
Secondary schools water tanks assistance[\$80,000]	51	\$64,402.61

## NUMBER OF PRIMARY, SPECIAL AND SECONDARY SCHOOLS.

There are 866 registered ECCE Centres, 181 Secondary and 736 Primary Schools with 17 Special schools in Fiji.

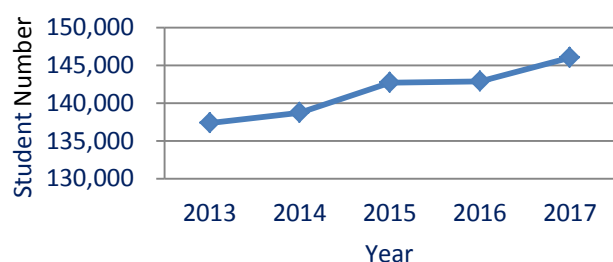


## ENROLMENT

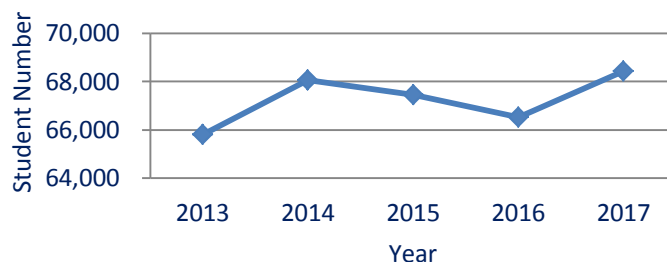
Primary school enrolment for 2017 was 146,037 students as compared to 142,884 in 2016. For secondary schools, the enrolment in 2017 was 68,444 compared to 66,515 in 2016.

ECCE also recorded an increased enrolment for the 5 years old. The total number of 5 years old enrolled in 2017 was 17,633 as compared to 14,887 in 2016.

Primary Enrolment



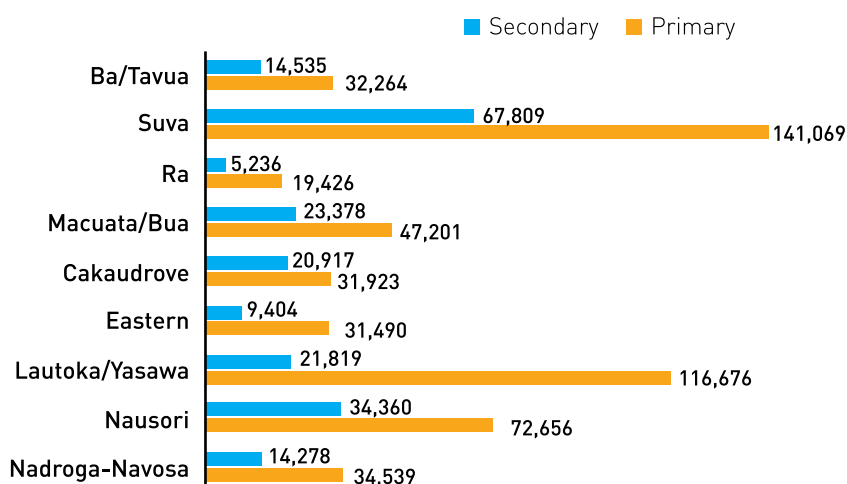
Secondary Enrolment



## FREE TEXTBOOK ASSISTANCE

A total of 527,244 different level Primary textbooks and 211,736 different level Secondary textbooks were dispatched to the schools from the 9 Education Districts.

The graph summarises the the total number of different Titles of Textbook Dispatched per Education District.

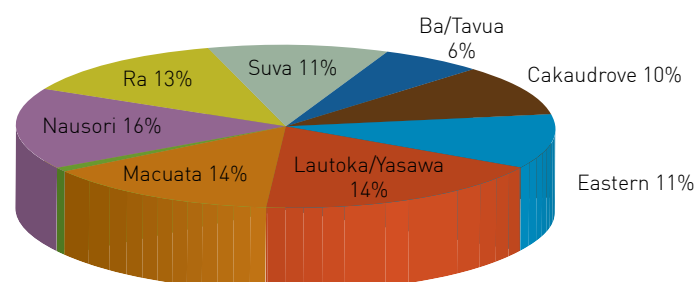


## LIBRARY RESOURCES

A total of 100 libraries were set up by the Ministry through the Library Services of Fiji. These include:

- 79 libraries in Primary schools
- 18 libraries in Secondary schools and
- 3 libraries were set up as part of Community Information Centres.

Percentage Library Set Up by Education District





## PART III: REPORT ON PERFORMANCE

### CHAPTER 1: FINANCE SECTION

#### Roles and Responsibilities

The Finance Section is responsible for:

- Allocation of approved funding in Budget Estimates to all Vote Controllers monitors and controls expenditure in compliance with Financial Regulations and procedures
- Ensures availability of cash flow to meet the Ministry's financial commitments in accordance with the 2016-2017 Budget Estimates
- Ensuring all payments of accounts owing, grants (salary, tuition and building), salaries and wages, transport assistance on a timely basis
- Address possible overpayments through prompt cessation of salaries due to retirements, resignations, terminations, deemed resignations, excessive leave and study leave without pay
- Carries out reconciliations (drawings, IDC, salaries, wages, Revolving Fund and Trust Accounts) to ensure all expenditures are recorded against a budgetary allocation reflecting the true status of the Ministry's expenditure
- Provides accurate monthly financial reports to the Senior Staff for accurate decision making and assess the performance of projects against the budgetary allocations
- Assists and coordinates the preparation of the Ministry's Budget from submissions from all sections and compiles these submissions for Ministry of Economy after consultations with the Ministry's Budget Committee
- Prepares responses to Audit (Internal and External) and Public Accounts Committee (PAC) queries
- Ensures effective internal control measures are in place in all areas to reduce possible fraudulent activities and safe guard Government assets.

#### 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. Also the Financial Management Framework on utilization of grants has been ongoing in all the Districts together with monitoring. Strict adherence has positively impacted on the reduction of audit queries.

#### 2016-2017 Budget Preparation

The section is also required to assist, coordinate and compile the 2016-2017 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 for increases to old and new items.

The section continues to monitor and control overall expenditure and highlighted irregularities and non-compliance to section heads for corrective action.

#### 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 possible overpayments of salaries.



## Reconciliation of Ledgers

After the closing of accounts, reconciliations were carried out for all ledger accounts, trusts and revolving accounts and adjustments made. Allocations with unutilized balances were vired to allocations to clear outstanding balances and overspending. Other adjustments for misallocation were taken in as audit adjustments.

## Agency Financial Statements

After all reconciliations have been done and adjustments updated, the Ministry's Financial Statements for 2016-2017 have been finalized after the closing of 2016-2017 accounts for the whole of Government.

## Transport Assistance Scheme

This program holds a budget of \$20m and still proves to be a challenging task 5 years since its implementation due to resource 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 and Good Governance Unit of the Ministry of Economy which highlighted issues of the lack of internal controls at the Ministry's Head Quarter, District Offices and at Schools and lack of monitoring which could lead to abuse. This led to PS 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 Transport Assistance Unit. Recommendations put forward by the Audit Team were implemented immediately.

## Finance Manual

The Finance Manual has been distributed to all Heads of Sections, Units, Government schools and District Offices as well as to all clerks and bursars as a guideline to be used when managing their allocations.





## CHAPTER 2: CORPORATE SERVICES SECTION

### Roles and Responsibilities

The Corporate Services Section is responsible for strategic planning and policy frameworks supporting the initiatives of the Ministry.

Its tasks include policy formulation, conducting research and making recommendations to the PS and Minister, documenting programs, events, services and latest publications. It is responsible for preparing, designing and producing the Ministry corporate and business plans, strategic and annual reports, calendar of events, Customer Service Charter, performance results and other publications. It also vets the Ministry's cabinet papers and memoranda of understanding before they are vetted by the Solicitor General's office.

The Section is made up of four Units namely: Planning, Policy, Research and IT/Statistics and is headed by the Director Corporate Services.

### Policy Unit

The Policy Unit is the focal point of all child related activities and represents the Ministry at the National Coordinating Committee for Children (NCCC) in their quarterly forums. Policy papers submitted by other line Ministries are also vetted by this Unit. The Unit also conducted training and awareness on reviewed and new policies of the Ministry to the Early Childhood Care and Education Centers, Primary and Secondary schools throughout the four education divisions.

Twelve policies were reviewed, developed and endorsed. These include:

1. Policy on Research
2. Policy on National School Library
3. Policy on Mobile Phones in Schools
4. Policy on FEMIS
5. Policy on Free Milk
6. Policy on School Zoning
7. Policy on Open Merit Recruitment and Selection
8. Policy on External Examinations and Assessment
9. School Boarding
10. School Counselling
11. Policy on Food and School Canteen
12. Policy on Location Allowance for Teachers.

### Research Unit

The duties performed by the Research Unit include the processing of research requests (both local and overseas) to be undertaken in Fiji. All research requests are processed through the MEHA Research and Ethics Committee and in accordance with the MEHA's Research Policy. The Research Unit is also responsible for conducting research for the Ministry in priority areas approved by the PS.

The Unit processed a total of 52 research requests in 2016-2017. In addition, the Unit conducted the following research in 2016-2017:

1. Financial Impact of the Kaji Rugby Tournament on Participating Schools in Fiji
2. Effectiveness of Literacy and Numeracy Assessment (LANA) for Teaching and Learning

3. Use of Digital Technologies in Fiji Secondary Schools
4. Causes of Student Dropouts In Primary Schools in the Suva, Nausori and Lautoka/Yasawa Education District.

The Unit also assisted in organising the following activities during the same period:

1. No Child Left Behind Strategic Meeting for Lautoka, Suva and Nausori District
2. Consultation on Unnecessary paperwork in schools
3. 2017 National Poster Competition
4. National Poster Competition Awards Ceremony for Central, Western, Eastern and Northern Division.

## Planning Unit

The Planning Unit is responsible for the coordination of the development, monitoring and evaluation of the Ministry's plans and required reports. The achievements for the Unit during the period 2016-2017 included:

1. The development of the 2016-2017 Annual Corporate Plan and Annual Business Plan. The finalization of the Plans was made possible during the Planning Workshop held in September 2016 at the Novotel Lami Hotel
2. The compilation, coordination and evaluation of progress by monthly reports from Sections regarding their progress against the ACP. These are then presented and discussed with Section Heads during monthly Senior Staff Meetings (SSM) chaired by the PS
3. Verification of achievement of the Sections KPIs
4. Continued compilation of quarterly reports for the Ministry of Economy
5. Responses to queries for information from other Government Ministries and NGOs.

## Statistics/IT Unit

The Statistics/IT Unit is responsible for two databases:

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

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

The Unit's achievement included the following:

- Conducting FEMIS Training to Schools, Education Districts and Ministry Head Office
- Providing user support on Ministry Systems
- Facilitating educational data requests from the Ministry, other Government Ministries, NGOs and Donor Agencies, UNESCO, local and international researchers
- Coordinating and monitoring FEMIS data quality
- Providing of education indicators to Senior Staff
- Creating e-examination platform for LANA and external examinations
- Creating an Online Chart of Accounts for calculation of accurate distribution of Grants to schools through FEMIS
- Updating the Ministry website regularly
- Creating Online registration for examinations using FEMIS
- Including School Library Records in FEMIS database
- Creating Online records of textbooks delivered to Primary and Secondary Schools
- Uploading school lease documents and boundary maps on FEMIS
- Creating of digitalized mapping of schools in Ministry Website and FEMIS
- Creating FEMIS Disaggregated Disability tool kit module in FEMIS
- Improving and revamping digitised Infrastructure module in FEMIS.



## CHAPTER 3: HUMAN RESOURCE MANAGEMENT SECTION

### PROFESSIONAL DEVELOPMENT UNIT

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

#### Roles and Responsibilities

- Coordinating professional development activities across the Ministry
- Management and monitoring of study leave for both local and overseas courses
- Management and monitoring of local and overseas training
- Leadership and Management training for current school leaders
- Future Leaders training for identified potential school leaders
- Conduct in-house training for the Ministry officers in identified areas of needs
- Selection of the United World College (UWC) scholarship recipient.

#### Highlights and Achievements

##### 1. Professional Development Activities

The total number of PDs received from schools from July 2016 – August 2017 was 3,097.

2016	
July-December	1,714
2017	
January-May	353
June	275
July	637
August	118
Total	3,097

##### 2. Occupational Health, Safety and Basic First Aid.

Officers trained in awareness on OHS and Basic First Aid from July 2016 – August 2017 was 2,516. This was mainly training that the Unit was involved in every week.

2016		2017	
July	173	January	134
August	117	February	173
September	91	March	146
October	149	April	102
December	55	May	180
Total	585	June	25
		July	116
		August	1,055
		Total	2,516

##### 3. In – service Training

There were a total of 25 teachers (14 female and 11 male) that benefitted through the in-service training programme. These officers were given approval by the Permanent Secretary for study leave to complete their pursued program either on study leave with or without pay.

Female	Male
14	11

#### 4. Conferences, Seminars and Training Workshops

As part of its capacity building exercise, the Ministry continues to send its officers for conferences, seminars and training workshops which were held locally and abroad with the funding assistance provided for by Government, development partners and/or agencies. The following Officers attended trainings, seminars and workshops in July 2016 – August 2017.

Participant(s)	Section	Training Course	Duration	Organizer/ Country
Mrs. Kelera Taloga	DSP	1. Fourth Regional Workshop of Strengthening Leadership and advocacy for the Prevention and Control of Non - communicable diseases	27 – 30 September 2016	Japan
		2. Commonwealth Accelerated Development Mechanism for Education (CADME) Meeting and the 20th Conference of Commonwealth Education Ministers (20th CCEM).	19 – 21 October 2016	United Kingdom
Vereniki Nalio	FM	International Festival of Arts	4 – 15 August 2016	China
Mr. Timoci Bure	DSPS	Seminar for Senior Public Servants	24 August – 15 September 2016	
Mr. Ashneel Chand	CAS	"14th Session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia and the Pacific.	16 - 19 August 2016	Australia
Mr. Biu Colati	CAS	Physical Education in Basic Education	28 August – 10 September 2016	Japan
Ms. Litea Naliva	Primary	Joint WBU and ICEVI General Assembly Events	18 – 25 August 2016	USA
Ritesh Deo				
Sima Kumar		Knowledge Co-creation Programme for Young Leaders- Science & Maths in Basic Education.	6 – 23 September 2016	Japan
Ms. Shobhna Devi	DHA	Cultural Visit	12 – 21 September 2016	China
Mr. William	TCF	Skills in TVET for Sustainability	12 – 21 September 2016	Philippines
Mr. Sunil Praneel Narayan	TCF	International Skills Forum	19 – 21 September 2016	Philippines
Mr. David Bruce Wedlock	DTCF	Industrial Technology Education	29 September - 12 November 2016	Japan
Roshni Devi Singh Vika Koro Upma Prakash	HME's Office FM FM	Conference on Peace Education (HWPS)	16 – 21 September 2016	Republic of Korea
Abdul Ilshad	CAS	Quality Physical Education (QPE) in cooperation with the Gesellschaft fur International Zusammenarbeit (German Agency for international Cooperation, GIZ.	29 – 30 September 2016	France



Participant(s)	Section	Training Course	Duration	Organizer/ Country
Silina Tupua	CAS	5th UNESCO-APEID Meeting on Entrepreneurship Education	26 – 29 September 2016	Indonesia
Marika Baleca	Primary	Promotion of Social Participation of Persons with Disabilities through Sports.	2 – 30 October 2016	Japan
Krishneel Sharma	CAS	Ecological Management of Energy Resources	3 - 28 October 2016	Russia
Sakiusa Kataiwai	FM	Culture Heritage Protection in Asia – Pacific Region (JICA Project)	2 – 3 October 2016	Japan
Elia Nakoro	FM	Cultural Heritage Management	12 October – 12 November 2016	China
Alumeci Tuisawau	TEST	UNEVOC – TVET Leadership programme.	17 – 28 October 2016	Germany
Ruth Kuilamu	CAS	Launch of the Training on Materials on Climate Change in Asia-Pacific SIDS with World Science & Maths Day.	11 November 2016	Timor- Leste
Sangeeta Chand Geetanjali D. Prakash Salanieta Ratunamasa Filisitas Antonio	Pri/ECCE CAS Pri/ ECCE Pri/ ECCE	Save the Date: Pacific Early Age Readiness and Learning (PEARL) Workshop II.	25 - 29 October 2016	Tonga
Ana Baleiova Tuiova	Pri/ Sp.Ed	Planning the lessons for children with disabilities in the context of Special Needs Education (SNE).	23 November – 17 December	Japan
Opeta Alefaio/ Timoci Balenaivalu	NAF	Archives Management	20 - 26 February 2017	Australia
Opeta Alefaio/ Collin Yabaki	NAF	PARBICA Conference		New Zealand
Arieta Buliruarua/ Esther Fesaitu	NAF	Digitization National Archives of Australia	9 - 14 May 2017	
Opeta Alefaio	NAF	Knowledge Sharing	17 – 23 February 2017	Australia
Mr. Sipiriano Nemani	FM	1. Sponsored-UNESCO CHRIHAP UNESCO CHRIHAP Board Meeting 2. Sponsored-UNESCO CHRIHAP UNESCO CHRIHAP Workshop – Implementation of the 2003 ICH Convention for PIC.	27 February – 3 March 2017	China New Zealand
Mrs. Ratunabuabua Mrs. Mereia / Mrs Prakashni / Mr. Jotame	DHA FM	Return to Fiji Museum from SCVA	17 – 23 February, 2017	United Kingdom
Rosalia Muavesi	DHA	Designing Engaging Exhibition,” from 27th February – 3rd March 2017 in Singapore.	27 February - 3 March 2017	Singapore



Participant(s)	Section	Training Course	Duration	Organizer/ Country
Rohitesh Chand	ECCE	Asia - Pacific Regional ECE Conference.	1 - 3 March 2017	Cambodia
Praneshwar Avikash Ram	TCF	Seminar on Capacity Building of Small and Medium-sized Enterprises for Developing Countries	16 March - 5 April 2017	China
Bhupendra Singh/ Amelia Siga	CAS FHEC	Pacific Capacity Building Workshop on NQF.	20 - 24 March 2017	Samoa
Varanisesa Tusaqa	LSF	American Spaces Workshop	3 - 7 April 2017	Austria
Aminiasi Voresara	DHA	"2017 Network Meeting for Intangible Heritage Safeguarding in the Pacific"	25 - 27 April 2017	Palau
Ruth Kuilamu	CAS	1. NYU Abu Dhabi Forum on Global Education 2. GLOBE Country Coordinators of Asia Pacific Region and the GLOBE training.	2 - 5 May 2017 21 - 28 May 2017	UAE Philippines
Merewalesi Vueti	DLSF	1. Invitation to attend expert meeting on South Pacific National Libraries 2. 25th Conference of Directors of National Library Asia and Oceania.	1 - 2 May 2017 10 - 19 May 2017	New Zealand China
Vimlesh Chand DCAS	CAS	International Seminar on, Professional Developing of Educational Staff.	7 - 26 May 2017	Israel
Mr. Iowane P. Tiko Ms. Releshni Karan	PSE DCS	1. Asia-Pacific Ministerial Forum on ICT in Education (AMFIE) 2017 2. 8th USP Council Mtg (PSE only).	11 - 12 May 2017 24 - 25 May 2017	Korea Marshall
Makelesi Driu PEO TEST	TEST	Role of TVET in Social and Economic Development	15 - 19 May 2017	Singapore
Pauliani Kalousesese Rajend Lal	CAS	JICA Training on Mathematics Education in Primary and Secondary School in Pac Is. States.	17 May - 1 July 2017	Japan
Collin Yabaki Maciusela Betei Pita Cavuilagi	DHA DHA FAC	6th Culture & Arts Committee Meeting.	23 - 24 May 2017	Solomon
Atelini Koroiwaca	FHEC	2nd Regional Capacity Building Workshop on the Recognition of Higher Education Qualifications in Asia and the Pacific.	1 - 3 June 2017	China
Tupou Gavidi	PDUHR	Training Workshop for Officials of National Commissions for UNESCO in Asia and the Pacific	20 - 23 June 2017	Thailand
Cecial Chandra	Suva Sangam College	Physical Education in Basic Ed Training	9 - 29 July 2017	Japan



## ETHICS COMPLAINT AND INVESTIGATION UNIT

The Ethics, Complaint and Investigation Unit plays an important role in ensuring that all cases received relating to alleged unethical practices and for those officers who have allegedly breached provisions of the Public Service Commission, Code of Conduct are dealt with fairly and consistently according to relevant guidelines and legislation.

### Roles and Responsibilities

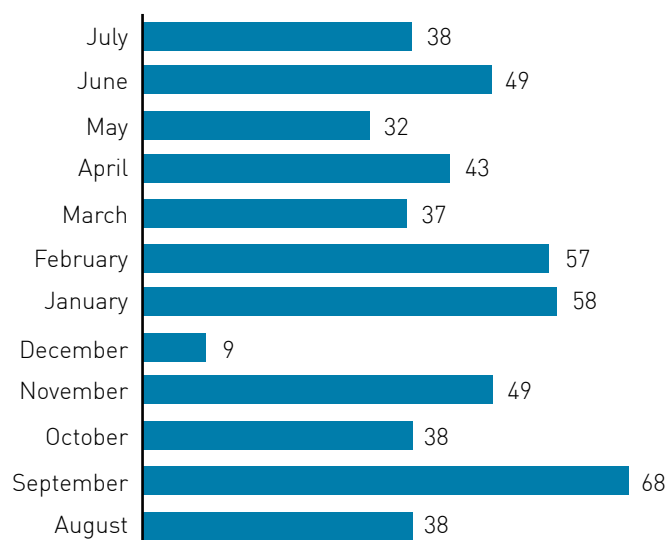
The Ethics, Complaint and Investigation Unit play a vital role in the administration of disciplinary cases:

- ensuring that cases of alleged misconduct, unacceptable performance or other acts or omissions considered by the Ministry to warrant consideration of disciplinary action are dealt with consistently and fairly within a reasonable timescale
- to encourage improvements where appropriate
- to facilitate satisfactory standards of conduct and performance.

### Activities

The number of reported cases received from August 2016 to July 2017 is 516.

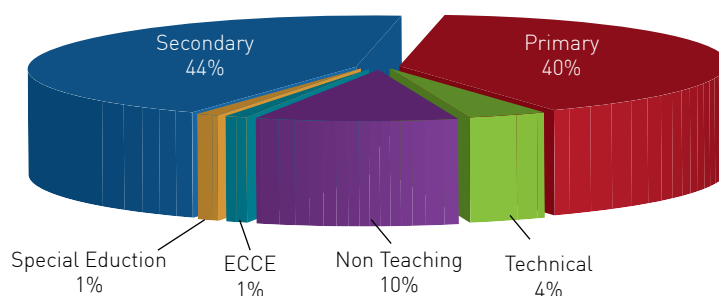
The graph summarises the number of cases received for each month.



### Total number of reported cases for the nine education districts:

Suva	Nausori	Sigatoka	Lautoka/Yasawa	Ba/Tavua	Ra	Macuata /Bua	Cakaudrove	Eastern
194	87	23	43	38	18	25	41	47

### % reported cases by categories



## Case Type Status

Participant(s)	Status of reported Cases			Cases Cleared			Cases in Progress		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Court Cases	3	-	3	2	-	2	1	-	1
Police Cases	2	1	3	2	-	2	-	1	1
Deemed Resignations	40	23	63			63			
Corporal Punishment	22	11	33	22	11	33			
Suspension	15	4	19	15	4	19			
Warning/Reprimand/ Counseled	42	21	63			63			
Reinstatement	18	12	30			30			
Reinstatement Request Decline	9	6	15			15			
Reported Cases Against Children	97	32	129			129			
Termination/ Summarily Dismissed	10	-	10			10			
Cases with FICAC	2	-	2				2	-	2
Cases with ERT	4	2	6				4	2	6
Cases with SG's Office	19	7	26	12	7	19	7	-	7
Reports For Senior Management's Decision (In Progress)	55	25	80				55	25	80
Cases Dismissed	42	28	70			70			
Cases Presented at PSDT (Officers currently suspended)	22	6	28	9	3	12	13	3	16



## CHAPTER 4: PRIMARY SECTION

The Primary Section is responsible for the provision of basic education to all in Fiji, in partnership with all education stakeholders. The Section consists of the following Units:

- Primary Education
- Early Childhood Care and Education
- Special and Inclusive Education.

As such, the Section also plans, co-coordinates and implements the education policies pertaining to Early Childhood Care and Education (ECCE), Primary Education, Special and Inclusive Education (SIE) and also the Teacher Training Institutions for primary school teachers.

It is specifically tasked to conduct and deliver education services to the following: ECCE, Primary and SIE for children with special needs and students in the years of compulsory schooling (Year 1 to Year 8)

### 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, ECCE and SIE teachers
- Administration and monitoring of ECCE, SIE and primary education
- Administration and monitoring of grants and funds
- Provision of advisory services
- Enrolment

Administration of Primary Education:

- Liaison with school managements on appointment of school heads
- Liaison with funding agencies for school Improvement and Monitoring
- Advertising vacant positions and filling vacant posts through normal processing procedures
- Upgrading of boarding schools
- Review of the capacity of teacher inputs
- Status and forecast of teacher wastage, recruitment on temporary, temporary relieving (maternity relieving) and contract conditions
- Provision of appropriate staff to all ECCE, Primary and Special Schools
- Provision of in-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 teacher graduates
- Establishment and staffing of infant and new primary schools and ECCE centres.

## Statistics

### 1. District Education Offices

District	Location	Senior Education Officer in Charge
Suva	Harbour Front Building, Suva	Harry Smith
Nausori	River House, Nausori	Mustafa Khan
Lautoka/Yasawa	Rogorogoivuda House, Lautoka	Pateresio Tunidau
Ra	Kalawati House, Rakiraki	Saniala Nauga
Cakaudrove	Gulabdass Building, Savusavu	Saimoni Cabealawa
Macuata/Bua	Roqomate House	Vacant
Ba/Tavua	Koronubu House, Ba	Atendra Kumar
Eastern	Harbour Front Building, Suva	Joshua Sevutia
Nadroga/Navosa	Keasuna Building, Sigatoka	Setareki Rika

### 2. Student Enrolment

There were 146,037 students enrolled in the registered 736 primary and 17 special schools while ECCE has a total of 17,633 enrolled students registered in FEMIS.

Districts	Students Roll	
	Primary and Special Education	ECCE
Ra	5,610	629
Nadroga/Navosa	10,168	1,245
Lautoka/Nadi/Yasawa	27,067	3,647
Ba/Tavua	10,365	1,134
Macuata/Bua	14,326	1,906
Suva	36,808	4,099
Cakaudrove	9,951	1,076
Eastern	8,046	1,089
Nausori	23,696	2,808
TOTAL	146,037	17,633

## Free education Grant and Monitoring

All the 736 primary and 17 special schools have been paid their Free Education Grant.

	No. of School (excluding centralized school)	Total amount for Term 1 Grant	Total Amount released	Yet to be paid due to non-submission of AGM & AFR 2016
Term 3 - 2016	730	\$11,666,667.00	\$11,204,989.61	\$461,677.39
Term 1 - 2017	730	\$11,454,099.10	\$10,471,779.44	\$1,442,125.66
Term 2 - 2017	729	\$11,377,554.30	\$9,049,735.68	\$1,442,125.66



## Boarding Per Capita

Education Districts	No. of schools	No of Boarders	Term 3 – 2016 (\$)	Term 1 – 2017 (\$)	Term 2 – 2017 (\$)	Total amount received as Boarding per Capita (\$150 per child) (\$)
Suva	8	223	10,250	16,725	16,725	43,700
Nausori	7	363	16,150	27,225	27,225	54,450
Ra	11	564	24,850	42,300	42,300	84,600
Ba/Tavua	6	229	11,450	42,175	42,175	34,350
Macuata/Bua	20	761	39,450	57,075	57,075	114,150
Lautoka/Yasawa	11	459	6,950	34,425	34,425	68,850
Eastern	27	807	40,350	60,525	60,525	121,050
Cakaudrove	15	361	17,350	27,075	27,075	54,150
Nadroga	15	597	31,100	44,775	44,775	89,550
Total	120	4,364	197,900	270,225	270,225	540,450

## Professional Development/Workshops

- More than 97% of school heads attended the workshop conducted for the year from all the education districts on Teacher Competency Framework (TCF) and Leadership Competency Framework (LCF), District Induction Sessions, Financial Management, National Curriculum Framework (NCF) and school planning
- District staff participated in the TCF and LCF workshops, Transport Assistance workshop, Planning workshop, FESA, FEMIS and data cleaning training organized by the Ministry, ITC, Briefing on Location Allowance
- A four day workshop was organized from 12 - 15 October 2016 in Nadi for Education Officers. 100% attendance was attained
- District Education Officers organized and facilitated the following workshops in all the four Education Divisions:
  - Future Leaders Workshops
  - Teachers and Leadership Competency Framework
  - NCF Workshop for Classes 1 to 4
  - Transport Assistance Workshop
  - Financial Management on Free Education and
  - Leadership Management Workshops.



## SPECIAL/INCLUSIVE EDUCATION

The core function of the Special Education Unit is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country. The Unit works collaboratively with the nine education district offices in ensuring the effective implementation of inclusive education policy and support for students with special needs in both special and mainstream schools. The Unit comes under the Primary Section. The main characteristics of special schools and institutions in Fiji are their distinctive structures and facilities to accommodate learners with diverse needs, and their typical locations in major cities and towns.

### Roles and Responsibilities

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

### Statistics

#### 1. Students enrolment and teachers

Students		
Male	Female	Total
642	429	1,071

Teachers		
Male	Female	Total
34	83	117

#### 2. Special Schools Details.

##### Distribution of Special schools in each district

Districts	Schools	Staff	Location	Roll	Controlling Authority	Programs Offered
Suva	Early Intervention Centre	7	Epeli Street, Suva	43	Fiji Crippled Children's Society-Suva Branch	1,4,5,6
	Fiji School for the Blind	11	Nanuku Street Vatuwaqa	31	Fiji Society for the Blind	1,2,4,5,6
	Hilton Special	14	Waimanu Road, Suva	82	Fiji Crippled Children's Society-Suva	2,3,4,5,6
	Suva Special	15	Salato Rd, Namadi Heights.	98	Suva Society for the Handicapped	1,2,3,4,5,6
	Gospel School for the Deaf	10	50 Dhanji St. Samabula	35	Gospel Board of Education	1,2,3,6
	Fiji Vocational Training Center	8	Brown st, Suva	76	Fiji National Council for the Disabled	3,4,6
Nausori	Nausori Special	5	Natua,Vunimono	54	Fiji Crippled Children's Society	1,2,4,6

Districts	Schools	Staff	Location	Roll	Controlling Authority	Programs Offered
Eastern	Levuka Special	5	Beach Street, Levuka	23	Levuka Society for the Handicapped	1,2,4,6
Nadroga-Navosa	Sigatoka Special	6	Vudi Rd, Sigatoka	52	Fiji Crippled Children's Society-Sigatoka	1,2,3,6
Lautoka/Nadi Yasawa	Nadi Special	15	Hospital road, Nadi	148	Nadi Society for the Handicapped	1,2,3,4
	Lautoka Special	17	Hospital Road, Ltka	94	Fiji Crippled Children's Society-Lautoka	1,2,3,4
	Sunshine Special	12	Evan St. Lautoka	97	Intellectually Handicapped Society	1,2,3,4
Ba/Tavua	Ba Special	6	Kula St, Varadoli, Ba	64	Fiji Crippled Children's Society-Ba	1,2,4
	Veilomani Rehab	6	Racecourse Namosau, Ba	37	Methodist Church of Fiji	3,4,6
Ra District	Rakiraki Special	6	Yaratale Rd, Rakiraki	31	Ra Society for Handicapped	1,2,4,6
Macuata-Bua	Labasa Special School	9	Siberia Rd, Labasa	73	Fiji Crippled Children's Society-Labasa	1,2,3,4,5,6
Cakaudrove	Nasavusavu Special	5	Yaroi Village, Sav	33	Intellectually handicapped Society	1,2,3,4,6

## Key:

### a. Program Codes

1. Early Intervention Program
2. Primary Education Program
3. Pre Vocational, Vocational & Technical Training Program
4. Rehabilitation Program
5. Specialized therapy programs.
6. Integration, Transition, Mainstreaming Programs.

### b. School Level

■ 6D schools    
 ■ Vocational    
 ■ 5E School    
 ■ Private School    
 ■ 4C Schools

## 3. Students disability type classification

### Classification of Children by Disability Type in Special Education Schools

School	Roll	Physical	Speech	Hearing	Visual	Intellectual	Multiple
1. Early Intervention	43	16	27	1	-	38	39
2. Hilton Special	82	56	71	38	1	9	75
3. Suva Special	98	2	93	1	3	150	97
4. Fiji School for the Blind	31	5	7	3	54	12	13
5. Gospel school for the Deaf	35	9	48	55	11	1	48
6. Fiji Vocational Training Centre	76	37	28	10	11	76	45
7. Nausori Special	54	10	8	2	4	33	19
8. Levuka Special	23	2	6	3	4	24	8

School	Roll	Physical	Speech	Hearing	Visual	Intellectual	Multiple
9. Sigatoka Special	52	2	2	1	1	36	1
10. Nadi Special	148	8	2	11	2	135	-
11. Lautoka Special	94	29	34	19	12	28	24
12. Sunshine Special	97	14	28	4	8	88	32
13. Ba Special	64	29	39	4	5	50	45
14. Veilomani Rehab Centre	37	20	26	5	2	45	30
15. Ra Special	31	2	11	1	1	21	12
16. Nasavusavu Special	33	1	1	2	-	31	-
17. Labasa Special	73	22	30	15	3	91	41
Total	1071	264	461	175	119	868	589

#### 4. Special and Inclusive Education Grant

Grant payable to the Special and Inclusive schools as per allocation below:-  
Baseline/Disability Ratio + \$250 per child

Allocation:

- |  |     |
|--|-----|
| 1. Administration                          | 30% |
| 2. Equipment/Aids & Resources              | 40% |
| 3. Health, Welfare & Specialized Support   | 10% |
| 4. Furniture, Building & Vehicle/Transport | 10% |
| 5. Sports & Recreational Activities        | 10% |

#### Professional Development

Training Workshop conducted to Special Education Teachers on Individual Educational Programs

Specialist Areas	No. Trained	Male	Female	Facilitator/Trainer
Individual Educational Plans	83	34	49	IEP Support Team/Scope Global International
Down Syndrome	84	40	48	L. Naliva-MEHA
Untrained Teachers/Teacher Aides/Support Staff	55	61	116	L. Naliva-MEHA

In Service Training Undertaken by Special Education Teachers

USP [ Bachelor's Degree in Special & Inclusive Education/Psychology]			APTC [ Cert IV in Disability Studies]			AUSAID/ERASMUNDAS/NZODA [Masters in Special and Inclusive Education]		
Male	Female	Total	Male	Female	Total	Male	Female	Total
0	2	2	1	1	2	1	0	1



## Integration and Mainstreaming Special and Inclusive students

39 special students were under the Integration program in primary schools, secondary schools and tertiary institutions. These include 23 students in primary schools, 10 students in secondary, 33 students in Technical/Vocational and 6 students in Tertiary Institutions.

## Job Placements

Students with special needs were also successfully integrated from the special schools to the job markets. 3 students were absorbed into the Tourism Industry, 3 joined the Joinery Company and 12 are currently living independently.

## Sports

Special and Inclusive Education Unit facilitated the District Competitions which were held, in partnership with business houses and McDonald's Fiji Limited.

- NORTHCASE Games - 18 July 2017
- CEACASE Games - 31 July 2017
- WESTCASE Games - 22 October 2016.

## Awareness and Advocacy

The following dates were celebrated in school and at the national level

- Down Syndrome Day - 21 March 2018
- World Autism Day - 2 April 2017
- Cerebral Palsy Awareness Month - March.

## EARLY CHILDHOOD AND CARE EDUCATION SERVICES

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

### Roles and Responsibilities

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

The specific functions carried out during the 2016-2017 period included:

- Providing professional and administrative assistance to pre-school teachers through visits to ECCE centers
- Providing advisory services to ECCE management committees, teachers, school heads, parents and the public
- Investigating ECCE centers on issues, concerns and complaints raised from the parents and the public and providing feedback to immediate supervisors
- Facilitating ECCE center establishment and registrations
- Facilitating the disbursement of salary grants to ECCE teachers
- Facilitating the disbursement of the FEG to registered kindergartens
- Co-facilitated the launch of the ECCE Week in Suva
- Liaised and assisted other Ministries and Non-Government Organizations on ECCE matters
- Attended workshops and forums conducted nationally and abroad.

### Highlights

### ECCE Budget

In the 2016-2017 financial year, the budgetary provision for ECCE increased compared to the previous \$8.9m. Teachers and children continued to be assisted through the Salary Grant and FEG respectively. A few selected ECCE centers were also fortunate to have received the Building Grant through the Asset Monitoring Section of the Ministry and the Hon. Minister Initiative which assisted the renovation and maintenance of classrooms and walkways as well as in the construction of new classrooms and restrooms.

#### ECCE Budgetary Allocation

Year	Salary Grant for Teachers	Equipment Grant	Building Grant	Free Education Grant	Total
2015	\$3.3m	na	\$150,000.00	\$464,072.25	\$3,914,072.25
2016	\$3.3m	na	\$150,000.00	\$2,431,432.10	\$5,881,432.10
2017	\$6.8m	na	\$3,095,245.00	\$2,100,000.00	\$11,995,245.00

### Building Grant (Allocation \$150,000)

A total of 4 existing ECCE Centres received assistance through this grant for either upgrading purposes or for the building of new classrooms. Processing and disbursement of grants and monitoring site visits to the projects were conducted by the Asset Monitoring Section.

Year	Salary Grant
2014	\$3,300,000
2015	\$3,300,000
2016	\$3,300,000
2017	\$6,800,000.00



## Salary Grant

There was a marked increase of salary grant allocation compared to previous year.

The salary grants were processed and disbursed to 1214 teachers from 866 kindergarten centres. This grant was paid out on a monthly basis.

### Summary of teachers assisted through the salary grant per school by district

Education District	Category	Total
Nausori	1	1
		8
		40
		131
		9
Total		189
Suva	1	4
	2	21
	3A	26
	3B	163
	4	14
Total		228
Cakaudrove	1	1
	2	1
	3A	13
	3B	50
	4	15
Total		80
Bua/Macuata	1	1
	2	3
	3A	34
	3B	97
	4	21
Total		156
Ba/Tavua	1	0
	2	8
	3A	26
	3B	40
	4	11
Total		85

Education District	Category	Total
Ra	1	0
	2	0
	3A	16
	3B	24
	4	30
Total		70
Nadroga/Navosa	1	1
	2	8
	3A	13
	3B	43
	4	18
Total		83
Lautoka/Yasawa	1	0
	2	14
	3A	56
	3B	120
	4	10
Total		200
Eastern	1	0
	2	2
	3A	22
	3B	71
	4	28
Total		123



## Free Education Grant (FEG)

\$2.1 million was given as FEG to cover tuition fees for 5 year old kindergarten students. This was disbursed on a termly basis for close to 17,600 ECCE students from 866 ECCE centres.

## Allocation of FEG

A 5 year old attending was allocated \$50.00 per school term. This grant was distributed into 5 allocations as highlighted below:

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

## ECCE Centres by 5yrs old by Education district

Education District	Number of ECCE Centres	No. of 5 yrs old student
Suva	103	4,099
Nausori	138	2,808
Eastern	120	1,089
Ba/Tavua	63	1,134
Lny	105	3,647
Nn	71	1,245
Ra	64	629
Cakaudrove	75	1,076
Bua/Macuta	127	1,906
Total	866	17,633

## ECCE WEEK HIGHLIGHTS

The ECCE Week was launched in Nadi at the Nadi Sangam School by the Permanent Secretary. More than 1,300 kindergarten students, teachers and parents from 42 kindergarten centres attended the launch. The weeklong event was celebrated in style by all ECCE centres all over Fiji.

The theme for the week was “Enhancing Quality Early Childhood Education and Care through Sustainable Approaches for a Firm Foundation for Education in this 21st Century”. The theme fully supports SDG 4.2; which ensures all girls and boys have access to quality childhood development, care and pre-primary education so that they are ready for primary education.

The week long programmes included games, character parades, art and culture, planting and weaving and parental awareness with guest speakers from the Health Department, Library Services of Fiji, Commercial Banks, Ministry, Religious Organizations, National Fire Authority, Police and Military.



## CHAPTER 5: SECONDARY SECTION

### 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:

- Liaises with school management on the appointment of school principals
- Facilitates the appointment of teachers in secondary schools in concurrence with PS and Hon. Minister
- Ensures and monitors that the staffing establishment is 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.

### Statistics

#### 1. Student Enrolment

There is an increase of 2.8% Secondary Roll from 2016. Provided below is the enrolment data for 2016 and 2017.

#### Secondary Enrolment by Education Districts - 2017

Education District	No. Schools	Male	% Male	Female	% Female	Total
Ba-Tavua	14	2,615	49	2,715	51	5,330
Cakaudrove	13	1,770	44	2,219	56	3,989
Eastern	14	1,362	48	1,465	52	2,827
Lautoka-Yasawa	23	6,113	48	6,621	52	12,734
Macuata-Bua	25	3,278	47	3,751	53	7,029
Nadroga-Navosa	13	1,665	47	1,848	53	3,513
Nausori	25	6,658	53	5,788	47	12,446
Ra	7	1,005	45	1,223	55	2,228
Suva	37	8,397	46	9,951	54	18,348
Grand Total	171	32,863	48	35,581	52	68,444

#### Secondary Enrolment by Education Districts - 2016

Education District	No. Schools	Male	% Male	Female	% Female	Total
Ba-Tavua	14	2,569	50	2,595	50	5,164
Cakaudrove	13	1,693	44	2,143	56	3,836
Eastern	13	1,293	49	1,346	51	2,639
Lautoka-Yasawa	22	5,980	48	6,600	52	12,580
Macuata-Bua	25	3,497	49	3,612	51	7,109
Nadroga-Navosa	13	1,605	48	1,729	52	3,334
Nausori	25	5,510	50	5,470	50	10,980
Ra	7	964	46	1,138	54	2,102
Suva	36	8,905	47	9,866	53	1,8771
Grand Total	168	32,016	48	34,499	52	66,515

## 2. Number of schools by Education Districts

### Summary of Schools by Education Districts

District	Secondary				Secondary and Vocational			
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total
Ba/Tavua		11		11		3		3
Cakaudrove		10		10	1	2		3
Eastern	2	7		9		5		5
Lautoka/ Yasawa	1	20	3	24		2		2
Macuata/Bua	1	21		22		2		2
Nadroga/ Navosa		12	1	13		1		1
Nausori	2	20	2	24		4		4
Ra		5		5		2		2
Suva	2	32	3	37		3	1	4
Total	8	138	9	155	1	24	1	26

## 3. Secondary School Teachers

### Summary of Teachers by Education Districts

Education Districts	Males	Females	Total
Ba/Tavua	199	249	448
Ra	81	106	187
Lautoka/Yasawa	321	488	809
Nadroga/Navosa	150	154	304
Eastern	277	272	549
Nausori	386	475	861
Suva	431	808	1,239
Macuata/Bua	339	345	684
Cakaudrove	157	173	330
Total	2,341	3,070	5,411

## Highlights

- Submission of the schools' audited accounts from 171 Schools
- Establishment of 3 new secondary school - Jeremiah Raibevu College, Magodro Secondary School and Moce Secondary School
- Distribution of Tuition Free Education Grant [FEG]
- Timely response on the posting of newly promoted officers
- Creation of 20 new HOD posts
- The establishment and filling of 100 new teaching positions.

## Transfer Allowance

The Secondary Section ensured that all teacher transfers carried out have satisfactorily staffed the secondary schools in the country. A total of \$332,350.89 was paid out as transfer allowances and travelling expenses in 2017.



## CHAPTER 6: ASSETS MONITORING SECTION

The Section is responsible in ensuring better management and monitoring of capital projects, establishment, registration and recognition of schools. It supports quality schools performance through Standard Monitoring and Inspection; monitoring and evaluations of school plans; enhancing capacities of school management and teachers on Education in Emergencies. It vigorously monitors school development grants. The Asset Management Unit work closely with relevant Ministries and donor agencies to address proactively and manage disaster issues as well as to mitigate adversities affecting schools in emergencies and disasters. It also ensures effective coordination of the Ministry's Emergency Operation Centers in emergencies and disasters.

### Roles and Responsibilities

#### Assets Development and Capital Project

The Asset Development and Capital Projects Unit is responsible in the continuous improvement strategies and monitoring of all the schools, in the categories of Non-Government primary, ECCE, Special Education, Non-Government secondary schools and Government schools through the provision of finance to assist in the improvement of physical facilities and equipment, especially in the learning environment, for the realization of the national goals of education.

The Unit facilitates and pays lease premiums of new leases and renewal of leases in consultation with lessees, iTaukei Land Trust Board (TLTB) and Department of Lands. It expedites disaster rehabilitation through infrastructure upgrading and improvement. It facilitates the supply of water tank to schools for the sustainability of water supply; and facilitates the construction of new schools.

#### Education in Emergency (EIE)

The EIE Team is responsible for the provision of education during disaster and rehab through the supply of TLS, school stationery, school bags, and school in the box, Early Childhood Development (ECD) kit, recreational unit and school feeding. It provides capacity building programs for teachers and stakeholder on Disaster Preparedness. In terms of the School Disaster Risk Reduction (DRR), it provides awareness and facilitates Disaster Management and Disaster Education with school infrastructure improvement. It also provides psychosocial support and activities. In addition, it conducts Safer Schools against Disaster in Education training to management and school heads whilst encouraging disaster risk education into the school curriculum. It coordinates the Ministry's Emergency Operation Centres during emergencies and disasters.

### Highlights

#### Assets/Development

##### 1. Maintenance and Upgrading of Government Schools (\$1,000,000)

Govt. Schools	Project	Cost	Work Progress
Adi Cakobau School	Construction of a 1 x 2 timber classroom	\$158,815	Project is now complete.
Vunisea Secondary	Upgrading work of school library	\$9,991.60	Completed
Sila Central	Renovation of teachers quarters	\$45,000	Upgrading completed
Library Service	Renovation of 4 offices	\$50,000	100% Construction work completed.
QVS	Re-imbursement of cost for the construction of hostel	\$63,428.59 \$50,000	Re-imbursement of the construction work paid to the contractor \$63,428.59. Outfitting of new science laboratory - Memorandum of Agreement (MOA)

Govt. Schools	Project	Cost	Work Progress
Labasa College	Senior and junior boys hostel (block A)	\$43,000	Maintenance work completed
Suva Grammar	Renovation of Main Admin Block	\$45,000	Renovation work completed
Examination Assessment Unit - Gohill Building	<ul style="list-style-type: none"> <li>Tiling of ground floor.</li> <li>Construction of packing room for exam papers.</li> <li>Partitioning of rooms for officers</li> </ul>	\$48,960	Construction work completed
Quality House	New Partition for Primary Section	\$19,500	Partitioning work at ground floor completed
Bucalevu Secondary	Upgrading work of school dormitory & ablution block	\$48,000	Construction work started.
Examination Assessment Unit	Construction of the partition wall and main service counter		Construction work started
Natabua Primary	Upgrading of classrooms	\$50,000	RIE submitted to Ministry of Economy for approval
Nasinu Secondary	Upgrading of the interior of the boys dormitory (double storey)	\$75,000	RIE approval from Ministry of Economy in process
QVS	Construction of new septic tank & upgrading of washing area		MOA submitted to SG's office for vetting. Scope will be submitted for 2017-2018 financial year
Delanamasi Primary School	Funds to be diverted from Natabua High School		Awaiting the site plan from the Head Teacher- Re-scope needed to be submitted for 2017-2018 financial year
Examination Assessment Unit	Installation of air con, roller shutter doors, internal shelves.		3 quotes submitted, PS approval obtained and carried forward to 2017-2018 financial year
Levuka Public High School	Construction of boys dormitory to replace burnt dormitory	\$91,250	Under tender, awaiting bids from contractor
Library Service	Renovation of offices	\$42,500	Construction completed; payment released
NSAAC	General maintenance	\$26,180	Maintenance work completed

## 2. Construction of New Secondary School

### Summary of Work Progress for the Constructions of New Secondary Schools

Budget Allocation	School	Committed	Work Progress
Bau Central College	1x8 Double storey concrete	\$899,023.87	Ground floor completely filled. All columns filled and 10 rows of blocks laid for the ground floor. Blocks up to 1st floor 5th payments released to the contractor.



### 3. Schools on Heritage Sites

#### Summary of Work progress on School Heritage Site

Project Allocation	Project	Committed	Work Progress
Heritage Sites Building Grant (Marist Convent Primary School, Levuka)	Strengthening of the internal structure of the building	-	RIE submitted to Ministry of Economy. Project on hold as fund diverted for TC Winston rehabilitation works.

### 4. Infant Schools

#### Summary of Work progress on Constructions of Infant School

Project Allocation	Project	Committed	Work Progress
Nailou Infant School	1x3 classroom, 2x2 TQ 1x7 pan ablution	\$215,345.00	Tender has been re-advertised, bids received were higher than the Engineers estimate.

### 5. AMU Boarding and Building Grant Assistance

#### Summary of Work progress for the AMU Boarding and Building Grant Assistance

Project Allocation	Project	Committed	Work Progress
Primary Boarding	14	\$200,000.00	14 schools paid out. Work completed.
Primary Building	36	\$765,995.00	36 schools assisted with building grant on school classrooms improvements.
Secondary Boarding	11	\$370,000.00	11 schools assisted with boarding facilities.
Secondary Building	23	\$574,430.00	23 schools assisted with building grant on school classrooms improvement.
ECCE Building Grants	26	\$158,000.00	26 centers assisted and work completed.
Total		\$2,068,425.00	

### 6. Minister's Initiative Assistance

#### Summary of Work progress for the Minister's Initiative Assistance

Project Allocation	No. of School Assisted	Committed
Primary	135	\$3,099,979.00
Secondary	36	\$1,087,300.00
ECCE building grants	26	\$422,000.00
Total	197	\$4,609,279.00



## 7. Infrastructure and Development Initiative

### Summary of Work progress for the Infrastructure and Development Initiative Assistance

Project Allocation	No. of School Assisted	Committed	Work Progress
Primary Boarding	36	\$945,000.00	36 schools paid out.
Secondary Building	7	\$255,000.00	7 schools assisted on school classrooms improvements
ECCE Building Grants	6	\$165,000.00	6 centers assisted and works near completion.
Total		\$1,365,000.00	

## 8. School Lease

### Renewal of School Lease Premium

Budget Allocation	No. of Schools assisted	Committed	Work Progress
\$50,000	13	\$50,000	Land lease premium processed for the following: 1 ECCE 9 Primary 2 Secondary 1 Technical College

## 9. Education in Emergency

### TC Winston Aid

The Ministry continues to receive aid from its donor partners. UNICEF continues to provided assistance in the form of students back pack, teachers kits, school feeding programmes,

#### i. Students Back Packs

Education Districts	No. of Schools Assisted	No. of SBP Supplied
Ra	2	174
Ba/Tavua	2	861
Lautoka/Yasawa	3	138
Eastern	9	481
Nausori	8	832
Suva	4	334
Macuata/Bua	1	36
Cakaudrove	1	60
Nadroga/Navosa	1	58
Total	31	2,974

#### ii. Teachers Kits

Education Districts	No. of Schools Assisted	No. of TK Supplied
Ra	43	46
Ba/Tavua	29	49
Lautoka/Yasawa	12	12
Eastern	41	63
Nausori	33	41
Suva	8	8
Macuata/Bua	2	16
Cakaudrove	22	103
Nadroga/Navosa	3	4
Total	193	342

A total of 2,974 students from 31 schools benefitted from the 2,974 students back kits donated by UNICEF. Teachers' kits were also distributed to 342 teachers from 193 schools. The assistance were part of the continuing aid provided to the schools devastated by TC Winston.



### iii. Temporary Learning Space (TLS)

11,100 students benefitted from the 186 Temporary Learning Spaces given out to 87 schools that were affected.

Education Districts	No. of Schools Assisted	No. of TLS Supplied	Beneficiaries (no. of students)
Ra	14	29	1,481
Ba/Tavua	22	46	3,364
Lautoka/Yasawa	4	10	545
Eastern	22	58	1,976
Nausori	14	24	2,451
Suva	1	1	20
Macuata/Bua	1	2	34
Cakaudrove	7	14	1,157
Nadroga/Navosa	2	2	72
Total	87	186	11,100

### iv. School Feeding Programme

UNICEF also assisted through a programme called School Feeding. The programme was implemented to selected schools to provide lunch to both teachers and students over 3 months of the recovery period for the affected schools. 50 schools were selected and 3,875 teachers and students benefitted from the programme.

Education Districts	No. of Schools Assisted	No. of Students & Teachers Benefitted
Ra	8	1,038
Eastern	38	2,404
Nausori	2	348
Cakaudrove	2	85
Total	50	3,875

### v. School Generators

73 schools benefitted from this initiative.

Education Districts	No. of Schools Assisted	No. of Generators Supplied
Ra	16	16
Ba/Tavua	6	6
Lautoka/Yasawa	8	8
Eastern	16	16
Nausori	8	8
Suva	2	2
Macuata/Bua	2	2
Cakaudrove	11	11
Nadroga/Navosa	4	4
Total	73	73

## vi. School Photocopier and Students Drawing Books

100 selected schools were also provided with a photocopier while 8,881 students benefitted from the 79 school assisted with students drawing books.

School Photocopier			Students Drawing Books	
Education Districts	No. of Schools Assisted	No. of P/Copiers Supplied	No. of Schools assisted	No. of students benefitted
Ra	20	20	-	-
Ba/Tavua	18	18	4	308
Lautoka/Yasawa	11	11	13	2,116
Eastern	20	20	15	1,680
Nausori	13	13	4	411
Suva	3	3	-	-
Macuata/Bua	4	4	10	1,041
Cakaudrove	9	9	24	3,325
Nadroga/Navosa	2	2	-	-
Total	100	100	55	7,881

## vii. School Chairs, table and desks

Save the Children Fiji also provided selected schools from Macuata/Bua and Cakaudrove Education Districts with chairs, desks and tables.

Education Districts	No. of Schools Assisted	No. of Desks Supplied	No. of Chairs Supplied	No. of ECCE Table Supplied	No. of ECCE Chair Supplied	No. of Teachers Table Supplied
Macuata/Bua	7	270	288	-	-	13
Cakaudrove	4	80	83	4	18	3
Total	11	350	371	4	18	16



## CHAPTER 7: CURRICULUM ADVISORY SECTION

### Roles and Responsibilities

The Curriculum Advisory Services refines and develops learning and teaching resources for teachers to enhance the quality of education provided to students. It provides professional advice on strategies and pedagogies to improve curriculum delivery and implementation of the resources developed for teachers. This Unit also assesses the implementation of curriculum in schools by designing internal assessment tasks and preparing national examinations.

The specific functions carried out by the CAS are to:

- Develop and review the ECCE, Primary and Secondary syllabi
- Conduct in-service training for all teachers on new content along with effective teaching and learning pedagogies
- Provide professional advice to teachers through school visitations
- Develop teaching and learning resources
- Print and dispatch textbooks, syllabus and educational resource materials to schools
- Monitor resources dispatched to schools
- Design and review Internal Assessment guidelines and relevant materials
- Design, moderate and review external examinations for Years 6, 8, 10, 12 and 13 and final examinations for Years 7, 9 and 11
- Design, moderate and review the Literacy and Numeracy Assessment (LANA) for Years 5 and 7
- Prepare the marking schemes and detailed solutions for the standardised and external examinations
- Develop strategies to support the teaching and learning of literacy and numeracy
- Develop resource materials as support materials to be in line with the syllabi that have been implemented in schools
- Conduct workshops for teachers to ensure that quality teaching and learning is provided in schools
- Record, edit and broadcast educational materials in collaboration with Fiji Broadcasting Corporation.

### Highlights

#### Primary Curriculum Section

##### 1. National Green Olympiad

National Green Olympiad Competition was a great success and Awards ceremonies were held in three centers:

- Central Division (6 July 2017),
- Western Division (7 July 2017), and
- Northern Division (21 July 2017)

	No. of Schools	No. of Students participated
Level 1	213	6450
Level 2	234	7117

##### 2. Literacy and Numeracy National Roll-Out

Literacy and Numeracy National Roll-Out for Year 1 and Year 2 teachers completed.

Literacy	Numeracy
1433 teachers	1257 teachers

### 3. Professional Development

Professional Development was held according to the cluster request.

Subjects	Participants
Conversational Fijian	13 schools (Suva –Nausori corridor)
DEOs, SEOs, EOs & HTs Monitoring Training	46 officers
Unpacking/Thematic/Blueprint/Examination Preparation	130 Suva teachers and 1 Central Cluster teacher
Unpacking/Thematic/Blueprint/Examination Preparation	60 teachers
Unpacking/Thematic/Blueprint/Examination Preparation	50 teachers (Burebasaga/Waitui Cluster)
Unpacking/Thematic/Blueprint/Examination Preparation	40 teachers (Rewa Cluster)
Unpacking/Thematic/Blueprint/Examination Preparation	100 teachers (Nausori town cluster)
Unpacking/Thematic/Blueprint/Examination Preparation	120 teachers (Dreketi /Noco Cluster)
Unpacking/Thematic/Blueprint/Examination Preparation	150 teachers
Mathematics Workshop for Underperforming School	140 teachers (Nausori & West)
Combined PD in Conversational languages	60 teachers
Unpacking/blueprint and examination preparation	46 teachers (Kavala Cluster)
Unpacking/blueprint and examination preparation	26 teachers (Bau Cluster)
Suva HT's Literacy & Numeracy Training	66 teachers
English Workshop for Underperforming Schools	11 teachers

### 4. Examination Paper preparations

Examination Papers were prepared following all relevant processes and submitted to the Examination and Assessment Unit.

### 5. DVDs

5 DVDs on Science were completed to support the teaching and learning of science in Primary Schools.

### 6. School Competitions

Competitions consisted of a wide range of activities which students took part in:

Title	Subjects involved
Poetry Recitation	English - Lower Primary
Art Cultural Diversity	Social Studies - Lower Primary
Green Olympiad	Basic Science - Y5 & Y6 - Level 1 Y7 & Y8 - Level 2
Drama	Hindi – Primary and Secondary
Poster Competition	Hindi – Primary and Secondary
Traditional Dance Competition	Hindi – Primary and Secondary
Folk Song Competition	Hindi – Primary and Secondary
Oratory Competition	Urdu – Primary (Y6 – Y8)
National Nazm Competition	Urdu – Primary and Secondary
Quiz Competition	Urdu – Secondary
Spell Well	English - (15 - 16 June 2017)



## 7. School Broadcasting

School Broadcast Unit has aired 408 programmes consistently to schools on a daily basis.

## 8. Science Kits Distribution

Science Kits were distributed to 15 Primary Schools who requested for the kits.

Central	15 schools
Eastern Schools	6 schools
Nadi/Lautoka/Yasawa	5 schools
Ba/Tavua	4 schools
Total	30 Science Kits

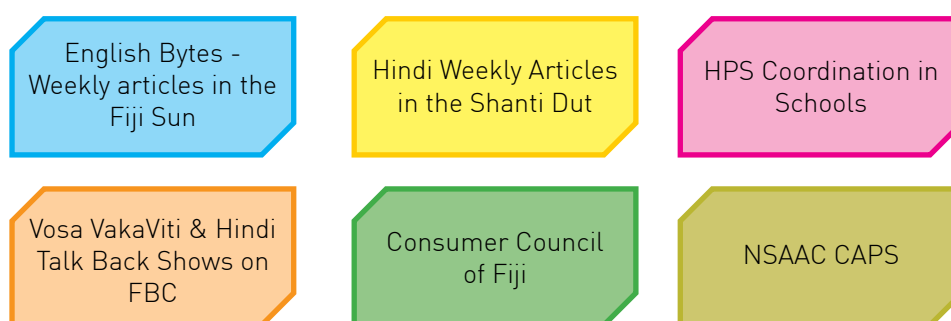
## 9. ECCE Basic Training

ECCE Basic Training for Category 4 teachers (teachers with no ECCE qualifications) was conducted from 21 – 25 August 2016 in the 9 districts in the 4 divisions. A total of 175 teachers successfully completed the weeklong training and were awarded certificates recognition.

Education Districts	Number of teachers trained
Ra	35
Lautoka	13
Ba	11
Sigatoka	21
Suva	11
Nausori	11
Macuata/Bua	19
Cakaudrove	25
Eastern	29

## 10. Community Outreach

Community Outreach Initiatives consisted of the following:-



## Highlights

### Secondary Curriculum Section

#### 1. Curriculum matters

- Year 12 text books and syllabi rolled out in all the secondary schools in the 2017 academic year
- Curriculum benchmarked for all levels to national and overseas curriculum
- Year 13 syllabus and text book development in progress
- Online learning resources were prepared and uploaded on the Moodle platform for Digital Literacy.



## 2. Assessment

- Submission of 2016 external examination Year 10, Year 12 and Year 13 Examiners Report to EAU
- Detailed solutions for all the external and final examination papers were prepared and uploaded on the Ministry's website
- Training of markers for external marking by respective subject advisors
- Final examination papers for 2017, Years 9 and 11 were prepared and submitted to EAU
- External examination papers for 2017, Years 10, 12 and 13 were prepared and submitted to EAU.

## 3. Support and Monitoring

- Financial Education monitoring for 38 selected Secondary schools was completed
- National competitions for Basic Science, Commerce, Languages, Social Science and Physics were conducted
- Underperforming schools were provided with the professional assistance on effective ways to improve external examination performances
- Teaching strategies were developed by the subject advisors and uploaded on FEMIS to guide and assist both students and teachers to better understand difficult concepts
- Project Moderation for all Languages.

## 4. National Competitions

### Summary of National Competitions

Subject	Year	Competition Details
Basic Science	9	Team Quiz, Poster, Scientific Report and Model - making
Social Science	9-10	Poster, Poetry and Model-making
Vosa VakaViti	9-10	Poetry, Essay and DVD
Urdu	9 - 13	Nazm Competition: presented live on Radio Fiji Two
Commerce (Commercial Studies, Accounting, Economics)	9 11-12	Team Quiz
Physics	11-13	Team Quiz
Hindi	9 - 13	Drama, Poster Competition, Traditional Dance, and Folk Songs

## 5. Training for Selected Underperforming Schools (Northern, Central and Western Division)

### Underperforming Schools Assisted

Division	Number of Schools Assisted	Number of Teachers Trained
Northern	9	36
Central	10	45
Western	10	40



## 6. Resources Developed

### a. Textbook Development in Progress

Title of the book	Year	Subject
Senior Accounting for Year 13	13	Accounting
Year 13 Biology for All	13	Biology
Chemistry for Year 13	13	Chemistry
Direct Approach Economics Year 13	13	Economics
English Communications Year 13	13	English
Year 13 Integrative Geography	13	Geography
Vyoharik Hindi	13	Hindi
Climate and Continuity in the Pacific and Beyond	13	History
Year 13 Maths	13	Maths
PE is Fun for Year 11	11	Physical Education
Year 13 Physics	13	Physics
Qaose – Quzah Qainate Islam	12 9-13	Urdu
Nanuma Lesu 13	13	Vosa Vakaviti
Nanuma Lesu 13	13	Vosa Vakaviti
Nanuma Lesu 13	13	Vosa Vakaviti

### b. New Syllabi developed

Year	Subject
13	Accounting
13	Biology
13	Chemistry
13	Economics
13	English
13	Geography
13	Hindi
13	History
13	Maths
11	Physical Education
13	Physics
12	Urdu
13	Vosa Vakaviti

## CHAPTER 8: EXAMINATION AND ASSESSMENT SECTION

### Overview

The challenge to produce all the examination deliverables within the stipulated timeline demands the need to realign certain aspects of the exam operation. Important lessons learnt from the 2015 provided a bouncing board to reflect on the good practices to be continued, and the challenging aspects to modify. A number of different areas were reviewed and adjusted to achieve quality of the exams administration and processing of results.

The examination result was also used as the chief yardstick to determine the excellence award for schools. This is part of the initiative introduced by the Honourable Minister to foster academic improvement.

The improved LANA report and analysis based on the benchmark creates more clarity and mapped the child's progress in a more elaborate manner.

In order to fulfill the aspired quality, the 2016 schedule considered all the challenging aspects and scoped essence of improvement from the administration till the release of results.

### I. 2016 Examinations

Literacy and Numeracy Assessment [LANA]

LANA is an assessment and diagnostic tool that helps:

1. teachers to ascertain what learners must learn in numeracy and literacy and the components to assess;
2. to identify how learners are progressing and what should entail the next steps.

### Year 6, 7, 8, 9, 10, 11 External Examinations

Is a summative assessment organized to measure students' learning for Year 6 to Year 11 to:

1. ensure standard coverage in all schools
2. maintain standard of assessment in all schools
3. define pathway for improvement
4. determine student's for alternative skill based pathway.

### Year 12 and 13 Examinations

1. The two examinations are high stake summative assessments to gauge the students level of competency at that level
2. For selection of students to Higher and Tertiary institutions and prospective employment

### II. 2016 Examination Schedules

The examinations date was adjusted to allow space for quality measures before result release. Apart for Fiji Year 11 Final Examination, adjustments effected to the 2016 schedule include:

- i. Shifting the Fy6E from week 4 in 2015 to week 7
- ii. Shifting the Fy8E from week 4 in 2015 to week 7
- iii. Shifting the Fy7E from week 10 in 2015 to week 11
- iv. Shifting the Fy9E from week 11 in 2015 to week 12 and 13
- v. Shifting the Fy10E from week 6 and 7 in 2015 to week 9 and 10
- vi. Shifting the Fy13CE from week 10 and 11 in 2015 to week 11 and 13
- vii. Shifting the Fy13E from week 9 and 10 in 2015 to week 10 and 12.



### III. 2016 Examination Enrolment

With the need to streamline external levels examination at all levels a decision was reached to shift the LANA level from Year 4, 6 and 8 to Year 5 and 7. Ideally, the shift will allow teachers more space to undertake measured approach and weave strategies for improvement after LANA.

Examination/Assessment	2015 Total Candidates	2016 Total Candidates	2017 Total Candidates
LANA	Y 4 – 18,912 Y 6 – 17,542 Y 8 – 16,693	Y 5 – 17,728 Y 7 – 16,995	
Fiji Year 6 Examination	17,331	17,275	17,713
Fiji Year 7 Final Examination	15,687	17,125	17,062
Fiji Year 8 Examination	16,327	16,430	16,939
Fiji Year 9 Final Examination	15,000	15,923	15,933
Fiji Year 10 Certificate Examination	14,937	15,358	14,905
Fiji Year 11 Final Examination	13,000	13,990	13,551
Fiji Year 12 Certificate Examination	12,835	13,879	13,591
Fiji Year 13 Certificate Examination	7,589	7,633	8,228
Total	165,853	152,336	318,189

### IV. 2016 Definition of a Pass

The need to settle the definition of a pass early in the year is important to ensure all schools and stakeholders are duly updated. The definition maintained that the standard score through aggregation to qualify a pass. The general convention for English is that the student should demonstrate an understanding of at least 50% of the subject matter and besides other variables of assessment for a pass.

Examination	2015 Passing Point	2016 Pass
FY6E	Pass or score 50 or above in ALL subjects	Eng →= 50 + 2B Subj Total →= 150
FY7E	Pass or score 50 or above in ALL subjects	Eng →= 50 + 4B Subj Total →= 250
FY8E	Pass or score 50 or above in ALL subjects	Eng →= 50 + 4B Subj Total →= 250
FY9E	Pass or score 50 or above in English and a Pass or score 50 or above in any Best 5 subjects	Eng →= 50 + 5 Best Subject Total →= 300
FY10CE	Pass or score 50 or above in English and a Pass or score 50 or above in any Best 4 subjects	Eng →= 50 + 5B Subj Total →= 300
FY11E	Pass or score 50 or above in English and a Pass or score 50 or above in any Best 3 subjects	Eng →= 50 + 3B Subj Total →= 200
FY12CE	Pass or score 50 or above in English and a Pass or score 50 or above in any Best 3 subjects	Eng →= 50 + 3B Subj Total →= 200
FY13CE	Pass or score 50 or above in English and a Pass or score 50 or above in any Best 3 subjects	Eng →= 50 + 3B Subj Total →= 200

## V. LANA

The introduction of LANA for Years 5 and 7 is a principled shift in focus on improvement strategies after the assessment. The need to strengthen remedial work is pivotal to address learning gaps. 2017 LANA was conducted a month earlier on 30 and 31 May 2017 to enable more time to scrutinize results and plan meaningful approaches tailored to the school context. Relative to the 2016 total enrolment, the numbers of students who sat the LANA for 2017 increased for both levels.

	2016		2017	
	Year 5	Year 7	Year 5	Year 7
Literacy	17,626	16,835	17,977	16,881
Numeracy	17,538	16,791	17,960	16,859
Total	35,164	33,626	35,937	33,740

### Comparative LANA Results based on the Percentage of School above the National Average

#### Year 5 LANA

The number of schools scoring above the National Average improved for year 5 level from 40% to 64% in Literacy and measured up to 57% from 42% in Numeracy. At the district level it draws varying results with noted progress for Suva, Cakaudrove, and Lautoka/Yasawa Districts while significant progress is noted for Ba/Tavua, Nadroga/Navosa and Cakaudrove recording more than 20% increase.

Collectively individual school's improvement contributed to the positive district result. 112 more schools made it above the national average in addition to the 296 total schools for 2016. The challenge remains to maintain a consistent performance as well as improve for the 408 schools in 2017-2018.

#### Year 5 Literacy Analysis

Education District	2016					2017				
	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	N of Schs	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	No. of Schs
Suva	44	55	36	45	80	40	50	40	50	80
Ba/Tavua	24	39	37	61	61	43	70	18	30	61
Nadroga/Navosa	16	28	42	72	58	40	67	20	33	60
Nausori	33	28	83	72	116	88	76	28	24	116
Eastern	39	35	73	65	112	83	72	32	28	115
Macuata/Bua	39	41	56	59	95	60	63	36	38	96
Ra	19	48	21	53	40	21	53	19	48	40
Cakaudrove	24	37	41	63	65	39	60	26	40	65
Lautoka/Yasawa	47	56	37	44	84	44	53	39	47	83
Overall	285	40	426	60	711	458	64	258	36	716



## Year 5 Numeracy Analysis

Education District	2016					2017				
	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	N of Schs	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	No. of Schs
Suva	37	46	43	54	80	47	59	34	43	80
Ba/Tavua	22	37	38	63	60	39	64	22	36	61
Nadroga/Navosa	19	33	39	67	58	35	58	25	42	60
Nausori	37	32	79	68	116	72	62	44	38	116
Eastern	40	36	72	64	112	66	57	49	43	115
Macuata/Bua	51	54	44	46	95	57	59	39	41	96
Ra	22	56	17	44	39	15	38	25	63	40
Cakaudrove	28	43	37	57	65	29	45	36	55	65
Lautoka/Yasawa	40	48	44	52	84	48	58	35	42	83
Overall	296	42	413	58	709	408	57	309	43	716

## Year 7 LANA

A total of 419 schools equalled or recorded a higher percentage, over the national average. Positive growth is evidenced in most districts with the only exception on numeracy for Macuata, Bua and Ra. The literacy result averaged 29% whereas the numeracy averaged lower around 23%. The distinct gap between literacy and numeracy raises pertinent concerns, and if left unattended will continue to plague the literacy and numeracy achievement right through to the secondary level.

A significant proportion, 288 schools still struggles below the national average which is a concern. Essentially more commitment is needed. Employment of sound strategies and proper monitoring at the school level will greatly enhance and improve individual results.

## Year 7 Literacy Analysis

Education District	2016					2017				
	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	N of Schs	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	No. of Schs
Suva	38	48	41	52	79	41	52	38	48	79
Ba/Tavua	24	39	37	61	61	39	64	22	36	61
Nadroga/Navosa	16	27	43	73	59	43	72	17	28	60
Nausori	34	30	81	70	115	73	63	42	37	115
Eastern	33	29	79	71	112	74	68	35	32	109
Macuata/Bua	27	28	68	72	95	56	59	39	41	95
Ra	16	40	24	60	40	29	73	11	28	40
Cakaudrove	15	23	50	77	65	45	69	20	31	65
Lautoka/Yasawa	41	50	41	50	82	42	51	40	49	82
Overall	244	34	464	66	708	442	63	264	37	706

## Year 7 Numeracy Analysis

Education District	2016					2017				
	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	N of Schs	N Sch →= Nat Avg	%Sch →= Nat Avg	N Schs Below Avg	% Schs Below Avg	No. of Schs
Suva	28	35	51	65	79	52	66	27	34	79
Ba/Tavua	29	48	32	52	61	34	56	27	44	61
Nadroga/Navosa	19	32	40	68	59	46	77	14	23	60
Nausori	36	31	79	69	115	75	65	41	36	115
Eastern	37	33	74	67	111	66	61	43	39	109
Macuata/Bua	47	49	48	51	95	44	46	51	54	95
Ra	27	68	13	33	40	23	58	17	43	40
Cakaudrove	26	40	39	60	65	32	49	33	51	65
Lautoka/Yasawa	43	52	39	48	82	47	57	35	43	82
Overall	292	41	415	59	707	419	59	288	41	706

## Comparative LANA Results based on the Benchmark Levels

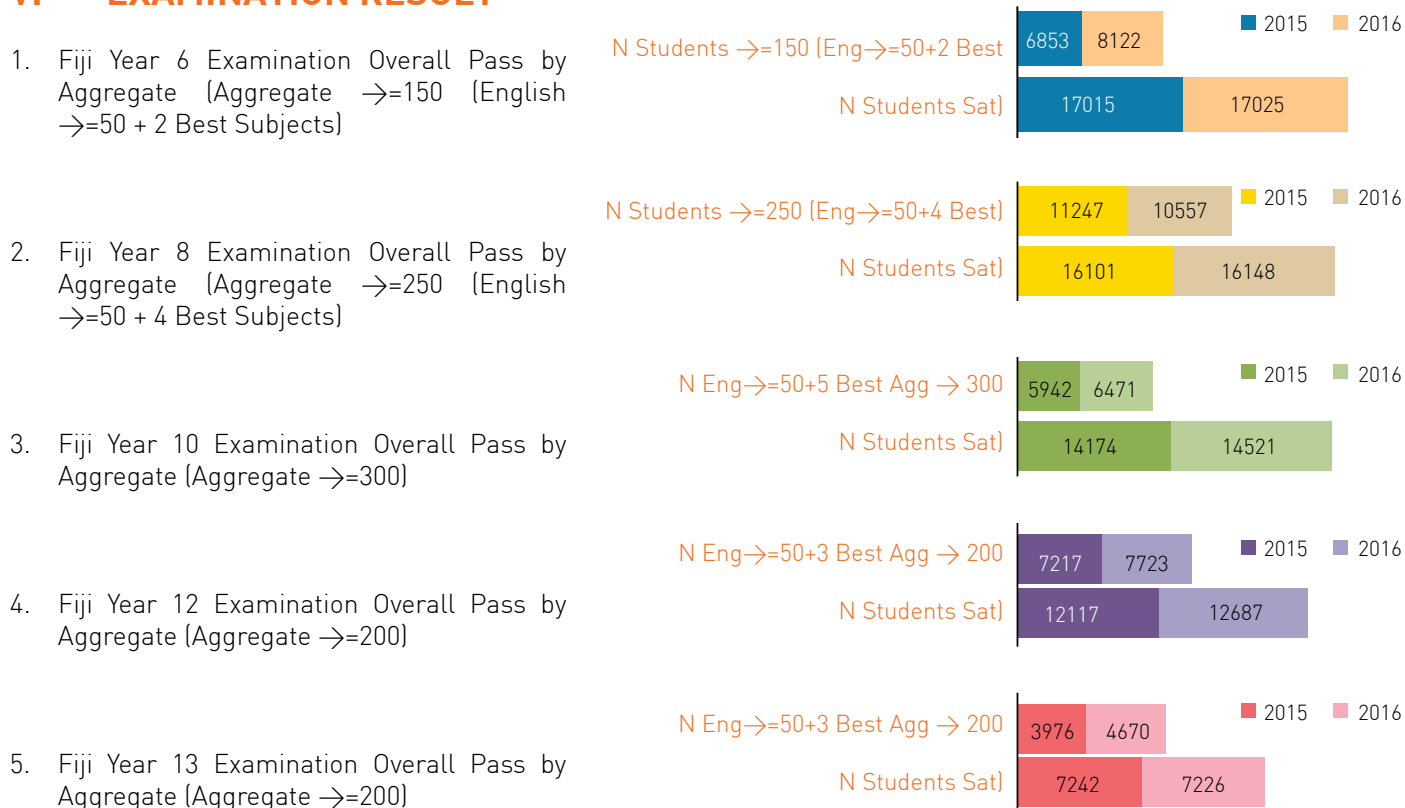
LANA Level	2016				2017		
	No. Sat	Benchmark Level	No of Students	% at Benchmark Levels	No. Sat	No of Students	% at Benchmark Levels
Lit Y5	17,620	Advanced	1,269	7	17,977	3,668	20
		Proficient	1,512	9		1,725	10
		Basic	11,218	64		9,774	54
		Critical	3,621	21		2,810	16
Num Y5	17542	Advanced	1,233	7	17,959	565	3
		Proficient	4,572	26		2,547	14
		Basic	11,311	64		12,838	71
		Critical	426	2		2,009	11
Lit Y7	16891	Advanced	3,249	19	16,880	2,868	17
		Proficient	2,130	13		2,901	17
		Basic	10,571	63		9,292	55
		Critical	941	6		1,819	11
Num Y7	16863	Advanced	2,780	16	16,858	765	5
		Proficient	5,374	32		2,799	17
		Basic	8,455	50		9,694	58
		Critical	254	2		3,600	21

The benchmark result draws individual analysis of students' performance. The daunting scenario is the increasing percentage of students in the critical level or below the minimal expected level. For instance, the 9% increase in the critical proportion for Numeracy Year 5 is a worrying trend. If not arrested, it will aggravate the numeracy issue. It is no different for numeracy Year 7 increasing from 254 to 3,600 students below the expected level.

In retrospect, the data typify the level of literacy and numeracy understanding, questioning the effectiveness of our approach. It calls for a consolidated approach to salvage the situation.



## V. EXAMINATION RESULT



It's encouraging to note the consistent result for most of the external levels. With the only exception for Fiji Year 8 Examination, all other levels recorded a positive increase with the highest recorded for Fiji Year 13 Certificate Examination having a 10% increase compared to 2015 result.

## VI. CYCLONE AFFECTED SCHOOLS

2016 was a unique year due to the devastation caused by TC Winston. It disrupted normal school programmes and most of the affected school had to grapple with the challenging situation. The examination result showed remarkable achievement which is testament to the combined resilience and attitude of teachers, students, parents and important stakeholders.

All cyclone affected schools recorded more than 50% percentage pass for Fiji Year 12 Certificate level while 44 schools out of the 56 managed the same for Fiji Year 13 Certificate level.

It denotes that the struggle for better examination results should not be contained by the challenging environment. The basis of working hard on workable approaches with positive attitude will produce consistent results as such.



## 2016 vs 2015 FY12E - Qualifiers by Aggregate for Cyclone Affected Schools

School Name	2015	2016	School Name	2015	2016
	% E→=50+3B Agg →= 200	% E→=50+3B Agg →= 200		% E→=50+3B Agg →= 200	% E→=50+3B Agg →= 200
A D Patel College	59	91	Navatu Secondary School	42	84
Adi Maopa Secondary School	60	79	Navesau Adventist High School	46	89
Ba Methodist High School	34	92	Nilsen High School	57	92
Ba Provincial Secondary School	45	95	Nukuloa College	44	88
Ba Sanatan College	72	76	Penang Sangam High School	65	92
Ba Sangam College	61	67	Ra High School	64	94
Balata High School	61	78	Rakiraki Public High School	90	94
Bega Yanuca Secondary School	24	62	Ratu Kadavulevu School	52	94
Bua Central College	38	72	Ratu Luke Mem. Sec School	44	79
Dawasamu Secondary School	39	97	Saint Bedes College	36	95
DAV College (Ba)	52	80	Saint John's College	51	69
Delana Methodist High School	55	83	Saint Vincents College	27	66
Drasa Secondary School	70	91	Tailevu North College	73	86
Dreketi High School	54	92	Tavua College	53	81
Holy Cross College	63	86	Tavua District Secondary School	53	74
Jasper Williams High School	59	88	Thomas Baker Secondary School	38	100
Kamil Muslim College	54	78	Tilak High School	67	90
Khalsa College	53	81	Vatukaloko Secondary School	38	80
Koro Island High School	41	92	Waidina Secondary School	31	0
Levuka Public High School	78	96	Wainibuka Secondary School	43	97
Lomawai Secondary School	48	89	Wainimakutu Secondary School	24	74
Nadarivatu Secondary School	83	83	Xavier College	83	97
Naiyala High School	100	88	Yasawa High School	50	69
Nakauvadra High School	38	100			



## 2016 vs 2015 FY13E - Qualifiers by Aggregate for Cyclone Affected Schools

School Name	2015	2016	School Name	2015	2016
	% E→=50+3B Agg →= 200	% E→=50+3B Agg →= 200		% E→=50+3B Agg →= 200	% E→=50+3B Agg →= 200
Balata High School	72	91	Dreketi High School	44	46
A D Patel College	77	71	Ratu Luke Mem. Sec School	50	58
Ba Methodist High School	39	54	Lomawai Secondary School	57	70
Ba Sanatan College	56	70	Thomas Baker Secondary School	33	100
Ba Sangam College	81	63	Ra High School	51	57
DAV College (Ba)	46	65	Penang Sangam High School	81	88
Kamil Muslim College	53	62	Rakiraki Public High School	69	94
Khalsa College	57	65	Nakauvadra High School	43	36
Nadarivatu Secondary School	45	43	Navesau Adventist High School	15	65
Nilsen High School	50	100	Vatukaloko Secondary School	22	67
Nukuloa College	55	72	Naiyala High School	69	50
Tavua College	68	69	Saint Vincents College	23	17
Xavier College	88	88	Ratu Kadavulevu School	61	33
Tavua District Secondary School	69	33	Tailevu North College	68	51
Adi Maopa Secondary School	29	63	Waidina Secondary School	21	0
Delana Methodist High School	21	59	Wainibuka Secondary School	31	69
Koro Island High School	20	50	Dawasamu Secondary School	33	69
Levuka Public High School	64	67	Wainimakutu Secondary School	11	67
Saint John's College	27	53	Beqa Yanuca Secondary School	0	50
Navatu Secondary School	44	56	Assemblies of God High School	33	39
Saint Bedes College	20	33	Gau Secondary School	39	88
Holy Cross College	47	53	Cicia High School	42	76
Ba Provincial Secondary School	38	55	Bucalevu Secondary School	49	85
Jasper Williams High School	40	60	Niusawa Methodist High School	48	66
Drasa Secondary School	49	73	Nasavusavu Secondary School	45	62
Tilak High School	59	80	South Taveuni Secondary School	-	85
Yasawa High School	38	25	Yasawa High School	38	31
Bua Central College	17	43	Wainimala Secondary School	13	64

## CHAPTER 9: TECHNOLOGY EMPLOYMENT AND SKILLS TRAINING

### Overview

The Technology Employment and Skills Training (TEST) Section is committed to the provision of quality technical education for all Fijian Children so that they are equipped with lifelong learning skills and prepared for employment.

### Highlights

### Curriculum Review / Textbooks

TEST led the formation of curriculum working committees for the different TEST subjects to review the curriculum. The TEST subject prescriptions were reviewed and the syllabi were developed in alignment to the Fiji National Curriculum Framework. The TEST Officers were also involved in the development of new textbooks and were assisted by selected teachers as writers.

### TEST Curriculum Reviews and Textbooks Developed

Subjects	New Syllabus Developed	Syllabus Reviewed	Textbooks Developed
Agricultural Science	Year 13	Year 10	Revised Year 10 and Year 13 (trial in 2018)
Computer Studies	Review of Year 12 Syllabus	Year 12 meetings conducted with curriculum workgroup	Review of Year 11 Textbook and develop Year 11 Practical Book
Home Economics	Year 13	Yr 10 Reviewed	Revised Year 10 textbook
Year 13 (trial in 2018)			
Office Technology	Year 13	Year 10	Revised Year 10 and Year 13 (trial in 2018)
Introduction to Technology	Year 13	na	Year 13 – new for Applied Technology and Technical Drawing
Basic Technology		Year 10	Review textbook
Basic Graphics Technology	Year 10 Review textbook		
Careers and Culture Resource Book: My Life at School	Piloted in 20 schools in 2016 Feedback – There was overwhelming support and recommendations from students, parents and teachers to utilize the textbook as a tool that will map out students careers pathways early.		
Careers Handbook	Budget approved to publish 27,368 copies for all Year 1 and Special children in 2018		
Primary Computer Studies	Year 7 & 8 – In the process of rewriting the prescription to Syllabi		
Nutrition Books	Writing of Hostel Kitchen Guidelines and Hostel Recipe Book in progress. Writing of Nutrition Activity Book is in progress		



## Tools and Equipment

Selected schools were assisted with tools and equipment to assist in the effective teaching and learning of the practical aspect of the TEST subjects.

### Number of schools assisted with tools and equipment

Subject Area	No. of Schools Assisted	Amount
Industrial Arts	45	\$22,000.00 (Supply of TD instruments)
	8	\$80,000 (Supply of tools and machines)
Home Economics	50 schools assisted	\$98,912.35
Agricultural Science	79 Primary schools 50 Secondary Schools	50 Secondary Schools

## Number of Students taking TEST Subjects in Schools

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

### Number of students taking TEST subjects in 2016

Subject	Year 9		Year 10		Year 11		Year 12		Year 13		Total
	M	F	M	F	M	F	M	F	M	F	
Home Economics	486	6,377	594	6,202	145	1,274	100	1,330	94	811	17,411
Industrial Arts	6,782	316	6,707	314	4,211	243	3,798	138	1,369	62	23,840
Agricultural Science	4,260	3,413	3,736	3,296	1,662	1,428	1,406	1,460	711	656	21,624
Office Technology	1,860	2,381	1,394	1,846	248	535	169	512	130	240	9,315
Computer Studies	na				1,981	1,728	1,847	1,755	1,163	1,029	9,503
Total	13,388	12,487	1,2431	11,658	8,247	5,208	7,320	3,865	3,373	2,798	81,693

## TEST Week Celebrations in schools for 2017

The TEST Week was celebrated in schools from 10 – 14 July 2017. The theme for the TEST week this year was 'Skills Development to Improve Employment.' Organized activities and displays by various TEST subjects revolved around the theme with emphasis on green, enterprising skills development and career pathways. The empowerment of our students promoted innovation and creativity which was evident in the work displayed by them. TEST Week was the opportunity to showcase and advocate the TEST subjects. Expectations were high during the preparatory stages and this was further enhanced during the week itself through the enthusiasm and zeal shown by all. Students and teachers found the activities interesting, fun filled and educational. The competitions provided an excellent edge to the whole programme as evidenced in the reports submitted. The school heads are acknowledged in ensuring that the event was held and, enjoyed by all. The teachers and students put in a lot of effort making the event in their respective schools successful.

### Number of schools Test Week reports received

Test Department	North	West	Central	Eastern	Totals
Industrial Arts	6	8	4	1	19
Agricultural Science	2	8	4	2	16
Home Economics	3	16	7	1	27
Computer Studies	10	19	13	0	42
Office Technology	2	4	5	0	11

## TEST Week Activities

TEST Department	Nature of activities carried out	Remarks
Industrial Arts	<ul style="list-style-type: none"> <li>Character Parade on different career paths, Speeches by students, Videos on Industrial Arts Education</li> <li>Displays of standard hand tools and machines, projects, models and flip charts</li> <li>Demonstration on the use of common hand tools and machines, and safety rules</li> <li>Hands-on activities e.g. repairing taps use of hand tools and machines, etc</li> <li>Organized competitions e.g. carving, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students and teachers learnt and gained a lot from the TEST Week</li> <li>There were enterprising of some models and students' projects.</li> </ul>
Agricultural Science	<ul style="list-style-type: none"> <li>Displays: posters, pamphlets, seedlings, potted plants, value added products, mulching materials, tools, fertilizing material, agro-chemicals, planting materials, plant varieties, career pathways for students of Agricultural Science, fabric made of plant material</li> <li>Competitions: quiz, oratory, floral arrangement, classroom decoration, flower gardens</li> <li>Demonstrations: asexual propagation methods, crop husbandry techniques</li> <li>Drama, Character parade and awarding of prizes (closing ceremony).</li> </ul>	
Home Economics	<ul style="list-style-type: none"> <li>Script /role play with power point presentations</li> <li>Displays: charts, handicrafts, sewing equipment, table setting, food models, kitchen appliances and kitchen linen</li> <li>Competitions: live cooking, fruit carving, salad making, cake decorating, coconut scraping and sewing skills</li> <li>Open Day for the school community</li> <li>Invited Guest speaker, Videos on NCDs and Enterprise activities</li> <li>Fashion parade; including Fiji fashion week entries by schools.</li> </ul>	<ul style="list-style-type: none"> <li>The students and the teachers showed a lot of enthusiasm in the activities</li> <li>Lots of creativity works were displayed.</li> </ul>
Computer Studies	<ul style="list-style-type: none"> <li>Competitions: essay, oratory, posters, models, bookmark making, power point presentations, web site developments, typing skills</li> <li>Displays: models, cartoon illustrations</li> <li>Computer games, Video presentations &amp; guest speakers from the field of IT</li> <li>Displays by FNU and field trip.</li> </ul>	<ul style="list-style-type: none"> <li>TEST week was shared amongst the TEST subjects in the schools.</li> </ul>
Office Technology	<ul style="list-style-type: none"> <li>Chart making and model making – keyboard, computer and social network</li> <li>Quiz competition, role play, Team building activities and displays including reception area.</li> </ul>	Students were able to showcase what they have learnt.



## Workshops and Professional Development attended by TEST Staff

TEST officers also attended local and international organised workshops throughout the year.

## CAREERS

In line with the government's PCCPP Pillar 9 '**making Fiji a knowledge-based society**' and the promotion of the 2016-2020 SDG 4 '**towards inclusivity, equitable, quality and sustainable education**', the Careers Unit of the Ministry conducted a series of outreach activities during the 2016-2017 fiscal year.

The Career Section of the Ministry focus is to assist students through the following ways:

- Guiding the students on the right career pathways of their choice
- Advising the students on subject combinations and choices of tertiary study programmes that will link them to the range of assistance offered by the Tertiary Education Loans Scheme
- Assisting the students to be aware at an early age about making informed decisions regarding their career path  
The Unit had conducted a series of career related activities including career talks to schools, awareness workshops for primary school teachers near to the 12 designated Careers Expo venues and conduct Careers Expositions with invited key exhibitors
- Strengthen partnership with key education partners and service providers who provide career counseling and guidance to students and school leavers.

## CURRICULUM WORK and RESOURCES

Careers and Culture Resource portfolio titled 'My Life at School' was piloted in 20 schools. The Careers Text will assist the students to select their career pathways as they progress from primary to secondary school.

\$235,864.80 has been approved to publish 27,368 copies for Year 1 and special needs students in 2018 to promote inclusive education.

Consultation meetings with key stakeholders and service providers in education and Tertiary providers to compile the 2018-2019 Careers Information Handbook is ongoing.

A one day Career Education Awareness workshop for Primary Teachers was conducted for 12 selected primary schools where a total of 184 teachers attended.

A total of 14,207 people were served during the 2017 outreach conducted by the Ministry's Careers Exposition Team.

## CHAPTER 10: TECHNICAL COLLEGE OF FIJI

### Roles and Responsibilities

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

#### Establishment of Technical College of Fiji Campuses

- Establish TCF campuses
- Manage all TCF Campuses
- Manage all TCF staffs.

#### Manage all Technical Centres

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

#### Delivery of Training Programmes at TCF Campuses

- Provide National Qualification (Level 2) at TCF Campuses in areas of Engineering, Construction, Hospitality and Agriculture
- Assist in securing industrial attachment
- Provide Short Courses in areas of Engineering, Construction, Hospitality, Textiles and Agriculture.

#### Provide Quality Infrastructure

- Providing conducive teaching and learning environment for lectures and students
- Provide workshops for Engineering and Construction practical
- Provide kitchens for Hospitality practical
- Provide computer labs for IT lessons.

#### Provide Advocacy for Staff

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

#### Provision and Management of Resources

- Purchase (through tender) and issue of tools, equipment and other teaching and learning resources to campuses
- Managing and updating the fixed asset register (FAR).

### Statistics

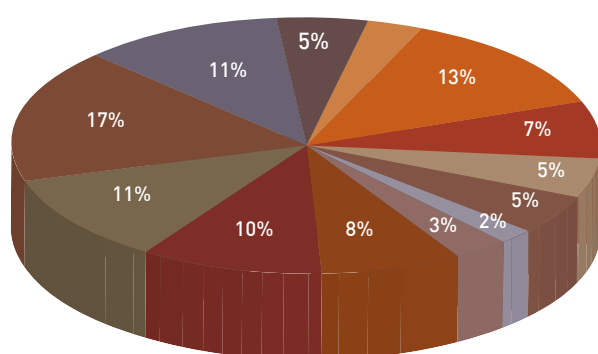
#### 1. Students Enrolment

Total Number of Students	2016	2017
In Full - Time Programmes	2,631	3,029
In Short Courses	7,217	4,603

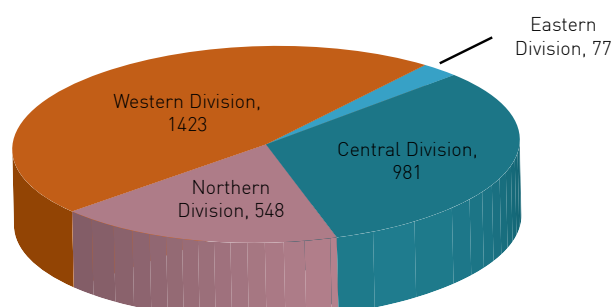
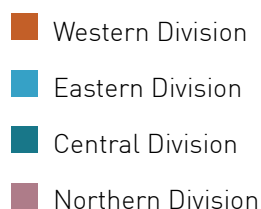
## 2. Enrolment by Division

Campus	No. of students enrolled
Nadroga / Navosa Provincial Campus	380
TISI Sangam Shdhu Kuppuswamy Campus	214
Tagitagi Campus	149
Ratu Epeli Ravoka Campus	166
Macuata I-Cake Campus	52
C.P Singh Campus	103
Suva Hospitality & Textile Training Campus	247
Nabua Sanatan Campus	309
Vanua Levu Arya Campus	330
Dr. Shaukat Ali Sahib Campus	526
Anjuman Hidayat -ul- Islam Campus	322
Lautoka Sanatan Campus	154
Ratu Sir Kamisese Mara Campus	77

## 3. Full Time Enrolment By Campus



## 4. Full Time enrolment by Division





## 5. Number of Students Completed Short Course In Year 2016 - 2017

Campus Name	Construction	Engineering	Cookery	Baking and Patisserie	Beauty Therapy	Agriculture	Garment Production	Total Number completed
Nabua Sanatan Campus	459	289						748
Suva Hospitality and Textile Training campus			191	99	107		194	591
Anjuman Hidayat -ul- Islam Campus	38	69	73	30		11		221
Nadroga / Navosa Provincial Campus	172	210	49	76				507
TISI Sangam Shadhu Kuppuswamy Campus	54	33						87
Tagitagi Campus	154	47	19					220
Ratu Epeli Ravoka Campus	121							121
Macuata - I - Cake Campus Campus	4	12						16
C. P . Singh Campus	54	80						134
Vanua Levu Arya Campus	191	32					18	241
Dr. Shaukat Ali Sahib Campus	593	8	219	191			53	1,064
Lautoka Sanatan Campus	502	108					43	653
Grand Total	2,342	888	551	396	107	11	308	4,603

## 6. 2016 Graduation

Campus Name	Nabua Sanatan Campus			Dr. Shaukat Ali Sahib Campus			Vanua Levu Arya Campus			Total
	No. Graduated	Female	Male	No. Graduated	Female	Male	No. Graduated	Female	Male	
Certificate II in Office Management	8	4	4	27	19	8	18	18	0	53
National Cert in Automotive Electrical & Electronic	11	1	10	13	0	13	10	1	9	34
Certificate II in Information Technology	8	3	5							8
National Certificate in Automotive Mechanic				18	0	18	32	2	30	50
National Certificate in Welding and Fabrication							26	1	25	26
National Certificate in Carpentry				14	0	14	16	0	16	30
National Certificate in Cookery				54	26	28	24	5	19	78
National Certificate in Cabinet making & Joinery				8	0	8	10	1	9	18
National Certificate in Baking & Patisserie				27	24	3				27
Certificate II in Horticulture				11	6	5	18	1	17	29
Total	27	8	19	172	75	97	154	29	125	353



## 7. Students that completed their courses in 2016 and graduated in 2017

Campus Name	Program	Total Male	Total Female	Total Graduated
Ratu Epeli Ravoka Campus, Bua	Certificate II in Automotive Mechanical Engineering	28	0	28
	Certificate II in Carpentry	23	4	27
Macuata –I- Cake Campus, Wainikoro	Certificate II in Automotive Mechanical Engineering	5	26	31
	Certificate II in Carpentry	19	0	19
Lautoka Sanatan Campus, Lautoka	Certificate II in Automotive Electrical Engineering	17	6	23
	Certificate II in Automotive Mechanical Engineering	16	1	17
	Certificate II in Welding and Fabrication	9	2	11
	Certificate II in Carpentry	14	1	15
TISI Sangam Sadhu Kuppuswamy Campus, Rakiraki	Certificate II in Automotive Electrical Engineering	25	5	30
	Certificate II in Automotive Mechanical Engineering	28	2	30
	Certificate II in Carpentry	19	0	19
Tagitagi Campus, Tavua	Certificate II in Automotive Electrical Engineering	20	13	33
	Certificate II in Automotive Mechanical Engineering	28	0	28
	Certificate II in Carpentry	22	1	23
C. P. Singh Campus, Navua	Certificate II in Automotive Mechanical Engineering	24	1	25
	Certificate II in Carpentry	18	0	18
Anjuman Hidayat-ul-Islam Campus, Nausori	Certificate II in Cookery	19	42	61
	Certificate II in Automotive Electrical Engineering	14	1	15
	Certificate II in Automotive Mechanical Engineering	29	0	29
	Certificate II in Cabinet Making and Joinery	16	0	16
	Certificate II in Carpentry	15	1	16
Nadroga/ Navosa Provincial Campus, Sigatoka	Certificate II in Cookery	47	79	126
	Certificate II in Automotive Mechanical Engineering	64	3	67
	Certificate II in Carpentry	23	1	24
	Certificate II in Cabinet making & Joinery	5	0	5
Vanua Levu Arya Campus, Labasa	Certificate II in Automotive Electrical Engineering	26	4	30
	Certificate II in Automotive Mechanical Engineering	30	2	32
	Certificate II in Carpentry	38	4	42
	Certificate II in Cabinet Making and Joinery	14	3	17
	Certificate II in Plumbing and Sheet Metal Works	23	4	27
	Certificate II in Welding and Fabrication	23	7	30
	Certificate II in Body Works and Spray Painting	18	0	18
	Certificate II in Baking & Patisserie	3	26	29
	Certificate II in Cookery	20	93	113
	Certificate II in Horticulture	8	4	12
Nabua Sanatan Campus, Nabua	Certificate II in Automotive Electrical Engineering	46	3	49
	Certificate II in Automotive Mechanical Engineering	59	0	59
	Certificate II in Carpentry	31	0	31
Suva Hospitality & Textiles Training Campus, Suva	Certificate II in Baking & Patisserie	8	53	61
	Certificate II in Cookery	40	53	93
Dr. Shaukat Ali Sahib Campus	Certificate II in Automotive Mechanical Engineering	19		19
	Certificate II in Automotive Electrical Engineering	13	3	16
	Certificate II in Welding and Fabrication	19	0	19
	Certificate II in Body Works and Spray Painting	19	0	19
	Certificate II in Refrigeration, heat ventilation and air condition	18	1	19
	Certificate II in Carpentry	18	1	19
	Certificate II in Cabinet Making and Joinery	12	0	12
	Certificate II in Plumbing and Sheet Metal Works	31	1	32
	Certificate II in Baking & Patisserie	15	47	62
	Certificate II in Cookery	46	54	100
	Certificate II in Horticulture	5	10	15
Total		1,149	562	1,711

## 8. Number of students receiving Scholarship from TSLB

Subjects	New Syllabus Developed	Syllabus Reviewed
Campus Names	2016	2017
Lautoka Sanatan Campus	114	140
Nadroga / Navosa Provincial Campus	168	345
Anjuman Hidayat -ul- Islam Campus	144	295
Macuata – I – Cake Campus	74	45
Ratu Epeli Ravoka Campus	42	61
TISI Sangam Shadhu Kuppuswamy Campus	144	193
Tagitagi Campus	46	174
C. P. Singh Campus	65	97
Dr. Shaukat Ali Sahib Campus	213	269
Vanua Levu Arya Campus	336	267
Nabua Sanatan Campus / Suva Hospitality and Textile Training campus	315	396
Ratu Sir Kamisese Mara Campus		69
Total	1,661	2,290

## 9. Students studying in Technical/Vocational Centers



## 10. Operational Technical/Vocational Centers In 2017

No. of Centres	Division	Technical Centres	No. of Centres	Division	Technical Centres
1	Central	Chevalier Training Centre	21	Eastern	Yasayasa Moala College
2	Central	Ballantine Memorial School	22	Northern	Bucalevu Secondary School
3	Central	Kadavu Provincial Secondary School	23	Northern	Dreketi High School
4	Central	Lomaivuna High School	24	Northern	Naleba College
5	Central	Lomary Secondary School	25	Northern	Nasavusavu Secondary School
6	Central	Naitasiri Secondary School	26	Northern	Saqani High School
7	Central	Naiyala High School	27	Northern	Seaqqa Central College
8	Central	Namosi Secondary School	28	Western	Ba Methodist High School
9	Central	Navuso Methodist High School	29	Western	Ba Provincial Free Bird Institute
10	Central	Ratu Kadavulevu School	30	Western	Drasa Secondary School
11	Central	Ratu Latianara Secondary School	31	Western	Kamil Muslim College
12	Central	Tailevu North College	32	Western	Nakauvandra High School
13	Central	Waidina Secondary School	33	Western	Navosa Central College



No. of Centres	Division	Technical Centres	No. of Centres	Division	Technical Centres
14	Central	Wainimakutu Secondary School	34	Western	Nukuloa College, Ba
15	Central	Wainimala Secondary School	35	Western	Ra High School
16	Eastern	Adi Maopa Secondary School	36	Western	Ratu Navula College
17	Eastern	Gau Secondary School	37	Western	Tavua College
18	Eastern	Richmond High School	38	Western	Veilomani Rehabilitation and Vocational College
19	Eastern	Rotuma High School	39	Western	Yasawa High School
20	Eastern	Vunisea Secondary School			

## Open Week

The Technical College of Fiji's Open Week was from 9 to 13 January 2017. The Open Week was to invite the public and prospective students to better understand the programmes offered at the each campus and also to get interested students to enrol for the 2017 Full Time Programme and Short Courses. The dissemination of open week information included the use of the following:

- Radio Fiji 1 (iTaukei language)
- Radio Fiji 2 (Hindi language)
- Radio Fiji 1 (iTaukei language – Speak your mind) later broadcast on FBC TV.

In addition, the following activities were done to inform the public:

- Flyers and Media lift out was displayed and also distributed to interested attendees
- Rooms and workshops were prepared with models, machines and tools/equipment displayed for viewing
- Power point presentations
- Videos of demos, students practical and assessments were played/displayed throughout the days
- Members of the public interactive sessions with staff
- Tertiary Scholarship and Loans Board (TSLB) information on display including bus fare assistance
- Success stories from the Fiji Sun were on display
- Information on TCF Facebook account
- All visitors who signed a log book with their email addresses were sent information packages
- The students were thoroughly advised on the programmes of their choice and the career path that will lead from the choices of courses offered
- Members of the public were informed that each programme at TCF is a one year competency based programme which means there are no exams; all assessment is done through a practical. If students are not able to pass the practical assessment, he/she is given a second chance to prove that he/she is competent. This means no student fails
- The one year course is then divided into the Trimesters with more focus on competency based training and with 7 weeks of Industrial attachment arranged by Technical College of Fiji Campus Trainers
- The interested students were also told that enrolling at Technical College of Fiji enables them to study on Tertiary Loan Scheme and which can be repaid upon permanent employment
- Upon graduation, students are also given a tool kit which will assist them to establish their own business
- The assessments of TCF students are closely assessed by external assessors who are registered under the Fiji Higher Education Commission, the regulator of the National Qualifications.

## Trainers Joined APTC to Upgrade their Qualification

6 trainers have upgraded their qualification and skills through Australia-Pacific Technical College (APTC)

No of Trainers	Campuses	Programme
2	Nabua Sanatan Campus	Automotive mechanical
1	TISI Sangam Sadhu Kuppaswamy Campus	Automotive mechanical
2	Dr. Shaukat Ali Sahib Campus	Cabinet Making and Joinery / Cookery
1	Anjuman Hidayat -ul- Islam Campus	Cookery

## Memorandum of Understanding Signed

No.	Parties	Programme
1	MEHA - TCF	National Employment Centre
2	TCF - Nadi Campus	Motibhai
3	MEHA - TCF	Ministry of Youth and Sports

## Registration

Technical College of Fiji has received a certificate of Registration from Fiji Higher Education Commission. Recognition Certificate No: RCN 0098/16.

## New Establishment

TCF is liaising with the school management of the following centres to establish into TCF Campuses from 2018:

1. Tailevu North College – Technical Centre
2. Nukuloa College, Ba – Technical Centre
3. St. Francis College – Ra.



## CHAPTER 11: FIJI TEACHERS REGISTRATION AUTHORITY (FTRA)

The FTRA is in its 8th year of existence and is preparing for its first phase to become Fiji's first National Teachers' Registration Authority. The FTRA is awaiting the final Amendment Act to be passed by Parliament together with its subsidiary regulations. The intention now is to have new legislation, a new structure with its relevant professional appointments including internal committees to carry out its new role. Some internal committees have sat this year for the first time and have discussed their new roles and have to meet several challenges including the change in the reporting period covering August 2016 to July 2017. FTRA continues to take on the induction program for all new teachers in line with the reform initiatives of the Ministry based on the move to align professional standards and the employment standards. This was a policy directive of the Hon. Minister to the Board of FTRA.

### Roles and Responsibilities

The main function of the FTRA is to:

- Register qualified practicing teachers to teach in ECCE, Primary and Secondary schools in Fiji
- Register qualified teacher educators in training institutions to train ECCE, primary, secondary teachers and facilitate teacher trainees to practise in schools
- Work with employing authorities, training institutions and other relevant social partners regarding the standard of courses offered to be acceptable for the purpose of teacher registration and bench mark to best practice and to advise the Minister
- Undertake relevant reviews, research and development for the purpose of Teacher Registration
- Carry out necessary professional development and induction programs for all ongoing and new practicing teachers
- Promote and work with local and overseas volunteers and recruiting agencies, NGOs and other Government bodies in both areas of recruitment and registration especially in areas like special and inclusive education, early childhood according to Fiji's Educational context and need
- Collect and report funds prescribed under the Fiji Teachers' Registration Amendment Act and its subsidiary regulations for the purposes of registration management.

### Strategic Activities (Legislation and Policy)

- Effective policy implementation of the Induction programme for all Teacher graduates in Training Institutions as per the FTRA Board policy.

### Operational Activities (Administration)

#### Revenue Collection Update

FTRA continues the registration process which incorporates the Management and Professional Standard Management including assessment, verification, approvals, audit, awareness and revenue collection for all practicing teachers, teacher educators and teachers administrators in schools, Teacher Training Institutions including the professional staff of the Ministry of Education. FTRA also looked at all institutional registration intending to visit schools together with the conduct of all Induction programmes in collaboration with relevant sections of the Ministry of Education, Heritage and Arts.

No.	Collection Centres	Amount	Education Division
1.	Nadroga/Navosa	\$4,825.00	Western
2.	Lautoka/Yasawa	\$24,265.00	Western
3.	Ba/Tavua	\$7,271.00	Western
4.	Nausori	\$1150.00	Central
5.	Suva	-	Central
6.	Macuata/Bua	-	Northern

No.	Collection Centres	Amount	Education Division
7.	Savusavu	\$70.00	Northern
8.	Eastern	-	Eastern
9.	HQ (Marela)	\$21,933.87	Central
10.	Exams	\$30.00	Central
11.	Vunisea Secondary	-	Eastern
12.	Bucalevu Secondary	\$1,375.00	Northern
13.	Levuka Public	\$690.00	Eastern
14.	Natabua High	-	Western
15.	Labasa College	\$2,350.00	Northern
16.	Ratu Kadavulevu School	\$90.00	Central
17.	Rakiraki	\$2175.00	Western
18.	FTRA	\$115,885.00	Central
19.	Labasa Education Office	\$15,271.00	Northern
Total		\$197,380.87	

## Teacher Registration

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

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

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

## Registration Summary

Teacher Type	Registration Type		
	LATT	Provisional	Full
Primary		356	802
Secondary		620	308
Teacher Educators		-	
Teacher Administrators		-	
ECCE	965		
Others (Volunteer, Religious, Language, Culture, Trainers, Coach, PEMAC)	88		
Teacher Aides	25		
Vocational/Technical	9		
Special Education	11		
Attachee			
Helper	6		



## Induction Programme conducted by FTRA

Venue	No. of students	Guest presenters
FNU	291	TSLB, MEHA
USP	119	MEHA, FHEC, FTU, FTA
UoF	91	FTA, MEHA
Fulton College	28	FTA, MEHA
Corpus Christi College	62	FTA, MEHA and FTU

## Awareness Programme

### 1. Presentations to Principals and Head Teachers

FTRA was invited by both organisations during their annual meeting this year to present a paper on the Renewals of Teacher Registrations as the majority of teachers registration is expected to expire at the end of the year.

### 2. Presentation to Eastern Division School Heads and Managers

FTRA was also invited to present to officers from the Eastern Education District during the two weeks break in August 2016.

### 3. Viti Levu, Vanua Levu and Kadavu Registration Awareness

The FTRA also covered schools in Viti Levu, Vanua Levu and Kadavu to raise awareness on the need to have a valid teacher's registration as well as the renewal registration process at the end of 2017.



## CHAPTER 12: NATIONAL SUBSTANCE ABUSE ADVISORY COUNCIL

### Overview

The National Substance Abuse Advisory Council (NSAAC) was established on the 1 March 1999, after the passing of the Substance Abuse Advisory Council Act of 1998.

This statutory body was established under the Ministry 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.

### Council Members and Committees

The NSAAC comprises representatives from the following organizations;

- Ministry of Education, Heritage and arts
- Ministry of Health and Medical Services
- Ministry of Economy
- Ministry of Rural and Maritime Development
- Fiji Council of Social Services
- Fiji Council of Churches.

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

### Roles and Responsibilities

NSAAC 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 Hon. 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 Hon. Attorney-General.

#### Service Delivery Functions

To:

- encourage, promote, sponsor and cooperate research into:
  - i. the use and abuse of liquor and substances in Fiji
  - ii. public attitudes towards the use of liquor and substances in Fiji
  - iii. problems associated with or consequence upon the misuse of liquor and abuse of substances in Fiji
  - iv. 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
- devise, 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 substance

- encourage and promote the treatment, care and rehabilitation of persons adversely affected by the abuse of liquor and substances whether by themselves or others
- encourage, promote, sponsor and co-operate in the preparation, publication, and dissemination to interested bodies, associations and persons of research papers, these and other reports relating to any matter with which the Council is concerned
- obtain, monitor, analyse, collate, and disseminate to 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 and AIDS education and awareness with the Ministry.

## Regulatory Function

To:

- make recommendations to the Minister or any other person as the Council thinks with respect to the advertising of liquor, whether generally or through any particular media, and the need to regulate or in any way restrict any such advertising
- 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.

## Highlights and Accomplishments

In the 2016-2017 Financial Year, the Secretariat achieved the following under the key output areas.

### Legislation and Policy

- The Director of Public Prosecutions' Office provided their comments and recommendation on the Draft Volatile Substance Abuse Control Bill. Their comments and recommendations will be acted upon by Office of the Solicitor General and NSAAC. The purpose of the draft Bill is to provide a legal framework for the prevention of sale of volatile substances to students and protection of persons, particularly children, from harm resulting from volatile substance abuse.



### Education and Training

NSAAC conducted training and education awareness for schools and communities in order to educate and create awareness on issues that children and students are facing such as drugs and substances abuse, violence against girls and women, child abuse, teenage pregnancy, HIV and AIDS, Life Style Related Disease (LSRD) and Basic Counselling skills training.

From August 2016 to July 2017, the staff at NSAAC was able to conduct four Training of Trainers for Teachers (TOT) in the Eastern, Western and Central Divisions. The trained teachers and school management are required to train other teachers and parents, as well as create awareness to the students in schools and the nearby community. In addition, they are required to coordinate the "No Drugs Week" that is commemorated on 26 June every year.

A total of 214 Teachers were trained under the NSAAC TOT programme. This included 106 primary teachers 108 secondary teachers.

A total of 3 Peer Education Training (PET) were conducted in the Western and Central Divisions. A Total of 125 Peer Educators from 78 Secondary Schools and 47 primary schools were trained to develop and conduct an ongoing series of presentations to the students in their own schools and communities on the key health-related issues confronting them and the employment of a variety of strategies to engage their peers and encourage healthy behaviour and attitudes.

A total of 53 Quick Response Presentations [QRP] were conducted to raise awareness on issues that are affecting the lives of children in schools and in communities.

### Counselling services

The Counselling Unit at NSAAC was established to assist students and teachers in schools. Since teachers are not allowed to inflict corporal punishment on students, understanding basic counselling skills is a tool that should be used to address disciplinary cases in school. The NSAAC counselling team provided counselling support to students, teachers and community members. Counselling assists clients to identify issues affecting them and how they can deal with it.



NSAAC received referrals from schools and conducted counselling in schools while child abuse cases are referred to Social Welfare and Police for their interventions. NSAAC also provided Basic Counselling skills training to teachers in schools. The total number of counselling cases attended to this year was given below:

Items	Number
One on one counselling	299
Group counselling	52
No of students client	127
No of teachers clients	20
No of community members	52

The most pressing issues in counselling are related to Sexual Abuse, Attitude & Behaviour Issue, Stress, Relationship in schools, mental health, trauma, pornography, family relationship, grief and loss, suicide, marijuana use, glue sniffing, alcohol use and cyber bullying

Counselling Conducted		Total 1:1 Counselling Cases (New)	Total 1:1 Counselling Cases (on- Going)	Number of Student Counselling	Number of Teacher Counselling	Number of Community Member
January	19	9	10	3	3	3
February	29	22	7	19	1	2
March	71	40	31	32	2	6
April	37	17	20	11	5	1
May	18	10	8	10	0	0
June	22	11	11	8	0	3
1st July – 18th	25	20	5	17	2	1
Total	221	129	92	100	13	16

Of all the counselling conducted, success stories were collected from clients indicating the resolution of their issues after going through counselling and proper follow up.

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

NSAAC uses IEC materials and the media in the dissemination of valuable information to educate, safeguard and protect children, students, youth and community members from drugs, HIV and AIDS and child abuse. NSAAC conducted the following activities to assist them:

- Amended 10 IEC materials including, posters, catalogue and brochures
- Printed and distributed more than 58,209 IEC to various organizations, schools, communities and the general public
- Participated in a total of 9 public awareness programmes. This includes public display and career expo at Sila Central High School, QVS, Nasinu Secondary School, Sabeto Secondary school, Ba Methodist High School, Taveuni career, Lomary Government road show and Kadavu Government road show. [photos from career expo]
- Conducted a total of 33 Community Radio Broadcasts, 35 Radio Advertisements, 30 TV Advertisements and 7 TV interviews.



## International Day Against Drug Abuse and Illicit Trafficking (IDADAIT)

The International Day Against Drug Abuse and Illicit Trafficking was celebrated by schools throughout the nation from 26 – 29 June 2017.

The week long program was officially launched by the Honorable Minister for Education Heritage and Arts, Dr. Mahendra Reddy at Kalabu Primary School on 26 June 2017.

The Senior Officers of the Ministry showed their support during the IDADAIT Celebration Program conducted in schools by attending to school requests as Guest Speakers.

The sponsorship support provided by the Wellness Unit also assisted in the FBC radio advertisements which broadcasted IDADAIT messages in three languages on all its radio stations. Television advertisements were also aired during the week promoting the theme of **"Our life, Our Health, Our Responsibility"**. A full report of the IDADAIT Week, its Activities and Evaluation was published towards the end of the year.

His Excellency the President of Fiji, who is the WELLNESS CHAMPION, also made a national television and radio broadcast, highlighting the importance of living a healthy lifestyle and staying away from drugs.



## NSAAC council meeting

NSAAC conducted its Council Meeting on 3 August 2017 at which all the Council members were present to discuss issues that guided the secretariat in the next financial year.

## Monitoring and Evaluation

The monitoring and evaluation of the TOT programme will continue in the next financial year. The main purpose is to assess the impact of the training.





## Recruitment of Officers

This year, NSAAC recruited two female officers to fill the position of Data and Communication Officer and Receptionist. Apart from this, two officers have also been confirmed in their positions and they are Principal Administrative Officer and Alcohol and other Drugs Counsellor.

## Quality circle

As part of quality circle programme the following programme were put in place:

- SEA Initiatives
- Wednesday wellness programme
- Monthly birthday celebration
- Financial and saving skills
- Health check up
- Upgrading qualification through tertiary studies
- NSAAC social club support.



## NSAAC Stakeholders

The NSAAC stakeholders include the Social Welfare, Police CID Unit (Drugs, Cyber Crime, Sexual Offence and Human Traffic), Ministry of Health and Medical Services, Public Health Nurse, and Fiji Women Crisis Centre. The stakeholders continue to provide the necessary support during training. The nurses always provide health screening for the teachers that attend the training. NSAAC works in collaboration with the Child Welfare Service Unit in dealing with cases on abuse reported from school. NSAAC acknowledged the great support given by the stakeholders.



## Community Training and awareness

The communities continue to support the work carried out in school. Parents provide support during the IDADAIT programme week. The community leaders and church leaders often invite NSAAC to conduct presentation and enlighten them on important skills that can assist them to carry out their duties well at home as far as looking after their children is concern. Community leaders were also invited to the Training of Trainers programme and also learn new skills to empower them when they go back.



## New Initiatives

The piloting of the student leaders leadership training in secondary schools was attended by the respective Head Boys and Head Girls. This initiative was piloted in Suva, Nausori, Lautoka, Labasa and Levuka.

The training was to assist student leaders to identify students at risk and refer them to the appropriate service providers. Responses from students were positive and as a result, the programme will continue next year for all secondary schools in Fiji.





## CHAPTER 13: LIBRARY SERVICES OF FIJI

### Overview

The Department of Library Services supports the vision of the Ministry which is “Quality Education for Change Peace and Progress” and the mission which is “To provide a holistic, innovative, responsive, inclusive and empowering education system that enables all children to realize and appreciate fully their inheritance and potential to succeed and contribute productively to a peaceful and sustainable Fiji”. Herewith the Department contributes its support in ensuring provision of library services that are vibrant, relevant and responsive to the changing information needs of all citizens of Fiji.

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

The fiscal year 2016-2017, has seen the tremendous improvement in school libraries. There were several schools demanding a school library set up, new library building constructed and officially opened by Hon. Minister. In addition, the approval of Government Secondary Schools to employ a full time School Librarian is a great achievement. The new initiatives of the ECCE Library Scheme, has seen the Department assisting more ECCE than was planned for which is very encouraging.

The fiscal year also witnessed the Automation of Western Regional Library in Lautoka and Savusavu Public Library in Savusavu. This was set up for the following reasons:

- To streamline processes
- Improve analytical reporting on the usage of resources
- Track distribution of resources
- Improve stock taking systems and ensure enhancement of reports on the true holding of each particular public library
- Safeguard resources from theft
- Improve information search and retrieval in comparison to manual system.

### Roles and Responsibilities

Library Services of Fiji is tasked in providing library services to the community. The Department coordinates, develops and provides library supports services to public libraries, school libraries and libraries of Government agencies within Fiji. The Department encourages the utilization of book-based skills to empower communities thus contributing to the eradication of poverty.

The Department also coordinates training in relation to teacher librarianship, school librarian, information literacy and functional literacy for communities or identified focus groups.

### Functions

- To provide free public, community and school library and information services to meet the literacy, educational, recreational and cultural needs of the people of Fiji
- To complement and supplement the formal education process through the integration of library resources in the teaching and learning process in schools
- To assume most of the functions of a National Library Service through the provision of responsive library and information services.

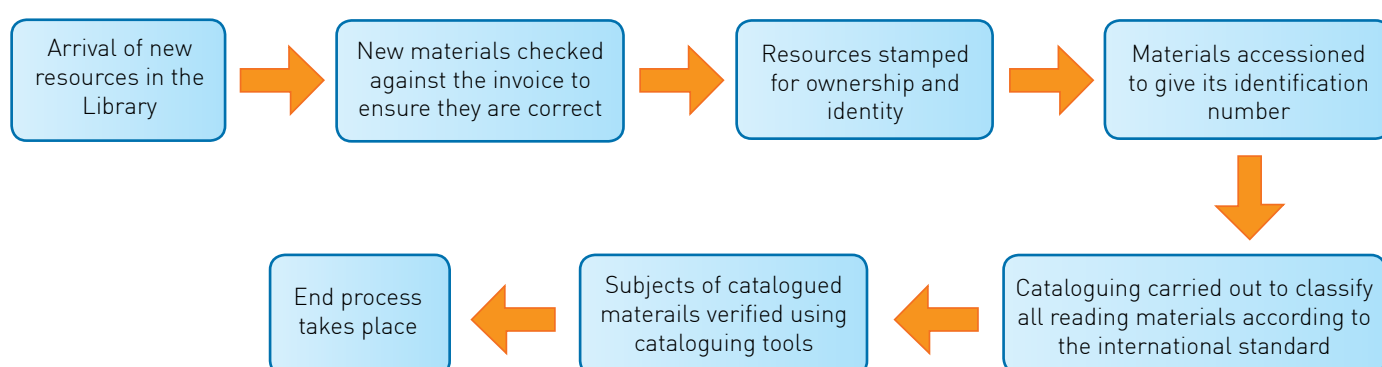
## Highlights

### 1. Technical Services

Technical Services Unit with Library Services of Fiji is responsible for the following functions:

- Acquisition
- Cataloguing and Classification
- End processing.

The following flow chart depicts the processes of the Unit



### 2. Acquisition of Monographs

We continued to purchase monographs from non-contracted local vendors that can supply us with three (3) quotes value greater than \$1,000. The titles procured were chosen so that they will supplement the curriculum of schools, are of good quality and able to meet the quantity of titles and copies required.

Tabulated below are the numbers of titles/copies purchased from the local vendors from August 2016 – July 2017:

Date	Supplier	No. of titles	No. of copies	Total Cost (\$)
03/10/16	Vanua Distributors	212	2,015	\$41,938.41
07/10/16	Just Books	156	3,120	\$40,391.05
26/10/16	Tarisi Vunidilo (NZ)	2	316	\$6,308.16
29/11/16	Clarke Bookmasters	391	4,808	\$49,001.10
08/12/16	Textbook Wholesalers	286	3,304	\$49,120.54
29/12/16	Books R Us	22 vol.	440	\$49,980.00
30/03/17	Chapters	758	3,142	\$49,988.35
16/06/17	Bulk Direct	198	2,239	\$48,142.26
10/07/17	Fiji Museum	53	530	\$5,780
July 2017	iTaukei Affairs	13	881	\$11,784.00
Total		2,091	20,795	\$352,433.87

### 3. e-Resource Acquisition

We continued to purchase e-books, so long as they met our criteria of one time purchase, no copyright and digital rights management, unlimited simultaneous users and no platform hosting fee.



During the year, 171 titles were purchased at a cost of \$3,750.00 from Wheeler's Bookshop. The remaining titles were the ones downloaded freely from the Internet and are currently available on the LSF e-platform.

### Summary of E-Books Category

General Non-Fiction	Easy Readers	Junior Fiction	Adult Fiction
118 Titles	115	140	77

### Summary of Cataloguing Statistics

The Technical staff gave their best to meet the demands of the increase number of school library set up requests. Apart from their daily duties, they also attended to other duties that were assigned from other Units in the Department. The table shows the numbers of books catalogued during the year.

Month	No. of copies	No. of titles	Cost
August	1,037	188	\$17,093.50
September	1,599	209	\$25,672.22
October	918	235	\$23,392.59
November	1,275	243	\$9,396.00
December	573	76	\$4,154.30
January	862	141	\$14,489.48
February	612	79	\$11,640.14
March	578	46	\$9,502.04
April	532	64	\$5,680.11
May	1,045	64	\$9,591.06
June	1,391	65	\$13,879.00
July	620	26	\$6,308.00
Total	11,042	1436	\$150,798.44

### Books Accessioned

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

Tabulated is the summary of the number of materials accessioned during the 2016-2017 fiscal year

Month	August	September	October	November	December	January	February	March	April	May	June	July	Total
No. of titles	167	155	89	162	190	83	116	95	25	116	46	36	1,280
No. of copies	1,257	1,330	696	1,140	1,010	1,086	1,280	771	500	4,800	1,122	720	15,712



## School Library Services

The Department provides resources to supplement the curriculum in schools and with that is the assistance to ensure that school libraries have the standard required are aligned to the National School Library Policy and ensures it meets the standards and international best practices.

Tabulated below are the quarterly achievements of the School Unit within the Department.

No.	Education Districts	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Total
		ECCE	Pri	Sec	ECCE	Pri	Sec	ECCE	Pri	Sec	ECCE	Pri	Sec	
1	Ba/Tavua												1	1
2	Bua/Macuata	1	3					4	2			2	1	13
3	Cakaudrove	3	3						3		4	2		15
4	Eastern	10	8	2				23	24	2	9	6	1	85
5	Ltk/Yasawa	16	1									1	1	19
6	Nadroga/Navosa	6	20	2							1	1		30
7	Nausori	7	4	1	3	3	2		2			6	1	29
8	Ra											1		1
9	Suva	1	2	2		1	1					2	1	10
Total		44	41	7	3	4	3	27	31	2	14	21	6	203

The decreased number in the set up in second quarter was due mainly to the closing of schools after annual exams; this is during the month of November, December and January.



## School/ Teacher Librarian Training

The Department conducted workshops and training in its quest to empower school and teacher librarians. A total of 8 training courses were conducted during this financial year.



The table below shows the training carried out for 2016-2017 fiscal year.

No.	Dates	Venue	No. of Participants
1	23 August – 3 September 2016	CTD – Regional Training, South-South Cooperation	35
2.	20 – 23 September 2016	Eli Peceli Hall, Levuka	12
3.	3 – 7 October 2016	Lautoka	12
4.	3 – 7 October 2016	Bua – Macuata	12
5.	1 – 14 October 2016	Cakaudrove	10
6.	25 – 28 October 2016	Korovou Hotel Conference Room, Tailevu	18
7.	1 - 5 May 2017	Library Services of Fiji, Suva	8
8.	6 – 8 June 2017	Nawaikama District	9

## Public Library Services

There are 5 Public Library Branches to meet the needs of the local community. They provide resources and services to meet the needs of individuals and groups for education, information and personal development purposes including recreation and leisure.

The table below summarises the quarterly achievements of the 5 public libraries around the country. The table indicates the new membership, adult users, junior users, bureau services and books distribution statistical report.



Branch Libraries	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	NM	AU	JU	BS	NM	AU	JU	BS	NM	AU	JU	BS	NM	AU	JU	BS
WRL, LTK	60	2,858	4,223	305.40	97	2,408	2,641	298.65	103	3,758	5,821	431.75	84	2,771	4,174	338.30
Savusavu Library	34	1,323	1,504	337.02	160	1,384	1,413	367.15	57	1,695	1,972	432.40	25	1,432	1,455	299.20
Rakiraki Library	91	6,461	9,062	2.90	30	5,516	8,091	2.25	53	6,026	10,346	0.30	47	6,478	10,266	21
Tavua Library	10	-	-	-	10	700	442	39.65	10	2,361	1,626	157.25	10	42	15	1.50
Ba Library	20	-	-	-	20	4,814	4,158	.50	10	14,541	14,118	11.45	14	-	-	-
Nasese Library	31	348	773	33.50	7	119	418	32.70	29	83	248	23.05	82	286	691	21.95
Total	246	10,990	15,562	678.82	324	14,941	17,163	740.90	262	28,464	34,131	1,056.20	262	11,009	16,601	681.95

KEYS: NM – New Membership, AU – Adult Users, JU – Junior Users, BS – Bureau Services

## Community Library Services

Library Services has been mandated through SDG goal 16.10 “Increasing access to information” which also ensures that members of communities are knowledgeable. Establishing community libraries as an information centre allows the community to have easy access to information and understand the world around them. It also gives the opportunity for young children to be exposed to books at an earlier age and encourage as learning and development as learning begins at home.

This initiative was also established to develop and enhance of lifelong learning, promote life skills that are embedded in books. Hence the Department in its attempt to increase the access to information, and encourage the enhancement of life skills, deduced the functional literacy programme that will allow community members to function in a complex society and contribute to their community effectively.

In view of the above, the establishment of Community libraries and functional Literacy Programmes for women is carried out simultaneously. Functional Literacy is a “Book-Based” programme that enhances and trains women on craftwork. Most importantly, it gives them ideas and creativity which could be an income generating activity for them. Indirectly, this could be a way to encourage parents and show them the importance of books and reading to children’s education holistically. Furthermore, the library is also a homework study centre where children can converge to do their homework, where they are assisted in their quest for information.



The table below shows the cost involved in establishing the 3 community libraries during the 2016-2017 fiscal year.

No.	Province	Community	Books		Furniture						Other Cost	
			Titles	Cost	Tables	Cost	Chairs	Cost	Shelves	Cost		
1.	Cakaudrove	Salia	200	\$996	1 Wooden	\$159	4 Chairs	\$260	2 (Large)	\$930	Puzzle Mat	\$39
					1 Plastic Green	\$209	5 Green Plastic	\$260			Stickers & Chart	\$70
											Educational Games	\$48
2.	Bua	Navunievu	253	\$640	1 wooden	\$159	4 chairs	\$260	2 (Large)	\$930	Puzzle Mat	\$39
					1 red plastic	\$209	5 red chairs	\$260			Stickers & Chart	\$70
											Educational Games	\$48
3.	Ra	Naiserelagi	522	\$2,364.56	1 round	\$250	4 chairs	\$196	3	\$1,410	Puzzle mat	\$90
					1 island	\$303	5 chairs	\$260			Bean Bags	\$330
TOTAL			705	\$4,000.56		\$1,289		\$1,496		\$3,270		\$734



## National Events

The two National Events that are always coordinated by the Library Services of Fiji include:

- the World Book Day and
- the National Library Week.

The World Book Day (WBD) and Copyright Day is an initiative of UNESCO organised to:

- pay tribute to the work of authors, publishers, illustrators, educators, libraries and librarians and book sellers
- encourage reading throughout the world.



The World Book Day was celebrated in conjunction with the Fiji Museum Open Day where 4 titles were launched by the Hon. Minister. This celebration was in partnership with the Fiji Museum, USP Book Centre, Fiji Trust Fund and other Book Suppliers from around the country.

The National Library Week celebration advocated the importance of libraries and reading amongst the Fiji public. It was first celebrated in Fiji in 1979; an effort put together by the Suva Carnegie Library under the Suva City Council and the Library Services of Fiji.

## CHAPTER 14: DEPARTMENT OF NATIONAL HERITAGE AND ARTS

### The Department in Perspective

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

The Department has a total of 21 employees. The increase is indicative of the:

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

Similarly to carry out its roles, the Department deals with community based organizations, national, regional and international stakeholders from non-governmental organization, statutory bodies (Fiji Museum, Fiji Arts Council, National Trust of Fiji, 6 Multi-Cultural Centres), Regional bodies (PIFS, PIMA, USP, SPC etc.) and international organizations (UNESCO, UNDP, Ministry of Culture - China, Indonesian Culture Exchange Scholarship Unit, ICHCAP, CRIHAP).

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

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

### Governance and Advisories

As the overarching culture agency in the country, the Director and the Principal Policy and Conventions Officer serve as ex-officio members or full members of the following Boards, Councils and Committees.

#### International

1. UNESCO ICH Category 2 Centre – ICHCAP (Republic of Korea) Governing Board Member

#### Regional

2. Pacific Heritage Hub (PHH) - USP Steering Committee Member
3. USP School of Social Science Advisory Committee Member
4. Secretariat of the Pacific Community (SPC) Council of Pacific Arts Member
5. Melanesian Spearhead Group (MSG) Subcommittee on Culture & Arts Chairperson



## National

6. Fiji Arts Council Board Ex-officio Member
7. Fiji Museum Board of Trustees Ex-officio Member
8. National Trust of Fiji Council Ex-officio Member
9. Fiji National Commission for UNESCO (NATCOM) Culture & Heritage Focal Point
10. Fiji National World Heritage Committee Secretariat
11. Levuka World Heritage Interagency Committee Member Secretariat

## Ministerial and Departmental Secretariats

12. Minister for Education, Heritage and Arts Forum Member
13. Permanent Secretary and Senior Management Meeting Member
14. Department Cultural Grants Committee
15. Fiji Culture and Education Interagency Committee
16. Minister for Culture China State Visit Steering Committee
17. UNESCO Category 2 Centre ICHCAP (Republic of Korea) Director General State Visit Organizing Committee
18. National Consultation on the 2005 UNESCO Convention for the Protection and Promotion of Cultural Diversity Secretariat

## Policy, Conventions and Projects Unit

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

### Project 1: The Historical Port Town of Levuka – UNESCO World Heritage 2016-2017



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

Activity	Partners
Levuka Conservation Committee Meeting	Levuka Conservation Committee Members
Cyclone Winston Building Repairs Assistance (8 x buildings)	Building owners and Levuka Town Council
Levuka Building Needs Analysis Survey	Levuka Town Council, Levuka Conservation Committee Building owners within Levuka town boundary
Makogai Salvaging Project (2nd Phase)	Dept of Fisheries Fiji Museum Fiji Ports Limited Dept of Corrections
Ovalau Club Restoration Project	Levuka Town Council LOHT Project JICA
Former Carpenters Hardware Salvaging Project	Levuka Town Council Fiji Ports Limited Fiji Museum
Levuka Tour Guide Training	Mr Vili Koyamaibole Levuka Town Council LOHT Project Tour Operators
Handicraft development Workshop	Lomaiviti Provincial Office Levuka Town Council 4 Tikinas of Lovoni, Levuka, Bureta and Nasinu Womens Groups
Ovalau Craft fair	Lomaiviti Provincial Office Levuka Town Council Back to Levuka Carnival Committee 4 Tikinas of Lovoni, Levuka, Bureta and Nasinu Womens Groups
Back to Levuka Carnival	Levuka Town Council Back to Levuka Carnival Committee 4 Tikinas of Lovoni, Levuka, Bureta and Nasinu
Levuka Town Council Grant (\$100,000)	Levuka Town Council
Levuka Capital Project /Levuka World Heritage Structures Upgrading Project preliminary Building Assessment	Levuka Town Council National Trust of Fiji Ministry of Economy Houng Lee Jacob Kaba Ltd Building owners of Levuka Town boundary
LOHT Project Handing Over	Levuka Town Council JICA Hokkaido University LOHT Project National Trust of Fiji

Activity	Partners
Levuka Town Planning Workshop	Levuka Town Council Department of Town and Country Planning
Levuka Capital Project Steering Committee Meeting	Ministry of Economy Houng Lee Jacob Kaba Ltd
Levuka Town Council Grant Internal Monitoring Team Project Visit	Levuka Town Council
Ovalau Chiefs Forum	Lomaiviti Provincial Office
Lomaiviti Provincial Council Meeting	Lomaiviti Provincial Office Commissioner Eastern office
Fencing of Sacred Heart Cathedral	Catholic Church Levuka Town Council
Levuka Town Planning Scheme Finalised & Approved	Levuka Town Council National Trust of Fiji Department of Town and Country Planning



## PROJECT 2: ICHCAP


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

The four broad 'domains' in which intangible cultural heritage is manifested:

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



## Mini Ich Show 2017

Measure	Explanation (On-Going Project)
<b>Mini Ich Show 2017</b>	<b>Background</b> <p>Fiji ratified the Intangible Cultural Heritage (ICH) Convention in 2010. With the five domains of the ICH Convention – revitalization programmes is an essential part of the sustainability of culture at the community and national levels. The ratification of the ICH Convention by government means that the Convention applies to all cultural agencies and this resulted in the Department working in collaboration with various stakeholders in carrying out work aligned to the ICH Convention.</p> <p>The two days Mini ICH Show held in 2017 was an initiative in which the Department of Heritage and Arts collaborated with the Ministry of iTaukei Affairs in encouraging rural iTaukei communities from Central Viti Levu to showcase their uniqueness and specialty in art, culture and food preparation.</p> <p>The Mini ICH Show also reiterated the importance of community awareness and preservation of culture in our various communities.</p>
 <p>Masima - Lomawai, Nadroga</p>	<b>The Key Elements</b> <ul style="list-style-type: none"> <li> <b>I Yau ni Vanua</b> - The concept of traditional knowledge and its importance to cultural identity is a concept that was covered during the Mini ICH Show. The idea of this element is to re-assert the importance of traditional knowledge which has the capacity to thrive in the global market and ensuring such knowledge is not exploited. </li> <li> <b>Slow Food</b> - the second concept covered during the Mini ICH Show is the preparation of traditional food linked to the National Development Plan through the commitment for sustainable community and environment. Traditional cooking practices for all cultures in Fiji require time of preparation, thus the concept of 'slow food' preparation. </li> </ul>
 <p>Na Voco - tali ena drauni niu, Naitasiri</p>	
 <p>Ibe Draukekua - Laselevu, Nasoqo, Naitasiri kei Serua</p>	
 <p>Masi Vulavula - Dama, Nakorotubu, Ra</p>	
 <p>Kakana saqa ena bitu - Wainibuka/Naitasiri</p>	
 <p>Ika/ura tavu kei na dalo vavi</p>	
 <p>Rourou vakautona</p>	
 <p>Kovu kai</p>	
 <p>Vudi dreu/rourou vakarakara kei na kuita vakalolo</p>	

## CONVENTION 1: Implementing the 1972 UNESCO World Heritage Convention.



The Department is currently the national focal point in as far as implementing the 1972 Convention is concerned. Some of the implementation measures it had pursued in the first 7 months in 2016 include the following:

Measure	Explanation
Cultural Policy	Development of Framework for National Cultural Policy completed in 2016 with Cultural Mapping Report Fiji National Cultural Policy in developing stage – benchmark from Kenya NCP 3 x NCP Consultations completed with key stakeholders and nationwide consultation upcoming Fiji NCP Due to be finalized in Dec 2017
Heritage Decree	Public Consultation completed by Standing Committee on Social Affairs on Draft Heritage Act with key stakeholders and public in Levuka and Suva Decree Currently with Standing Committee on Social Affairs for presentation to Fiji Parliament
National Heritage Register & Database	Framework of Register and database developed, collection of data from key data sources ongoing
World Heritage List	1 x site which is the Historical Port Town of Levuka and no future plans yet for 2nd nomination from Fiji Focus has been on implementation of Management Plan and Legislation promulgation since inscription in 2013. State of Conservation Report on Levuka submitted 1 December 2016.
Tentative List	To be reviewed in 2017
Ratification Plans for World Heritage Conventions	Ratified WH Convention and ICH Convention Cultural Diversity and National Cultural Policy – in the process of ratification, BSP in Pacific is Secretariat
Payment of World Heritage Fees	Invoice sent by UNESCO Office in Paris, France and payments made

## CONVENTION 2: Implementing the 2003 Intangible Cultural Heritage Convention

Fiji ratified the 2003 UNESCO convention for the Safeguarding of the Intangible Cultural Heritage in 2010. The Department currently serves as the national secretariat seeing through the implementation of the Convention at the national level. Some of the activities the Department has achieved in the first 7 months in 2016 inculcate the following:

Measure	Explanation (On-going Project)
	<ul style="list-style-type: none"> <li>The objective of the Workshop was to provide stakeholders in Fiji with knowledge and skills necessary for elaborating nomination files to the ICH Lists and Register established by the ICH Convention. There are 2 Lists and 1 Register, namely, the List of ICH in need of urgent safeguarding for ICH elements that concerned communities and States Parties consider require urgent measures to keep them alive, the Representative List of ICH of Humanity for those ICH elements that help demonstrate the cultural diversity and raise awareness about its importance, and the Register of Good Safeguarding Practices for programmes, projects and activities that best reflect the principles and the objectives of the ICH Convention. The Workshop combined presentations, discussions, group work and a field visit</li> <li>The first part of the workshop was focused on refreshing the participants on the key concepts and main aims of the ICH Convention, while the second part of the workshop was aimed to provide an overview of the procedures for nominating ICH elements to the Lists and Register</li> <li>The participants took part in developing fictive nominations that illustrate the processes and key requirements for nominating ICH elements</li> <li>The participants took part in a field trip to experience obtaining consent from communities and ICH bearers and practitioners, explaining to them the importance of community engagement in the nominations.</li> <li>The Workshop was beneficial for strengthening the capacity of stakeholders involved in ICH safeguarding in Fiji for developing nominations in the future</li> <li>This workshop was held in February 2017.</li> </ul>

#### TEAM

- 1 lead Researcher - To consolidate research and prepare final report.
- 1 Researcher – audio visual collection;
- 1 Researcher – audio collection;
- 1 Researcher – photograph collection;
- 1 Researcher – published and unpublished written materials

#### Rotuma Cultural Mapping



#### WHAT WILL THE PROJECT ENTAIL?

- The mapping of Rotuman ICH is the comprehensive documentation of the unique and rare collage of ICH elements present and are maintained to sustain the endangered community, ensure transmission of ICH elements for future generations, empower local communities to have a sense of identity and connection, restore cultural practices that bring about peace and harmonious living, and identify non-sacred elements which Rotumans can tap into for use as cultural industry products generating much needed income for communities
- Bigger objectives of the initiative include:
  - building awareness amongst the Rotuman community on Fiji's commitment towards the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage
  - transmission and continuity of ICH in the Rotuman community
  - identify endangered ICH so that safeguarding measures can be developed
  - Inventories and list Rotuman ICH
  - Identify possible Living Human Treasures within the Rotuman community.
- The co-facilitators are from the Ministry of iTaukei Affairs and a Volunteer to conduct this training as they are the experts in conducting Cultural mapping throughout Fiji from their last ten years of experience
- Start developing Rotuma ICH list – While Rotuman culture is very rich, very little has been done to document and safeguard their identity. There is minimal documentation of the literature written on Rotuman culture and traditions and the same goes with literature written by Rotuman people and others have yet to fully capture
- There has never been any cultural mapping or inventorying of Rotuman ICH. This increases the risk of losing the unique and significant elements in this particular culture. With globalization and dominance of international powers, there is a need to revitalize and safeguard the Rotuman culture.



## Policies, Guidelines and Strategies Developed for the Culture Sector.

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

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

Policy/Strategy	Status
Collection of the documents from former PPCO and arranging them for the major stake- holder's consultation.	Managed to compile the documents and forward it to New Policy Team
1st Consultation opened by PS	25 and 26 April 2017
2nd Consultation	30 May 2017
In house meeting	23 June 2017
Changes from the 2nd consultation was made and forwarded for 3rd Consultation	25 July 2017
4th Consultation with Key - stakeholders	4 October 2017

## Grants and Cultural Industries Unit

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



## Grants Disbursement

### Disbursement of grants by the Department takes two forms:

- i.) Annual Grants disbursed to the Fiji Arts Council, Fiji Museum and National Trust of Fiji. Further financial support is rendered to these agencies to for other individual projects mandated to them
- ii.) Assistance from the Department can also be accessed through the Cultural Grants Program at the individual, community and national level.

### Agency Grants

- i) The Department plays a monitoring role in the administration of grants. Disbursement of quarterly grants is based on the submission of quarterly progressive reports and quarterly and cash flow forecast for the impending quarter. Performance assessment is conducted to verify activities undertaken. Feedback visit follow suit where Agencies are reminded on areas for improvement.

Grants	Fiji Arts Council	Fiji Museum	National Trust of Fiji
Annual Allocation	\$280,183.00	\$354,404.00	\$326,881.00
AIA and Mapping		\$50,000.00	
Fiji Heritage Foundation			\$74,000.00
Preservation Momi Gun site			\$3,400.00
Momi Battery – Historic Park			\$91,000.00
Fiji Museum Extension		\$232,988.00	
Thurston Garden		\$150,000.00	
Total	\$280,183.00	\$787,392.00	\$495,281.00

### Boards/Councils Members Sitting Allowances

A total of 5 Memorandum of Agreements (MOAs) were signed between Government and the statutory cultural Boards and Committees.

Agency	Signatory	No. of MOAs
Fiji Arts Council	Chairperson	1 [Operational]
Fiji Museum Board of Trustees	Chairperson	2 [Capital & Operational]
National Trust of Fiji Council	Chairperson	2 [Capital & Operational]

### Sitting Allowances

The Chairpersons and non-official board members of the 3 Authorities receive sitting allowances on a quarterly basis. The Authorities have to submit Board Meeting Minutes and evidence of collective efforts by Board members on resolutions actioned to ensure remuneration.

Agency	Total Meetings	Sitting Allowance
Fiji Arts Council	2	Paid
Fiji Museum Board of Trustees	2	Paid
National Trust of Fiji Council	4	Paid



## Renewals and new appointments of Boards, Councils and Committee Members

In 2016-2017, the following board, council members were appointed by the Honorable Minister:

### Fiji Arts Council

- i.) Chair: Mr. Igelese Ete, Head of Performing Arts, USP.
- ii.) Ms. Shobna Chanel, Choreographer and Head of Shobna Chanel Dance Group.
- iii.) Mr. Naresh Chand, Music Lecturer, FNU.

### National Trust of Fiji

- i.) Chair: Mr. Craig Powell
- ii.) Mr. Solo Nata
- iii.) Mrs. Christine Fung
- iv.) Ms. Adi Meretui Ratanabuabu

### Fiji Museum

- i.) Chair: Ms. Kate Vusoniwailala
- ii.) Mr. Saimoni Waibuta
- iii.) Mr Chandu Umaria

## Cultural Grants

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

The advertisement appeared in the dailies for 1 month whereby applicants submitted their proposals for the seven different programs under the scheme

### Cultural Grant Committee

Below are the numbers of projects support by the department for 2016-2017:

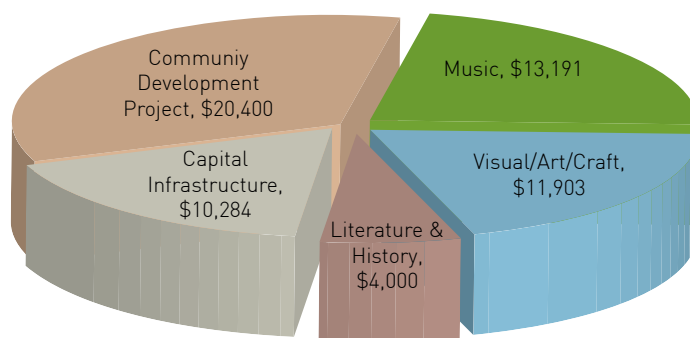
### Projects Supported in 2015

Project Name	Recipient	Amount Requested	Amount Approved
Documentation – Coconut Craft	Faranisese Raicebe	\$2,680.00	\$2,680.00
Wood caving	Paula Ligairua	\$3,423.00	\$3,423.00
Via ni Tebara Serenaders	Ratuva	\$4,691.00	\$4,691.00
Vaturua Women's Club Mat Weaving Revitalisation Project	Liuliu ni Marama	\$600	\$6,000.00
Visual Artist Workshop - Waidina	Josaia McNamara	\$6,600	\$5,800.00
Sawani Eco Tours	Sawani Eco Tours	\$4,000.00	\$4,000.00
Thinking of iTaukei Identity through I Taukei discourse	Waisale Ramoce	\$6,000.00	\$6,000.00

Project Name	Recipient	Amount Requested	Amount Approved
Publication- The Yavusa Mataisau and the Origin, existence and preservation of the Qaranivalu	Savenaca Madanavosa	\$4,199.00	\$4,000.00
Community Cultural Development	Simione Ravea	\$6,000.00	\$4,400.00
Canoe Building Revitalisation	Mausio Mafai	\$4,000.00	\$4,000.00
Rotuman language Revitalisation Workshop	Pepjei Suva Youth	\$6677.50	\$5,324.50
Rev Thomas Baker Memorial	Nabutautau Village	\$8,000.00	\$8,000.00
Vakabulabulataki ni i tovo vakavanua	Ravuama Lalanabaravi	\$2,284.02	\$2,284.02
Drua Sa Production – Contemporary Meke	Suliasi Tuilawalawa	\$5,000.00	\$4,500.00

### Cultural Grants Analysis

From the graphical representation of funding distribution amongst the 7 programs for 2016-2017, the Community Development projects accounted for the majority of the funding due to the wide spectrum of revitalization it entails. This was followed by Music program which accounted for 22%, Visual Arts and Crafts recorded 20%, Capital Infrastructure recorded 17% and Literature & History with 6%. There was no assistance on the other categories as no application was received.



### Archaeological assessment and Mapping of Traditional Heritage Sites

A total grant of \$50,000 was allocated to Fiji Museum for an Archaeological Impact Assessment in 2016-2017 to assist in assessing requests on various archaeological and cultural sites from all around Fiji and to also continue conducting assessments on the previous sites that were assessed.

### Culture and Heritage Spaces Developed

The heritage infrastructure continues to develop in order to safeguard some of the cultural skills, areas of heritage sanctity, traditional infrastructure that can serve as other means for community sustainability including knowledge transmission avenues for the younger generation. The following heritage infrastructures were the focus of the Cultural Development Unit for 2016.

## CAPITAL PROJECTS 2: Momi Historic Battery Park Information Centre

Name Of Project	Total Amount	Progress
New Momi VIC	\$91,000.00	Completion of visitor Information centre.



## Cultural Industries

The Unit continues to work on leveraging Cultural Industries for the wider culture sector in all different forms of arts. For this, the Unit collaborates with its implementing agencies and other key cultural institutions including Non-Governmental Organisations in particular the Pacific Community. The 3 years EU-ACP funded project on "enhancing the Pacific Cultural Industries: Fiji, Samoa and Solomon Islands" has concluded in July 2016. The main objective of this EU project was to promote a conducive national and regional environment for the cultural industries, including the fashion industry, in the Pacific with a focus on Fiji, Samoa and Solomon Islands. In order to make a real difference, the project limits itself to these three countries and focuses particularly on four sub-sectors (handcrafts, visual arts, fashion and performing arts) which offer best potential over the next few years.

The three year funding culminates in a Trade Mission which was staged at New York in the USA in early February 2016 whereby an artistic organization representative from each member country showcased their cultural products. Rise Beyond the Reef, a Ba based organization and Sigavou Studio based in Nadi represented Fiji.

As part of the project, a final evaluation and documentation of the action taken was undertaken by an external consultant funded by SPC. The recommendations are expected to chart the next plan of action for Cultural Industries.



While waiting for the report, the Department continues to work on Cultural Industries, based on 5 Key Strategic Focus Areas:

### 1. Enabling Environment

- Policy and legislation
- Establishing a full ministry
- Regulatory measures
- Traditional knowledge
- Intellectual property
- Ethical standards.

### 2. Cultural Enterprise Development

- Cluster development
- Product development and design / Local design capacity building
- Business skills development
- Financing
- New business development
- Marketing and promotion.

### 3. Communication and Networking

- Association and alliance building
- Sector organization
- Database development
- Increased visibility.

### 4. Infrastructure

- Adequate production and performance spaces
- Equipment.

### 5. Research and Development

- Capacity building
- Upgrading skills
- Building creativity with formal education
- Informal education
- Passing on skills.

## Cultural Statistics

Since the establishment of Cultural Statistics by the Department in 2013, a lot of awareness was conducted by the Department through networking and consultations with its stakeholders. There has been a noted increase in interest and requests on Cultural Statistics from organizations and institutions. The Department is currently working collaboratively with its partners towards the development of the Fiji Cultural Statistics Framework which will set the platform for cultural data classifications and collections for the Department and the Fiji Bureau of Statistics.

Major achievements of the Unit for the year 2016 includes; the successful implementation of the MSG Fiji Alternative Indicators of Well-Being Pilot Survey in the Western, Central, and Northern Divisions; advertisement of the EOI for a Consultant to develop the Fiji National Cultural Statistics Framework and PS approval of the terms of reference for the Technical Working Committee and Consultant; development of indicators for the Culture and Education schools culture survey to be factored into FEMIS; the successful completion of the Public Sector Consultations on Cultural Statistics with 11 out of 13 Government Ministries and Departments.



## MSG Fiji Alternative Indicators of Well-Being Pilot Project 2016

### Summary table of Findings

Indicator	Value
<b>Subjective Well-being</b>	
Mean present happiness	6.41 out of 11
Mean expected happiness, +5 years	8.42 out of 11
Proportion "thriving"	31 percent
Proportion "suffering"	2 percent
Stress-free population	34 percent
<b>Natural Resource Access</b>	
Proportion with access to customary lands	76 percent
Proportion with access to traditional fishing grounds	72 percent
Proportion with access to land using for housing, food purposes	94 percent
Feel accessible lands enough to meet basic needs	90 percent
Feel accessible fishing grounds are enough to meet basic needs	93 percent
Full access to forest resources	41 percent
<b>Cultural Knowledge and Practice</b>	
Daily use of indigenous language	93 percent
Ability to speak indigenous language	97 percent
Ability to read and write in indigenous language	97 percent
Ability to read and write in indigenous language, youth	97 percent
Overall traditional knowledge strong	41 percent
Overall traditional wisdom strong	48 percent
Ability to use traditional fishing methods	55 percent
Households with all 5 basic traditional production skills	15 percent
Consider performing traditional functions important	93 percent
Strong understanding of role in Vanua	48 percent
<b>Community Vitality</b>	
Regular attendance at community meetings (in communities that meet)	40 percent
Rate of voluntarism	71 percent
Trust in neighbors'	89 percent
Positive assessment of traditional leaders	96 percent
Not afraid of violent attack	91 percent
Sense of material equality in community	32 percent
Able to participate in religion freely	96 percent



## Culture Education Unit

Major achievements of the unit for the year 2016 includes; the successful implementation of the MSG Fiji Alternative Indicators of Well-Being Pilot Survey in the Western, Central, and Northern Divisions; advertisement of the EOI for a Consultant to develop the Fiji National Cultural Statistics Framework and PS approval of the terms of reference for the Technical Working Committee and Consultant; development of indicators for the Culture and Education schools culture survey to be factored into FEMIS; the successful completion of the Public Sector Consultations on Cultural Statistics with 11 out of 13 Government Ministries and Departments.

Culture Education is an initiative which the Hon. Minister had prioritised for implementation. A Steering Committee comprising of officers from the Department, CAS and TVET was established as a result, to oversee its implementation.

The Unit is involved in strategizing the implementation plan of the initiative through meetings, road shows, researches, supporting the clustered school culture weekly programs including the support provided in the celebration of different cultural festivals.

Major Achievements of the Unit are inculcated below:

Activity	Particulars	Achievement Status
Adjunct Fellowship Program	<ul style="list-style-type: none"> <li>Framework</li> <li>Formulate Policies</li> <li>Write curriculum for the Program</li> <li>Practitioners to go through the screening Process</li> <li>Pilot in Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Information Paper on the Adjunct Fellowship Program was written and submitted to DHA</li> </ul>
Develop Cultural Resources	<ul style="list-style-type: none"> <li>Resources to be developed that will have information's on Culture and this is for the public and also to be used in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Flyers developed and given to the public and students during Road Shows and Careers Expo.</li> </ul>
Organize Cultural festivals in Education Districts	<ul style="list-style-type: none"> <li>School Clusters/Education District to organize cultural Festivals where students can showcase traditional dances, display traditional artifacts etc.</li> </ul>	<ul style="list-style-type: none"> <li>Cluster of schools in Suva and Nausori hosted Festival of Arts where they display traditional dances and artifacts and DHA was the Chief Guest</li> <li>Individual schools celebrated Cultural Day in their own schools where students participated in cultural dances, traditional dresses parade, Oratory in their own language etc. Reports were sent to our Department.</li> </ul>



Activity	Particulars	Achievement Status
Cultural Awareness in Schools	<ul style="list-style-type: none"> <li>To enhance the teaching of Culture in schools, visits to schools is carried out for monitoring and awareness purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Two schools in Malolo [1 Primary, 1 Secondary] and a Primary school in Beqa was visited and awareness program was carried out.</li> </ul>
World Heritage in Young Hands	<ul style="list-style-type: none"> <li>Equipping Teachers on how to use the available "kit" to teach the children regarding World Heritage</li> <li>Implementation of this program to be done in 2 Primary Schools in Levuka.</li> </ul>	<ul style="list-style-type: none"> <li>Liase with the 2 World Heritage Officers on how the "kit" is to be used.</li> </ul>
Enhancing partnership with cultural Industry stakeholders	<ul style="list-style-type: none"> <li>Record reports from partnership with DHA</li> <li>Collate MOA's from partnership</li> <li>Agreement and handing over of funding assistance to schools on Cultural Activity.</li> </ul>	<ul style="list-style-type: none"> <li>Handed over funding assistance to 3 schools on Cultural Activities:               <ul style="list-style-type: none"> <li>- Nausori Town Cluster of Schools</li> <li>- Ratu Navula College</li> <li>- Lautoka Central Primary School.</li> </ul> </li> </ul>

## Planning for the Culture Sector

The Planning Unit plays an important role and is responsible for the development and implementation of planning programs for the Department and the culture sector so that all activities are aligned to the overall Government strategies, plans and activities. Some of the major deliverables of the unit in this area inculcate the following:

Activity	Achievements
Submission of 2016-17 monthly reports	Submitted 12 monthly reports
Draft ACP 2016-2017 submission (DHA input)	The Ministry Planning workshop with input DHA indicators of 2016-2017
Draft BP 2016 submission (DHA input)	ABP finalized and submitted
Department planning exercises	DHA Planning Exercise successfully conducted in July at the Outrigger conference room
Position descriptions reviewed 2016-2017	All Position descriptions for DHA staff reviewed
IWP reviewed 2016-2017	Conducted an in house training on the development of IWP
DHA calendar 2016-2017	Finalized DHA Calendar
Service Excellence activities	Committee formed to look after all SEA activities for 2016-2017

## Capacity Building, Awareness and Communications

In 2016-2017, the Department had an increase in its employees and this time the Department recruited skilled and talented young men and women to join the workforce. The training unit conducted research on a number of training courses and workshops in which relevant officers were able to attend and to build up their knowledge and courses that could be applied to their daily activities. The Department also organised capacity building sessions and also identified those that it can send personnel in the sector to attend and participate.

MOA's were signed for the various centres which co-exist with its community in Ba, Labasa, Savusavu, Suva and Nausori. The centre in Nadi is still closed and the Department is looking for a cheaper venue, also the new board of Directors and administrator are soon to be appointed. Grant was released as per requirement and acquittals were submitted on time.

The Department also donated various Musical Instruments worth \$11,599.00 to all the centres.

Total of \$211,500.00 grant was approved in the budget and was fully utilized.

There were regular visits to the various centres in order to monitor the activities and advisory services were provided in order to meet the maximum impact on the community and students at large. Weekly updates are continuously submitted and improvement advise is also provided to all the centres.





## CHAPTER 15: NATIONAL ARCHIVES OF FIJI

### Overview

The National Archives of Fiji was established in 1954 as a Branch of the former Colonial Secretary's Office under the name Central Archives of Fiji and the Western Pacific High Commission. It was a joint depository for the records of the Government of Fiji and of the Western Pacific High Commission. The Central Archives gained departmental status in 1966. When Fiji gained independence in 1970 all the records of the W.P.H.C. and those of its territorial governments were transferred to a new Archives and the Central Archives and the Western Pacific High Commission was renamed the National Archives of Fiji. Users of the Archives range from villagers, primary and secondary school students to academics and scholars. The National Archives also provides advisory services to Ministries on matters relating to the safe custody of public records.

### Legislation

National Archives of Fiji administers two Acts, and all roles and responsibilities stem from these.

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

### Objective

The Department has two main objectives spelt out in law:

- i) Evidence and Education – Making Fiji a Knowledge Based Society
- ii) Government Recordkeeping – Good Governance

### Governance and Organizational Structure

There are 5 units that look after the different archival services. The Department currently has a staff establishment of 32 including 2 un-established employees.

### Report On Performance

The National Archives learns from and uses the Fiji Business Excellence Framework to combine professional, technical and managerial know-how with the ethics and integrity standards of the Fiji Public Service General Orders as integrated components of leadership roles for its staff. In addition, it continues capacity building in promoting work based on the job training as a pivotal strategy in the development its workforce.

Overall responsibilities of the Department are as follows:

- Building the nations' memory through:
  - Ensuring government records of permanent value are identified and managed accurately
  - Fulfilling our obligation as the National Legal Deposit Library by acquiring national publications
  - Protecting, preserving, and where necessary restoring Fijis' Documentary Heritage.
- Enable access to information/heritage
  - Making National Collection available through Library and Archival information services, public education and – outreach programmes, and social media content
  - Advisory services & capacity building
  - Provide record management advisory services to government agencies and other stakeholders where necessary
  - Design and deliver records management and archival training for government agencies and other stakeholders.



Performance Criterion	Criterion Source	Results against Performance Criterion
Strengthen Community Support and ownership in the delivery of education services by July 2017.	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 6.1) Community Empowerment</li> <li>NAF Annual Business Plan 2016–2017 (2.7.2) Improved NAF's public Engagement and Community Impact</li> </ul>	<p><b>Achieved 27 outreach against a target of 16</b></p> <p>The Department has surpassed the 168% target in showcasing Fiji's National historical heritage. The significant over achievement was the result of the increasing number of programs the Government agencies have planned to showcase our services which allows the public to be able to visit and understand the role of the department and its services.</p>
Develop Policies and Strategies to preserve, promote and increase awareness of culture for posterity and increase coordination of relevant strategies.	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.1) developing and Implementing national cultural policies and legislative frameworks</li> <li>NAF Annual Business Plan 2016–2017 (1.2) formulation of Policy Documents on Priority Areas.</li> </ul>	<p><b>Achieved 50% of the Annual target</b></p> <p>The development of the Information Governance framework will strengthen the department quest towards improving the current status of records management in the whole of the government service. The document which has been submitted to Solicitor General's Office for vetting contains relevant strategies and policies that will need to be developed to support the department to achieve its core roles. The finalization of the framework would allow other relevant policies to be developed and to be finalized.</p>
Improving the Preservation and Accessibility of Historical AV materials	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.1) developing and Implementing national cultural policies and legislative frameworks</li> <li>NAF Annual Business Plan 2016–2017 (4.1) Improving the preservation and Accessibility of Historical Audio Visual Materials.</li> </ul>	<p><b>Achieved 100% on the quarterly reports submitted as per target.</b></p> <p>Archives footage transferred to the National Archives are now stored on High Tech Database. Users are now accessing the database internally and to provide more accessible services, the department is caring out quality assurance so that better quality service is rendered to the public. A total number 1,377 AV materials undergoes verification for quality check.</p>
Assist agencies by conducting surveys for recordkeeping compliance	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.1) Assist Agencies in the Implementation of relevant recordkeeping standards</li> <li>NAF Annual Business Plan 2016–2017 (3.0.2.1) Conducting to Surveys to government Agencies for recordkeeping Compliance.</li> </ul>	<p><b>Achieved 132 Record Surveys against a target of 60</b></p> <p>The department was able to achieve 220% of its targeted surveys. In total 132 agencies from the 60 agencies targeted were surveyed in the North and part of Ra, The team was able to gather relevant important data which would allow the department to provide positive feedbacks to the respective agencies on better records management. This also includes identifying current needs of the agencies.</p>
Increased coverage of Recordkeeping Training	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.1) Assist Agencies in the Implementation of relevant recordkeeping standards</li> <li>NAF Annual Business plan 2016–2017 (2.7.9) Promote Compliance to Recordkeeping Practice.</li> </ul>	<p><b>Conducted 6 records Management training against a target of 4</b></p> <p>The department was able to achieve 150% of its targeted trainings. Training in Records management is an important area identified during the record survey. In total, 6 trainings were conducted from the targeted 4 identified. The six trainings were conducted in Savusavu, Rakiraki, Nadi and three in Suva. Follow up survey will be conducted later in the year to measure improvements and identify other important areas that needs to be improved.</p>

Performance Criterion	Criterion Source	Results against Performance Criterion
Release of Archival records to enable policy formulation and accurate decision making	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.1) Support evidence based decision making on access to heritage documents</li> <li>NAF Annual Business Plan 2016 – 2017 (3.0.1) Support Evidence based governance with Archival records.</li> </ul>	<p><b>Released 114 records against a target of 100</b></p> <p>The department was able to release 114 (114%) records to other Government agencies to assist them in either policy or new legislation being formulated. This is an important area of work for the department as it strives to provide access to records kept within the department repository.</p>
Number of Inscriptions records onto Fiji's UNESCO Memory of the World Register and commemorate inscriptions to raise awareness	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.2) Developing measures to protect the natural, tangible and intangible cultural heritage</li> <li>NAF Annual Business Plan (3.0.3) Improve the awareness of the Importance of Fiji's Documented Heritage</li> </ul>	<p><b>Achieved 100% of the Annual target</b></p> <p>The Department have identified and compiled submission of two important records of national significance. They are the Methodist Church records 1835–1964 and the records of the Pacific Island labourers (Melanesian) of 1876–1914. This has already been inscribed in the Asia Pacific Register and the forward plan is to have it inscribed in the MOW International register. Training on submission write-up was conducted in Suva to assist locals and Pacific neighbors to identify and submit writings on important historical records of national interest.</p>
Provision of Archival records, microfilms, publications and the facilitation of historical research	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.3) Facilitate and promote research studies, surveys on impact of current and new cultural programs</li> <li>NAF Annual Business Plan 2016–2017 (3.0.1) Facilitate and promote research studies, surveys on impact of current and new Cultural program.</li> </ul>	<p><b>Achieved 100% submission of 4 quarterly reports on targets achieved</b></p> <p>The Archives delivers on-site archival records to support individuals, government and non- government organization requirements and needs. This performance indicator is further explained in figure 3 which reflects on the range of its usages.</p>
Materials and documents restored and conservation methods employed in the National Archives	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.3) Ensuring the safekeeping and continued usability of historical documents.</li> </ul>	<p><b>Achieved 100% submission of quarterly reports</b></p> <p>The process of ensuring the safekeeping and continued usability of important records is a lengthy one. Process includes dismantling of records from their current state to washing, repacking, interleaving and rebinding. Records includes archival and library records and photographs. A total of 7190 documents, 160 bound volumes and 336 photographs were fully restored after going through the process.</p>
Number of different materials published in Fiji acquired as knowledge resources for the government and the Fiji public.	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016 – 2017 (ESSDP 8.3) Grow Fiji's knowledge base by enforcing legal Deposit Act with all publishers</li> </ul>	<p><b>Acquired 2397 published materials against target of 1600</b></p> <p>The department was able to achieve 150% of the target on this important activity to ensure that Archives users are able to access all published records of importance. The significant achievement was the result of the department identifying the needs of users and the strategically looking beyond to improve and extend its resources.</p>



Performance Criterion	Criterion Source	Results against Performance Criterion
Funding sought to finance the publication and distribution of Historical DVD Boxes of Educational materials for Schools	<ul style="list-style-type: none"> <li>Ministry of Education Annual Corporate Plan 2016–2017 (ESSDP 8.7) Mainstream Arts, heritage and culture in Education and training</li> </ul>	<b>Achieved 76% of the total budget for this activity</b> This was held up by ITC, preventing us from proper utilization. The funding provided for this activity of \$15,000 was utilized to purchase digital continuity equipment's for Fiji's audio visual and photographic heritage. A total of \$11,433.88 was used to purchase materials to ensure the preservation, digitization, cataloguing and access to these AV materials. This funding and program allows for the production of DVD boxes to be given to schools.

## Analysis of Performance

For the 2016–2017 year calendar, the Department achieved its outcomes and in some instances, has gone beyond its performances targets. Some factors that have impacted on our achievement include:

- Increasing need by the Government agencies for the National Archives to present and exhibit important records of national significance, including providing advice as well as addressing the growing need for storage and preservation capabilities
- Increasing community expectations in terms of accessing quality archival records.

## The collection

In support of identifying archival records that is of the opinion of the Archivist are of sufficient value to warrant their preservation, it focuses on two important areas:

- Awareness through training to allow the agencies to transfer important records
- Conducting record surveys to identify and quantify the amount of closed records that needed to be preserved.

Currently the National Archives of Fiji has 4 repositories which hold Archival records of National significance. To date there are about six kilometers of records in the four repositories. They hold documents, library materials, maps, photographs and Audio Visual records. The table below shows the current holdings.

Type of Record	Size of the Record
Archival Records	5km
Library Materials	1.2km
Audio Visual records	156m
Photographs	15m

## Information Services

The Department provides Archival and Library information services to a variety of users from villagers, primary and secondary school students to academics, scholars and other Government Ministries and Departments. The figure below shows the different services provided by the Department.

Details	2016-2017
Users	4,227
In depth Research	90
Archival Photos & Footage required	2,213
Archival Records Issued	3,950
Library material Released	29,496
Microfilm Issued	728 Reels



## Digital Continuity

Activities	Achievement Aug 2016 – Jul 2017	Achievements Percentage against Annual targets
Verification of AV footage	684	45.6
Digitization and Cataloguing of black & White photos	11,245	187.4
Digitization & Cataloguing of Historical Color negatives	6,492	216.4
Indexing of Photo Registers	7,812	66.8
Activities	Achievement Aug 2016 – Jul 2017	Achievements Percentage against Annual targets
Restoration & Maintenance of Historical Photographs	106	156.2
Restoration and Repackaging of Negative Holders	3,182	795.5
Support Govt. Roadshows	5	166.7
Support Thematic Displays	28	233.3
High Quality images for Social media	274	274
Provision of photos and AV footage to the Public	2,213	368.8
Provision of Educational Boxset to Schools	41	820

## System Improvement and Innovation

The Department over the last two years 2015–2016, has embraced the Business Excellence framework. This has allowed the Department to improve its system including changing the approach from within and this has resulted in the change of the general outlook.

The Department participated in the last two years and was rewarded with the Achievement Award; Quality Circle, and 5 S teams have been formed within to allow officers to be directly involved in the new approach.

## Strategic International Relationships

The National Archives Director continued his second term as PARBICA President. PARBICA branch of the International Council of Archives is dedicated to the continued preservation and effective management of Archives in the Pacific Region.

Throughout 2016–2017, the Director continued in his capacity as Pacific Regional Branch of the International Council on Archives (PARBICA) president to promote Records Management as a tool towards good governance to other countries and also within Fiji. The Director, including three Archives staff, also participated in the Twinning Program with National Archives of Australia supported by AUSAID. This program allows the team to learn how the NAA conducts its business and in return the, teams were able to develop standards on digitization programs including a continuing overhaul on the management of the National Archives Corporate Memory.

The coming year the Director as a member of the Steering Committee of International Network of Emerging Library Innovators (INELI) has submitted a proposal for Fiji to host the next INELI Conference here in Fiji. This proposal has been approved and will be held in May 2018.



## **PART IV: INDEPENDENT AUDITOR'S REPORT**

### **MINISTRY OF EDUCATION, HERITAGE AND ARTS FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2017**



## OFFICE OF THE AUDITOR GENERAL

### Excellence in Public Sector Auditing



6-8TH Floor, Ratu Sukuna House  
2-10 Mc Arthur St  
P.O. Box 2214, Government Buildings  
Suva, Fiji

Telephone: (679) 330 9032  
Fax: (679) 330 3812  
Email: [info@auditorgeneral.gov.fj](mailto:info@auditorgeneral.gov.fj)  
Website: <http://www.oag.gov.fj>



File Ref: 387

15 October 2018

The Honourable Aiyaz Sayed-Khaiyum  
Minister for Education, Heritage and Arts  
Senikau House  
SUVA

Dear Honourable Sayed-Khaiyum

**MINISTRY OF EDUCATION, HERITAGE AND ARTS**  
**AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2017**

The audited financial statements for the Ministry of Education, Heritage and Arts for the year ended 31 July 2017 together with my audit report on them are enclosed.

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

Yours sincerely

Ajay Nand  
**AUDITOR-GENERAL**

cc: Ms. Alison Burchell, The Permanent Secretary, Ministry of Education, Heritage and Arts

Encl.

**MINISTRY OF EDUCATION, HERITAGE AND ARTS  
AGENCY FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2017**

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Telephone: (679) 330 9032  
Fax: (679) 330 3812  
Email: [info@auditorgeneral.gov.fj](mailto:info@auditorgeneral.gov.fj)  
Website: <http://www.oag.gov.fj>



## INDEPENDENT AUDITOR'S REPORT

### MINISTRY OF EDUCATION, HERITAGE AND ARTS

I have audited the financial statements of the Ministry of Education, Heritage and Arts (Head 21) and of Higher Education Institutions (Head 26), which comprise the Statement of Receipts and Expenditure, Appropriation Statement, Statement of Losses for the year ended 31 July 2017, and the notes to the financial statements including a summary of significant accounting policies.

In my opinion, the accompanying financial statements are prepared, in all material respects, in accordance with the Financial Management Act 2004, Finance Instructions 2010 and Finance (Amendment) Instructions 2016.

#### Basis for Opinion

I have conducted my audit in accordance with International Standards on Auditing (ISA). My responsibilities under those standards are described in the Auditor's Responsibilities paragraph of my report. I am independent of the Ministry in accordance with the ethical requirements that are relevant to my audit of the financial statements in Fiji and I have fulfilled my other responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

#### Management's Responsibilities for the Financial Statements

The management of the Ministry is responsible for the preparation of the financial statements in accordance with Section 50 of the Financial Management Act 2004 and Section 71(1) of the Finance Instructions 2010 for such internal control as the management determine is necessary to enable the preparation of financial statements that are free from material misstatements, whether due to fraud or error.

#### Auditor's Responsibilities

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISA will always detect a material misstatement when it exists. Misstatements can arise from fraud and error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with ISA, I exercise professional judgment and maintain professional scepticism throughout the audit. I also:

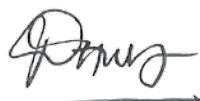
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

## INDEPENDENT AUDITOR'S REPORT (Cont'd)

Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ministry's internal control.

Evaluate the appropriateness of accounting policies used and related disclosures made by the Ministry.

I communicate with the management of the Ministry, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Ajay Nand  
**AUDITOR-GENERAL**



Suva, Fiji  
15 October 2018



## MINISTRY OF EDUCATION, HERITAGE AND ARTS

### MANAGEMENT CERTIFICATE FOR THE YEAR ENDED 31 JULY 2017

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The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the year ended 31 July 2017 comprises the following heads of appropriation:

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

We certify that these financial statements:

- (a) fairly reflect the financial operations and performance of the Ministry of Education, Heritage and Arts and of Higher Education Institutions for the financial year ended 31 July 2017; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act, Finance Instructions 2010 and Finance (Amendment) Instructions 2016.

Alison Burchell  
Permanent Secretary

Date: 16/8/2018

Sukhendra Donish Lal  
Director Finance

Date: 15-08-2018



MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 1

HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE  
FOR THE YEAR ENDED 31 JULY 2017

	Notes	2017 (12 months) (\$)	2016 (7 months) (\$)
<b>RECEIPTS</b>			
<b>State Revenue</b>			
Fees Examination		59,695	11,148
Tuition Fees – Technical College		30,409	27,838
Fees Government Boarding Schools		387,927	258,131
Registration		215,281	141,985
Commission		116,981	61,267
OPR in Previous Years		10,325	3,550
Sale of School Farm Produce		4,319	2,168
Technical College Recovery	3 (b)	4,947,011	481,001
Sale of Items from Technical College	3 (c)	15,108	3,044
<b>Total State Revenue</b>		<b>5,787,056</b>	<b>990,132</b>
<b>Agency Revenue</b>			
Miscellaneous Revenue		76,162	32,768
<b>Total Agency Revenue</b>		<b>76,162</b>	<b>32,768</b>
<b>TOTAL RECEIPTS</b>	3 (d)	<b>5,863,218</b>	<b>1,022,900</b>
<b>EXPENDITURE</b>			
<b>Operating Expenditure</b>			
Established Staff		287,146,044	163,398,507
Government Wage Earners		5,701,305	2,877,716
Travel & Communications		1,728,767	1,254,633
Maintenance & Operations		2,355,133	1,219,118
Purchase of Goods & Services		19,849,477	8,834,503
Operating Grants & Transfers		103,854,737	63,829,554
Special Expenditure		4,770,176	5,453,344
<b>Total Operating Expenditure</b>		<b>425,405,639</b>	<b>246,867,375</b>
<b>Capital Expenditure</b>			
Construction		1,098,930	666,297
Purchases		1,240,795	764,924
Grants & Transfers		3,975,977	1,867,460
<b>Total Capital Expenditure</b>		<b>6,315,702</b>	<b>3,298,681</b>
<b>Value Added Tax</b>		<b>3,023,199</b>	<b>1,318,220</b>
<b>TOTAL EXPENDITURE</b>		<b>434,744,540</b>	<b>251,484,276</b>



## HIGHER EDUCATION INSTITUTIONS

Schedule 2

### HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31 JULY 2017

	Notes	2017 (12 months) (\$)	2016 (7 months) (\$)
<b>EXPENDITURE</b>			
<b>Operating Expenditure</b>			
Operating Grants and Transfer		79,605,374	50,580,511
<b>Total Operating Expenditure</b>		<b>79,605,374</b>	<b>50,580,511</b>
<b>Capital Expenditure</b>			
Capital Grants and Transfers		486,339	---
<b>Total Capital Expenditure</b>		<b>486,339</b>	<b>---</b>
<b>TOTAL EXPENDITURE</b>		<b>80,091,713</b>	<b>50,580,511</b>

# MINISTRY OF EDUCATION, HERITAGE AND ARTS

## Schedule 3

### HEAD 21: APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 JULY 2017

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$) (Note 4)	Revised Estimate (\$) a	Actual Expenditure (\$) b	Carry- Over (\$)	Lapsed Appropriation (\$) (a-b)
	<b>Operating Expenditure</b>						
1	Established Staff	287,372,697	(226,652)	287,146,045	287,146,044	---	1
2	Unestablished Staff	3,978,010	1,723,296	5,701,306	5,701,305	---	1
3	Travel & Communication	1,942,880	(214,113)	1,728,767	1,728,767	---	---
4	Maintenance & Operations	2,764,773	(409,640)	2,355,133	2,355,133	---	---
5	Purchase of Goods & Services	23,301,061	(3,452,631)	19,848,430	19,849,477	---	(1,047)
6	Operating Grants & Transfers	103,322,370	532,048	103,854,418	103,854,737	---	(319)
7	Special Expenditure	2,203,600	2,620,666	4,824,266	4,770,176	---	54,090
	<b>Total Operating Costs</b>	<b>424,885,391</b>	<b>572,974</b>	<b>425,458,365</b>	<b>425,405,639</b>	<b>---</b>	<b>52,726</b>
	<b>Capital Expenditure</b>						
8	Capital Construction	4,992,952	(1,002,237)	3,990,715	1,098,930	---	2,891,785
9	Capital Purchases	4,593,541	(1,071,067)	3,522,474	1,240,795	---	2,281,679
10	Capital Grants & Transfers	10,479,565	1,500,000	11,979,565	3,975,977	---	8,003,588
	<b>Total Capital Expenditure</b>	<b>20,066,058</b>	<b>(573,304)</b>	<b>19,492,754</b>	<b>6,315,702</b>	<b>---</b>	<b>13,177,052</b>
13	Value Added Tax	3,577,100	330	3,577,430	3,023,199	---	554,231
	<b>TOTAL EXPENDITURE</b>	<b>448,528,549</b>	<b>---</b>	<b>448,528,549</b>	<b>434,744,540</b>	<b>---</b>	<b>13,784,009</b>



## HIGHER EDUCATION INSTITUTIONS

## Schedule 4

### HEAD 26: APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 JULY 2017

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$) (Note 4)	Revised Estimate (\$) a	Actual Expenditure (\$) b	Carry- Over (\$)	Lapsed Appropriation (\$) (a-b)
	<b>Operating Expenditure</b>						
6	Operating Grants & Transfers	79,619,163	---	79,619,163	79,605,374	---	13,789
	<b>Total Operating Costs</b>	<b>79,619,163</b>	<b>---</b>	<b>79,619,163</b>	<b>79,605,374</b>	<b>---</b>	<b>13,789</b>
	<b>Capital Expenditure</b>						
10	Capital Grants & Transfers	13,737,143	---	13,737,143	486,339	---	13,250,804
	<b>Total Capital Expenditure</b>	<b>13,737,143</b>	<b>---</b>	<b>13,737,143</b>	<b>486,339</b>	<b>---</b>	<b>13,250,804</b>
	<b>TOTAL EXPENDITURE</b>	<b>93,356,306</b>	<b>---</b>	<b>93,356,306</b>	<b>80,091,713</b>	<b>---</b>	<b>13,264,593</b>

## MINISTRY OF EDUCATION, HERITAGE AND ARTS

### Schedule 5

#### STATEMENT OF LOSSES FOR THE YEAR ENDED 31 JULY 2017

##### Loss of Money

The Ministry recorded a loss of money amounting to \$950 for the financial year ended 31 July 2017.

##### Loss of Revenue

There was no loss of revenue recorded for the financial year ended 31 July 2017.

##### Loss of Assets (other than money)

1. The following items worth \$31,803 were reported as loss for the financial year ended 31 July 2017.

Asset	Amount (\$)
Office Equipment	23,794
Inventories – (Miscellaneous)	8,009
<b>Total</b>	<b>31,803</b>

2. Following the 2017 Board of Survey, the items worth \$246,910 were written off as approved by the Permanent Secretary of Economy. The items have been grouped into categories and the totals of the same have been captured.

Asset	Amount (\$)
Office Equipment	154,407
Furniture and Fittings	35,134
Inventories – (Miscellaneous)	57,369
<b>Total</b>	<b>246,910</b>



## MINISTRY OF EDUCATION, HERITAGE AND ARTS

## Schedule 6

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2017

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#### NOTE 1: REPORTING ENTITY

The Ministry of Education, Heritage and Arts is responsible for the design, implementation, monitoring and evaluation of educational legislations, policies and programs in Fiji. We provide the structures, human resources, budget, administrative and management support to ensure that the quality of service delivery is maintained at a high level. The Ministry of Education is specifically tasked to conduct and deliver education services at early childhood education, primary and secondary education, special and vocational schools, vocational education and training programs, technical college education, professional development and training for teachers and training of school managers and controlling authorities.

#### NOTE 2: STATEMENT OF ACCOUNTING POLICIES

##### (a) Basis of Accounting / Presentation

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

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

##### (b) Accounting for Value Added Tax (VAT)

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

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

##### (c) Comparative Figures

The Ministry changed its reporting period from 1 August to 31 July as per the Ministry of Economy circular number 04/16 due to a change in the whole of government reporting period. Due to the change in the financial year the comparison figures for 2016 are for 7 months and the 2016-2017 financial reporting period is for 12 months effective from 1 August 2016 to 31 July 2017. This was provided for in the Financial Management (Amendment) Act 2016.



# MINISTRY OF EDUCATION, HERITAGE AND ARTS

## Schedule 6

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...) FOR THE YEAR ENDED 31 JULY 2017

#### NOTE 2: STATEMENT OF ACCOUNTING POLICIES (Continued...)

##### (d) Revenue Recognition

Revenue is recognised when actual cash is received by the Ministry.

##### (e) Change in Fiscal Year

As per the change in the Government Fiscal year from January – December to August to July, the current Annual Financial Statements depicts financials for 12 months. The figures of the last financial year are for 7 months as illustrated.

#### NOTE 3: SIGNIFICANT VARIATIONS

- (a) For the purpose of comparison of results for the seven (7) months period covering January to July 2016, the results for the current financial year can be prorated by dividing the respective figure by twelve (12) and multiplying by seven (7).
- (b) The Technical College of Fiji received a total of \$4,947,011 in tuition fees paid by Tertiary Scholarship Loans Board (TSLB) for the students in the loan scheme. The increase in revenue was due to increase in the number of campuses operating under Technical College of Fiji (TCF) in 2016/2017.
- (c) A total of \$15,108 were collected by the Technical College of Fiji for the sale of consumable materials that students produced during their practical sessions.
- (d) The overall revenue of the Ministry increased by \$4,840,318 or 473% was due to increase in the number of campuses operating under Technical College of Fiji in 2016/2017.

#### NOTE 4: DETAILS OF APPROPRIATION CHANGES

The Permanent Secretary for Education approved the following transfer of funds during the financial year ended 31 July 2017:

DV No.	From	To	Amount (\$)	DV No.	From	To	Amount (\$)
DV2101	SEG 5	SEG 7	1,000,000.00	DV2127	SEG 3	SEG 4	935.74
DV2101	SEG 6	SEG 7	500,000.00	DV2128	SEG 3	SEG 5	6,000.00
DV2101	SEG 13	SEG 13	45,000.00	DV2128	SEG 4	SEG 5	3,575.21
DV2102	SEG 5	SEG 5	70,000.00	DV2129	SEG 6	SEG 5	35,000.00
DV2103	SEG 5	SEG 5	600,000.00	DV2130	SEG 5	SEG 3	1,000.00
DV2103	SEG 13	SEG 13	54,000.00	DV2131	SEG 5	SEG 5	30,000.00
DV2103	SEG 3	SEG 5	70,000.00	DV2132	SEG 5	SEG 6	1,080,000.00
DV2103	SEG 3	SEG 3	10,000.00	DV2132	SEG 7	SEG 6	150,000.00
DV2103	SEG 3	SEG 4	20,000.00	DV2132	SEG 1	SEG 6	1,050,000.00
DV2104	SEG 6	SEG 7	667,000.00	DV2132	SEG 3	SEG 5	91,640.00





# MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

## NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...) FOR THE YEAR ENDED 31 JULY 2017

### NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued...)

DV No.	From	To	Amount (\$)	DV No.	From	To	Amount (\$)
DV2105	SEG 5	SEG 7	290,679.00	DV2132	SEG 5	SEG 5	208,360.00
DV2106	SEG 5	SEG 5	50,000.00	DV2132	SEG 4	SEG 6	20,000.00
DV2107	SEG 5	SEG 4	4,900.00	DV2133	SEG 3	SEG 5	13,275.95
DV2108	SEG 6	SEG 5	291,000.00	DV2133	SEG 4	SEG 5	2,163.95
DV2109	SEG 5	SEG 5	16,000.00	DV2134	SEG 6	SEG 6	4,880.03
DV2109	SEG 5	SEG 3	32,000.00	DV2134	SEG 3	SEG 4	4,321.83
DV2109	SEG 13	SEG 13	4,320.00	DV2135	SEG 5	SEG 5	28,266.06
DV2110	SEG 5	SEG 4	5,000.00	DV2135	SEG 13	SEG 13	1,733.94
DV2110	SEG 4	SEG 4	99,771.55	DV2136	SEG 5	SEG 3	16,987.00
DV2110	SEG 13	SEG 13	7,927.69	DV2136	SEG 5	SEG 7	64,000.00
DV2111	SEG 4	SEG 3	16,670.00	DV2137	SEG 3	SEG 5	3,598.55
DV2112	SEG 6	SEG 5	138,480.00	DV2137	SEG 3	SEG 3	4,612.00
DV2113	SEG 13	SEG 13	3,000.00	DV2137	SEG 5	SEG 4	1,100.00
DV2114	SEG 6	SEG 5	50,000.00	DV2137	SEG 5	SEG 5	40,611.00
DV2115	SEG 5	SEG 5	17,000.00	DV2138	SEG 5	SEG 5	50,000.00
DV2116	SEG 5	SEG 7	400,000.00	DV2139	SEG 5	SEG 5	5,000.00
DV2116	SEG 6	SEG 7	206,000.00	DV2140	SEG 7	SEG 5	200,000.00
DV2116	SEG 7	SEG 7	206,000.00	DV2141	SEG 6	SEG 6	130,000.00
DV2116	SEG 13	SEG 13	36,000.00	DV2141	SEG 3	SEG 6	50,000.00
DV2117	SEG 5	SEG 5	7,063.00	DV2141	SEG 5	SEG 6	130,000.00
DV2118	SEG 6	SEG 5	150,000.00	DV2141	SEG 7	SEG 6	54,000.00
DV2119	SEG 4	SEG 5	143,330.00	DV2142	SEG 5	SEG 3	47,793.00
DV2119	SEG 13	SEG 13	12,899.70	DV2142	SEG 5	SEG 7	16,311.00
DV2120	SEG 5	SEG 8	150,000.00	DV2142	SEG 6	SEG 5	87,197.00
DV2120	SEG 5	SEG 5	50,000.00	DV2142	SEG 6	SEG 3	20,000.00
DV2121	SEG 4	SEG 5	31,744.99	DV2142	SEG 5	SEG 6	350,000.00
DV2121	SEG 13	SEG 13	2,824.12	DV2142	SEG 5	SEG 5	50,000.00
DV2122	SEG 6	SEG 5	19,942.58	DV2143	SEG 5	SEG 6	250,000.00
DV2122	SEG 6	SEG 3	12,183.89	DV2144	SEG 5	SEG 5	12,826.00
DV2123	SEG 6	SEG 3	50,000.00	DV2144	SEG 5	SEG 7	58,735.00
DV2124	SEG 5	SEG 3	6,000.00	DV2145	SEG 5	SEG 3	900.00
DV2124	SEG 5	SEG 4	4,000.00	DV2145	SEG 5	SEG 4	900.00
DV2125	SEG 5	SEG 4	2,000.00	DV2145	SEG 5	SEG 7	4,000.00
DV2126	SEG 5	SEG 5	100,000.00	DV2149	SEG 5	SEG 3	42,000
				<b>Total</b>			<b>10,074,459.78</b>

## MINISTRY OF EDUCATION, HERITAGE AND ARTS

### Schedule 6

#### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...) FOR THE YEAR ENDED 31 JULY 2017

#### NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued...)

The Permanent Secretary for Economy approved the following transfer of funds during the financial year ended 31 July 2017:

Virement No.	From	To	Amount (\$)
V21001	SEG 8	SEG 10	600,000.00
V21001	SEG 9	SEG 10	900,000.00
V21002	SEG 1	SEG 2	1,600,000.00
V21002	SEG 1	SEG 1	1,537,700.00
V21003	SEG 3	SEG 1	199,874.51
V21003	SEG 4	SEG 1	235,313.85
V21003	SEG 5	SEG 1	850,944.23
V21003	SEG 6	SEG 1	355,148.44
V21003	SEG 7	SEG 1	182,058.69
V21003	SEG 8	SEG 1	552,237.00
V21003	SEG 9	SEG 1	47,771.28
V21003	SEG 9	SEG 2	123,296.00
<b>Total</b>			<b>7,184,344.00</b>

#### Head 21

Savings were from capital expenditure due to the following reasons:

- assistance from overseas government on rehabilitation of schools;
- boarding schools construction was under Construction Implementation Unit (CIU) and Minister's initiative and budgeted funds were not utilised;
- delay from suppliers on supply of furniture for damaged schools;
- the project not carried out as the contractor was reassigned to another job and the contract expired;
- delay in the tender process;
- scoping of works and documentation could not be completed on time as since Ministry of Infrastructure and Transport was engaged in other projects; and
- delay in vetting of Memorandum of Agreement and contractor had no building permit to commence works.

#### Head 26

The funds in capital grants and transfers was budgeted for Fiji National University (FNU) capital projects. The savings were due to projects were still ongoing and delayed due to compliance issues.

#### NOTE 5: OPERATING TRUST

As at 31 July 2017, the operating trust fund account had a credit balance of \$2,260,651 (SEG 86 \$2,119,607) and SEG 89 \$141,044). This relates to various employee deductions and performance bonds. The employee deductions such as the union and insurance payments will be cleared in the following month.



**MINISTRY OF EDUCATION, HERITAGE AND ARTS**

**Schedule 6**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...)  
FOR THE YEAR ENDED 31 JULY 2017**

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**NOTE 6: DRAWINGS ACCOUNT**

As at 31 July 2017, the Drawings Account had a credit balance of \$5,869,762. These monies were related to cheques written by the Ministry that were yet to be presented to the bank.

**NOTE 7: REVOLVING FUND ACCOUNT (MISCELLANEOUS)**

As at 31 July 2017, the Revolving Fund Account had a debit balance of \$243,378. The balance in this account relate to accountable advance yet to be retired.

## PART V: REFERENCE

### Abbreviations and Acronyms

<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>AMU</b>	Assets Monitoring Unit
<b>APEID</b>	Asian Programme of Educational Innovation for Development
<b>APTC</b>	Australia-Pacific Technical College
<b>CADME</b>	Commonwealth Accelerated Development Mechanism for Education
<b>CAS</b>	Curriculum Advisory Section
<b>CCEM</b>	Conference of Commonwealth Education Ministers
<b>CRIHAP</b>	International Training Centre for Intangible Cultural Heritage in the Asia Pacific Region under the auspices of UNESCO
<b>DEO</b>	Divisional Education Officer
<b>DHA</b>	Department of Heritage and Arts
<b>DRR</b>	Disaster Risk Reduction
<b>DSP</b>	Deputy Secretary Professional
<b>DSPS</b>	Deputy Secretary Primary and Secondary
<b>DTCF</b>	Director Technical College of Fiji
<b>EAU</b>	Examination Assessment Unit
<b>ECCE</b>	Early Childhood and Care Education
<b>ECD</b>	Early Childhood Development
<b>EO</b>	Education Officer
<b>EOI</b>	Expression of Interest
<b>ERT</b>	Employment Relations Tribunal
<b>ESD</b>	Education for Sustainable Development
<b>FAR</b>	Fixed Asset Register
<b>FEG</b>	Free Education Grant
<b>FEMIS</b>	Fiji Education Management Information System
<b>FESA</b>	Fiji Education Staff Appointment
<b>FHEC</b>	Fiji Higher Education Commission
<b>FHEC</b>	Fiji High Education Commission
<b>FICAC</b>	Fiji Independent Commission Against Corruption
<b>FNU</b>	Fiji National University
<b>FTA</b>	Fijian Teachers Association
<b>FTU</b>	Fiji Teachers Union
<b>FY10E</b>	Fiji Year 6 Examination
<b>FY12E</b>	Fiji Year 6 Examination



<b>FY6E</b>	Fiji Year 6 Examination
<b>FY7E</b>	Fiji Year 6 Examination
<b>FY8E</b>	Fiji Year 6 Examination
<b>FY9E</b>	Fiji Year 6 Examination
<b>GIS</b>	Geographical Information System
<b>HIV</b>	Human Immunodeficiency Virus
<b>HOD</b>	Head of Department
<b>HT</b>	Head Teacher
<b>ICH</b>	Intangible Cultural Heritage
<b>ICHCAP</b>	International Information and Networking Centre for Intangible Cultural Heritage in the Asia –Pacific Region under the auspices of UNESCO
<b>IDADAIT</b>	International Day Against Drug Abuse and Illicit Trafficking
<b>IEC</b>	Information, Education and Communication
<b>INELI</b>	International Network of Emerging Library Innovators
<b>KPI</b>	Key Performance Indicator
<b>LANA</b>	Literacy And Numeracy Assessment
<b>LATT</b>	Limited Authority To Teach
<b>LCF</b>	Leadership Competency Framework
<b>LSF</b>	Library Services of Fiji
<b>LSRD</b>	Life Style Related Disease
<b>MEHA</b>	Ministry of Education, Heritage and Arts
<b>MOA</b>	Memorandum of Agreement
<b>MSG</b>	Melanesian Spearhead Group
<b>NCD</b>	Non Communicable Disease
<b>NCF</b>	National Curriculum Framework
<b>NCP</b>	National Cultural Policy
<b>NDP</b>	National Development Plan
<b>NGOs</b>	Non-Government Organisations
<b>NQF</b>	National Qualifications Framework
<b>NSAAC</b>	National Substance Abuse Advisory Council
<b>PEARL</b>	Pacific Early Age Readiness and Learning
<b>PAC</b>	Public Accounts Committee
<b>PCCPP</b>	People's Charter for Change, Peace and Progress
<b>PET</b>	Peer Education Training
<b>PHH</b>	Pacific Heritage Hub
<b>PIFS</b>	Pacific Island Forum Secretariat
<b>PIMA</b>	Pacific Islands Museums Association
<b>PPCO</b>	Principal Policy and Convention Officer
<b>PS</b>	Permanent Secretary for Education, Heritage and Arts

<b>PSDT</b>	Public Service Disciplinary Tribunal
<b>QPE</b>	Quality Physical Education
<b>QPR</b>	Quick Response Presentation
<b>RDSSD</b>	Roadmap for Democracy and Sustainable Socio-Economic Development
<b>SDG</b>	Sustainable Development Goal
<b>SEO</b>	Senior Education Officer
<b>SIE</b>	Special and Inclusive Education
<b>SPC</b>	Secretariat of the Pacific Community
<b>TCF</b>	Technical College of Fiji
<b>TCF</b>	Teacher Competency Framework
<b>TEST</b>	Technology Employment Skills and Training
<b>TLS</b>	Temporary Learning Space
<b>TOT</b>	Training of Trainers
<b>TSLB</b>	Tertiary Scholarships and Loans Board
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNEVOC</b>	International Centre for Technical and Vocational Education and Training
<b>UoF</b>	University of Fiji
<b>USP</b>	University of the South Pacific
<b>UWC</b>	United World College
<b>WBD</b>	World Book Day
<b>WPHC</b>	Western Pacific High Commission





## Glossary

<b>Accounts payable</b>	Amounts payable to suppliers or other creditors for the supply of goods, services or works
<b>Accounting Head</b>	The head of the accounting section in an agency
<b>Act</b>	Refers to the Financial Management Act of 2004
<b>Agency</b>	A budget sector agency as defined in the Act
<b>Assets</b>	Future economic benefits controlled by an entity as a result of past events
<b>Board</b>	Refers to the Government Tender Board established under the Procurement Regulations 2010
<b>Chief Accountant</b>	The person appointed as such to carry out the duties of the Chief Accountant in the Ministry of Finance
<b>Contingent Liability</b>	Is a potential liability that may or may not become due, depending on whether a possible event occurs, such as a claim for compensation, an indemnity or other legal claim
<b>Departmental Warrant</b>	Is an authorisation given by one agency to another, authorising the receiving agency to incur expenditure and sign vouchers on behalf of the issuing agency
<b>Expenses</b>	The outflow of economic benefits resulting in a decrease in net worth
<b>Employee Entitlement</b>	Any benefit accruing to an employee as a result of his or her employment
<b>Fair Value</b>	The amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction
<b>Finance Manual</b>	The Finance Manual required under section 28 of the Act
<b>Inventories</b>	Assets in the form of materials or supplies that are consumed in the delivery of services or in the production process
<b>Leases</b>	Are commitments to make regular payment to a lessor for the use of an asset which does not become the legal property of the agency
<b>Liabilities</b>	Present obligations of the entity arising from past events
<b>Outcomes</b>	The impacts that the Government through the Ministry of Education, Heritage and Arts has on the community
<b>Outputs</b>	The services or products that the Ministry provides to the community or to Government
<b>Output measure</b>	A measure of the quantity, quality, timeliness or cost of an output
<b>Property Plant and Equipment</b>	Includes : (a) office equipment and furniture (b) computing hardware and networks (c) vehicles, vessels and aircraft (d) scientific and industrial equipment (e) land (f) buildings (g) other infrastructure.
<b>Revenue</b>	The inflow of economic benefits resulting in an increase in net worth
<b>Scrap</b>	Assets with a market value less than the cost of disposal
<b>SEG</b>	A standard expenditure group as identified in the Annual Budget
<b>State Assets</b>	Refers to land, buildings, infrastructure and vehicles declared to be "State assets"





