
MINISTRY OF EDUCATION

Annual Report for the Year 2004

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1. Corporate Profile

The Ministry of Education is responsible for the provision of education services to enable all school aged children to attain a general education, while at the same time ensuring its quality and relevance towards the needs of the country both socially and economically.

VISION

A quality education and training system for all that is responsive to changing needs.

MISSION

To promote, develop and facilitate education and training within the framework of government policies and priorities.

EDUCATIONAL VALUES

All educational provision in Fiji is based upon a core of intrinsic and enduring values. These are:

- Human rights and human dignity;
- Honesty, fairness and respect for truth and justice;
- Integrity;
- Responsibility;
- Compassion;
- Sense of family and community; and
- Faith.

EDUCATIONAL PRINCIPLES

Student learning is at the heart of everything we do. All teaching, learning and care are underpinned by our commitment to:

- A recognition of the need for and importance of partnerships in all elements of educational provision;
- Professionalism in all that we do;
- Relevance and responsiveness as a required characteristic of all our endeavours;
- Quality and Excellence;
- Access and Equity;
- Accountability; and
- Our constitutional rights and responsibilities.

QUALITY CUSTOMER CARE SERVICE

The Ministry of Education in its effort to promote quality customer care, promises to provide services that will enhance relationship between its staff and all its customers. It aims to provide the best possible services to customers with a high degree of responsiveness, commitment and professionalism.

To facilitate this, the Ministry of Education is committed to:

- Ensuring customer satisfaction at all times
- Providing friendly, courteous and efficient service;
- Providing honest and accurate information;
- Ensuring that promises and appointments are kept;
- Providing services within a specified time;
- Developing well mannered, competent and reliable service providers (Staff);
- Ensuring that all correspondences are fully acknowledged in a timely manner;
- Regular consultations on quality customer care issues;
- Ensuring transparency and accountability in all its dealings; and
- Being culture conscious and being sensitive to customer needs.

NATURE AND SCOPE OF ACTIVITIES

The Ministry of Education is responsible for the administration and management of education policies and delivery of education services. It provides the curriculum framework, policy guidelines and directions, and qualified teaching personnel which will support all schools in the delivery of quality education for students. The Ministry is also charged with the responsibility of ensuring that standards in education are met and maintained and that human, physical and financial resources allocated to education by the government are appropriately directed and expanded. The Ministry also maintains a cohesive and working partnership with local management authorities of schools and institutions in the provision of school services.

PURPOSE AND ROLE

The core business of the Ministry of Education is the delivery of education and training services with these being provided specifically to:

- Schools, pre-schools and training centres;
- Students in the years of compulsory schooling and those participating in Forms 5, 6 and 7 studies including vocational education and training programmes;
- Teaching personnel;
- School management and controlling authority; and
- Adults in the Advanced Vocational Training (AVT).Programme

The Ministry has corresponding responsibilities for:

- The provision of education and related services to the Government and other relevant Statutory Agencies;
- The management of resource planning and policy development related to education and training;
- The provision of programme support to education and training institutions;
- The regulation and recognition of education and training providers and accreditation of programme delivery; and
- Accounting of resources allocated by government to the Fiji Islands education system.

OUTPUTS FOR 2004

In order to bring about the desired outcomes for the education of Fiji's children, the Ministry of Education undertook the delivery of the following outputs for the year 2004:

- Provision of policy advice and support services to the Minister;
- Management of the National Curriculum Services;
- Administration of Grants and collection of revenue;
- Provision of education and training services;
- Management of schools and teaching services;
- Management of Community and School Library Service;
- Provision of advisory services to schools;
- Strengthening of Fijian Education; and
- Management of National Examinations.

These outputs were delivered to our external customers including cabinet ministers, parliamentarians, other ministries and departments, statutory bodies, NGOs, private sector, school managements, students, parents and guardians, and Teachers' Associations.

2. Education Fiji Highlights

This Annual Report records the Ministry's activities for the year 2004. It covers the Ministry's achievements in programmes covered under the Education component of the responsibility assigned to the Hon. Minister for Education.

Hon. Ro Teimumu Vuikaba Kepa continued as Minister for Education in 2004. Mrs Alumita Taganesia continued as the Chief Executive Officer for Education.

FOCUS FOR 2004

The 2004 working year was launched with the theme Empowering Communities through Quality Education. The following are amongst the main issues targeted during the year:

1. Provision of a Relevant and Responsive Curriculum

- Assist students to reach their full potential by providing programmes that engage students as active participants in the learning process and develop skills to become self directed learners.
- Introduce alternative curricula choices in schools commensurate with the main economic activity of selected area/districts.
- Strengthen Life Skills Education.

2. Developing Students as Responsible, Informed and Involved Citizens of both Fiji and the World

- Support implementation of the Fijian cultural studies in all schools.

3. Developing and Supporting a Professional Teaching Force

- Upgrade pre-service teacher training programmes to embrace change and innovation not only in Fiji but also internationally.
- Maintain initiatives which upgrade the teaching skills of the existing teacher workforce.
- Provide ongoing training programmes for school heads and teachers who show the potential to be school leaders.

4. Promoting Quality and Excellence in Management and Administration

- Review and redesign organisational structure to encourage greater flexibility and better responsiveness to the changing environment for educational service and delivery.
- Embrace new directions, new ideas, new opportunities and improved methods of operating across all levels of the Ministry's activities.
- Provide training to support improved school Management Committees.

5. Establishment of Standards, Monitoring and Accountability

- Strengthen the Examination section so as to effectively and efficiently carry out its role to improve the quality of assessment and certification procedures with transparency

6. Targeting Resources and Support

- Provide quality education services to rural areas.
- Support implementation of the Government's Social Justice Policy.

7. Development and Promotion of Sustainable Policies and Programmes

- Encourage and support schools to establish sustainable income generating activities.

8. To Explore the Use of Technology

- Establish IT system for the Ministry to assist in the delivery of content, better administrative procedures and to provide access to global information and interaction with global learning communities.

9. Increasing Educational Participation at All levels

- Extend the compulsory education policy to secondary level in all divisions and districts.
- Strengthen careers counselling and information provision to secondary school students on employment opportunities to assist students to make informed career choices.

ACCESS TO EDUCATION

Over the last decade, government's efforts in partnership with the community have focused on increasing access to quality education for all. Significant progress has been made in making education accessible especially to the rural and urban disadvantaged. Pre-school is now becoming more accessible to a greater number of children and there is almost universal access to primary education. Secondary teacher training has been improved and there is a relatively well developed technical and vocational education system.

The measures undertaken to make education accessible included the provision of qualified teachers, the provision of grants to subsidise the cost of education to the community and the upgrading of facilities. In the area of pre-school education, government trains and pays salary grants to pre-school teachers who teach in rural areas. The cost of primary and secondary education to the community has been substantially subsidised with the provision of tuition fee assistance grants, which was extended to form 5 in 2000 and in 2001 to form 6 disadvantaged rural and urban schools. In addition, forms 5 and 6 students who qualify receive remission of fees and there is a special provision for Form 7 scholarships.

Teacher-pupil ratio has also improved slightly over the last decade, declining from 1:30 in 1994 to 1:28 in 2004 for primary education, and declining from 1:20 in 1994 to 1:16 in 2004 for secondary education. However, in both primary and secondary education, teacher-pupil ratio is higher for urban schools than rural schools. This partly reflects the dispersed population and the emphasis placed on access to education especially for students in rural areas.

EDUCATION FOR ALL (EFA)

After the World Conference on Education for All at Jomtien, Thailand in 1990, 155 governments including Fiji, pledged to provide basic education for all children and adults. These member States of the United Nations Organisation adopted the World Declaration for Education for All.

In Fiji, all the EFA work is coordinated by the Ministry of Education. The National EFA Forum was established on 2nd July, 2001 and the Chairperson of this Forum is the Permanent Secretary for Education. The membership comprises of some government ministries, controlling authorities of non-government schools and other stakeholders.

To achieve EFA goals, the Ministry of Education concentrated mainly on the following:

- Implement the National EFA Action Plan for Fiji as developed by the EFA Forum.
- Revise the EFA Action Plan in line with international developments and concerns.
- Monitor and report on the progress of the implementation of the Action Plan.
- Coordinate with donors funding for the implementation of programs in the Action Plan.

Indicators for the review of the six goals of EFA have been discussed with the Institute of Statistics in Canada and will be used to evaluate the implementation of the Action Plan. Work has

also been undertaken with FESP to coordinate a set of educational indicators for Fiji's education system.

A mid-decade review of all National Action Plans will be done in 2005 and relevant indicators for each of the six goals are being discussed and formulated by the UNESCO Statistics Office in Canada.

BUDGET

Government expenditure on education in 2004 amounted to \$239,983,600. This was an increase of 1.7% compared to the total expenditure in 2003.

TABLE 1: EDUCATION BUDGET AS A PERCENTAGE OF THE NATIONAL BUDGET FOR THE LAST 5 YEARS

YEAR	TOTAL NATIONAL BUDGET	MINISTRY OF EDUCATION BUDGET	FIT BUDGET	GRANT TO THE UNIVERSITY OF THE SOUTH PACIFIC	GOVERNMENT EXPENDITURE ON EDUCATION	% OF NATIONAL BUDGET SPENT ON EDUCATION (INCLUDES FIT & USP)
2000	\$920,089,900	\$179,694,300	\$6,696,800	\$23,579,300	\$209,970,400	22.82
2001	\$1,096,847,500	\$178,232,500	\$7,440,900	\$26,620,300	\$212,293,700	19.35
2002	\$1,255,497,200	\$217,361,100	\$7,630,800	\$26,620,300	\$251,612,200	20.04
2003	\$1,313,300,400	\$221,478,600	\$7,440,900	\$30,995,300	\$259,914,800	19.79
2004	\$1,313,300,400	\$239,983,600	\$8,650,000	\$33,343,900	\$281,977,500	21.47

GRAPH 1: 2004 EDUCATION BUDGET AS A PERCENTAGE OF NATIONAL BUDGET

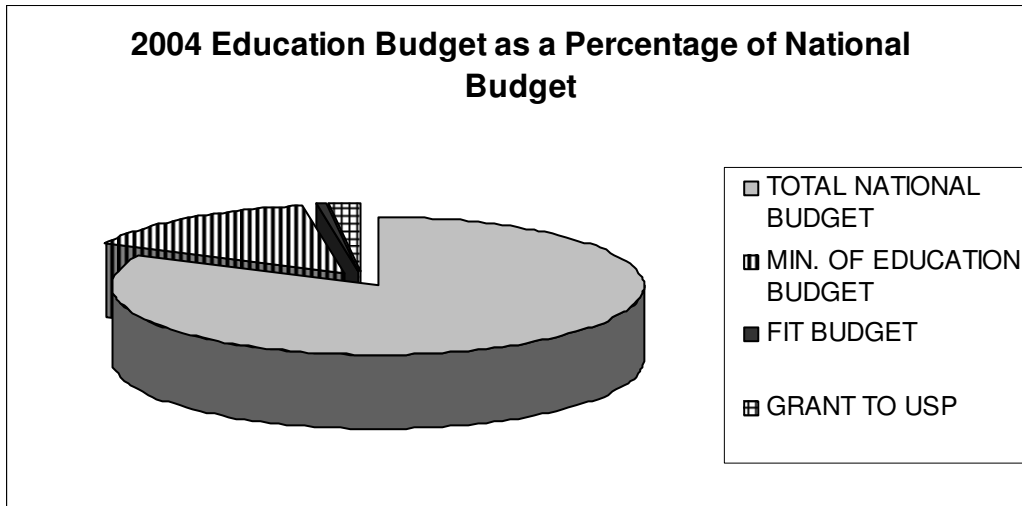


TABLE 2: EDUCATION EXPENDITURE (EXCLUDING FIT & USP) FOR LAST 5 YEARS

YEAR	RECURRENT EXPENDITURE (\$000)	CAPITAL EXPENDITURE (\$000)	VALUE ADDED TAX (\$000)	TOTAL EXPENDITURE (\$000)
2000	170,818	3,448	10,111	184,377
2001	186,678	4,106	12,464	203,248
2002	205,329	7,434	11,331	224,094
2003	194,242	6,365	20,872	221,479
2004	208,671	8,823	22,490	249,423

GRAPH 2: EDUCATION EXPENDITURE FOR THE LAST 3 YEARS

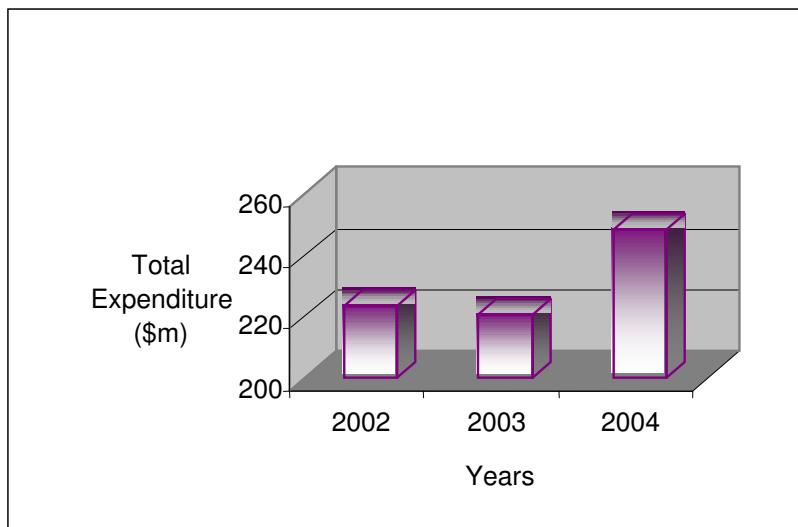


TABLE 3: 2004 BUDGET ANALYSIS BY PROGRAMME

HEAD	PROGRAMME	AMOUNT (\$)	% OF MINISTRY OF EDUCATION BUDGET	% OF MINISTRY OF EDUCATION / FIT/ USP BUDGET
1. HEAD NO.20	Ministry of Education :			
Programme 1	General Administration	6,227,500	2.59	2.21
Programme 2	Primary Education	116,844,600	48.69	41.44
Programme 3	Secondary Education	102,761,400	42.82	36.44
Programme 4	Curriculum, Exams, Educational Resources Centre and Schools Broadcast	3,932,000	1.64	1.39
Programme 5	Technical and Vocational Education and Training	1,679,400	0.07	0.60
Programme 6	Research and Development, Training and Fijian Education	5,519,000	2.41	2.05
Programme 7	Special Project	2,985,100	2.30	1.96
SUB-TOTAL		239,983,600	100%	85.11%
2. HEAD NO. 21	University of the South Pacific	33,343,900		11.83
3. HEAD NO. 26	Fiji Institute of Technology	8,650,000		3.06
GRAND TOTAL		281,983,500		100.00%

TABLE 4: 2004 BUDGET ANALYSIS BY SEGMENT

SEG	DESCRIPTION	2004 BUDGET (\$)	% OF MINISTRY OF EDUCATION BUDGET	% OF MINISTRY OF EDUCATION/ FIT/ USP BUDGET
1.	Established Staff	165,694,200	69.04	58.76
2.	Unestablished Staff	2017,800	0.84	0.71
3.	Travel and Communication	758,800	0.31	0.27
4.	Maintenance and Operation	448,400	0.19	0.16
5.	Purchase of Goods and Services	4,820,000	2.01	1.71
6.	Operating Grants and Transfers	33,803,400	14.09	11.99
7.	Special Expenditures	1,128,400	0.47	0.40
8.	Capital Construction	4,890,000	2.04	1.73
9.	Capital Purchase	160,000	0.06	0.07
10.	Capital Grants and Transfers	3,772,800	1.57	1.34
13.	Value Added Tax	22,489,700	9.37	7.98
TOTAL EXPENDITURE BY SEG		239,983,600	100%	85.11
	USP	33,343,900		11.83
	FIT	8,650,000		3.06
TOTAL		281,977,500		100%

GENERAL STATISTICS

The total population of Fiji (estimated mid-year) in 2004 was 873,959 based on 1996 population census. Of this number 215,888 were attending school full-time.

The number of registered/recognised schools totalled 1505 in 2004. Of this number, there were 481 pre-schools, 17 special schools, 715 primary schools, 160 secondary schools, 4 teacher-training colleges and 54 vocational centres.

The teachers establishment in 2004 was 5249 for primary schools and 3955 for secondary schools.

New graduates from the Lautoka Teachers College were appointed to the service along with graduates from Corpus Christi Teachers College. Fiji College of Advanced Education graduates were appointed to teach in secondary schools either as civil servants or grant-in-aid teachers.

TABLE 5: PRIMARY SCHOOL ENROLMENT, 2003 & 2004

Year	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
2003	19,029	18,846	19,255	18,811	19,266	18,225	15,048	13,668	142,148
2004	19,823	18,154	18,767	19,220	19,173	18,312	15,703	14,706	143,858

TABLE 6: SECONDARY ENROLMENT, 2003 & 2004

Year	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7	Total
2003	3,890	3,208	15,729	14,928	13,401	12,649	4,373	68,178
2004	3,149	3,043	16,275	14,762	13,623	13,185	4,737	68,774

TABLE 7: ENROLMENT IN VOCATIONAL EDUCATION IN SECONDARY SCHOOLS, 2004

	GOVT. SCHOOLS	JUNIOR SEC. SCHOOLS	NON-GOVT. SEC. SCHOOLS	'STAND ALONE' CENTRES	PRIMARY	TOTAL
No. of Schools	3	2	51	3	1	60
Male Roll	154	12	1069	126	13	1374
Female Roll	99	9	440	43	9	600
TOTAL ROLL	253	21	1509	169	22	1974

3. Education Fiji Governance

Policies governing the direction for developments in education were approved by the Minister for Education. In this regard the Minister was advised by the Education Forum but not bound by its decision or recommendation.

EDUCATION FORUM

The Education Forum continued to serve its functions by providing advice to the Minister on the following:

- Education policy directions.
- Current Education Development and Planning.
- Educational Issues and their proposed solutions.

The Education Forum in 2004 consisted of the following members:

- Chief Executive Officer for Education
- Deputy Secretaries for Education
- All Section Heads, Ministry of Education
- President – Fijian Teachers Association
- President – Fijian Teachers Union
- President Fiji Principals Association
- Director - Roman Education
- President – Methodist Church
- President -Ahmadiyya Muslim Association
- President - Fiji Muslim League
- President - Sanatan Education
- Director – Sangam Board
- Member Central - Dr Akanisi Tabualevu
- Member Eastern - Mr Tevita Vugakoto
- Member Eastern - Hon Emasi Qovu
- Member Northern Isireli Rainibogi
- Member Northern - Mr Lakhan Kumar
- Member Western - Mr Manikam Gounder

BOARD OF GOVERNORS – GOVERNMENT SCHOOLS

All government secondary schools have a Board of Governors. Members are appointed by the Chief Executive Officer for Education, who also determines their powers, duties and functions.

The following are the Chairmen of the Board of Governors of each of the government secondary schools:

- | | | |
|--------------------------------|---|----------------------|
| • Adi Cakobau School | - | Mrs Vasu Tuivaga |
| • Bucalevu Secondary School | - | Ratu Seru Buliruarua |
| • Labasa College | - | Mr Vijay Parshu Ram |
| • Laucala Bay Secondary School | - | Mr Ilaitia Toroki |
| • Levuka Public School | - | Mr George Gibson |
| • Nasinu Secondary School | - | Mr Jone Vatukela |
| • Natabua High School | - | Mr Samuela Tamani |
| • Queen Victoria School | - | Mr Alipate Qetaki |
| • Ratu Kadavulevu School | - | Mr Alipate Naiorosui |
| • Sila Central High School | - | Mr Eroni Sauvakacolo |

- Suva Grammar School - Mr Rodney Acraman
- Vunisea Secondary School - Hon Emasi Qovu

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

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

MANAGEMENT OF NON-GOVERNMENT SCHOOLS

All non-government registered or recognised schools were managed by properly constituted controlling authorities. The controlling authority appointed a manager whose name was submitted to the Chief Executive Officer for Education.

Table 8 shows the various types of school controlling authorities in Fiji and the number of schools they own and manage.

TABLE 8: NUMBER AND TYPE OF SCHOOLS BY EDUCATIONAL AGENCIES

CONTROLLING AUTHORITY	SPECIAL SCHOOLS	PRIMARY	SECONDARY	SCHOOL BASED VOCATIONAL CENTRES	TEACHER TRAINING	TOTAL
Ahmadiyya Anjuman Ishaat-I-Islam		1	1			2
Ahmadiyya Muslim Association		3	1			4
Anglican Church		6	1			7
Arya Pratinidhi Sabha		16	7	3		26
Assemblies of God		1	1			2
Catholic Archdiocese		38	17	1	1	57
Chinese Education Society		2	1			3
Church of Latter Day Saints		1	1			2
Committee	2	544	66	48		660
Crippled Children's Society	8					8
Dakshina India Andhra Sangam		5	2	1		8
Fiji Blind Society	1					1
Fiji Gospel Churches	1	3	1			5
Fiji Muslim League	1	18	5	1		25
Fiji Sugar Corporation		1				1
Fijian Affairs Board			1			1
Gujrat Education Society		5	3			8
Macuata Muslim League		4	3			7
Methodist Church of Fiji		16	11	1		28
Ministry of Education		2	12	5	2	21
Private		5	2			7
Rabi Council			1			1
Rotuma Council			1			1
Sanatan Dharam Pratinidhi Sabha		9	9	2		20
Sathya Sai Service Organisation		1				1
Seventh Day Adventist Church		11	3		1	15
Sikh Community		2	2			4

CONTROLLING AUTHORITY	SPECIAL SCHOOLS	PRIMARY	SECONDARY	SCHOOL BASED VOCATIONAL CENTRES	TEACHER TRAINING	TOTAL
Society of Disabled	4					4
TISI Sangam		18	5	1		24
TOTAL	17	715	160	66	4	953

THE FIJIAN EDUCATION BOARD (FEB)

The Fijian Education Board was established as a policy direction in the implementation of the Blueprint for Affirmative Action on Fijian Education. The FEB advises the Hon Minister for Education about new initiatives for the implementation of new policies relevant to the enhancement of Fijian Education.

The following are members of the Fijian Education Board:

- Hon Minister for Education - Chairperson
- Hon Minister for Finance - Deputy Chairperson
- Chief Executive Officer, Fijian Affairs - Ratu Meli Bainimarama
- Chief Executive Officer, PM's Office- Mr Joji Kotobalavu
- Chief Executive Officer, Education - Mrs Alumita Taganesia
- Chief Executive Officer, Provincial Development - Mr Mosese Sikivou
- General Manager, NLTB - Mr Kalivati Bakani
- University of the South Pacific - Dr Josefa Veramu
- University of the South Pacific - Mrs Mere Pulea
- Lecturer, Fiji Institute of Technology - Mrs Ulamila Mailekai
- PRIDE Project - Dr Pricilla Puamau
- Managing Director, UTECH Systems - Mr Ulaiasi Taoi
- Community Worker - Ro Elenoa Cuanilawa Gonelevu
- Manager, Fiji Industries Limited - Mrs Sereana Qoro
- President, Fijian Teachers Association - Mr Tevita Koroi

Meetings for the Fijian Education Board are held during every Quarter. Thus, there were four meetings in 2004. During these meetings the following issues were raised and discussed:

- The Blueprint for Affirmative Action on Fijian Education;
- The low pass rates and poor quality of passes of Fijian students in the FSLC and FSFE;
- Performance in Mathematics and Science;
- Performance of Fijian students in Indian schools;
- The need for more community awareness;
- More emphasis on the Fijian Language as a compulsory subject;
- Fijian students in tertiary institutions;
- Drop out rate of Fijian students vs. lower numbers reaching higher education;
- Research proposals/projects; and
- The Education Summit.

4. Functions and Achievements

ADMINISTRATION

FUNCTIONS

The Administration Section of the Ministry for Education provides the necessary personnel and administrative support services in the facilitation and implementation of the activities, planning and policies of the Ministry in line with its annual corporate plan and the national policy of government on education.

Administration Section of which the Deputy Secretary Administration/ Finance is the overall head, has 3 other sub sections.

These specific areas of activities in these sub-sections are as follows:

1. Personnel Section

The Personnel Section is responsible for processing new appointments, resignations, retirements, acting appointments and advertisement of posts.

ADMINISTRATION	
1.	Personnel
	<input type="checkbox"/> Περσωννελ Προπερ
	<input type="checkbox"/> Ρεγιστρι
	<input type="checkbox"/> Λεασηε & Πασσαγε
	<input type="checkbox"/> Λεγαλ & Ινδυστριαλ Ρελατιο νσ
	<input type="checkbox"/> Ινσυρανχε
	<input type="checkbox"/> Εσταβλισημεντ
	<input type="checkbox"/> Υνεσταβλισηεδ Σταφφ
2.	Post Processing
3.	In-service

TABLE 9: SUMMARY OF ITEMS PROCESSED BY THE PERSONNEL SECTION, 2004

ITEMS	NUMBER
New Appointments	567
Advertised Vacancies	209
Acting Appointments	2203
Continuing teaching appointments :	
Primary	108
Secondary	724
Technical	226
Non-Teaching	61
Wastage from the education system	
Cases of resignation	162
Retirements	33
Deaths	19

TABLE 10: SUMMARY OF PERSONNEL WASTAGE THROUGH RESIGNATIONS, RETIREMENTS AND DEATHS, 2004

	PRIMARY				SECONDARY				NON-TEACHING STAFF				GRAND TOTAL
	F	I	O	T	F	I	O	T	F	I	O	T	
Resignation	5	53	1	59	8	78	2	88	6	6	3	15	162
Retirement	10	13	1	24	4	4	1	9	-	-	-	-	33
Deaths	8	1	-	9	5	1	-	6	3	1	-	4	19
TOTAL	23	67	2	92	17	83	3	103	9	7	3	19	214

Registry

The Registry continued to provide the usual service of attending to inward and outward correspondences, taking custody of files and moving files to and from the actioning desk officers.

In the process, the Registry dealt with 39, 293 items of correspondences and took care of 38,000 files in the year.

Leave and Passage

The Leave Section is responsible for processing leave in accordance with the 1998 Leave Conditions for the following:

- Long Service Leave;
- Maternity Leave;
- Sporting Leave;
- Leave With/Without Pay;
- Military Leave Without Pay; and
- Bereavement Leave.

TABLE 11: SUMMARY OF DIFFERENT TYPES OF LEAVE/TASKS PROCESSED IN 2004

TYPE OF LEAVE	TEACHERS	ADMINISTRATION
Annual Leave	1,254	44
Bereavement Leave	-	1,862
Cheques Collected	580	14
Cheques Posted	226	1
Compassionate leave	6,000	-
Leave Allowance	674	30
Leave Overseas	-	-
Leave to attend union meeting	1,372	24
Leave without salary	122	2
Maternity Leave	25	2
Medical Board	-	635
Salary Advance	8,034	1435
Sick Leave	4,458	250
Sporting Leave	830	17

Insurance Scheme

The Unit co-ordinated matters relating to the Public Service Commission Group Life and Health Insurance Schemes. As at 31/12/2004, thirty four [34] new Health and twelve [12] new Life memberships were recorded. Total Life membership was 1,283 and Health 2,134. Four [4] death claims were processed. Fifteen members withdrew from the scheme.

Legal and Industrial Relations

- Disciplinary Cases

For the year 2004, there were 32 reported cases and 100 cases were pending from year 2003. By the end of the year, a total of 101 cases were resolved while the remaining cases [31] will be carried forward to 2005.

TABLE 12 : A BREAKDOWN OF THE SOLVED CASES BY OFFENCE

Unauthorised Absence (warning/salary/forfeiture)	36
Victimisation	2
Unprofessional Conduct	5
Abuse of Authority	6
Fraud	2
Misappropriation of Funds	7
Sexual Annoyance (Teachers)	21
Theft	2
Corporal Punishment (Ill Treatment of Students)	9
Insubordination	3
Negligence of duties	5
Assault	1
Unauthorised purchase	1
Exam Mismanagement	1

- FTA/FTU Cases
- Legal Cases

32 Legal cases were received and processed. These were mostly civil cases.

The slow response from the alleged Officers, Education Officers, Police/Court has been a major contributing factor for the delay in completing the cases. Pending cases were mainly those that were subject to legal challenge. As a result the Ministry has to wait for the legal outcome of such cases before deciding on disciplinary action. In most cases, complaints received often lacked the provision of relevant and sufficient information.

Establishment

The Establishment Unit maintains computerised records of all permanent and temporary staff in order to provide readily available information and to monitor the staff establishment of the Ministry.

TABLE 13: SUMMARY OF UPDATES OF COMPUTERISED RECORDS OF MINISTRY OF EDUCATION PERSONNEL

NO	DESCRIPTION	ADMIN	SEC	PRIM	TOTAL
1.	New appointment	8	126	208	342
2.	Renewal of appointment	46	356	108	516
3.	Resignation	15	88	59	162
4.	Retirement	-	9	24	33
5.	Termination	8	356	108	472
6.	Transfers	10	562	672	1244
7.	Acting	94	172	2	989
8.	Promotions	7	59	83	149
9.	Regrading	-	-	5	5
10.	Change of Name	1	5	6	12
11.	Deaths	4	6	9	19
12.	In-service Training	7	63	46	116
13.	Confirmation		337	191	528
14.	Secondment			1	1

Unestablished Staff

The Unestablished cadre has 15 approved posts consisting of 7 messengers/cleaners, 1 handyman, 1 caretaker, 1 cleaner/gardener and 5 drivers.

2. Post Processing Unit

- 453 vacancies were received for processing during the year 2004. These comprised 209 posts advertised during the year and 244 unprocessed advertisements brought forward from 2001 [2], 2002 [4] and 2003 [238.]
- 25 Ministry Staff Board [Ministry Personnel only] and 10 Central Staff Board [including Ministry Staff, representatives of the Fijian Teachers' Association, Fiji Teachers' Union and Public Service Commission meetings were held to select and recommend candidates for appointments, promotion, regradings and withdrawal of vacancies. This led to 375 vacancies being processed, leaving a balance of 28 with the Staff Board as at 31/12/2004 and 50 at various stages of the process for submission to the Boards.
- Under powers delegated to her by the Public Service Commission, the Chief Executive Officer for Education conducted 25 Commission Delegate's Meetings to process all Commission Papers on appointments, promotions, regradings and withdrawals of advertised vacancies.

ANALYSIS OF TOTAL VACANCIES PROCESSED BY COMMISSION DELEGATE IN 2004

Promotions	149
Appointments	4
Withdrawal of Advertised Vacancies	3
TOTAL	386

POST PROCESSING UNIT APPEAL CASES STATUS AS AT 31/12/2004

Appeal Cases B/F as at 31/12/2003	33
Appeals Received during the year 2004	44
TOTAL Appeals for Hearing	77
Less:	
Appeals Heard during 2004	4
Appeals allowed during 2002	7
Appeals Disallowed	25
Appeals Case Withdrawn	2
Appeals Rejected	1
Appeals Deemed Lapsed	1
TOTAL	40
Outstanding Appeal Cases as at 31/12/2004	37

TABLE 14: SUMMARY OF POSTS PROCESSED IN 2004

	STATUS OF VACANCIES	PRIM-ARY	SECO-NDARY	EDUCATION ADMINISTRATI ONFCAE, LIBRARY, MISC	TOTAL
1.	2001 Unprocessed advertised vacancies B/F on 01/01/2004.	2	-	-1	2
2.	2002 Unprocessed advertised vacancies B/F on 01/01/2004.	3	1	-	4
3.	2003 Unprocessed Advertised Vacancies B/F on 01/01/2002.	41	178	19	238
4.	Vacancies Advertised in 2004.	24	136	49	209
5.	Total Available for processing as at 31/12/2004	70	315	68	453
6.	Processed	50	265	60	375

7.	Vacancies Pending with Staff Board	3	17	8	28
8.	Yet to be taken to the staff Board	17	33	-	50

In-Service Training

This Unit performed the necessary liaison work between the Public Service Commission, the Fiji Teachers Confederation [Fiji Teachers Union and the Fijian Teachers Association], the University of the South Pacific, the Fiji Institute of Technology, the applicants for In-Service Training Awards and the various section heads and Senior Staff of the Ministry to facilitate the granting of the In-Service Training Awards to teachers.

At the end of the year, there were altogether 116 teachers and staff on study leave. 46 of them were on study leave with pay (SLWP) and 70 on study leave without pay (SLWOP). \$788,000 is the cost for those on SLWP, the ethnic staff distribution for which is 35 Fijian, 11 Indians and 1 Other. The ethnic staff distribution for SLWOP was 31 Fijians, 35 Indians and 1 Other.

TABLE 15 : IN-SERVICE TRAINING AWARDS GRANTED IN 2004

A. LOCAL & OVERSEAS AWARDS

SPONSOR	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
PSC/AusAID	13	9		2			24
FAB [LWP]	22			7			29
FAB [LWOP]	5			2			7
FTA [LWP]							
FTA [LWOP]		2					2
MTCP					1		1
NZODA/AOTEAROA [LWP]							
NZODA/AOTEAROA [LWOP]							
UNESCO Fellowship [LWP]				1			1
Self Financing [LWP]							
Self Financing [LWOP]	16	21	3	2	10		52
TOTAL	56	32	3	14	11	-	116
		91		25			

B. STUDY LEAVE WITH PAY (SLWP)

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	10	3		5		-	18
Secondary	6	3	1	2			11
Technical	10	3			1		14
Tertiary				1			1
Administration	1	1					2
Professional							
Sub-Total	27	10		8	1		46

Continuing Awardees 20
New 26

C. STUDY LEAVE WITHOUT PAY (SLWOP)

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	11	9	3		5		28
Secondary	9	5	1	4	2		21
Technical	4	12			1		17
Tertiary							
Professional							0
TOTAL	24	26	4	7	9		70

Continuing Awardees 20

New 50

D. PART-TIME

SPONSOR	FIJIAN	INDIAN	OTHERS	TOTAL
PSC	4	10		14
FAB	24			24
TOTAL	28	10		38

E. LOCAL/ OVERSEAS SHORT COURSES

TYPE	FIJIAN	INDIAN	OTHERS	TOTAL
Local	58	15		73
Overseas	62	18		80
TOTAL	120	33	Nil	153

F. SUMMARY OF TABLES A - E

ITEM	FIJIAN	INDIAN	OTHERS	TOTAL
Full Time	70	43	3	116
Part-Time	28	10		38
Short Courses	120	33		153
TOTAL	218	86	3	307

E. GRADUATED LOCAL – 2004 Study Leave With & Without Pay

ITEM	SLWP			SLWOP			TOTAL
	F	I	O	F	I	O	
Primary	9	3	-	10	5	-	27
Secondary	4	2	-	3	5	-	14
Technical	5	3	-	1	9	-	18
Administration	1	1	-	-	-	-	2
TOTAL	19	9	-	14	19	-	61
	28			33			

F. GRADUATED OVERSEAS – 2004
Study Leave With & Without Pay

ITEM	SLWP			SLWOP			TOTAL
	F	I	O	F	I	O	
Primary					2		2
Secondary					2		2
Technical					1		1
Administration	1				1		
TOTAL	1	Nil	Nil		6		7

G. SUMMARY OF TABLES E & F

ITEM	FIJIAN	INDIAN	OTHERS	TOTAL
1. Local				
SLWP	19	9		28
SLWOP	14	19		33
2. Overseas				
SLWP	1			
SLWOP		6		7
TOTAL	34	34	0	68

FINANCE

FUNCTIONS

The main functions of the Finance Section include:

- Provision of financial and accounting support services to all sections of the Ministry of Education through the provision of sound financial management advice,
- Consolidation and maintenance of up to date accounting records;
- Prompt and timely processing of salaries, wages, schedule of bills and financial statements and collection of revenue.
- Assist and contribute to the preparation of the Annual Budget Estimates of the Ministry of Education.

The Section comprises 3 main units with specific functions as follows:

Salaries

- Process timely and accurate payments of salaries and wages of the Ministry's employees.
- Distribute salary advice to the Ministry's employees.

Payments

- Purchase items required for the running of the Ministry.
- Payments of dues to debtors and creditors.
- Supervise and monitor vehicle runs.

Ledgers

- Prepare annual Budget Estimates for the Ministry.
- Allocate funds to vote controllers.

FINANCE	
1.	Salaries
2.	Payments
3.	Ledgers

- Post transactions to appropriate allocations and prepare statement of expenditures and commitments for management, vote controllers and Ministry of Finance to be used for monitoring and control collection and lodgements of revenues due to the Ministry.
- Preparation of required returns internally and externally.

ACHIEVEMENTS

The achievements of the Finance Unit of the Ministry of Education are listed below under each section.

Salaries

- Processed an average of 8,588 fortnightly salaries of established staff of the Ministry of Education in the year 2004.
- Processed salary change advices during the year to adjust salary of staff due to promotion, cessation, reactivations, new appointments and other responsibility allowances
- Conducted monthly staff meetings in which staff who were Temporary relievers were encouraged to participate and this has improved staff morale and productivity.
- Preparation of fortnightly salary reconciliation for submission to the Ministry of Finance by end of each month.
- Facilitated preparation of manual payment of salary releases of TCS teachers, allowances, and salary progression as well as updating of computer records.

Payments

- All reconciliation of Accountable Advance Accounts, Wages, Drawings Account and Unpresented Cheques listing for December 2004 were completed and sent to Ministry of Finance within the allocated time-frame.
- Total of 24,589 cheques was written during the year.
- Payment of wages to 250 Unestablished staff amounting to \$2,238,195.82.
- Payment of various grants amounting to \$14,867,356.14.
- Facilitated the timely payments of telephone, electricity and water bills in order to avoid disconnection of services to our various sections and district officers.
- Purchase of Supplies and Stores to meet Ministry's needs within approved budget allocations.
- Increased the processing of schedule of bills hence payments made to creditors within the credit term..
- Maintenance and upkeep of 6 HQ pool vehicles and also ensuring timely submission of vehicle returns to the Ministry of Finance in respect of the Ministry's vehicle fleet which consist of 48 vehicles.
- Facilitated the settlement of all outstanding accounts before the closure of the financial year which required extensive consultations with vote controllers.

Ledgers

- Reallocation and distribution of approved budget to 41 vote controllers on a monthly basis and monitoring of spending within budget allocations.
- Preparation of cash-flow forecast of expenditures and submission of these statements to the Ministry of Finance on a monthly basis
- Online posting of daily financial transactions including the annual budget loading into the centralized General Ledger System maintained at the Ministry of Finance.
- Preparation and provision of monthly expenditure reports and analysis of budget performance to vote controllers and senior management respectively every month.

- Facilitated the preparation of Virement and Requisitions to Incur Expenditure (RIE) for funds placed under Requisition. In 2004 there were about 34 capital projects placed under “R”.
- Processed payment of superannuation to the FNPF Board totaling \$29.6million for about 10,364 employees of the Ministry of Education.
- Paid \$20,363,844 Value Added Tax to VAT Unit; \$772,797 PAYE to Inland Revenue and \$152,000 postage charges to Post Fiji;.
- Total Revenue Collected by the Ministry amounted to \$3,405,578.15.

EARLY CHILDHOOD EDUCATION

FUNCTIONS

The main function of this section is to co-ordinate pre-school activities which promote the development and improvement of the quality and delivery of pre-school services in the country.

The specific functions carried out during the year were:

- Provision of professional and administrative assistance to pre-school teachers through visits to pre-school centres;
- Consultation with other government ministries, local and international organisations in the promotion of pre-school services in the country;
- Provision of advisory services to pre-school Management Committees;
- Conducting of community awareness programmes;
- Organising basic training courses for new pre-school teachers;
- Facilitating pre-school centre establishment and recognition; and
- Facilitating the payment of pre-school teachers salary grant.

ACHIEVEMENTS

- In 2004, 481 recognised pre-schools were in operation. 30 new centres were granted recognition status during the year. Many more pre-schools are now being established as a result of assistance provided by the Government as well as the growing awareness programme of the Early Childhood Education.
- In 2004, Government provided a grant of \$450,000 towards the payment of salaries for 281 pre-school teachers teaching in rural/disadvantaged centres.
- Advisory visits were made to some pre-schools in Savusavu District, Muacuata/Bua District and also in the Central Division. Assistance offered to teachers included advice on curriculum/professional as well as administrative matters. Management authorities were assisted with aspects regarding the operation of pre-school centres and also they were reminded of the importance of working very closely with their teachers so they can be fully aware of the different activities happening in their centres.
- Assistance offered to teachers included advice on curriculum/professional as well as administrative matters. Management authorities were assisted with aspects regarding the establishment and operation of pre-school centres. The need to provide quality programmes for children was emphasised.
- The Section continued to work closely with other organisations such as the University of the South Pacific, Fiji Early Childhood Association, UNICEF and Save the Children - Fiji, in the development of pre-school education in the country.
- A one week Pre-school Teachers Workshop was held at Rakiraki District School for all the pre-school teachers in the Ra Education District. Total of 47 pre-school teachers attended this voluntary workshop.
- 146 pre-school centers in the Central Division received Kindergarten kits for Phase II of ECE Equipment project.
- 24 ECE teachers graduated from Lautoka Teachers College and have been posted to serve in recognised pre-schools in rural areas.

- Community Awareness programmes were carried out through parent education programme and community meetings.
- **Smart Start to Language – Fiji**, an initiative by the Fiji Education Sector Programme [AUSAID] was piloted in 60 schools in the Central Division. 30 class 1 teachers and 30 Pre-school teachers from Suva and Nausori Education Districts participated in this programme. There are two phases in this project. Phase 2 was covered in 2004, where a number of workshops were organised for the:
 - ECE – Reference Group;
 - Head Teachers and Kindergarten Managers of the pilot schools/Pre-schools
 - Class 1 teachers and Pre-school teachers
 - Lead Teachers.

Phase 2 of this programme covered the following:
 News telling Strategy and Shared Reading Strategy where teachers learnt new strategies to teach students to make the links between oral language and literacy.
 This programme focused on pre-schools [only 5 years old] and class one [1] students. The idea of bringing the pre-school teachers and class one teachers to have a workshop together proved to be very good as they now are aware of their respective responsibilities.

TABLE 16: PRE-SCHOOL ENROLMENT BY ETHNICITY AND GENDER, 2004

DIVISION	NUMBER OF STUDENTS BY ETHNICITY					STUDENTS BY GENDER		TOTAL
	Fijian	Indian	European	Chinese	Others	Male	Female	
Central	2242	876	45	74	323	1777	1783	3560
Eastern	698	5	2	1	25	374	357	731
Northern	401	365	12	2	186	489	477	966
Western	1608	1630	27	14	92	1668	1703	3371
TOTAL	4949	2876	86	91	626	4308	4320	8628

SPECIAL PROJECTS UNIT

The Special Projects Unit (SPU) of the Ministry of Education was established towards the end of 2002 with specific targets to implement government's Affirmative Action Programmes under the Social Justice Act, 2001.

FUNCTIONS

- To implement four of the Social Justice Act, 2001 programmes under Ministry of Education:
 - Fijian Education;
 - Special Education;
 - Rural Education; and
 - Vocational Education & Training.
- To review and improve in education through the implementation of the 2000 Fiji Islands Education Commission Report.
- To implement government policies on **Education for All**.

ACHIEVEMENTS

EXPENDITURE

The Table below shows the Expenditure Report for the Unit for 2004:

ITEM	ANNUAL PROVISION (\$)
Travel	1,000.00

Subsistence	1,000.00
Telecom	1,000.00
Fuel & Oil	1,000.00
Spare Parts & Maintenance	1,000.00
Textbooks for Fijian Schools	231,139.00
Fijian Language Books	100,000.00
Centres of Excellence	600,000.00
Community Awareness & Adult Education	60,000.00
Boarding Facilities-Primary	500,000.00
Boarding – Secondary Schools	550,000.00
Navuso Methodist High School	200,000.00

TEXTBOOKS

(A) Primary Schools

- A total of 43 schools are being assisted through the allocation of \$100,000.00 for this project in 2004.
- Of the above number, provisions for 38 schools have already been supplied, while the remaining 5 schools still have to receive theirs.
- Two major constraints are:
 - Late receipt of book lists from schools; and
 - Inability of Bookshops to provide the books that have been approved.

(B)..Secondary Schools

- Budget allocation for secondary schools in 2004 is \$131,139.16.
- This year, 16 Junior Secondary Schools and 12 high schools were selected, five of which were government schools.
- A total of 9 junior secondary schools, 7 high schools and 4 government schools have been assisted to date.
4 Junior secondary schools and Levuka Public School have yet to submit their requests. Principals have been reminded to submit their lists urgently.
Form 4 textbooks for Kalabu Secondary, Makoi Methodist and Navuso Methodist High School are yet to be purchased.

FIJIAN LANGUAGE BOOKS

Fijian language books and textbooks have been bought and are ready for distribution. So far, \$22,000 has been used of \$100,000 allocated for this project in 2004. Another book order, worth \$23,000 has been secured for distribution.

FIJIAN TRANSLATION PROJECT

Working Committee to translate the Classes 1 – 4 Primary School Science and Mathematics Textbooks has been set up and their first meeting was held on 21 September 2004. Members have been assigned roles/tasks to do. 'Draft' translation was reviewed on 8 October 2004.

CENTRES OF EXCELLENCE

- The project begins with an awareness programme on the concepts and features of a Centre of Excellence for all stakeholders – Board of Governors, teachers, parents, students, old scholars, at a school. The school's Action Plan and Strategic Plan are developed.
- Technical officers from the Ministry of Public Works develop the Scope of Works from the Action Plan.
- Funds are derequisitioned from the Ministry of Finance. Capital Works Committee supervises the capital works while Director, Special Projects concentrates on staff development and other school improvement activities.
- Development Works
There are three aspects to the development works undertaken in a Centre of Excellence:

- Physical Structures Development
- Professional Development for Teachers
- Community Awareness

The physical structures development is carried out by the Public Works Department after each school's Action and Strategic Plan are put together after consultation with the stakeholders.

- Project Implementation

Work completed in 4 Centres of Excellence by December 2004:

Centers of Excellence	Facilities Upgraded	Cost Paid to PWD	% Work Completed
Ratu Kadavulevu School	<ul style="list-style-type: none"> • Form 7 Hostel (#107, 107a, 108 & 109); • Cakau Hostel 	\$197,699.62	100
Levuka Public School	<ul style="list-style-type: none"> • Hostel, • Kitchen, • Hostel ablution block • Staff room verandah. 	\$183,270.00	100
Vunisea Secondary School	<ul style="list-style-type: none"> • Staff Quarters #72 • Boys' hostel #101 • Toilet block #96 • Girls' hostel #102 • Kitchen/Dining Hall • Electrical works for Computer Lab 	\$100,000.00	100
Suva Grammar School	<ul style="list-style-type: none"> • Replacement of damaged casement windows to timber frames and louver glass windows, • Installation of ceiling and wall mounted fans, wiring, connection and testing of fans • A new Male/Female Ablution Block 	\$88,636.50	100

REVIEW OF STATISTICS

A review of the last ten years statistics on the individual schools in Kadavu is being carried out to determine the status of schooling and education in the Province. Review is also done for all the provinces in the Eastern and Central Divisions. Eastern Education Office and the Nausori Education Office are compiling the data for the analysis.

BOARDING FACILITIES FOR PRIMARY & SECONDARY SCHOOLS

- There are 112 Primary schools and 56 Secondary schools that offer boarding facilities. Allocations for 2004 remain at \$500,000.00 for primary schools and \$550,000.00 for secondary schools.
- A total of 32 primary schools and 28 secondary schools were assisted in 2004. Most of the Deed Forms have been received and processed to date. 80% of the grants have been deposited into their various Bank Accounts.
- A monitoring and evaluation report has been prepared and sent to District Officers. District staff is required to monitor and evaluate the progress of projects within their Districts and submit completed forms at the end of each month. Officers from the Special Projects Unit also monitor and evaluate the progress of work under this project
- Some of the constraints and challenges are:

- Late submission of Deed Forms from District Offices;
- Documents not fully completed; and
- Monitoring of projects – lack of personnel, time and transport.

At the schools level, constraints identified included;

- the inconsistent supply of the building materials,
- involvement of management in petty politics; and
- the “vakavanua” mentality of community members.

STAFF DEVELOPMENT

For Staff Development, the Section continued to concentrate on the following issues:

- School Leadership and Management;
- Staff Development – What? Why? When? Principles;
- School Improvement;
- A one-day PMS Planning Workshop was conducted for 150 school Heads in the Central Division in August. Other PMS Training programmes were conducted in Centres of Excellence; and for other groups on invitation basis.
- An oral presentation on Fijian Education was made at the Annual Conference of the Methodist Church in early September.
- Staff development was conducted for the teachers of Nabala Junior Secondary School, Seaqqa District School and Naduri District School in August 2004.

COMMUNITY AWARENESS & ADULT EDUCATION

All officers have been fully involved in the *Community Education Outreach* in Macuata, Bua, Serua and Namosi Provinces and Cicia Island in the Lau Group during the third quarter of 2004. Within this period 85 villages were visited and about 5,200 people were met.

In Community Awareness, the following issues were discussed:

- the “Education Gap” and examples;
- Affirmative Action Programmes;
- the Social Justice Act, 2001;
- The Special Project Unit;
- Education, “Lotu” and “Vanua”;
- Education begins from the womb and ends at tomb;
- Communication and Relationships;
- Need for Change – attitudes, mindset etc.;
- Trends in Fijian Education challenges – Science education, Accounting, Economics and Computer Studies;
- Specific areas of challenges – truancy and school dropout, payment of school fees, home study supervision, student discipline, “solesolevaki” concept; and
- Excellence in Education.

RADIO BROADCAST PROGRAMME

Recording continued to be done at the Fiji Broadcasting Commission for the usual morning programme which provided advice to students, teachers, parents and other stakeholders of education.

Some new concepts highlighted in the recent recording included the problems of drug abuse in schools and tips on examination preparations as well as the safe keeping of tools, equipment and other essentials purchased to assist in the promotion of better education within their respective families and schools.

NAVUSO METHODIST HIGH SCHOOL

- The development of Navuso Methodist High School is part of the Blueprint for Affirmative Action on Fijian Education. Special Projects Unit is supervising the development works with effect from 2004.
- Total funds allocated for 2003 and 2004 were \$400,000.00.
- Refurbishment works in 2004 included upgrading to hostels (5), Adult Training Centre and staff quarters, as specified in the scope of works. Work was progressing well and the anticipated completion date identified in the MOU between the Church and the Builder should be achieved.
- Strategic Plan for the period 2003 – 2007 had been developed and approved by the School Committee, the Standing Committee and Education Committee of the Church.
- Teachers have been appointed by the Ministry of Education to teach at Navuso.
- The Ministry made an urgent request to the school committee for more students to be admitted at Navuso in 2005. Population potential of the school was 300 boarding students. Government assistance would be minimised if places for students remain vacant.
- An oral presentation was made to the Methodist Church Conference in early September 2004.
Community support through the different Church Divisions was also sought by the Church President in support of the presentation made, and he also called on delegates to be active in the Ministry's efforts to uplift the standard of Fijian Education.
- Future needs at Navuso include the provision of three (3) classrooms, upgrading of Science Facilities and equipment, provision of library books, construction of Home Economics laboratory, upgrading of school farm to supply boarding students and the completion of the refurbishment programme.

FIJIAN EDUCATION BOARD

The Fijian Education Board has its meetings on a Quarterly basis and chaired by the Hon Minister for Education.

EDUCATION SUMMIT

The Deputy Secretary (Special Projects) is the Chairman of the Steering Committee for the Education Summit to be held in August-September 2005. Director, Special Projects Unit co-ordinates the Human Resource Taskforce for the Summit.

PRIMARY SECTION

FUNCTIONS

The main function of the section was to provide, facilitate and promote excellence in the teaching, learning, administration and management of primary education in Fiji.

The specific functions carried out during the year included:

- The provision of adequate staffing for all primary schools and the placement of all graduate teachers from the University of the South Pacific and the three teacher training institutions.
- The supervision of the four education divisions and nine education districts.
- Assistance towards the administration and staffing of Lautoka Teachers College.
- Support and continued liaison with school management committees.
- Processing and assessment of posts of responsibility in primary schools, administrative posts in the districts and divisional offices, and posts at Lautoka Teachers College.
- Facilitating the payment of Teacher's salary grants, tuition fee assistance grants, language teachers grant, boarding allowance, travel and transfer allowance for teachers.
- Supporting and facilitating Awareness Programmes for Fijian Education with district staff.

ACHIEVEMENTS

- Primary vacancies were filled by graduates from the Lautoka Teachers College. Of the total of 179 graduates, only 2 are left to be appointed.
- Vacant posts that were advertised during the year were substantively filled through the normal processing through the Staff Boards. However, some of the appointments came before the Appeals Board and the Ministry managed to successfully defend most of the cases while others were lost to the appellants.
- Two new schools were opened this year Davuilevu Methodist Primary and Namuka-i-cake Primary bringing to a total of 721 primary schools in the country
- A major exercise carried out during the year was the reconciliation of primary establishment through the 'person-to-post' exercise. Through the exercise, we managed to put in place a system for checking on irregularities in the staffing especially in relation to redundant staff and over-payments to staff.
- The administrative staff in the education offices were briefed through a workshop on the financial requirements and regulations in order to avoid any drastic audit queries in their operations and to ensure no overspending in their allocations.
- Six students and a teacher from Holy Family School in the Northern Division visited Japan as part of the on-going cultural programme sponsored by Asian Pacific Children's Convention in Fukuoka.
- During the year a number of workshops were organized for the district education staff to coordinate the work of the primary section so that it is more focused and properly planned. This will continue in future so that the status and standard of primary education is uplifted.
- A number of workshops were organised at the district level for school head teachers in the effort to uplift and change the style of leadership in the primary schools to ensure effectiveness and the raising of the quality of education.

TABLE 17: GRANTS PAID TO PRIMARY SCHOOLS

TYPE OF GRANT	AMOUNT	REMARKS
Tuition Fee Assistance	\$4,780,000	Assistance to all primary schools using the standard formula.
Reserve Teachers Grant	\$55,249	Grant assistance to 15 Catholic Church teachers and 15 SDA teachers.
Salaries for Licensed Teachers	\$202,667	Grant paid to language teachers of Urdu, Hindi, Tamil, Telegu and Fijian.
Special Education Grant	\$474,9160	Grant to special education schools.
Corpus Christi Teachers College	\$75,000	Grant to CCTC paid on a termly basis.
Pre-school salary grant	\$440,488	Salaries grant to pre-school teachers in the rural areas.
Furniture grant	\$68,828	Provided to schools that requested urgently for furniture.
Transport subsidy	\$30,000	To assist schools where students are travelling by river or sea.
Compulsory Education	\$65,574	Consolidation of Primary Compulsory Education in all districts.
Water Tanks	\$61,277	Assist schools with water problems

SPECIAL EDUCATION UNIT

FUNCTIONS

The main function of this Unit was to ensure the implementation of special education directions in the nine districts as well as to coordinate activities, which would promote the development and improvement of special education services in the country.

- The specific functions carried out during the year included the following:
- Advise the Ministry on Special Education matters;
- Be responsible for ensuring the implementation, evaluation and monitoring of special education services at districts, divisional national district and school levels;
- Responsible for the development, implementation and evaluation of special education policy, curriculum and plans;
- Target available resources to special schools and appropriate organisations for the implementation of special education services and the achievement of successful educational outcomes for special needs students;
- Consult with societies, special schools and key community groups on matters related to the implementation, enhancement and evaluation of special education services;
- Report annually to the Ministry of Education on the activities and progress of special education services;
- Assist in the recruitment of appropriately qualified special education personnel;
- Promote the awareness and implementation of special education in the community at large;
- Provide nationwide strategic advice and leadership in the development and implementation of special education programmes and teaching strategies based on sound research findings; and
- Promote and provide advice on the development of teaching resources for special needs students.

ACHIEVEMENTS

- Submission presented to PSC and Ministry of Finance through the Ministry of Education requesting increase in staffing establishments for special education to meet the dire shortage of staffing in the growing needs of students with disabilities. This same paper was sent to all relevant stakeholders as information paper, given the repeated media coverage by the main stakeholders of special education.
- Acquisition of land site for the construction of the Early Intervention Centre in Nasinu (next to the old Delainamasi Primary School). Names of a proposed taskforce for the construction of the early intervention building were submitted for approval.
- Co-coordinated overseas training for teachers in special education.
3 teachers studied Human Resource Development in the area of Welfare for Persons with Disabilities for three months in the Shiga Prefecture in Japan.
3 teachers from Nadi Special School did a school attachment in Auckland, New Zealand for 6 weeks.
Hilton Special School coordinated an in-country training for two weeks with AusAID for 20 teachers from all special schools in Suva.
4 teachers are currently on four years study leave overseas on Fijian Affairs Board Scholarship, studying in-depth learning in the area of special education.
- Locally, Special Education is taught to all Lautoka Teachers College pre-service students including ECE students. It is also taught at Fulton College.
- Special Education Team provided input and contributed to the LTCUP project.
- Attended the workshops on Policy Development conducted by FESP and Ministry of Education. A draft policy on staffing for special education was completed by June. This will be part of the staffing policy for the Ministry of Education.

- Submitted the required annual budgetary proposal to the CEO for special education as recommended in the affirmative action plans for special education.
- Visited all schools in Suva, Nausori, Savusavu and Labasa. Met with all Headteachers during the year. Communicated through letters, memorandum and school radio broadcast to Head teachers, School Managers, Divisional Education Officers, District Senior Education Officers.
- Conducted a one week professional development for all special education teachers and staff for Cakaudrove and Macuata including teachers from 15 regular schools in Macuata.
- The project Heaven (Hearing and Visual Enhancement) tested/screened its 200,000th child at the end of 2004. This is the 6th year of its operation.
10% of students have been identified as having some mild loss in hearing and vision. Screening for hearing and vision loss for secondary students began this year.
18 field workers and 4 officers are assisted with \$100,000 provided by the Ministry of Education for 2004. The field workers talk to the teachers as well as to the class about the impact of hearing and vision loss in learning and how to assist students who may not see or hear well in the classroom.
Community screening has also begun in 2004 where the school leavers and adults have been screened. Unfortunately, the project cannot assist with the provision of hearing aid or spectacles for those who require them.
- Attended to correspondence and office visit from the Fiji National Council for Disabled Persons and media; and the LTC graduates awaiting appointments.
- Administered receipt of grants by school managements for the four quarters of 2004. All schools received the budgeted \$375,000.00.
- Attended to JICA and JOCV communications and placement and progress of work.
Receiving schools organised meals and songs to say thank you for the services provided by the JOCV in their respective schools.
In Suva, a 'thank you' party was organised for dynamic and outgoing JICA representative, Mr. Hideki Tomobe. He will be remembered for his great enthusiasm and support for strengthening the area of Special Education in Fiji.
- Communicated appreciation to the respective schools who have taken the initiative to conduct in-country training, in-house training, attachment overseas and attachment received from support donor countries and agencies.
Lautoka Special has close links with a New Zealand group who conducted Audiometry training and fitting and management of hearing aids.
Hilton Special has ties with AusAID in-country program. They conducted training for Spinal Bifida.
USA support group for the Gospel School for the Deaf conducted upskilling course for their teachers. They also built an audiometry room for testing hearing
Rotary Suva Club has provided a facelift to the Early Intervention Centre. It also provided 2 New Zealand expertise at the centre where they provided in-house training for the teachers and parents. Following this, one of the staff and students were provided with Rotary Scholarship for attachment in Auckland New Zealand. This was a very useful training and beneficial to the students and teachers.
Tom Bristow of the Christofel Blinden Mission Foundation (Germany) is attached to the Project Heaven. He is here with the Project for four years. However, he will assist in the Ministry of Education by sharing information with teachers in both regular and special schools.
AusAID assisted through its sports personnel attached to the Fiji Sports Council. All schools in Suva accessed the Sports City as the children enjoyed sports especially the sitting volleyball. The teachers also shared and gained a lot of knowledge and skills.
- Continue to provide education outreach through the radio. Also conducted awareness with the Methodist circuit in Kinoya, Catholic Parish in Labasa, and form 6 students at St. Joseph Secondary School in Suva. The key topics being: **Prenatal Development and Factors that**

can Affect Normal Development and Overview of Special Education Development in Fiji.

- Mr Setareki Macanawai from the Fiji School for the Blind was seconded as the Director for the Fiji National Council for Disabled Persons. This is an achievement for all advocates for persons with disabilities given that Mr. Macanawai is totally blind.
Ms Sovaia Coalala, another very capable young lady with total visual impairment graduated with Bachelor of Education at USP. She gained top position in the class for a few subjects at USP.

TABLE18: CLASSIFICATION OF DISABLED CHILDREN BY RACE IN SPECIAL EDUCATION SCHOOLS, 2004

REG	SPECIAL SCHOOLS	FIJIAN	INDIAN	OTHERS	TOTAL
3076	Ba School for Special Education	13	31	-	44
2389	Fiji School for the Blind	30	25	4	59
2366	Hilton Special School	68	27	6	101
1678	Labasa School for Handicapped	35	43	-	78
3047	Lautoka Sunshine School	53	39	3	96
3043	Lautoka School for Special Education	21	19	4	44
9138	Levuka School for Handicapped	9	1	1	11
9661	Nadi Center for Special Education	58	66	2	130
9748	Nasavusavu Handicapped School	40	3	1	44
9832	Nausori Special Education School	9	0	25	34
9061	Ra Society School for Disabled	49	4	-	53
1733	Sigatoka School for Special Education	31	8	1	40
2381	Suva Intellectually H/C School	44	71	10	125
2397	The Early Intervention Centre	42	24	3	69
9056	Veilomani Rehabilitation Workshop	5	31	-	36
9585	Vocational Training Centre – Suva	26	48	8	82
9948	Gospel School for Deaf	14	4	9	27
TOTAL		576	420	51	1048

SECONDARY SECTION

FUNCTIONS

The main function of the Secondary Section is to ensure that children receive quality secondary education by providing appropriate staffing and resources to enable schools to operate effectively and efficiently.

The major objectives of the Section are to:

- Enable children of secondary school age receive a balanced program of education that will allow their development as individuals in a changing environment;
- Ensure secondary school aged children have access to secondary education;
- Enable students to receive good quality secondary education by resourcing schools with qualified teachers and appropriate teaching materials;
- Encourage a greater sense of national identity, self-reliance and pride as Fiji Islanders;
- Develop students as human resources in gainful employment when they leave secondary schools;
- Prepare students for further education and training in tertiary institutions; and
- Implement specific government affirmative action programmes.

ACHIEVEMENTS

SCHOOLS

- There were 160 secondary schools in the year 2004, an increase of three from the previous year. The breakdown by level is as follows:

Junior Secondary School [Forms 1–4 or Forms 3-4]	-	21
Secondary Schools [Forms 1-6 or Forms 3-6]		67
Secondary Schools [Forms 1-7 or Forms 3/5-7]		70
International School & Ratu Mara College [Vocational]		2
- 92% of Secondary schools are owned and operated by committee and only 8% are run by Government

Government schools	12
Junior Secondary	21
Non-Government	117
Independent	10
- The classification of schools according to the Job Evaluation Review resulted in seven grades with the following classification details:

TABLE 19: CLASSIFICATION OF SECONDARY SCHOOLS BY GRADES

GRADE	NO. OF TEACHERS	NO. OF PUPILS	NO. OF BOARDERS	NO. OF SCHOOLS
ED1D	40	941+	300+	17
ED1C	34	721-940		21
ED1A	26	521-720	200-499	22
ED2D	22	391-520	100-199	25
ED2B	17	271-390		23
ED3C	12	181-270	10-99	33
ED4C	<12	10-180		17
Independent				2
TOTAL				160

- Eleven schools have yet to be granted established Principal's posts in accordance with the above classification.
- More than half of the secondary schools are grant-aided schools and they operate under the grant-in-aid regulations of the Ministry of Education.
- One hundred and forty-five [92%] secondary schools are committee owned and operated while only twelve [8%] are managed by government.
- There are 38 rural secondary schools and most have rolls below 250 pupils.
- 3 additional junior secondary schools were approved for establishment - Ratu Luke Memorial Junior Secondary School in Bua, Ratu Sauvoli Junior Secondary School in Rewa and Veivatuloa Junior Secondary in Namosi. While no new secondary school was established, expansion was in terms of additional streams, particularly at the Forms 3, 5 and 7 levels. Four [4] additional schools were approved to establish Form 7 in 2004.

TEACHERS ESTABLISHMENT

- There were 3955 approved teaching positions in secondary schools in 2004. The details are shown in the Table below:

SCHOOL TYPE	NUMBER OF APPROVED TEACHERS
-------------	-----------------------------

Government	503
Junior Sec	250
Non-government	2039
TOTAL	2792
GIA Teachers	1163
GRAND TOTAL	3955

- While the over-establishments of civil servant teaching positions last year, 200 more positions were approved in the 2005 Budget.
- More teaching positions are required due to introduction of Compulsory Education and establishment of new Junior Secondary Schools in order to regularise the issue.
- Four Junior Secondary schools [Ahmadiyya Muslim Voloca, Makoi, Kalabu and Navuso] have been staffed with teachers but with no provisions for teaching positions. Some qualified teachers were not placed in schools due to insufficient teaching positions.
- Some Junior Secondary schools have been upgraded to Form 5 and 6 and some high schools have been up-graded to Form 7 as well but with no provision of teaching positions
- The Secondary Teacher training course [STTC] was not conducted due to financial constraints and lack of ethnic quota of applicants.

STUDENTS

A total of 68,774 students were admitted in secondary schools in Forms 1 to 7. A total of 7,007 students attended as boarders in 57 boarding schools.

GRANTS

Schools continued to be assisted during the year through various grants administered by the Secondary Section.

Tuition Fee Free [F1 – F5]	\$6,985,537.73
F6 Remission [Tuition & Hostel]	\$ 26,740.00
F7 Remission [Tuition & Hostel]	\$ 628,428.00
F7 Scholarships [300 students]	\$ 123,285.00
TOTAL	\$8,263,990.73

Per Capita:	
Junior Secondary Schools	\$ 46,482
Day Scholars	\$516,822
Boarders for 133 schools	\$ 55,500
TOTAL	\$618,804

- 47,471 students from Forms 1 to 5 were assisted through Tuition Free Fee grant

Breakdown of Tuition Free Fee Grants:

FORMS	AMOUNT PAID
1	\$274,086.30
2	\$298,983.63
3	\$2,157,470.17
4	\$2,109,999.64
5	\$2,144,997.99
TOTAL	\$6,985,537.73

- There are 140 schools with grant aided teachers where school committees need to pay 20% of the salary levy. The amount to \$3,108,185.83. The amount was deducted from their grants and many schools with small school rolls ended in debts as grant deducted was not enough to meet the 20% of the teachers' salary. This a recurring problem particularly in disadvantaged schools [rural and island schools].
- Few schools like Rotuma did not receive grants for failing to submit school roll and staffing returns. But other schools did not receive grant for failing to submit the schools audited report. In both cases, reminders have been sent to schools concerned but to no avail.
- Scholarships for Form seven students are awarded on academic merit and 300 students were assisted. The scholarships covered tuition fee, hostel fee and education allowance of \$100 per student.

CAREERS SECTION

FUNCTIONS

The Careers Section provided careers counselling and vocational guidance to students, youths and to all the stakeholders by enriching them in making an informed Careers Choice in the world of work.

The main functions were centred around:

- Organising workshops for the Careers Counsellors/Teachers in conjunction with P.S.C in the Western, Northern and Central Division;
- School Visit to both Primary & Secondary schools;
- Careers Expos in the various districts;
- Printing of Careers resource materials for the reference of the students.
- Community Outreach Programmes;
- Careers Seminars for students in schools;
- Dissemination of careers Information through radio programmes;
- Liaising with local and overseas institutions in regards to scholarships, entry requirements, etc;
- Assistance and participation in the Fiji Public Service Week and Fiji Day Celebration;
- Networking with Private and Public enterprises in regards to job opportunities through industrial visits;
- Careers Counselling; and
- Processing of scholarships as listed below:
Lautoka Teachers College (155 Places)
Lester B. Pearson (1).

ACHIEVEMENTS

COUNSELLING SERVICES

An ongoing counselling service was provided throughout the year. There was a marked increase in the number of clients visiting the Career's office.

SCHOOL VISITS

There was an increase in the number of Careers Advisory visits. A total of 51 primary and secondary schools were visited.

RADIO BROADCAST

A weekly radio broadcast in Hindi Language on different Career topics.

SCHOLARSHIP PROCESSING

This year the Section processed two scholarships:-

- Lautoka Teachers College
Number of applications received 4237
Number called for interview 759
Number awarded the PSC Scholarship 155
- United World College – Canada
Number of applications received 42
Number awarded the scholarship 1 (student from QVS)

CAREERS RESOURCE MATERIALS

- A set of 26 brochures was prepared.
- A set of 6 new posters was prepared
- A detailed Careers Seminar, Careers Expo, Industrial Visit and School Visit report was prepared.
- Careers Resource materials were published in the Kaila Newspaper.

CAREERS EXPOS

A total of 10 expos were organised in the various districts:-

- Ratu Kadavulevu School
- Latter Day Saints
- Giritmit Showcase
- Sangam (SKM) Nadi
- Cuvu College
- Labasa College
- Natabua College
- Marist Brothers High School
- Nasinu Secondary School
- Queen Victoria School

CAREERS WORKSHOP

TABLE 21: SUMMARY OF CAREERS SEMINARS ORGANISED IN DIFFERENT DISTRICTS

DISTRICT	DATES	NO. OF DAYS	VENUE
Central & Eastern Division	17 – 18 June	2	Rishikul College
Macuata/Bua	22 – 23 March	2	Labasa Education Office
Cakaudrove	24 - 25 March	2	Savusavu Education Office
Western (Ba, Tavua & Ra)	14 - 15 April	2	Tavua College
Western (Sigatoka, Nadi & Lautoka)	18 – 19 May	2	Nadi College

COMMUNITY PROGRAMMES

- A total of 49 Outreach Programmes were conducted in the various districts.
- Careers Section took part in both in Public Service Week and Fiji Day celebrations. A very good response was received from all the stakeholders.

INDUSTRIAL VISITS

A total of 12 industries were visited in order to gain first hand information from the employers. Letters requesting for Industrial Visits was sent to 89 organisations. There was an increase in the visitation compared to last year.

CURRICULUM DEVELOPMENT UNIT

FUNCTIONS

The main functions of the Curriculum Development Unit were to provide, facilitate and promote quality in the curriculum and excellence in the teaching and learning of all the subjects offered at the primary school level [Classes 1 – 8] and secondary school level [Forms 1 – 7] and to ensure quality and relevant education for all the children in Fiji.

The specific functions carried out during the year were:

- The development and evaluation of the school curriculum for class 1 to Form 7;
- The mounting of in-service course for teachers, upgrading them on curriculum content and teaching and learning methods;
- The provision of professional assistance to teachers through visits to schools;
- The assistance provided in the preparation of classrooms, national assessment and examination work.

ACHIEVEMENTS

CURRICULUM WORK

[A] Primary

- Completed typing Rotuman Class 4 Pupils Book.
- Reviewed Lessons 1 to 10 from Fiji Urdu Reader Book 1.
- Prepared materials for Social Studies Writers' Workshop.
- Edited Unit 1 of Class 6 Social Studies materials.
- Vetted the following Fijian Books:
 - **Isa ko Viti sa na Vakaevei** by I Sigadrodoro.
 - **Na Qito Levu mai Toga Matanisiga** by M Yaya.
- Completed Class 8/Form 2 Art & Craft Teachers' Guide.
- Compiled draft Prescription for Class 5 Elementary Science.
- Finalised Units 3 – 6 for the revised Class 4 Pupils Maths Book.
- Units 3 - 4 for the revised Class 4 Pupils Maths Book vetted and ready for trialling in schools.
- Completed first draft of Teachers' Guide for all units of the revised Class 4 Maths Book.
- Completed first draft of the revised Class 5 Maths Pupils Book and Teachers' Guide.
- Worked on Hindi Culture Book for Classes 7 and 8.
- Vetted Class 7 Consumer Education Prescription.
- Completed mapping of whole primary curricula.

[B] Secondary Work

- Revising the Social Studies Curriculum Framework to align it for outcomes-based focus.
- English FSLC and FSF Workgroup Review Committee has begun work.
- USP & Corpus Christi lecturers involved.
- Urdu literature notes on characters for forms 5 & 6 text – 'Guldasta e Urdu was prepared.
- Curriculum Mapping Exercise completed by each department.
- SEO [Economics] completed draft of Prescription.
- SEO [Economics] completed vetting of Consumer Law Book.
- SEO [Biology] and SEO [English] visited Suva Adventist High School to observe the good work done by the Principal and Vice-Principal who did their own FSLC Approval using CDU's forms.
- PEO [Sec. Curr.] & IA Officers completed the First District moderation sessions.

- Rest of FJC – 2 Forms for 2003 submitted to the Examination Office [included were all of Fijian].

IN-SERVICE COURSES

- Workshops were conducted for secondary teachers in the following areas:
 - HOD Languages in Suva and Labasa Education Office
 - Basic Science Workshops for Cakaudrove, Macuata & Bua for Class 7 teachers.
 - Chemical Management & Safety in School Labs with Environment Ministry.
- Writers Workshops were organised in the following areas:
 - Primary Urdu Writers;
 - Social Studies Writers;
 - Art & Craft Workgroup;
 - Hindi Writers.
- workshops on 'Fiji's National Heritage' or 'Noda Veika Bula' in Central, Eastern and Western Divisions. SEO
- workshops for HOD' Languages in the Central Division.
- Fijian conducted workshop for teachers of Draiba Fijian School
- Chemistry attended Chemical Profile workshop [17/8/04].
- SEO Accounting attended workshop on Capacity Building for Civil Societies Competition & Consumer Interest.
- Members of the PEMAC Department conducted several workshops for stakeholders for the PEMAC Policy document.
- EO Family Life conducted a 4-day workshop on **Life at the Crossroads**.

SCHOOL VISITS

Advisory visits were made to primary and secondary schools:

EXAMINATION WORK

- Marking and check-marking of 2004 FIE and FEYE papers completed.
- Submitted names of markers for FJC, FSLCE and FSFE.
- A First District Moderations were completed for all the districts.
- Officers moderated examination papers in their subjects.
- PEO Secondary Curriculum attended CEO's Final Vetting committee meeting.

SPECIAL PROJECTS

BEMTUP

- Liased with District SEOs on BEMTUP participants' work.
- Organised workshop dates and venues.
- Corresponded with Head Teachers and participants.
- Completed two sets of workshops for Cycle 8 participants.
- Visited Cycle 7 & 8 participants in their schools.
- Participants' assignments marked and returned to them.
- Completed database for Cycles 7 & 8 teachers.
- Prepared the newsletter **BEMTUP Bytes** and sent to schools.

FESP

- Visited pilot schools in Cakaudrove, Bua and Macuata.

- Conducted a workshop for Class 7 teachers of pilot schools in Cakaudrove, Bua and Macuata.

ENVIRONMENTAL EDUCATION

- Conducted River Care workshop in Rakiraki, for Rakiraki and Tavua schools.

OTHERS

- Purchased school stationery and presented them to Nabau District School on 25 May.
- Presented a CDU Curriculum Update to the Catholic Teachers AGM.
- Conducted a CAPS programme for the Malahaha community in Rotuma.
- Worked with UNICEF in **No More Master Slack** workshop in schools.
- Part of workshop at Exams office to write questions for Classes 4 and 6 Literacy and Numeracy tests.
- Marking of essays for British High Commission done by SEO [English].
- SEO English and other officers were judges for the Oratory Contest organized by Sai Baba's Organisation at MBHS.
- SEO English attended a 4-day Fiji Media Workshop.
- Requests for ERC Resources were attended to by all the Officers.
- Quality Circle Meetings attended to by each Officer in the various groups.
- Information is currently being collected for CDU Web Page by SEO Chemistry.
- Senior Officers reply to HOD reports for each Term.
- SEO Accounting helped in the running of Trade Standards National Essay Competition with the Ministry of Trade & Commerce.
- SEO Fijian conducted Oral Test in Fijian to 2nd Secretary Indian High Commission.
- SEO Geography delivered a lecture at FIT for students. She was also CDU's rep for UNESCO Day & CDU's rep to Peace Corps.
- EO Music composed the Fiji Week theme song **Together One Nation**.
- Officers took part in CAPS during school visits.
- PEO Secondary attended CSB meeting.
- PEO Secondary Curriculum is the coordinator of Task Group for the Coordinating Committee for Children [CCC].
- PEO Secondary Curriculum took part in the assessment and approval of Noco Junior Secondary School site.
- PEO Secondary Curriculum attended Fijian Trust Funds meeting.
- PEO Secondary Curriculum attended briefing for SDA Youth Camp planned for 4 December to 5 January
- PEO Secondary Curriculum attended copyright meeting at Government Supplies.
- PEO Secondary Curriculum attended meeting with CEO Fiji Times and DS [P] where 'KAILA' was conditionally approved.

EXAMINATIONS

FUNCTIONS

The Examinations and Assessment Unit (EAU) is responsible for coordinating the conduct and general administration of five national examinations and ensuring the timely release of examination results and certificates. The 5 examinations are the Fiji Intermediate, Fiji Eighth Year, Fiji Junior, Fiji School Leaving and Fiji Seventh Form Examinations. The EAU also conducts, in collaboration with AUSAID's Fiji Education Sector Program (FESP), the new Fiji Literacy and Numeracy Assessment (FILNA) which was trialled at classes 4 and 6 in 30 primary schools in 2004.

CANDIDATURE

The following table shows the candidature and number of centres in the years 2003 and 2004.

TABLE 22: CANDIDATURE AND NUMBER OF CENTRES FOR THE NATIONAL EXAMINATIONS FOR 2003 & 2004

EXAMINATION	CANDIDATURE		NO. OF CENTRES	
	2003	2004	2003	2004
Fiji Intermediate (Class 6)	15778	15551	651	657
Fiji Eighth Year (Class 8)	15719	16681	664	664
Fiji Junior Certificate {Normal} (Form 4)	14636	9632	153	121
Fiji Junior Certificate {Pilot} (Form 4)	--	4568	--	47
Fiji School Leaving Certificate (Form 6)	12444	12932	137	140
Fiji Seventh Form Examination (Form 7)	4315	4398	69	72

ACHIEVEMENTS

- The 5 national examinations were conducted and the results released as scheduled.
- All examination papers were secured and none was leaked or stolen.
- A new literacy and numeracy assessment test (FILNA) for classes 4 and 6 was constructed, trialled and piloted in 30 primary schools across the 9 education districts.
- The training of the Unit's personnel by FESP consultants resulted in their being able to employ contemporary procedures to assess, analyse and report student achievement in literacy and numeracy. This meant the provision of relevant software in the Unit's information system.
- With funding assistance through FESP, new computers and printers including a laptop and projector were added to the Unit's network.
- As part of FESP's capacity building program, four professional officers undertook a 2-week study tour in Western Australia to look at standardized testing procedures. This assisted in the establishment of the new FILNA tests for literacy and numeracy.
- With FESP assistance, the Director (Examinations) developed a draft policy for external examinations and assessment. The policy will be finalised in early 2005.
- A new version of the existing processing software for the external examinations was adopted with the relevant training undertaken by the Unit's IT officers.
- The new format of the Fiji Junior Certificate Examination in which internal assessment accounted for 50% of the work to be assessed was successfully implemented and reported on. The results were reported in three pieces of information namely the moderated IA score (raw), the scaled examination score, and the scaled combined IA and examination score.

SCHOOLS BROADCAST UNIT

The Schools Broadcast Unit comes directly under the Curriculum Development Unit. The Unit carries out its work in two areas of responsibility that is Radio Broadcast and Audio Visual Aids.

FUNCTIONS

- To support the Ministry of Education in its Programme of Educational development for students and teachers.
- To supplement and complement Class 1-8 curriculum in various academic subjects through interesting and stimulating radio broadcasts.
- To develop the children's listening capacity and to extend their creativity and imagination by giving children a variety of programmes to listen to.
- To improve the quality of education by resourcing schools with teaching materials – teachers Guides, Pupils Booklets and Radio programmes, which support the prescribed curricular.

- To expose children to spoken English, Hindi and Fijian by presenting them in situational contexts.
- To provide enrichment through new experiences in sound, music, drama, poetry, folklore stories, current affairs and so on.
- To facilitate the dissemination of information within the Ministry of Education.

ACHIEVEMENTS

- Timetable for 2004, Circulars to head teachers and principals and Teachers Guides were parceled and dispatched to all primary and secondary schools.
- 9 programmes of Listen and Learn for class 7 were recorded.
- A new programme called Sing-a-Long was launched. This was a programme for teachers and children. The CDU music advisor was the co-producer of this programme.
- Work began on a new long term series for a Hindi programme for class 8. Workgroup meetings were conducted. 2 programmes were produced and evaluated.
- Another new programme – Making a Difference for Special Education teachers and pre-school teachers has greatly broadened our scope.
- Work began on a Teachers Guide for Elementary Science for class 4. This was sent to CDU for vetting.
- Resource people were contacted for various programmes by producers. People from various organisations contributed to our programmes.
- Tech-Vet officers and officers from CDU continued with their contributions to our programmes.
- Fiji Broadcasting Commission was contacted for technical maintenance and resumption of broadcasts.
- The Unit provided professional and technical assistance to students and lecturers from the Fiji College of Advanced Education, BEMTUP Unit and staff of CDU.
- The Unit's conversational Hindi and Fijian programmes were proving to be very popular at The Fiji College of Advanced Education
- Members attended a 3 day Conference organised by Fiji Institute of Education Officers. The SEO/SBU presented a paper on Distant Education.
- OHS committee met and resolved a number of issues. The main issue was asbestos in the outer walls of the SBU and ERC buildings. A number of meetings were arranged and submissions made to no avail. Even locations were sighted and recommended. Members were taken to Tamavua Health Centre for examination. Books and files were packed, later to be unpacked when we found out that we were not moving.
- Planning of school visits, seeking approval, writing to schools in Nausori , Ba and Rakiraki.
- 17 schools were visited in the outer Nausori area, Vunidawa and Korovou area. 23 schools were visited in the Tavua, Rakiraki and Ba areas.
- Feedback from Schools in the form of letters and verbal comments were received. This also gave us an opportunity to represent our teachers and students from other parts of Fiji in our radio programmes.
- Data collected was analysed, a report was compiled and presented to FBCL. Later on a meeting was arranged between SBU and FBCL to discuss the findings and find ways of improving the services. Producers took note of suggestions given by teachers to improve their programmes.
- Members who were representatives of various National Committees continued to attend these meetings and contributed their best.
- Contributions were made to the Education Gazette.
- The unit was able to exhibit its Teachers Guides, Timetables etc during the Fiji week celebrations at Albert Park and the Multi Purpose Hall.
- Fiji Children's Day was successfully coordinated by SBU.
- An Open Day for SBU was planned but the asbestos issue has put this back.

- Staff development sessions were organised.
- In our budgetary submission, we requested for increases in our operating budget and the creation of a new vote called the Equipment Vote as well as a Publication Vote. This if approved would allow us to purchase much needed equipment and would also enable us to produce brochures, posters and pamphlets.
- Submission were also made to various donor agencies like:
 - UNESCO for the provision of a van and video equipment;
 - European Union on distance education;
 - Chinese government;
 - FESP; and
 - AUSAID and other donors.
- Purchased a video-editing suite, DVD recorder and a photocopier.

BOOK PRODUCTION UNIT

FUNCTION

The main functions of the Book Production Unit were to:

- Plan, print, stock and distribute adequate supplies of textbooks, pupil's workbooks and teachers handbooks and other educational resource materials for the implementation of the school curriculum.
- Print and distribute, for the efficient administration of schools, various forms, cards, folders, registers and other educational materials.
- Print external examination papers.
- Liaise with the Controller of Government Supplies in order to maintain adequate stock of textbooks and assist schools to obtain their requirements.

ACHIEVEMENTS

- The Book Production Unit received 113 printing requisitions from various sections of the Ministry of Education and completed all jobs by the end of December.
- The Unit despatched 1170 school requests to various schools in Fiji.
- Staff professionalism was enhanced through conducting of professional development sessions
- Facilitated the printing of external examination papers from FIE to FSFE 2002 and papers were ready on time.
- The Unit through the Ministry of Education Printing Committee continued to liaise with the Government Printer, the Controller of Government Supplies and schools, to ensure adequate quantities of textbooks and other learning materials were printed and made available.
- Printed a number of forms, circulars and other documents for the various sections of the Ministry of Education.
- Identified the need to upgrade the Education Resource Centre Stores and upgrading process is in progress.
- Identified the need to upgrade printing section via purchase of new machines.
- Enhanced workplace safety through OHS workshops.

TECHNICAL VOCATIONAL EDUCATION & TRAINING

The main responsibility of the Section was to ensure that a quality Technical Vocational Education and Training was provided to all schools and vocational centres and the provision of technical knowledge and training in specialised skills which were necessary for tertiary education and employment opportunities as well as provide a satisfactory lifelong education.

FUNCTIONS

The special functions include:

- The formulation of a TVET Policy components which comprises, TVET in Schools, Private Vocational Schools and Enterprise Education.
- Transfers and Appointments of teachers.
- The development of the curriculum at specific levels mainly focusing on the revision of the 6 subjects that were offered for Compulsory Education and the 8 subjects offered at Fiji School Certificate level.
- The introduction and monitoring of Enterprise Education in 30 primary schools in the Western Division.
- The supervision and monitoring of the 9 FESP - assisted Vocational schools in the conduct of the specific programs.
- Provision of Advisory services to all schools offering TVET subjects and moderation of practical work for internal assessment, as components for all the 3 major external examinations .
- Conduct of professional training and staff development to all TVET teachers and officers at headquarters.
- The preparation, moderation and review of all TVET examinable subjects and assisting the Examination Section in their related tasks and activities.
- The conduct of market research, purchase and distribution of equipment and tools to selected schools.
- The Updating of the Ministry of Education Website.
- The management of grants for the improvement of TVET facilities in schools to ensure the effective implementation of its programs.

ACHIEVEMENTS

POLICY DEVELOPMENT

- The preparation and completion of the draft TVET Policy Document which covers the 3 major areas of TVET namely:
 - TVET Section,
 - Private Vocational Education and
 - Enterprise Education
- The Nutrition Policy is in its final form to be approved.

CURRICULUM

- The review of the prescriptions for the 6 subjects that are part of Compulsory Education and in particular the projects and their assessment documents.
- Questionnaires were sent out to selected schools offering subjects at FSLC level as part of the revision of all 8 subjects that are offered at this level.
- All the 8 FSLCE subjects have gone through the first process of revision with curriculum mapping almost reaching its completion stage
- The preparation of Teachers' Notes for the Vocational Agriculture Program is now completed and is presently on trial.
- Consultation with the School of Beauty based in Nadi on the formulation of a Beauty Therapy curriculum for the vocational program is on going.
- The expansion of a number of curriculum in agriculture such as Mariculture, Horticulture which will add to the diversification of curriculum in schools
- Meetings and initial revision of the Vocational curriculum have taken place regarding the inclusion of Ship Building and Maritime Studies contents as well as the Agriculture related topics in to the existing program. This should be drafted and trialed by the end of 2005

- The Nutrition Handbook for Cooks and the Food Ration Guide Charts were distributed to all Boarding schools.
- Participation of TVET Advisors in the preparation of a primary curriculum to be offered in Lautoka Teacher's College in 2005

SCHOOL VISITS

- All 25 new schools for Compulsory Education were visited and taken through preparation for its national implementation in 2006. In addition those 47 schools that initially trialed this program were visited in our effort to ensure that the Competency Based Assessment's procedures are being adhered to correctly.
- Visits were also carried out to all the 9 districts to facilitate the moderation processes for all the practical components required for each of the three examination levels, the FJCE, FSLCE, and the FSFE.
- 9 selected Vocational schools were regularly visited during the year because of the assistance being given by the FESP. This effort is directed mainly at ensuring that these schools are properly equipped so that the environment is conducive to learning.
- 30 selected primary schools in the Western division which introduced Enterprise Education were regularly visited for advisory and monitoring of the various enterprises that the schools had started. These courses have proved very successful and interesting not only to the schools but to the surrounding communities as well
- 5 Vocational schools offering franchised courses on Catering and General Housekeeping were visited to ensure that the schools met the requirements set by the FIT. These schools are now running their respective programs very well.
- Feasibility studies were carried out on 6 schools mainly in the western division that have expressed their interests to introduce Vocational programs. Provisional approval has been given to all these schools.
- Inspection visits were carried out to at least 5 schools who will be introducing Compulsory Education in 2005.
- A total of 149 boarding schools were visited to provide advice to the managements and the surrounding communities on the need to make improvements on the overall boarding facilities with emphasis on the kitchen, hygiene and sanitation, and the diets of the school children.

TRAINING

- 3 workshops were conducted to about 150 teachers who are involved in the teaching of Compulsory Education at F3-F4 levels.
- A workshop on Safety Security Systems which was funded by FESP was held at FIT Ba for selected teachers in the Vocational program.
- The 5-day workshop on Assessment for Learning, which was sponsored and coordinated by the South Pacific Board of Educational Assessment, was attended by selected senior staff of CDU and TVET.
- TVET also participated in a 2-day workshop on PMS which was held at the Government Training Centre.
- An In-country workshop on E-Learning which was sponsored and conducted by Colombo Plan Staff College was held at the APTECH Institute and was attended by representatives of all sections of the Ministry with a total of 30 participants attending.
- An in-country 5 day workshop on Physical Activity and Non Communicable Diseases, which was organised and conducted by Secretariat of Pacific Community, was held in Nadi and attended by the Principal Education Officer for TVET
- An in country 5 day workshop on Nutrition Policy which was organized and conducted by the Secretariat of Pacific Community was held in Narere and attended by the Principal Education Officer for TVET.
- A total of 5 overseas workshops were attended by officers of TVET.

- Learning for Work Citizenship and Sustainability which was held in Bonn Germany and was attended by the Director (TVET).
- The Pacific TVET (PATVET) meeting was held in Wellington and was attended by the Director TVET.
- TVET also participated in the Study Tour organised by the FESP which Director TVET attended.
- Professional Development of Teachers in Technology Integration which was held in Bangkok, Thailand.
- Culture of Peace which was held by in Singapore.
- Senior Management Institute for TVET which was held in Wellington.
- 3rd Pan Pacific Commonwealth Forum for Distance Education which was held in Dunedin.
- Knowledge Management System for Teaching and Learning which was held in Kolkata, India
- Re-engineering and Business Process and TQM in TET System was held in Korea and attended by a TVET office and the Principal of RKS.
- A 2-day Workshop/ Retreat was provided to TVET Advisors as part of professional development in areas related to the preparation of the Business Plan and the Individual Work Plan which are part of the reform for 2005.
- A 1-day workshop for the vocational teachers in the Suva Nausori/ Tailevu schools was conducted during the first week of the December holidays.
- A mini workshop on Performance Management System was carried out through the assistance of the PMS Team to all the staff of TVET.

OTHER ACHIEVEMENTS

- The incorporation of the Bonn Declaration on TVET for Sustainable Development and using an extract from the declaration to be our TVET logo: **Education Being the Key to Development, TVET is the Master Key”**
- The Western Australian study tour has led to the preparation of a Career Pathway for students.
- Six schools offering the Catering program have started with the FIT franchised courses on Baking and Patisserie Catering and Food Services, and Cooking.
- Two of these schools are also offering General House Keeping.
- A total of 750 vocational students graduated at the end of the year.
- Participation of TVET in the Fiji Days’ Celebrations where 15 schools took part in a very impressive display.
- Participation in the TVET Taskforce in its preparation for the Education Summit in 2005
- In partnership with TPAF, 25 teachers are now taking a Certificate Course on Clothing Production from December to April, 2005 as part of an upskilling program.
- Conducted school nutrition survey in the boarding schools to assess the quality of meals served.
- TVET assisted in the coordination of the 3-day TVET Conference which was held at FIT for all stakeholders including representatives from the schools, various tertiary institutions, private vocational schools as well those from the industries.

GOVERNMENT AND NON-GOVERNMENT MEETINGS

TVET was on numerous occasions represented the Ministry in various meetings with its stakeholders. These included the meetings held in the following organisations:

- FIT Board and Council meetings and Sub-Committee meetings
- TPAF Board and Council meetings and Sub-Committee meetings
- Ministry of Health’s NCD Taskforce and its related Sub Committee meetings

- Fiji College of Agriculture 's Council Meetings
- Ministry of Women's 3 Taskforce Committee meetings
- The National Food and Nutrition Committee meetings
- The University of the South Pacific - School of Humanities

RESEARCH & DEVELOPMENT

FUNCTIONS

The main functions of the Section are as follows:

- Facilitating the process of educational planning through the provision of statistical information.
- Co-ordinating outside educational researchers work and conducting research on issues pertaining to educational development.
- Formulating policy papers based on perceived needs derived through statistical information and researched data.
- Assessing the current needs and projecting the long-term needs of the Ministry for school development and staff.
- Implementing capital projects in schools, monitoring their construction work and producing quarterly progress reports.
- Co-ordinating the implementation of special educational programmes for proper school management and professional upgrading of teachers.
- Processing new school establishment for registration and recognition status.
- Processing payment of premium of school land leases that are on Native lease.
- Developing, collecting, analysing and disseminating educational data.
- Preparing the Annual Report of Ministry of Education.



ACHIEVEMENTS

- 11 schools where land leases were expired, were assisted with a total of \$148,200 for the payment of premium for lease renewals.
- Schools damaged by Cyclone Ami were assisted for rebuilding.
61 schools were granted assistance over \$10,000 [34 schools in Cakaudrove / 27 schools in Macuata].
41 schools [20 schools in Cakaudrove and 21 schools in Macuata] were granted assistance of less than \$10,000.
Only 9 projects in the island schools are still pending and the projects will be completed by the school management.
- Government schools and institutional quarters were upgrading in 2004. The following projects completed in 2004:
 - Adi Cakobau School – Hostel upgrading, Technical Drawing block
 - Bucalevu Secondary – teachers quarters
 - Labasa College – School water system
 - Nasinu Secondary School – Classroom block
 - Queen Victoria School – Toilet block/ school dispensary
 - Ratu Kadavulevu School – School upgrading
 - Vunisea Secondary – Girls Hostel

- Facilities in Non-Government secondary schools were improved through the building grant assistance. 21 schools assisted in 2004
- Criteria for building grant were reviewed in 2004.
- Standard building plans for classrooms, ablution blocks and teachers quarters were completed by 2004. Standard plans were prepared with educational estimation for building grant and other facilities.
- Project proposals on all capital projects (ongoing/new) for 2005 were prepared and submitted in the 1st quarter of 2004.
- Schools were established according to establishment guideline. The following establishments were granted approval in 2004.
 - Early Childhood Centres 15
 - Primary Schools 3
 - Secondary Schools 2
- The FCAE upgrade in 2004 cost \$300,000in. The project continues in 2005.
- 15 senior officers of the Ministry were trained in Corporate Planning in 2004
- 2005 Corporate Plan Completed by December 2004
- Concept paper on Teachers Registration Board was completed in 2004.
- A policy paper on Private Vocational Schools prepared in 2004.
- A policy paper on Ministry of Education Corporate Information System was prepared by end of 2004.
- Research Permit was granted to 10 overseas researchers in 2004.
- Workforce Plan was completed in 2004 and presented to PSC, Ministry of Finance, Education Summit Committee and Education subcommittee
- 40 Primary and 40 secondary schools were given water tanks in 2004
- Upgrading of computers was completed at Research and Development Section.
- Govnet connectivity was completed for Suva, Eastern, Ba/Tavua, and Macuata/Bua Education Offices; as well as the Primary and Secondary Sections.
- Ministry of Education Annual Report 2003 was prepared and tabled in the Parliament in September 2004.

LIBRARY SERVICE OF FIJI

The Library Service of Fiji is changing its approach to the management of information that is provided by libraries. It considers itself as part of the universal Information Superhighway that provides immediate, relevant and beneficial information, practical knowledge and skills through print, non-print, audio-visual and electronic sources.

Its beneficiaries are schools and the community. It is intensely aware of its responsibility to the nation to help promote our national aspiration for an enlightened, gracious and informed people through provision of access to wholesome and life-enriching literature.

It is committed to its supportive role in the Ministry of Education through its creative management of 7 public libraries and through the intelligent resourcing of school libraries.

FUNCTIONS

The main functions of the Library Service of Fiji are:

- To provide library resources to primary schools, secondary schools and to the public libraries in Lautoka, Ba, Tavua, Rakiraki, Nausori, Labasa and Savusavu.
- To promote and support the Ministry of Education's objective to develop students' ability to become self-directed learners.

- To support and promote the drive to achieve optimum and functional literacy among students and adult readers.
- To broaden the learning base and needs of students by creating access to an increasing range of quality reading and library resources.
- To facilitate and enhance the spiritual, cultural, socio-economic, educational and intellectual advancement of all library users through informed selection of library resources, including books, and also through creative awareness programmes in 7 public libraries.
- To contribute pro-actively and imaginatively to the development of reading for enjoyment and for information gathering among students using the resources in their school libraries.
- To support the Fiji national school curriculum through the provision of relevant fiction and non-fiction books.
- To use books to enrich the educational environment of students and to promote their wholesome development.

SCHOOL UNIT

FUNCTION OF THE UNIT

To coordinate the resourcing of all primary and secondary school libraries through the selective provision of library books, reference materials, school library set-ups and workshops for teachers in charge of libraries.

ACHIEVEMENTS OF THE UNIT

- The School Unit, supported with funds from AusAID and the Fiji Government, performed exceedingly well in 2004 assisting a total of 486 schools, that is, 286 more schools than was initially stipulated in the Corporate Plan for 2004.
- The contract of an AusAID Senior Librarian was extended to coordinate the selection, acquisition, processing and distribution of library resources, including library shelves, to 100 rural primary schools in 9 Education districts through an AusAID-funded Library Provisioning Project. This was phase 2 of the project.

Assistance to Schools

- A total of 486 schools were assisted with books and other library resources in 2004, with funding from AusAID and the Fiji Government.
- These AusAID-assisted schools received 305 titles each.
- The Unit coordinated the selection, acquisition, processing and distribution of 30,529 library books to a further 100 primary schools in the Western Division through an on-going primary school library resourcing scheme funded by the Fiji government.
- As part of the flood rehabilitation programme, the Unit purchased and processed 4,200 primary school books to 32 primary schools that were affected by the floods in early April 2004.
- The Unit responded to directives from the CEO by supplying primary school texts to Veiuto Primary School to replace texts lost after a fire razed a classroom block and destroyed all class 5 and 6 textbooks.
- It also coordinated the selection, acquisition, cataloguing, processing and distribution of over 5,000 fiction and non-fiction books to 30 secondary schools under the Secondary School Library Scheme funded by the Fiji Government.
- It coordinated the selection, acquisition, cataloguing and processing of 600 fiction and non-fiction books for 3 new secondary schools namely, Kalabu Secondary School, Navuso Secondary School and Makoi Methodist High School.
- It also purchased and supplied 1,400 secondary fiction and non-fiction books to 7 secondary schools that were also affected by the April floods.

Library Visits

- 24 secondary school libraries were visited by LSF officers during the year.

- 115 primary school libraries were also visited.
-

Schools served by the Mobile Libraries and Book Box

- 38 primary schools in the Northern Division were regularly served during the year.
- A total of 6,500 fiction books were circulated through the mobile library and the Book Box stationed at the Northern Regional Library.
- 54 primary schools in the Western Division were also regularly served during the year.
- A total of 14,974 fiction and non-fiction books were also circulated through the Mobile and Book Box stationed at the Western Regional Library.

Workshops and Teacher Participants

- A total of 10 one-day workshops, funded by AusAID, were conducted in 10 different schools in the Northern, Eastern and Western Divisions between 17 August and 10 November, 2004.
- A total of 142 teacher-librarians from 128 schools attended the workshops.

AusAID Funds in 2004

- In addition to the 100 schools (Phase 2) that were planned for assistance in 2004 through AusAID funding, prudent selection and buying during the year enabled LSF to provide books to schools that requested further assistance. This is a breakdown of this additional assistance.
- 80 schools received 50 titles each, including the schools that were affected by the April flooding.
 - 20 schools received 70 titles each.
 - 20 schools received 50 titles each.
 - 2 schools received 100 titles each.
 - 9 public libraries received 58 titles each.
 - 1 school received 58 titles.
 - 30 schools received 100 titles.

Timeline

The resourcing of primary and secondary school libraries through Fiji Government funding was completed by 31 August, 2004. Phase 2 of the AusAID-funded project continued until December 31st. Some late orders had to be processed in January, 2005.

CENTRAL PROCESSING UNIT

FUNCTION OF THE UNIT

To coordinate the selection, acquisition, processing and distribution of fiction and non-fiction books to 7 public libraries.

ACHIEVEMENTS OF THE UNIT

Selection and Acquisition

- Selected and processed \$27,527.78 worth of very recent, quality books.
- Selected and purchased \$2,472.22 worth of newspapers and magazines.
- All acquisitions were completed by May, 2004.

Accessioning

- Accessioned a total of 2,950 new and donated books.

Cataloguing/Classification

- A total of 3,065 fiction and non-fiction titles, including titles for the Pacific collection, were catalogued and classified for the Western Regional Library, Northern Regional Library,

Rakiraki Branch Library, Tavua Branch Library, Ba Town Council Library, Nausori Town Council Library and Savusavu Branch Library. The breakdown is as follows:

- Savusavu Branch Library, Ba Town Council Library, Rakiraki Branch Library and Nausori Town Council Library received between 150 and 300 assorted titles each.
- Tavua Branch Library received 576 assorted titles.
- Northern Regional Library received 653 assorted titles.
- Western Regional Library received 697 assorted titles.

Listing

- Stock cards and 2 book lists are prepared thrice yearly for public libraries.

Library Visits

- 2 visits to the Rakiraki Branch Library.
- 4 visits to the Tavua Branch Library.
- 2 visits to the Ba Town Council Library.
- 6 visits to the Western Regional Library.
- 1 visit to the Northern Regional Library.
- 1 visit to the Savusavu Branch Library.

Library Re-organisation

- Major re-organisation of the Tavua Branch Library in February due to increased library space.
- Another major re-organisation at the Western Regional Library in April where the entire Pacific and Reference collections were shifted to the annex building.

PUBLIC LIBRARIES

FUNCTION OF PUBLIC LIBRARIES

To link people creatively with information by providing quality fiction and non-fiction books and other publications including official government reports, periodicals and magazines. To operate a rural mobile library service in the Northern and Western Divisions. To increase the number of library users by creating a stimulating and informative library environment.

ACHIEVEMENTS

TABLE 27: CIRCULATION STATISTICS FOR DIFFERENT LIBRARIES FOR 2003 & 2004

PUBLIC LIBRARIES	READER SERVICE				MOBILE				BOOK BOX SCHEME			
	Membership		Loans		Schools served		Loans		Schools served		Loans	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
Western Regional Library	423	15,678	22,362	21,950	39	42	9,434	14974	14	12	2,100	2,050
Northern Regional Library	205	3,164	5,455	5,297	-	38	-	6500	27	38	2,954	3,950
Ba Town Council Library	299	470	9,086	13,631	-	-	-	-	-	-	-	-
Nausori Town Council Library	304	300	38,890	37,038	-	-	-	-	-	-	-	-
Savusavu	240	176	6,690	6,006	-	-	-	-	-	-	-	-

Branch Library													
Tavua Branch Library	899	944	7,315	8,496	-	-	-	-	-	-	-	-	-
Rakiraki Branch Library	50	1,044	19,503	19,468	-	-	-	-	-	-	-	-	-
TOTAL	1571	21776	109,301	111,886	39	80	9,434	21474	41	50	5,054	6,000	

- Public Library Service Statistics 2003 to 2004 indicate a positive response to several public libraries, in terms of an increase in membership.
- A steady increase in the number of students using the mobile libraries and Book Box Scheme.

NATIONAL LIBRARY WEEK

The National Library Week was celebrated in September with the theme **Fiji Families @ the Library**. There were three levels of participation in 2004: the district, the school and individual levels. A national steering committee organized activities and major competitions for each district. All schools were encouraged to organize school-based activities such as oratory, quiz, essay writing, among others. The 9 public libraries organized activities throughout the week and individual students were encouraged to participate.

Lautoka city was the main centre of celebration with a grand student march through the city and an opening ceremony at the St. Thomas Primary School. Suva city and Nausori town were also centres of student marches and opening ceremonies involving the participation of local dignitaries. Other towns organized character parades for primary school students.

The week was a great success in terms of organisation and the number of students and schools that participated.

LAUTOKA TEACHERS COLLEGE

FUNCTIONS

The main function of the Lautoka Teachers College was to provide pre-service training and in-service teacher education and training of primary school teachers in the country. This included:

- Implementation of the Ministry of Education's policies on primary teacher education.
- Ensuring the effective and efficient preparation and training of primary school teachers through teaching, tutoring, counselling and general development support.
- Evaluation of the professional and academic needs of staff for continuous improvement.
- Establishment and maintenance of linkages with various organisations for interchange of ideas and to keep abreast with new developments, community expectations and aspirations.

ACHIEVEMENTS

PROGRAMMES

The college offered a total of three different programmes. They were:

- A two year pre-service Teacher's Certificate in Primary Teaching.
- A one year Teacher's Certificate in Special Education.
- A one year Teacher's Certificate in Early Childhood Education

ROLL

A total of 364 students enrolled at the college in 2005.

The breakdown is as follows:-

TABLE 28: LTC ROLL BY PROGRAMME AND ETHNIC BREAKDOWN

YEAR	FIJIANS	INDIANS	TOTAL
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	M	F	M	F	
Certificate in Primary Teaching					
First Year	56	38	36	25	155
Second Year	59	49	41	35	180
TOTAL	115	87	77	60	335
Early Childhood	1	14	0	10	25
GRAND TOTAL	116	107	77	70	364

ENTRY QUALIFICATIONS

Cabinet has also approved the new entry requirement for these courses which are as follows: For the primary programme, a student will have passed Form 7 with at least 50% in each of English and Mathematics or an alternative that is equivalent.

Equivalents include USP's foundation studies programme where passes must be at B level or better or passes in at least four 100 level courses from USP together with evidence of attaining at least 50% in each of English and Mathematics at Form 7 level.

For the Advanced Certificate in ECE the current requirements which are a Pass in Form 6 and 3 years of pre-school teaching experience will remain. However, the following entry options are added which are:

- an equivalent or higher examination to Form 6 or
- the USP Pacific Pre-School Certificate at a B+ average or better.

ACCREDITATION

Both the Diploma of Primary and the Advanced Certificate in Early Childhood have undergone an accreditation process. These programmes have been endorsed as having satisfied specific requirements prior to its implementation. Professor Bob Mayenn, the Dean of Faculty of Education at Charles Stuart University headed the committee for the Diploma Programme while Dr. Akanisi Kedrayate Tabualevu who is the Head of School of Education & Psychology at USP chaired the ECE Accreditation Committee.

PRACTICUM

The duration for practicum has been increased from 12 to 15 weeks in the Diploma Programme while for the Advanced Certificate in ECE, it will be for a total of 6 weeks. A practicum handbook has been developed with Mr. John Short, the practicum adviser which provides guidance and direction for the implementations of all the practicums that will be offered in a year. These practicums involved extensive consultations with stakeholders.

Some 200 associate teachers and Head teachers have attended workshops to familiarise themselves with the tasks and the competencies they will need to assess the students in each round of teaching practice.

ENRICHMENT PROGRAMME

The Enrichment Programme is being developed as an integral part of the Diploma in Teaching which is designed for the enhancement of students' skills of teaching, living and contributing towards the development of the community in which they serve. The type of activities the students will be involved in fall into five categories which are:-

Sports – playing, coaching or refereeing
 Leisure or Hobby activities
 Cultural or religious activities

Leadership and Survival Skills
Student initiated activities.

These activities are either compulsory or student initiated. Compulsory activities include First Aid, Rural Home Stay, Leadership and Survival Skills while student selected activities constitute hobbies, sports, cultural and religious activities. The college is receiving a lot of support from cultural, sporting, service organisations and the Ministry of Youth & Sport in the development and design of the programme.

STAFF DEVELOPMENT

- The Professional Development Committee plans and approves specific training needs to support overall LTC development. These plans are evaluated regularly to ensure that the training align with the college requirements and needs.
- Activities included computer awareness training for all staff, on the job training in academic research techniques, formal training in supervision and assessment to support students on practicum.
- Seminars and workshops were conducted for the staff on a regular basis both by the consultants, staff of the college and the LTC Upgrade Team Leader.
- 29 Academic and 4 support staff have undertaken or are undertaking various tertiary award programmes funded by the project. 19 of the staff were enrolled in the USP's Graduate Certificate in Tertiary Teaching and will complete the programme by June 2005.

BEd PRIMARY

Six staff have already attended workshops at USP to prepare them as tutors for the BEd primary programme. Apart from training USP has also provided computers for use by staff and sponsored two lecturers for post graduate courses.

JICA

JICA which is the aid arm of the Japanese government has posted a senior volunteer to the college from November. She is Yuko Matsumoto and she will provided assistance to the college for two years in the area of Special Education.

LTC UPGRADE PROJECT

Cabinet has approved the introduction of a two-year Diploma of Education as well as the Advanced Certificate in Early Childhood from the beginning of 2005 to replace the two existing certificate programmes. The upgraded programmes differ from the current programmes in that they will be student centred where all graduates will have to demonstrate prior to graduation that they can teach children with a wide range of abilities and in a single or multigrade classrooms including remote rural schools.

EU BUILDING INFRASTRUCTURE

The EU funded 8 million dollar project is presently in progress and by the first quarter of next year it is expected that most of the buildings would be ready for occupation. A total of six buildings are presently being constructed by J.S Hill and Associates which includes a lecture theatre, a classroom block with specialist teaching facilities, a library and three accommodation blocks. In addition, the old library is being converted into two computer labs. The Dinning Hall is also being extended to seat a total of 400 students at any one time. Additional laundry facilities including space for dry stores and proper offices for kitchen staff have also been included.

GRADUATION

The Chief Guest at the College graduation was Mrs. Alumita Taganesia, the Chief Executive Officer for Education.

174 students graduated with certificate in primary teaching while 24 graduated as ECE teachers.

OTHER ACHIEVEMENTS

Among the major milestones achieved this year are:

- The establishment of various Committee headed by Heads of Schools who are responsible for the identification, co-ordination, ordering and management of equipment, library resources, computing, enrichment programmes, professional practice programmes and student administrative system.
- Development of strategic plan 2005-2007
- Choice of a software programme for the library.
- Budget submission to Ministry of Education for 2005 with forward estimates to 2008.
- Preparation of Readers, Students' Guide and other materials for implementation of 2005 Semester 1 courses.
- Preparation of a professional practice handbook.
- Staff and student evaluations of semester 2 courses were trialled.
- Procurement of resources for the library.
- A framework for ECE guidelines was developed by LTC, CDU and FECA to be used in all kindergartens in Fiji.
- Evaluation of tenders for the supply of computers.
- Identification of a student management software programmes and its procurement have been finalised.
- Counselling sessions for students.
- Workshops on drugs and substance abuse, road safety and Aids for students and staff.

FIJI COLLEGE OF ADVANCED EDUCATION

The Fiji College of Advanced Education was established in 1992 to train junior secondary teachers as well as graduates without formal teacher training. For the last 12 years, this institution has been instrumental in preparing teachers for the nation's classrooms.

Since its inception, 12 batches of graduates comprising a total of 1,838 have successfully completed the Diploma in Education programme, in addition a total of 1024 teachers have also completed the Secondary Teacher Training Certificate programmes (STTC).

FUNCTIONS

- To promote the development of the teaching profession through the provision of:
 - Pre-service teacher education for teacher trainees to teach in junior secondary forms (Forms1-4); and
 - In-service education to upgrade graduate secondary teachers without teacher training.
- To assist in implementing Government policies pertaining to the upgrading and training of secondary school teachers.
- To design and implement high quality pre-service and in-service teacher education programmes.
- To provide teachers with the professional attitudes, knowledge and skills necessary to help children achieve their full potential.
- To develop teachers with the commitment necessary to serve effectively in the wider community.
- To liaise closely with the Ministry of Education, University of the South Pacific and other educational institutions on professional matters.

- To evaluate the professional and academic needs of staff for continuous improvement in their professional development.

ORGANISATION OF THE COLLEGE

The College is divided into ten schools comprising Education, Language and Literacy, Commercial Studies, Home Economics, Mathematics and Computing Science, Science, Social Science, Agricultural Science, Industrial Arts and PEMAC (Physical Education, Music and Art & Craft).

PRE-SERVICE

1. TWO YEAR PROGRAMME

The College continues to offer preservice two-year programmes in six major teaching subject combinations:

- English/Social Science
- Mathematics/Basic Science
- Accounting/Economics
- Home Economics
- Physical Education and Music
- Physical Education and Art and Craft

2. ONE YEAR PROGRAMME

The College also offers a one-year Diploma programme for prospective teachers of Industrial Arts and Agricultural Science.

IN-SERVICE SECONDARY TEACHER EDUCATION

The STTC programme is aimed at increasing the number of qualified senior teachers (teaching Forms 5 to 7) in secondary schools, through provision of inservice programmes for graduate teachers who have no formal teacher education. This program was offered in November, 1990 with the Government of Australia (GOA) assistance. The inservice programme is a component of the college responsibility since 1992. .

SUPPORT ENRICHMENT COURSES

In addition to the academic subjects the College also offers students a wide range of support enrichment courses.

Support courses are designed to enable students to acquire knowledge, skills and attitudes which will enhance their performance in communication, Computing and Pacific Cultures.

The enrichment courses which are Physical Education, Art & Craft and Music Courses the taken by students are for personal development

CULTURE/VALUES EDUCATION

Because this is a teacher training institution, it operates by a strict code of ethics and conduct.

The college offers a compulsory core subject called Culture and Values Education.

In addition, conversational Hindi & Fijian was also introduced to our students in term 3, 2004.

One hour every Wednesday was dedicated to conversational Fijian and Hindi. It is also a core unit and is making a positive contribution in fostering better relationship and understanding between the two major ethnic groups at FCAE and ultimately in the nation.

TEACHING PRACTICE

An important component of teacher training at the College is the short attachment of the trainees to schools for practical training.

Like every year, in 2004 also, all Year 1 and Year 2 students went out for 5 or 7 weeks of teaching practice to schools in the Central, Western and Northern Divisions. A total of 317 students did their teaching practice in 73 secondary schools throughout the country.

Due to budget constraints students could not do their teaching practice in their home areas in the rural settings.

The College is indebted to school Principals and associate teachers for the success of its teaching practice programme.

ACHIEVEMENTS

CROSS CREDITS (USP)

A significant highlight for the College is the cross-credit award of 38 USP courses to FCAE graduates towards a Bachelors programme in the following disciplines:

- 10 courses in English/Social Science;
- 13 courses in Maths and Science;
- 8 courses in Accounting and Economics; and
- 7 courses in Home Economics.

STAFF DEVELOPMENT

- Several staff members were provided opportunities for attending conferences outside Fiji. These opportunities provide professional enrichment and enable our lecturers to bring back experiences to share at the college.
- Mr Maniue Vilsoni represented Fiji and participated in the 9th festival of Pacific Arts in Palau from 22 - 31 July.
- Mrs Rusila Racule and Mrs Mere Nawamea attended the Education International 4th World Congress which was held in Brazil.
- Mr Intaz Shah attended a regional course in soccer and refereeing organised by FIFA

EXTRA CURRICULA ACTIVITIES

- FCEA participated fully in Fiji Week celebration. Every day of the week started with the national anthem and flag raising ceremony. During breaks students took part in cultural activities. The chief guest for the main day of celebrations was Mr Apisalome Tudreu, CEO, Ministry of Reconciliation and Multi-Ethnic Affairs. The Pemac students performed in the multipurpose gym for education day.
- World Teachers Day was celebrated at FCAE. Mrs Susana Tuisawau, Director, Cope was the chief guest and addressed the students on the World Teachers Day theme Quality Teachers for Quality Education.
- During the In the Hall drama Production, Year 2 English and Social Science trainees delighted the College community with production of 2 plays.
- Art and Craft Fair and floral arrangement display was another exhibition by the art specialists
- During the Music Performance Night, Year 2 students entertained the College with the skills they have acquired during the year in terms of singing and drama production.
- Year 2 music students took part in the singing of the theme song for Coca Cola Games in term 1. The Coca Cola games theme song was composed by Mr Aloveti Ratu, the music lecturer at FCAE.
- Pacific studies cultural presentation was a brilliant performance by the first year students. The focus was on the traditional culture.

- Home economics students had their project displays and showed off their skills in homemaking and cooking.
- The agriculture science students continued with their projects which include harvesting honey, nursery management and broiler production.
- Mathematics students and staff did a sterling job in preparing questions and marking for the Fiji national mathematics competitions.
- Industrial arts students have also qualified to handle basic first aid after receiving training from Saint John Brigade.
- The Science Department members attended workshops on OHS regulations on hazardous substances and environment. This knowledge was shared with the students and incorporated in the Science Curriculum.
- Students took part in the Syria carnival in Nausori and certificates were awarded to students and staff for their participation.
- Priyashni Lata, first year Accounting/Economics student, was the winner of divisional and national oratory finals, organised by the National Road Safety Council.

SPORTING EVENTS

- In term 3, the College took part in 2 major sporting activities. First was the combined sports carnival with the Lautoka Teachers College, which has become an annual sporting event for the two Colleges. 320 staff and students went over to Lautoka Teachers College and won 5 of the 12 trophies.
- Secondly, the college took part in the inter-tertiary sports tournament and did exceptionally well.

FUTURE PLANS/DIRECTIONS

- Upgrading Diploma Program
FCAE is now looking at upgrading its Diploma in Education to a Bachelor of Education qualification. This will need much discussion with USP, the Ministry of Education and other stakeholders but FCAE now has qualified and experienced staff to run degree programmes in teacher education.
The program would be implemented in year 2006. First chance would be given to the FCAE graduates who are teaching in the school system to upgrade their qualification to a degree level. The duration of the Bachelor of education program would be for 2 years.
- Semester Mode
At the moment, FCAE has 3 terms in a year and the college is looking forward to a 2 semester mode from 2006.
- Inservice Training
A further future plan is to provide inservice training for secondary school teachers to strengthen their teaching methods for them to become effective teachers.
Upgrading the Agricultural Science and Industrial Arts from one year to two year Diploma program is also being planned for the future.

TABLE 29: FCAE STUDENT ENROLMENT AND PROGRAMME STATISTICS

A. Pre-Service Enrolments (1992 – 2004)

YEAR	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2003	2003	2004
Year1	100	122	131	145	144	178	170	162	174	189	170	157	198
Year2		82	121	104	111	103	147	122	106	103	120	134	121
TOTAL	100	204	252	249	255	281	317	284	280	292	290	291	319

B. FCAE Graduates (1993-2002)

Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	TOTAL
Graduates	81	140	136	135	129	185	172	176	171	152	166	161	1804

C. STTC Enrolments

	Cyc 1	Cyc 2	Cyc 3	Cyc 4	Cyc 5	Cyc 6	Cyc 7	Cyc 8	Cyc 9	Cyc 10	Cyc 11
# Enrolled	52	59	51	62	69	77	333	170	155	107	92
# Graduated	37	40	34	35	42	56	291	165	146	94	

D. Information on FCAE Diplomats for the years 1993-2002*

YEAR	NO. GRADUATED – AS PER SUBJECT MAJORS*								
	M/S	E/S	A/E	I/A	H/E	AG/S	PEMAC	S/ST	A/ENG
1993	31	-	-	-	16	-	-	-	34
1994	27	35	34	13	20	-	-	11	-
1995	27	33	32	13	20	-	-	11	-
1996	34	36	24	13	15	13	-	-	-
1997	29	52	37	14	-	14	-	-	-
1998	35	56	36	20	16	21	-	-	-
1999	38	47	32	18	-	18	19	-	-
2000	30	33	26	20	17	20	30	-	-
2001	30	42	30	20	20	27	20	-	-
2002	28	44	28	23	19	10	-	-	-
2003	26	27	29	27	19	10	28		
2004	27	39	31	22	26	16			
TOTAL	362	442	337	213	188	149	197	22	34

Key

M/S	Maths & Basic Science	H/E	Home Economics
E/S	English & Social Science	A/S	Agricultural Science
A/E	Accounting & Economics	PEMAC	Physical Ed. Music, Art & Craft
I/A	Industrial Arts	S/St	Secretarial Studies
A/Eng	Accounting & English (offered in 1992-93)		

DIVISIONAL EDUCATION OFFICES

CORPORATE GOALS

The main components of policies and strategies in education and training are as follows:

- Ensure the education system is sensitive to the changing needs of the community and the economy.
- Increase access to education especially for the rural and urban poor.
- Provide a balanced programme of both academic and practical courses of Fiji's Youth in a rapidly changing society.

EDUCATION DIVISIONS

1. Central Division

- Νότιοι Εδευχτιον Διστριχτ
- Συθα Εδευχτιον Διστριχτ

2. Eastern Division

- Καδασυ
- Λαυ
- Λομαϊβατι
- Ροτομα

3. Northern Division

- Χακαυδροσε Εδευχτιον Διστριχτ
- Μαχυατα/Βυα Εδευχτιον Διστριχτ

4. Western Division

- Βα/Ταθβα Εδευχτιον Διστριχτ
- Λαυακα/Ραυακα Εδευχτιον Διστριχτ

- Retain the strength inherent in a high level of community participation in the education system while improving efficiency through more effective planning of resource allocation.
- Assess and revise the school curriculum for the changing needs of the nation, drawing to a greater extent on private sector input in determining the range, structure and contents of the curriculum.
- Develop vocational and technical education in response to and to cater for market demand.
- Improve the quality of education by resourcing schools with qualified teachers and teaching materials.
- Increase the participation and performance of Fijian Students.
- Encourage greater understanding of diverse cultures to promote national unity.

FUNCTIONS

The main functions of the Divisional Education Offices are :

- To promote, control and ensure that the policies of the Ministry are implemented at the Divisional level through District Offices.
- To ensure effective and efficient management of institutions within the framework of the provisions of the Education Act.
- To ensure proper staffing of all schools in the Division.
- To work towards improvement in the delivery of quality education in the Division and monitor its progress through supervision, evaluation and professional support.
- To organise workshops, seminars and awareness programs, in an effort to create a conducive school environment where all stakeholders understand their roles and show commitment in achieving the goals of the Ministry.
- To promote social development within the Division by linking with line Ministries and Departments through meetings and discussions.
- To conduct surveys and obtain information on changing community aspirations and needs and accordingly plan and organise for change.

CENTRAL DIVISION

ACHIEVEMENTS

- Policy advice was provided by officers from the Division whenever requested by the Chief Executive Officer and senior staff. Officers from the Division were involved in the development of Ministry of Education Plans for 2005.
- The teaching service was professionally managed with in-service workshops as well as BEMTUP training provided to a large number of teachers. Officers also attended to clusters of schools where professional workshops were conducted. PMS workshops were organised to assist officers in implementing the system (Headteachers and Principals have gone through a series of workshops to ensure that PMS is implemented as per the requirements of the Public Service Reforms).
- A Reconciliation Exercise was also carried out during the year through the Suva and Nausori offices to ascertain exact teacher numbers and their distribution.
- Assistance from donor agencies including Australian Aid through AusAID, Fiji Education Sector Programme (FESP), European Union (FREP) and the foreign governments were closely monitored by district offices to strengthen the provision of education services in the Division. Workshops were conducted by officers detailing EU Guidelines on assistance that will be available to remote, rural and urban disadvantaged schools.
- The Fijian primary and secondary boarding schools in the Division received grants from the Special Projects Unit of the Ministry to enhance teaching and learning process in these isolated schools.

- Grants to non-government schools and revenue collection in government schools were closely monitored by the officers from the Division. Awareness created amongst school managements on the need for audited accounts.
- Davuilevu Methodist Primary School, Navuso Secondary School, Kalabu High School and Makoi Methodist High School were registered and opened for classes in 2004. Construction work has steadily progressed at Noco Secondary School and the school is expected to open some time in 2005. Officers from the Ministry continued to provide assistance and guidance in the implementation of these projects.
- While high teacher/pupil ratio was of concern in the classrooms in the Suva-Nausori corridor, schools in the Division were adequately staffed. Rural schools remain difficult to staff, however, officers of the two Districts were able to deploy adequate staff and resources to these areas.
- Through workshops, seminars and school visits, professional assistance was provided to all stakeholders by officers from the District Office as well as personnel from the Curriculum Advisory Services. The CAPS programme was closely monitored.
- Partnerships with stakeholders were strengthened through workshops, resulting in quick resolution of any disputes. It also helped eliminate conflicts. This harmonisation with school committees and parents groups had been a prominent exercise to improve on the delivery of quality education in the Division.
- To enhance and improve Fijian Education, numerous meetings and forums were organised with Headteachers, School Managements and the Provincial and Tikina/Advisory Councils. Some schools in the Division recorded excellent improvements in external examination results.
- The Division's target has also been to increase awareness on the importance of pre-school education. As a result there has been an increase in the number of pre-school centres registered. Assistance from the FESP has enabled the pre-school teachers and the class one teachers to get special training in handling their students. Thirty (30) schools from the Central Division have gone through this course and all pre-schools in the Division received assistance in the form of teaching aids and equipment.
- All National Examinations were efficiently administered in close liaison with the Examinations office. The FILNA tests, at the class 6 level, were administered for the first time and officers and headteachers were appraised with the characteristics of the new reporting system.
- As part of improving the efficiency and effectiveness of educational management, all officers were briefed on the implementation of the new School Information Management System (SIMS) to collect data from all schools. This system is to be used from 2005.
- Principals, headteachers and managers from various schools were invited to assist in a policy on school management for on-going consultations with consultants from FESP. Work is in progress to print the final manual. Officers were also involved in developing other new policies for the Ministry.

EASTERN DIVISION

ACHIEVEMENTS

- The Early morning prayers is conducted at 8.00 every morning to start our day.
- All schools in Kadavu, Lomaiviti and Rotuma were visited but some of our Lau schools were missed due to shipping difficulties.
- All Eastern schools were adequately staffed.
- Education Officers prepared and submitted reports during their respective Provincial Council Meetings this year. Educational issues raised were attended to with professionalism.
- Some schools awarded with Building Grant and Boarding School Assistance have completed their projects while others have still to submit Completion Certificates.
- Affirmative Action Awareness Programmes have been partially achieved and we hope that this will be completed in 2005 by the Special Project Unit.

- OHS Workshops were conducted in all the provinces except Rotuma in 2004.
- Leadership and Management Workshops for Kadavu, Lau and Lomaiviti have been completed. (Rotuma – 2005).
- School Managements Workshops for Kadavu, Lau and Lomaiviti have been completed (Rotuma – 2005).
- PMS Workshops for Head Teachers, Principals and some Assistant Teachers have been completed for Kadavu, Lau and Lomaiviti. (Rotuma – 2005)
- Education Officers participated in various Human Resource Upgrading Workshops which have improved their work tremendously.
- The Divisional Education Officer participated in Policy Development Workshops as well as in the Corporate Planning Workshops.
- Education Officers submitted monthly reports of their various activities in their respective provinces, as well as their respective office tasks.
- Quarterly Reports were submitted on time.
- Building Grants and Boarding School Assistance Quarterly Reports were submitted within the time-frame given.
- Readjustment of Acting positions – for incumbents to be of the nearest level to vacant post (and not for ED8A to Act ED4C).
- Achievement of Quality Marks in FIEE and FEYE – some schools are now filling in the 350+ column for FIEE and the 450+ column for FEYE.
- Counselling of teachers and mediating in school and community disputes.
- LTC graduates have been posted to schools and are awaiting transportation in 2005.
- Team Eastern has a very hardworking team which has performed well in 2004.

NORTHERN DIVISION

ACHIEVEMENT

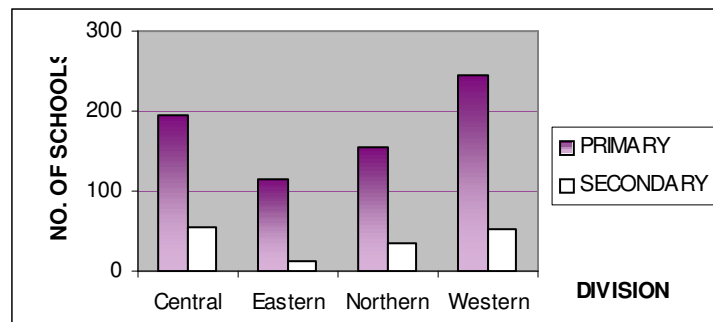
- Visits by most Senior Officers of the Head Office from Suva were made to the Division to provide enforcement, reinforcement, tips and examples of professionalism. Chief Executive Officer – Education, Deputy Secretary Admin/Finance and PEO R/D toured most of the Cyclone Ami Rehab. Schools in Macuata and Cakaudrove schools.
- The Fijian Primary and Secondary boarding schools in the Division received grants from the Special Project Unit of the Ministry of Education.
- Fiji Principals Conference was held in Labasa.
- BEMTUP graduation for 10 graduates – Macuata/Bua and Cakaudrove for Cycle 7 was held in at Labasa Education Conference room on 3rd December, 2004
- Counselling of teachers as well as mediating in school and community disputes was carried out whenever there was a need.
- vi. The Divisional Education Officer Northern, Mr. M. Rafiq was given an opportunity to attend a study tour with other senior officers to the Department of Education and Training of Western Australia.
- The District and Divisional staff attended workshops organized by Headquarters and PSC, officiated at various school functions and participated in DDC, Tikina Council, Provincial Council and Advisory Council meetings.
- The staff visited most of the schools in their respective districts providing supervision and guidance.
- The implementation of PMS workshops. Come 2005 we should be able to continue with the dissemination and transition process.

WESTERN DIVISION

ACHIEVEMENTS

- Planning and organisation throughout the districts were better streamlined with improved efficiency.
- Our REACH OUT programmes to the schools, villages, settlements and all the education stakeholders in the West has improved tremendously.
- Staffing of schools was well taken care of by the District Senior Education Officers.
- The monitoring of school projects despite a lot of constraints in time and mobility was very well conducted by 4 District Offices as well as the Divisional Office.
- There was a marked improvement in the networking of the education stakeholders in the districts as a result of the continuous workshops conducted throughout the Western Division.
- The Divisional Office continued to work with the Commissioner Western in the general development of the Division and the Divisional Education Officer was represented on various council meetings providing relevant information on education policies.
- Networking with other line ministries at divisional and district levels has improved greatly due to improved public relations.

GRAPH 3: DISTRIBUTION OF PRIMARY & SECONDARY SCHOOLS BY DIVISIONS



5. Special Projects

FIJI NATIONAL COMMISSION FOR UNESCO

Fiji became a member of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1983; since then, the Fiji UNESCO National Commission office has been under the Ministry of Education, which also pays the country's annual subscription of about \$F30,000 to the Organization out of the Ministry's annual budget

FUNCTIONS

The Secretariat of the Fiji National Commission for UNESCO continued to function as a unit under the Ministry of Education, with its role to :

- ensure proper co-ordination and consultation between the Commission and other government ministries, institutions and agencies
- follow up and ensure the execution of UNESCO programmes and maintain proper records of the same
- maintain contacts with, and help facilitate UNESCO projects organized and/or funded by UNESCO or sponsoring agencies
- organize in-country workshops/meetings with other ministries, institutions or agencies
- ensure the efficient day-to-day running of the office
- maintain proper records of local or overseas sponsored projects

ACHIEVEMENTS

- logistical arrangements for officers, teachers, students attending UNESCO-funded overseas meetings, conferences, workshops
- securing of funding for officers to attend non-funded meetings, conferences, overseas
- participation in local committees such as Levuka Heritage and Fiji Children's Day
- TVET Section becoming an Associate UNEVOC Centre
- acquisition of Participation Programme funding for 3 projects totaling over \$US50,000.00 which are currently being implemented
- promotion of FEMLINK rural women's radio programme and acquisition of its equipment duty free
- Fiji's membership of UNESCO Mobile Training Team programme
- facilitated Fiji delegate's attendance at IPDC meetings in Paris
- acquisition of 'Media Education in the Pacific' books for schools
- promotion of, and seeking funding for UNESCO Week
- preparation of speeches and messages
- identified and facilitated applications for overseas UNESCO fellowships
- dissemination and follow up on UNESCO publications
- liaison/follow up work with co-ordinators of ASP and other UNESCO initiatives

NATIONAL SUBSTANCE ABUSE ADVISORY COUNCIL (NSAAC)

The National Substance Abuse Advisory Council (NSAAC) is a statutory body that was established in 1999 to work under the Ministry of Education for the first three years after its establishment.

PRIMARY OBJECTIVE

Cabinet agreed that the primary objective of NSAAC should be promotion of health and the minimization of harm associated with the abuse and misuse of alcohol and other substances for students in schools and the community as well.

FUNCTIONS

In summary, NSAAC's core functions as stated in the NSAAC Act, 1998, are:

- To facilitate research activities into substance abuse issues in Fiji;
- To disseminate useful information on substance abuse and the related health, social and economic issues to government agencies and ministries, NGOs, business sector, civil society, grass-roots organizations, youth groups, schools, workplaces, churches and the community at large;
- To conduct awareness programmes to the public or to any class of persons who may be at special risk in respect of substance abuse and related problems;
- To facilitate the treatment and rehabilitation of persons adversely affected by substance abuse;
- To write reports and make appropriate recommendations to Cabinet, the Attorney-General's Office, ministries, agencies and authorities in the fields of health, education, social welfare, and industry, and any other public or private body, association or persons;
- To coordinate the national anti-drug and substance abuse action plan;
- To mobilise the entire population of this country to reduce the use and abuse of drugs and substances in Fiji.

ACHIEVEMENTS

- Attended two workshops on Policy Development conducted by FESP Policy Consultant in April and June, 2004 and a 'draft' Policy in Drugs and Substance Abuse in Schools has been prepared.
- Made a submission to the Parliamentary Sector Committee on Social Services of Parliament on the Illicit Drug Control Bill, 2004.
- Provided advice to the CEO Education on the Proposal made by the Salvation Army regarding the establishment of a Treatment Referral Centre in Nausori.
- Conducted research on reported cases of Drugs and Substance Abuse reported by Principals of 159 Secondary Schools contained in school confidential file over a five year period 1999 – 2003. Key priority areas were identified for intervention.
- Conducted field research on Drug and Substance Abuse in 30 Secondary Schools identified from the previous research as having a high number of reported cases. This involved a total student sample of 2147.
- Analysis done and findings submitted to the NSAAC Council Meeting and Senior Staff Meeting of the Ministry of Education.
- Produced and disseminated 76,993 drug education materials such as brochures, charts, posters, fact sheets to 871 schools and the general public.
- An information booklet in Fijian entitled **Waigaga** was further developed by translating and putting together various information that can be used by community leaders such as teachers, church leaders, youth leaders, women leaders and village headmen and Provincial Council representatives.

- Participated in a display of drug education materials during the 'Party in the Park' programme where over 3,000 to 5,000 youths attended.
- Participated in a display of drug education materials during the Fiji Week Celebrations at the FMF Dome where the Hon. Prime Minister was the Chief Guest.
- Dissemination of information through Awareness Programmes conducted in 59 schools in Cakaudrove, Bua and Macuata.
- Presentation by the Director to the NSAAC Council members on research findings on 8th December, 2004 and to the Senior Staff Meeting on 20th December, 2003.
- Presentation by the Director to Nasole Methodist Church on Drugs and HIV Aids on 4th December.
- Network strengthened with schools, Police Drug Unit, Ministry of Health and St Giles Hospital.
- An additional office for our Health Education Officer was made by PWD in December 2004.

FIJI EDUCATION SECTOR PROGRAM (FESP)

The AusAID funds provided to FESP includes a total of \$A10 million in the first three years of operation and a possible extension of \$A10 million for a further two years. It is likely that the program will continue beyond this time. The following information is based on the first 18 months of operation of the program to the end of 2004. At the time of writing, the second Annual Plan for FESP is currently approved and in operation.

GOAL

Assist the Ministry of Education (Fiji) to implement Strategic reforms, thereby improving the delivery and quality of educational services in Fiji, especially to children in disadvantaged and remote communities.

PURPOSE

Enable the Ministry of Education to enhance the quality of education for students in Fiji through the provision of a flexible, responsive support mechanism to assist in improving the planning, management provision and monitoring of educational services.

During June to September 2003 the first Annual Plan of FESP was written and approval was given (by AusAID and Ministry of Education) to commence implementation of the plan in late October 2003. Most activity to this date occurred during 2004, with a very broad range of initiatives and reforms selected by Ministry of Education as their priorities for support from FESP.

FESP is delivered by an Association of ACIL Australia as the Program Manager, with the technical expertise being provided by the Western Australian Department of Education and Training (WADET) and Curtin University of technology (CUT). Most technical advice has come from WADET at this stage of the program. The FESP Advisers work closely with Ministry of Education Counterparts in all areas of activity for the program.

MAJOR COMPONENTS

There are three major components (groups of activities) within FESP:

- Building leadership and management capacity within Ministry of Education ;
- Building planning capacity of Ministry of Education's Research and Development Section; and
- Improving curriculum relevance and flexibility

These components provided the rationale for the selection of key priorities drawn from the Ministry of Education Strategic Plan 2003 – 2005 which is also linked closely to the Fiji Government's National Strategic Development Plan. An extensive consultation process with all stakeholders in the education system and information drawn from the Education Commission Report (2001) has been the basis for the selection of activities (inputs) by FESP.

ACHIEVEMENTS

BUILDING LEADERSHIP AND MANAGEMENT CAPACITY WITHIN MINISTRY OF EDUCATION

- A study program for 20 senior officers of the Ministry embracing contemporary education policy, management and service delivery was successfully conducted. Two study tours, of two weeks duration, were conducted for 2 groups of 10 senior managers to visit Western Australia (WA): an Executive Development Program conducted by Curtin University was included as part of this visit.
- The current Fiji Ministry of Education Corporate Plan (2005) includes priorities based on the adaptation of ideas observed in the WA system.
- Twenty-five senior officers engaged in workshops to develop policy writing skills: there are 4 policies ready for implementation and 20 others in development. A Policy Development Unit is being established in Ministry of Education in 2005.
- Three-day leadership and management workshops were conducted for all Head Teachers and Principals in the Eastern and Western Divisions (93% attendance).
- Seventeen one-day workshops were held for School Managers and SM Committee representatives in the Eastern and Western Divisions (69% attendance).
- A School Management Reference Group drawn from all education stakeholders has made recommendations to Ministry of Education for ongoing publications and policy work in school management.
- Organizational linkages have been established between Principal Associations in WA and Fiji: 2 Head Teachers and 2 Principals attended conferences and visited schools in WA.

BUILDING PLANNING CAPACITY OF MINISTRY OF EDUCATION'S RESEARCH AND DEVELOPMENT SECTION

- Review, consultative and strategic planning practices were modelled through workshops for Ministry of Education officers: Ministry of Education officers provided the lead in the development of Ministry of Education 2004 Corporate and Business Plans.
- FESP provided direct funding and technical assistance to the operation and development of the Education Summit during 2004.
- Development of a Corporate Information System, incorporating the current Ministry of Education database, was undertaken: Performance Indicators have been developed to provide system and national reporting.
- Major procurement program (\$F200,000) undertaken to provide IT hardware and software to several Ministry of Education Sections and all Divisional/District Offices (completed in 2005).
- Development of a draft Workforce Plan for Ministry of Education and a proposed staffing formula for the more equitable staffing of schools.

IMPROVING CURRICULUM RELEVANCE AND FLEXIBILITY

- Piloting of primary science materials and a Key Learning Outcomes approach to curriculum: demonstration of student gains through this work.
- Development of successful literacy and numeracy assessments and reports (Fiji Literacy and Numeracy Assessment – FILNA) and their successful trialling in pilot schools.
- Development of an Enterprise Education approach trialled in 20 pilot primary schools: successful enterprises presented at an Enterprise Education Expo in Lautoka.
- Upgrading of courses in nine Vocational Centres spread across all Divisions in Fiji: supported the introduction of FIT franchise courses in seven of these Centres: procurement support program of \$F250,000.

- Professional development program provided for Kindergarten and Class One teachers on early language strategies: first Phase completed: Phase Two in 2005 involves these teachers in the pilot schools training their parents and communities in the use of the early language strategies in the home and community.
- Arrangements made for 12 Western Australian teachers to provide inputs to Fiji on issues of common interest to both education systems: funding from ACIL and WA Department of Education.

OTHER ACHIEVEMENTS

There are also other achievements that are not necessarily attributable to specific projects but are a feature of FESP. This includes the high level of consultation with the range of education stakeholders that is now a feature of all combined Ministry of Education /FESP activities. FESP Advisers have also assisted Ministry of Education with many materials, policies and processes to help inform the development of similar formats in Fiji e.g. Teacher Registration Board, Early Childhood and Special Education curricula, Chaplains' Service Agreements, Indices of Educational Disadvantage. These benefits and others have emerged from the partnership that has developed between the two educational systems.

ADVANCED VOCATION & TRAINING (AVT)

The Advanced Vocational and Training Programme (AVT) is responsible for the provision of life long learning and skills training to enable semi-employed and unemployed citizens of Fiji attain employment and enterprise skills while at the same time ensuring its quality and relevance towards the needs of the country both socially and economically.

FUNCTION

- To formulate a National Vocational Training Policy and Action Plan based on research and studies of coordinative and productive structures, strategies, programmes and models.
- To coordinate, administer and manage specific training programmes for self-employment and income generation.

ACHIEVEMENTS

- Retraining of the 17 Tamavua youth at Koronivia Agricultural Station in piggery farming to ensure sustainability of their piggery businesses.
- Jobs/income generation activity created for 17 Tamavua, Colo-i-Suva youth.
- Successful allocation of weaners, wheat pollard (animal feed) and materials for pig sties. All have got their piggeries up and running.
- Allocation of start up capital for 40 youth from Serua/Namosi who were trained at the Nasau Agriculture Training Centre.
- Pig sties and poultry farms built with 90% running successfully.
- Approval from CEO Education of the draft National Vocational Training Policy Discussion paper. Consultations with stakeholders can now legitimately proceed.
- Conducted consultations with Vocational stakeholders and 8 with industries, vocational training providers, Trade unions, NGOs and parents, 2 with Fiji Islands TVET Association, 1 with Ministry of Education senior managers, 2 with TVET and Research & Development advisors and 1 with Divisional and district Education officers.
- All responses have undergone analysis to determine alignment with Government objectives but paying particular attention to suggestions that are futuristic and promote quality TVET provision, relevant content, sustainability of training providers, partnership between TVET stakeholders, access, equity and inclusion to all potential TVET learners.

PERFORMANCE MANAGEMENT SYSTEM (PMS)

The implementation of PMS in 2004 was announced via PSC Circular No.1/2004 on 15/01/2004. Regulation 26 of the Public Service (General) Regulations 1999 require that the Chief Executive Officer of each Ministry and Department must establish a performance improvement programme for his or her Ministry and department which provides the means to foster a higher performance culture in the Ministry and Department. The Regulation also requires that the programme provide a method of deciding on merit pay and to provide an effective mechanism for managing poor performance.

FUNCTION

Performance management is a management tool for increasing productivity in an organisation. It provides a link between the broadest aims of each Ministry or Department as contained in its Strategic Plan and Corporate Plans, and the efforts of individual staff or employees within the Ministry or department. It involves planning, motivating, developing and supporting employees so that they can more effectively achieve their targeted outputs and objectives and in doing so, contribute towards the corporate objectives of the Ministry of Department.

ACHIEVEMENTS

TRAINING

- The first lot of PMS trainers for the Ministry of Education was trained by PSC on 24 - 25 February 2004. The second lot was trained in Labasa, Savusavu and Taveuni in June 2004 and the third lot was trained in Lautoka in 3 August 2004.
- The second round of training involved Principals and Head Teachers in secondary and primary schools. As at 22/9/04, 27 such PMS Workshops had been conducted for 766 Principals, Head Teachers and SEO's nationwide.

PMS TASKFORCE

The Ministry's PMS Taskforce was established on 14/10/04 and chaired by the Deputy Secretary, Administration & Finance. Included in the Taskforce were the Director, Special Projects Unit (DSPU), A/Director, Administration & Finance (A/DAF), Senior Education Officer Secondary (SEOS), A/Senior Education Officer Primary (A/SEOP) and A/Senior Education Officer Eastern (A/SEOE).

NEW INDIVIDUAL WORK PLAN FORMAT

PSC circulated on 1/11/04 the new format for the Individual Work Plan (IWP) for all officers in the civil service. This new format combines the IWP with the Performance Agreement. IWP has Principals Accountabilities, Objectives/Tasks, Measures/Timing and results columns. The IWP for 2004 was to be signed by March 2005. Training on this new format was conducted in all the four Divisions.

PERFORMANCE ASSESSMENT AND DEVELOPMENT FORM (PADF)

The PADF replaces the Annual Confidential Reports (ACR) for civil servants with effect from 2004. Assessment has two major components: Objectives Assessment, i.e. the ability of an officer to achieve his/her objectives in his/her IWP, and Competency Assessment, i.e. the how of performance.

APPLICATION AND ELIGIBILITY

PSC Circular No. 36/2004 specified the merit payment to be paid under PMS and those officers that were eligible for such payment. Merit payment shall apply to an officer if he/she is confirmed in his/her probationary appointment as at 1st January 2004, and/or an officer that was promoted between 1/1/04 and 31/12/04.

COMPLETION OF IWP'S AND PADF'S

After the initial training of school Heads on the new IWP and PADF forms, much work and effort was put together to complete these critical PMS documents. PADF's, for 2004, from schools were due at HQ on 30/3/05 and PADF's for HQ and District staff were due on 15/4/05. 82% of the PADF's for 2004, for confirmed officers in the Ministry of Education had been received at HQ as at 16/05/05.

ASSESSMENT

PMS is education friendly because all the processes and pillars of PMS are part and parcel of the daily functions of a teacher. Teachers and officers of the Ministry have been engaged with the four pillars of planning, coaching, review and assessment in their daily duties before the implementation of PMS. The major development for them under PMS is documentation.

It is a mechanism or management tool to identify the goals and objectives of the school and provides a link with the broadest aims of the Ministry of Education. It establishes and monitors performance standard which is in line with Government's results-based work culture (Public Service Act 1999)

OCCUPATIONAL HEALTH AND SAFETY (OHS)

The Health and Safety at Work Act (HSAWA) 1996 which is administered by OHS division of the Ministry of Labour came into force on 1 November 1997. The Act applies in full to all schools and clearly identifies the roles, responsibilities and functions of employers, workers, and persons in control of workplaces, manufactures and health and safety inspectors. This is also in line with the Education act as well as the blueprint for education in Fiji called the Education 2020.

FUNCTIONS

- Ensure that all schools are maintained as safe and healthy work places for employees, children, customers and visitors.
- Provides Education and training for teachers and students to safeguard their own personal safety and prevent accidents.
- Identifies the risks/hazards in the workplaces and emphasises the need for consultation with workers in developing OHS policies and programme.
- Facilitates formulation and implementation of safety programmes in schools.
- It enhances and promotes healthy working environments to improve productivity and performance in school.
- Identifies relevant regulations and codes of practice developed for specific hazards.
- Apply OHS Technology Skills.

ACHIEVEMENTS

- A 2-day refresher course for chairpersons and secretaries of OHS committee was conducted by the Ministry of Labour on 8 – 9 September, 2004. 16 officers from the Ministry of Education attended this workshop.
- A 2-day OHS Awareness Workshops Modules I and II was conducted by the Ministry of Labour on 25 – 26 May. 26 officers from the Ministry attended this workshop.

These workshops were aimed at:

A better understanding of the concept of OHS
Understand the responsibilities and function of employers, employees and non-workers required in regards to OHS requirement.
Identification of Hazards and Accident Investigation.
The importance of having a workplace procedure.

6. Conclusion

I wish to express my sincere gratitude to all those who have contributed towards the continued development and enhancement of education in the country throughout the year and have made 2004 meaningful with new initiatives and accomplishments. The Fiji Government, members of non-government organisations, school managements, voluntary groups, overseas governments, parents, teachers, staff of the Ministry of Education and the children of Fiji have all worked together diligently and with unwavering commitment to promote excellence in education.

Alumita Taganesia
Chief Executive Officer
Ministry of Education

7. APPENDICES
