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# **MINISTRY OF EDUCATION**

**Annual Report for the Year 2005**

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# 1. Corporate Profile

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## VISION

Educating the child holistically for a peaceful and prosperous Fiji.

## MISSION

Provide a relevant and responsive education system that allows all students to reach their full potential.

## 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
- Our constitutional rights and responsibilities

## EDUCATIONAL VALUES

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

- Cultural understanding, empathy and tolerance
- Human rights, human dignity and responsibility
- Safety and security for all (but especially the child)
- Civic Pride
- Honesty, fairness and respect for truth and justice
- Integrity
- Environmental sustainability
- Peace and prosperity
- Flexibility
- Life-long learning
- Compassion;
- Sense of family and community
- Faith
- Creativity

## QUALITY CUSTOMER CARE SERVICE

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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.

## PURPOSE & ROLE

### Functions

The Ministry of Education is responsible for the administration and management of education policy and delivery of educational services. It provides the curriculum frameworks, policy guidelines and directions, and qualified teaching personnel, which support all schools in the delivery of quality education for students.

The Ministry is also charged with responsibility for ensuring that standards in education are met government are appropriately directed and expended. The Ministry also maintains cohesive working partnerships with local management authorities of schools and institutions in the provision of school service.

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

- Pre-schools, schools and training centre;
- Students in the years of compulsory schooling and those participating in Forms 5, 6 and 7, including vocational education and training programmes;
- Teaching personnel;
- School management and controlling authorities; and
- Adults in the AVT – Advanced Vocational Training Programme.

The Ministry has corresponding responsibilities for:

- The provision of education related services to the Ministers, Statutory Agencies, Cabinet and Government.
- The provision of programme support for education and training institutions
- The regulation and recognition of education and training providers and accreditation of programme delivery.
- Accounting for resources allocated by government to the Fiji Islands education system.



## OUTCOMES FOR 2005

The Ministry of Education focussed on achieving five broad outcomes and twelve priorities for the year 2005 from the Ministry's 2003-2005 Strategic Plan.

The broad outcomes are:

1. Students acquire a quality education
2. Increase access to quality education
3. Increase Knowledge base for students in key areas of National Development
4. Greater participation by the community in the education process
5. Students who lag behind others in academic performance because of socio-economic status receive a proportionately greater share of educational resources.

## **Major Priorities**

1. Assist students to reach their full potential by providing programs that engage students as active participants in the learning process and develop the skills to become self-directed learners.
2. Extend the compulsory education policy to secondary level in all divisions and districts.
3. Support the implementation of the government's Social Justice Act.
4. Conduct awareness programs with stakeholders and school communities to improve understanding of their roles in the education of their children and encourage their participation in the life of their schools.
5. Introduce extra curricula choices in schools commensurate with the main economic activity of selected areas/districts.
6. Support and encourage all aspects of Information Technology development in schools to ensure students are provided with opportunities to experience and work with new information and communication technologies.

## **Minor Priorities**

1. Strengthen the Examination Section so as to effectively and efficiently carry out its role to improve the quality of assessment, certification procedures and transparency.
2. Support the establishment of the Performance Management System to support positive human resource management and improve services, efficiency and effectiveness.
3. Establish Distance Education Centres in strategic locations to support teaching and learning including professional development for our teachers.
4. Strengthen the Research and Development section to raise its research and planning capacity.
5. Embrace new directions, new ideas, new opportunities and improved methods of operating across all levels of the Ministry's activities.
6. Provide quality education services to the rural areas.

## 2. Education Fiji Highlights

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This Annual Report records the Ministry's activities for the year 2005. 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 2005. Mrs Alumita Taganesia continued as the Chief Executive Officer for Education.

### FOCUS FOR 2005

The 2005 working year was launched with the theme **Education – Our Nation's Building Block**. The following are Key Result Areas (KRAs) for the year and the strategies used target them:

#### 1. Provision of a relevant and responsive curriculum

- Enhance nation building through strengthening teaching of relevant subjects
- Curriculum Advisory Services
- Collaboration for Academic Excellence.

#### 2. Strengthening and promoting community partnership

- Conduct Awareness Workshops

#### 3. Developing and supporting a professional teaching force

- Establish a Teacher Registration Board to enhance the status of teaching
- Increase levels of skills, knowledge and competence in the practice of teaching and administration

#### 4. Promoting quality and excellence in management and administration

- Enhance the capability of MoE in the area of Human Resource and Management
- Enhance the capability of MoE in financial management and system control

#### 5. Establishment of standards, monitoring and accountability

- Review Assessment System
- Enhance the capability of MoE in standards, monitoring and accountability through technical assistance and development of an accountability

#### 6. Targeting resources and support

- Improve on the standards of building and facilities in schools
- Review the Blue-print for Affirmative Action
- Provision of resources in rural areas
- Improving library services
- Upgrade of LTC

#### 7. Development and promotion of sustainable plans, policies and programmes

- Developing strategic and corporate plans based on accurate corporate information, broad consultations and capacity building of relevant staff
- Development of the policy frame work
- Development of sustainability in all FESP activity

#### 8. The exploration and use of technology



- Improve MoE's communication to the community and staff utilizing technology
- Provision of IT hardware to enhance access to information and support and improved business process especially in rural areas

### **9. Increasing educational participation at all levels**

- Provision of additional resources including training to attract and retain more students in schools

## **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 1995 to 1:28 in 2005 for primary education, and declining from 1:20 in 1995 to 1:16 in 2005 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.

### **EFA GOAL**

1. Expand Early Childhood Care and Education
2. Universal Access to Free Primary Education
3. Equitable Access to Life Skills programs
4. Expand Adult Literacy by 50% by 2015
5. Gender Equality
6. Quality of Education

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.

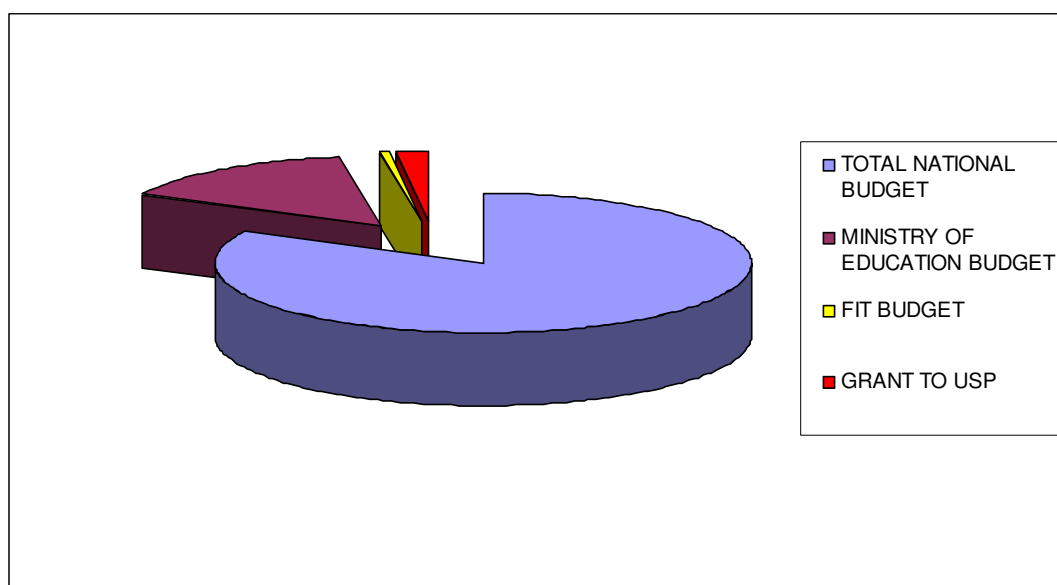
## BUDGET

Government expenditure on education in 2005 amounted to \$239,983,600. This was an increase of 5% compared to the total expenditure in 2004.

**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)
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
2005	\$1,424,484,200	\$260,419,800	\$8,000,000	\$35,010,100	\$303,429,900	21.30

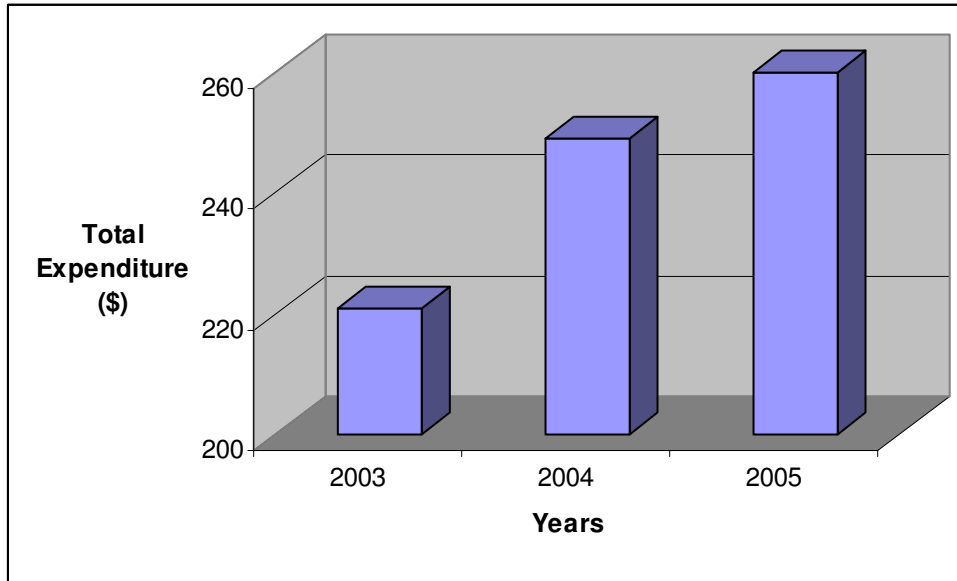
**GRAPH 1: 2005 EDUCATION BUDGET AS A PERCENTAGE OF THE NATIONAL BUDGET**



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

<b>YEAR</b>	<b>RECURRENT EXPENDITURE (\$000)</b>	<b>CAPITAL EXPENDITURE (\$000)</b>	<b>VALUE ADDED TAX (\$000)</b>	<b>TOTAL EXPENDITURE (\$000)</b>
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
2005	223,332	13,245	23,843	260,420

**GRAPH 2: EDUCATION EXPENDITURE FOR THE LAST 3 YEARS**



**TABLE 3: 2005 BUDGET ANALYSIS BY PROGRAMME**

HEAD	PROGRAMME	AMOUNT (\$)	% OF MINISTRY OF EDUCATION ON BUDGET	% OF MINISTRY OF EDUCATION / FIT/ USP BUDGET
<b>1. HEAD NO.20</b>				
Programme 1	General Administration	10,746,000	4.13	3.54
Programme 2	Primary Education	120,388,800	46.23	39.68
Programme 3	Secondary Education	112,381,700	43.15	37.04
Programme 4	Curriculum, Exams, Educational Resources Centre and Schools Broadcast	2,411,400	0.93	0.79
Programme 5	Technical and Vocational Education and Training	1,679,400	0.65	0.56
Programme 6	Research and Development, Training and Fijian Education	5,837,700	2.24	1.92
Programme 7	Special Project	3,853,500	1.48	1.27
Programme 8	Examinations	2,217,600	0.85	0.73
Programme 9	Library Service Fiji	891,900	0.34	0.29
	<b>SUB-TOTAL</b>	<b>239,983,600</b>	<b>100%</b>	<b>85.11%</b>
<b>2. HEAD NO. 21</b>	<b>University of the South Pacific</b>	35,010,100		11.54
<b>3. HEAD NO. 26</b>	<b>Fiji Institute of Technology</b>	8,000,000		2.64
	<b>GRAND TOTAL</b>	<b>303,429,900</b>		<b>100.00%</b>

**TABLE 4: 2005 BUDGET ANALYSIS BY SEGMENT**

SEG	DESCRIPTION	2004 BUDGET (\$)	% OF MINISTRY OF EDUCATION BUDGET	% OF MINISTRY OF EDUCATION/ FIT/ USP BUDGET
1.	Established Staff	175,249,600	67.30	57.76
2.	Unestablished Staff	2,362,700	0.91	0.78
3.	Travel and Communication	763,900	0.29	0.25
4.	Maintenance and Operation	451,000	0.17	0.15
5.	Purchase of Goods and Services	5,295,600	2.03	1.75
6.	Operating Grants and Transfers	38,560,900	14.81	12.71
7.	Special Expenditures	648,400	0.25	0.21
8.	Capital Construction	5,810,000	2.23	1.91
9.	Capital Purchase	160,000	0.06	0.05
10.	Capital Grants and Transfers	7,275,000	2.79	2.40
13.	Value Added Tax	23,842,700	9.16	7.86
	<b>TOTAL EXPENDITURE BY SEG</b>	<b>260,419,800</b>	<b>100%</b>	<b>85.83</b>
	USP	35,010,100		11.54
	FIT	8,000,000		2.64
	<b>TOTAL</b>	<b>303,429,900</b>		<b>100%</b>

## GENERAL STATISTICS

The total population of Fiji (estimated mid-year) in 2005 was **886,212** based on 1996 population census. Of this number **215,888** were attending school full-time.

The number of registered/recognised schools totalled 1505 in 2005. Of this number, there were 481 pre-schools, 17 special schools, 719 primary schools, 162 secondary schools, 4 teacher-training colleges and 63 vocational centres.

The teachers establishment in 2005 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, 2004 & 2005**

Year	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
2004	19,823	18,154	18,767	19,220	19,173	18,312	15,703	14,706	143,858
2005	19,637	18,672	17,410	18,271	18,485	18,305	15,487	14,822	141,089

**TABLE 6: SECONDARY ENROLMENT, 2004 & 2005**

Year	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7	Total
2004	3,149	3,043	16,275	14,762	13,623	13,185	4,737	68,774
2005	2,740	2,697	16,897	14,755	13,106	11,964	4,632	66,791

**TABLE 7: ENROLMENT IN VOCATIONAL EDUCATION IN SECONDARY SCHOOLS, 2005**

	GOVT. SEC SCHOOLS	NON-GOVT. SEC. SCHOOLS	'STAND ALONE' CENTRES	PRIMARY/SPECIAL ED.	TOTAL
No. of Schools	3	54	3	3	63
Male Roll	178	1175	136	10	1508
Female Roll	101	540	39	9	688
<b>TOTAL ROLL</b>	<b>279</b>	<b>1715</b>	<b>183</b>	<b>19</b>	<b>2196</b>

## 3. Education Fiji Governance

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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 2005 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 schools/colleges have a Board of Governors. Members are appointed by the Chief Executive Officer for Education, who also determines their powers, duties and functions.

The Chairman of the Board of Governors for the Lautoka Teachers College is Mr Panapasa Matairavula. The Chairmen of the Board of Governors of each of the government secondary schools are:

- |                                |   |                         |
|--------------------------------|---|-------------------------|
| • Adi Cakobau School           | - | Mrs Vasu Tuivaga        |
| • Bucalevu Secondary School    | - | Ratu Isireli Rainibogi  |
| • Labasa College               | - | Mr Vijay Parshu Ram     |
| • Laucala Bay Secondary School | - | Mr Remesio Rogovakalali |
| • Levuka Public School         | - | Mr Michael Brook        |
| • Nasinu Secondary School      | - | Mr Jone Vatukela        |
| • Natabua High School          | - | Mr Rajendra Chaudhary   |

- Queen Victoria School - Mr Alipate Qetaki
- Ratu Kadavulevu School - Ratu 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	63	53		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

CONTROLLING AUTHORITY	SPECIAL SCHOOLS	PRIMARY	SECONDARY	SCHOOL BASED VOCATIONAL CENTRES	TEACHER TRAINING	TOTAL
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
Society of Disabled	4					4
TISI Sangam		18	5	1		24
<b>TOTAL</b>	<b>17</b>	<b>719</b>	<b>162</b>	<b>58</b>	<b>4</b>	<b>953</b>

## 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
- General Manager, NLTB - Mr Kalivati Bakani
- University of the South Pacific - Dr Josefa Veramu
- 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
- President, Fijian Teachers Association - Mr Tevita Koroi

Meetings for the Fijian Education Board are held during every Quarter. But there were three meetings held in 2005. 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;
- The Education Summit.
- Development to focus more on human resources and not so much on physical; and
- More school visits to identify the problems faced by different schools.



## 4. Functions and Achievements

### ADMINISTRATION

#### FUNCTIONS

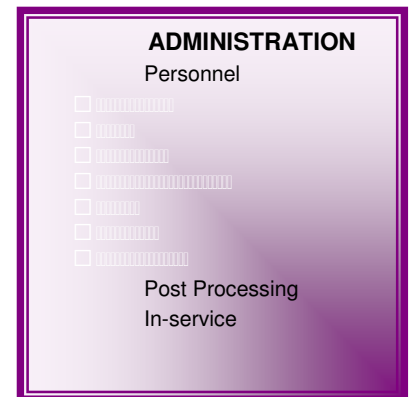
The Administration Section of the Ministry for Education provides the necessary personnel and administrative support services in the facilitation and implementation of the activities, planning and policies of the Ministry in line with its annual corporate plan and the national policy of government on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



**TABLE 9: SUMMARY OF ITEMS PROCESSED BY THE PERSONNEL SECTION, 2005**

ITEMS	NUMBER
New Appointments	504
Advertised Vacancies	159
Acting Appointments	1526
Continuing teaching appointments :	
Primary	25
Secondary	686
Technical	1776
Non-Teaching	46
Wastage from the education system	
Cases of resignation	202
Retirements	49
Deaths	28

**TABLE 10: SUMMARY OF PERSONNEL WASTAGE THROUGH RESIGNATIONS, RETIREMENTS AND DEATHS, 2005**

	PRIMARY				SECONDARY				NON-TEACHING STAFF				GRAND TOTAL
	F	I	O	T	F	I	O	T	F	I	O	T	
<b>Resignation</b>	16	63	2	81	21	91	2	114	4	2	1	7	202
<b>Retirement</b>	14	25	1	40	5	2	1	8	1	-	-	1	49
<b>Deaths</b>	13	3	-	16	5	5	-	10	2	-	-	2	28
<b>TOTAL</b>	<b>43</b>	<b>91</b>	<b>3</b>	<b>137</b>	<b>31</b>	<b>98</b>	<b>3</b>	<b>132</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>279</b>

## 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, 258 items of correspondences and took care of 39,000 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 2005**

TYPE OF LEAVE	TEACHERS	ADMINISTRATION
Annual Leave	-	1,958
Bereavement Leave	6,500	48
Compassionate leave	7,250	-
Leave Allowance	1200	32
Leave Overseas	1,372	24
Leave to attend union meeting	7	-
Leave without salary	127	-
Maternity Leave	350	8
Sick Leave	13,250	1,435
Sporting Leave	24	-

## Insurance Scheme

The Unit co-ordinated matters relating to the Public Service Commission Group Life and Health Insurance Schemes. As at 31/12/2005, twenty three [23] new Health and fifteen [15] new Life memberships were recorded. Total Life membership was 1,298 and Health 2,157. Three [3] death claims were processed. Twenty one [21] members withdrew from the scheme.

## Legal and Industrial Relations

- Disciplinary Cases

For the year 2005, there were 39 reported cases and 132 cases were pending from years 2001-2004. By the end of the year, a total of 168 cases were resolved while the remaining cases [3] will be carried forward to 2006.

**TABLE 12 : A BREAKDOWN OF THE SOLVED CASES BY OFFENCE**

Abuse of Authority	10
Alcohol Consumption	1
Assault	1
Corporal Punishment (Ill Treatment of Students)	10
Exam Mismanagement	1
Forgery	1
Fraud	2
Insubordination	4
Misappropriation of Funds	12
Negligence of duties	5
Robbery	1
Sexual Annoyance (Teachers)	48
Theft	2
Unauthorised Absence (warning, salary/forfeiture)	58
Unauthorised Entrance	1
Unauthorised purchase	1
Unprofessional Conduct	8
Victimisation	2

➤ FTA/FTU Cases

135 Cases were received from the Unions, 57 from the Fijian Teachers Association, 73 from the Fiji Teachers Union and 5 from the Fiji Public Service Association. Only 9 cases were pending which were received at the end of November, 2005. Other cases have been attended to by the desk officers.



➤ Legal Cases

39 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.

## **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**

- 476 vacancies were received for processing during the year 2005. These comprised 438 posts advertised during the year and 238 unprocessed advertisements brought forward from 2001 [2], 2003[3] and 2004 [33.]
- 26 Ministry Staff Board [Ministry Personnel only] and 13 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 223 vacancies being processed, leaving a balance of 28 with the Staff Board as at 31/12/2005 and 216 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 17 Commission Delegate's Meetings to process all Commission Papers on appointments, promotions, regradings and withdrawals of advertised vacancies.

Tabulated below is a record of the statistics of the posts processed in 2005.



#### ANALYSIS OF TOTAL VACANCIES PROCESSED BY COMMISSION DELEGATE IN 2004

Promotions		167	
Appointments		25	
Withdrawal of Advertised Vacancies			53
Rescindments of Promotions	<u>15</u>		
<b>TOTAL</b>		<b>260</b>	
Less:			
Appeal Cases B/F as at 31/12/2004		37	
Appeals Received during the year 2005		44	
<b>TOTAL Appeals for Hearing</b>	<b>81</b>		
Less:			
Appeal cases Disposed off during 2005			
Appeals Heard but PSAB reached no decision		3	
Appeals allowed during 2005		16	
Appeals Disallowed		19	
Appeals Case Withdrawn		6	
Appeals Rejected		0	
Appeals Deemed Lapsed		21	
<b>TOTAL</b>	<b>40</b>		
Outstanding Appeal Cases as at 31/12/2004		37	

**TABLE 14: SUMMARY OF POSTS PROCESSED IN 2005**

	STATUS OF VACANCIES	PRIM-ARY	SECO-NDARY	EDUCATION ADMINISTRATI ONFCAE, LIBRARY, MISC	TOTAL
1.	2001 Unprocessed advertised vacancies B/F on 01/01/2005.	-	2	-	2
2.	2003 Unprocessed advertised vacancies B/F on 01/01/2005.	-	22	1	3
3.	2004 Unprocessed Advertised Vacancies B/F on 01/01/2002.	1	25	7	33
4.	Vacancies Advertised in 2005.	182	184	72	438
5.	Total Available for processing as at 31/12/2004	183	213	60	476
6.	Processed	75	88	60	223
7.	Vacancies Pending with Staff Board	18	12	7	37
8.	Yet to be taken to the staff Board	90	113	13	216

## 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 4 Others.

**TABLE 15 : IN-SERVICE TRAINING AWARDS GRANTED IN 2005**

### LOCAL & OVERSEAS AWARDS

	F	I	O	Tot	F	I	O	Tot
PSC	8	5		13	-			-
FAB [LWP]	21			21	10			10
FAB [LWOP]	3			3	3			3
AusAID [SLWP]	1	-	1	2				-
AusAID [SLWOP]	5	4	-	9				-
MTCP				-		1		1
Commonwealth Scholarship [				-	1			1
Self Financing [LWP]	3	3		6				
Self Financing [LWOP]	14	8	-	22	4	10		14
<b>TOTAL</b>	<b>55</b>	<b>20</b>	<b>1</b>	<b>76</b>	<b>18</b>	<b>11</b>	<b>-</b>	<b>29</b>

### STUDY LEAVE WITH PAY (SLWP)

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	5	2	1	5		-	13
Secondary	9	4	1	4			18
Technical	7	2			1		10
Tertiary	1			1			2
Administration	2	-					2
Professional							
<b>Sub-Total</b>	<b>24</b>	<b>8</b>	<b>2</b>	<b>10</b>	<b>1</b>		<b>45</b>

Continuing Awardees 20

New 26

### STUDY LEAVE WITHOUT PAY (SLWOP)

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	11	7	1	1	4		24
Secondary	7	3	-	2	3		15
Technical	5	4		1	2		12
Tertiary							
Professional	5			3	1		9
<b>TOTAL</b>	<b>24</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>9</b>		<b>60</b>

Continuing Awardees	20
New	50

## PART-TIME

SPONSOR	FIJIAN	INDIAN	OTHERS	TOTAL
PSC	5	12		17
FAB	26			26
<b>TOTAL</b>	<b>31</b>	<b>12</b>	<b>Nil</b>	<b>43</b>

## LOCAL/ OVERSEAS SHORT COURSES

TYPE	FIJIAN	INDIAN	OTHERS	TOTAL
Local	126	46	8	180
Overseas	56	11		67
<b>TOTAL</b>	<b>182</b>	<b>57</b>	<b>8</b>	<b>247</b>

## SUMMARY OF TABLES A - E

ITEM	FIJIAN	INDIAN	OTHERS	TOTAL
Full Time	6970	33	3	105
Part-Time	31	12		43
Short Courses	182	57	8	247
<b>TOTAL</b>	<b>218</b>	<b>102</b>	<b>11</b>	<b>395</b>

## GRADUATED LOCAL – 2005

### Study Leave With & Without Pay

ITEM	SLWP			SLWOP			TOTAL
	F	I	O	F	I	O	
Primary	5	2	-	7	3	-	17
Secondary	8	3	-	6	4	-	21
Technical	4	2	-	2	3	-	11
Administration	3	-	-	5	1	-	9
<b>TOTAL</b>	<b>20</b>	<b>7</b>	<b>-</b>	<b>20</b>	<b>11</b>	<b>-</b>	<b>58</b>
		<b>27</b>			<b>31</b>		

## GRADUATED OVERSEAS – 2005

### Study Leave With & Without Pay

ITEM	SLWP			SLWOP			TOTAL
	F	I	O	F	I	O	
Primary	3				2		5
Secondary	2			1	1		4
Technical		1			2		3
Administration	-				1		1
<b>TOTAL</b>	<b>5</b>	<b>1</b>	<b>Nil</b>	<b></b>	<b>6</b>	<b>Nil</b>	<b>12</b>

## SUMMARY OF TABLES E & F

ITEM	FIJIAN	INDIAN	OTHERS	TOTAL
1. Local				
SLWP	24	8	2	34
SLWOP	28	14	1	43
2. Overseas				
SLWP	10	1		11
SLWOP	7	10		17
<b>TOTAL</b>	<b>69</b>	<b>33</b>	<b>3</b>	<b>105</b>

## **FINANCE**

### **FUNCTIONS**

The main functions of the Finance section which comprise of Salary, Payments and Ledger Units, are to provide accounting and financial support services to the Ministry in terms of the following:

- preparation of staff salaries & wages;
- payments of accounts and claims; and
- preparation and maintenance of the Ministry's ledger accounts, financial statements and reports.

### **THE FINANCE SECTION HAS THE FOLLOWING ROLES AND RESPONSIBILITIES.**

- It is the responsibility of the Finance section to ensure accurate financial records are maintained at all times; all accounts due and payable are promptly settled; staff salaries and wages promptly processed and regular provision of financial advice to senior staff for decision making.
- Ensure availability of cash to meet Ministry's financial commitments and assist in the preparation of the Budget Estimates;
- Allocation of approved funds to vote controllers, monitor and control expenditures in compliance with approved financial regulations and instructions.

### **ACHIEVEMENTS**

#### **NEW FINANCIAL MANAGEMENT INFORMATION SYSTEM (FMIS)**

- During the year 2005, accounting staff were trained regularly by the Ministry of Finance FMIS Project team the use of the new Financial Management Information System whose "Go-Live" date was scheduled for January, 2006.
- Accounting Staff were provided with computers as well as technical assistance in using the system. This new Financial Management Information System (FMIS) was introduced to replace the old system by automating manual accounting processes.

#### **BUDGET PREPARATION**

- In addition to the above activity, the Section was also required to assist and contribute to the preparation of the Annual Budget Estimates of the Ministry of Education.
- The section continued to monitor and control overall expenditure and highlighted expenditure irregularities and non compliance with approved financial regulations and instructions.

#### **UPDATING FINANCIAL INFORMATION.**

- During the year 2005, the accounts staff gathered preliminary data on assets, liabilities, expenditures and revenue of the Ministry for the FMIS database.

## **EARLY CHILDHOOD EDUCATION**

### **FUNCTIONS**



The Section was responsible for co-ordinating early - childhood activities which promote the development and improvement of the quality and delivery of early childhood services in the country.

The specific functions carried out during the year were:

- Provision of professional and administrative assistance to early childhood teachers through visits to early childhood centres.
- The consultation with other government ministries, local and international organizations in the promotion of early childhood services in the country.
- The provision of advisory services to early childhood Management Committees.
- Conducting of community awareness programmes.
- The mounting of basic training courses for new early childhood teachers.
- Facilitating centre establishment and recognition.
- Facilitating the payment of early childhood teachers salary grant.

## **ACHIEVEMENTS**

- The number of recognized early childhood centres in operation in 2005 was 513. Many more early childhood centres are new being established as a result of assistance provided by the Government as well as the growing awareness of the benefits of early childhood education.
- In 2005, Government provided a grant of \$550,000.00 towards the payment of salaries for 308 early childhood teachers teaching in the rural and disadvantaged centers.
- Advisory visits were made to centres in the Central Division but more follow up visits were done to the early childhood centres and primary schools that we used to pilot the ECE project. 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 early childhood centres. The need to provide quality programmes for children was emphasized.
- The Section continued to work closely with other organizations such as the University of the South Pacific, Fiji Early Childhood Association, UNICEF and Save the Children, Fiji in the development of early childhood education in the country.
- Smart Start to Language Project was piloted in 30 early childhood centres and 30 primary schools in the Central Division. This initiative targeted the rural and disadvantaged centres. Phase 1: Introduction of Language & Literacy - Newstelling Strategy and Shared Reading Strategy. Phase 2: Family / Community Awareness programme.
- 150 recognised early childhood centres in the Western Division received Kindergarten Kits.
- 19 early childhood centres from all the Education Districts benefitted from \$100,000.00 building grants.
- In 2005, the first 25 Early childhood teachers graduated from Lautoka Teachers College with the Advance Certificate in Early Childhood .f
- Community Awareness programmes were carried out through parent education programmes and community meetings.

## **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 2005:

<b>ITEM</b>	<b>ANNUAL PROVISION (\$)</b>
Travel	1,000
Subsistence	1,000
Telecom	1,000
Fuel & Oil	1,000
Spare Parts & Maintenance	1,000
Textbooks for Fijian Schools	190,000
Fijian Language Books	100,000
Centres of Excellence	600,000
Community Awareness & Adult Education	20,000
Boarding Facilities-Primary	420,000
Boarding – Secondary Schools	470,000
Navuso Methodist High School	100,000
Form 7 College	1,050,000

### **TEXTBOOKS**

#### **(A) Primary Schools**

- A total of 41 schools are being assisted through the allocation of \$100,000.00 for this project in 2005.
- Of the above number, provisions for all schools have already been supplied.
- 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 2005 was \$100,000.
- This year, 6 Junior Secondary Schools and 9 high schools were selected and 7 government schools were selected.
- 4 Junior secondary schools and Levuka Public School submitted their requests and were provided with books..
- Form 4 textbooks for Kalabu Secondary, Makoi Methodist and Navuso Methodist High School were all purchased.

### **FIJIAN LANGUAGE BOOKS**

Fijian Language books and textbooks were bought and distributed to all schools that taught Fijian. \$10,000 of the allocation of \$100,000 was vired towards Textbooks for Fijian Schools.

### **FIJIAN TRANSLATION PROJECT**

A Working Committee continued to translate the Classes 1-4 Primary School Science and Mathematics Textbooks in 2005. Members were assigned tasks to be completed by October 2005. Allowance for the group was drawn from the allocation for Fijian Language books.

### **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

**TABLE 17: PHYSICAL DEVELOPMENT AT THE CENTRES OF EXCELLENCE**

<b>Centers of Excellence</b>	<b>Facilities Upgraded</b>	<b>Cost Paid to PWD</b>	<b>% Work Completed</b>
Queen Victoria School	Main Classroom Block Maintenance to Verata, Rewa, Ba and Tovata Houses Maintenance to Quarters #33	\$560,480 An additional sum of \$199,120 was drawn from the allocation for Institutional Quarters to bring the total cost of the works at QVS in 2005 to \$759,600.	100
Bucalevu Secondary School	Purchase of double bunks.	\$6,000 Sum was drawn from the allocation for boarding schools.	100

For 2005, all the physical structures development was carried out at Queen Victoria school by the Public Works Department after each school's Action and Strategic Plan are put together after consultation with the stakeholders.

## **PROJECT IMPLEMENTATION**

Work was completed at Queen Victoria School in accordance with the funding level and the scope of works provided by Public Works Department in line with the requirements of the Ministry of Labour.

## **BOARDING FACILITIES FOR PRIMARY & SECONDARY SCHOOLS**

- There are 112 Primary schools and 56 Secondary schools that offer boarding facilities. Allocations for 2005 remain at \$420,000 for primary schools and \$470,000 for secondary schools.
- A total of 22 primary schools and 15 secondary schools were assisted in 2005. 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;

PMS Planning Workshop was conducted through the country by the PMS Taskforce.

Staff Development was conducted for the teachers of all the Fijian schools that were visited during 2005, as well as in other cluster groups of schools on invitation.

Staff Development is part of the Community Awareness and Adult Education Programme of the Affirmative Action project.

## **COMMUNITY AWARENESS & ADULT EDUCATION**

The project was greatly reduced in 2005 because of the reduction in the allocation from the normal \$60,000 to only \$20,000. A total of 67 villages and schools were visited with over 2,000 people benefiting from the programme presented. All officers of the Special Projects Unit took part in this community awareness and adult education project.

The Community Awareness and Adult Education programme is considered the most effective project that can influence things like attitudes, mindsets, paradigm shifts, etc.

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 has been supervising the development works with effect from 2004.
- Total funds allocated for 2003, 2004 and 2005 were \$500,000.00.
- Refurbishment works in 2005 included upgrading to 5 Staff Quarters, including the residence for the principal and the Superintendent. Work progressed very well and the anticipated completion date identified in the MOU Between the Church and the Builder was achieved.
- Strategic Plan for the period 2003-2007 had been developed and approved by the School Committee, the Standing Committee, the Standing Committee and Education Committee of the Church.
- Teachers have been appointed by the Ministry of Education to teach at Navuso. 2005 was the first year for the students to write the Fiji Junior Certificate Examination.
- 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 therefurbishment programme.

### **FIJIAN EDUCATION BOARD**

The Fijian Education Board has its meetings on a Quarterly basis and chaired by the Hon Minister for Education. The Fijian Education Board advises the Hon Minister for education on issues relating to Fijian Education.

### **EDUCATION SUMMIT**

The Special Projects unit participated fully in this first ever Fiji education Summit in August/September 2005. Since 2004, the Director, SPU coordinated the taskforce responsible for Human Resources.

## 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 Lautoka Teachers College and Corpus Christi College
- 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 in consultation with donor agencies particularly Fiji Education Sector Programme ( AuSAID) and FESP (EU) in the delivery of quality education
- 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 and district staff..

### ACHIEVEMENTS

- Primary vacancies were filled by 177 graduates from the Lautoka Teachers College and 28 sponsored students from Corpus Christi College. .
- 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.
- Three new schools were opened this year, namely Namuka-i-cake Primary, Nasesele Primary in Taveuni and Nakoroboya Public School bringing to a total of 723 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, over-payments and over establishments.
- A series of workshops were conducted and a major one was held at the Lagoon Resort in Deuba for education officers in relation to imposing administration at the district level. This will continue in the future so that the status and standard of primary education is uplifted.
- All Divisional Education Officers and Senior Education Officers contributed significantly towards the National Education Summit.
- Six students and a teacher from Taveuni Central School in the Northern Division visited Japan as part of the on-going cultural programme sponsored by Asian Pacific Children's Convention in Fukuoka.

**TABLE 17: GRANTS PAID TO PRIMARY SCHOOLS**

TYPE OF GRANT	AMOUNT	REMARKS
Tuition Fee Assistance	\$4,832,500	Assistance to all primary schools using the standard formula.
Reserve Teachers Grant	\$56,000	Grant assistance to 15 Catholic Church teachers and 15 SDA teachers.
Salaries for Licensed	\$200,000	Grant paid to language teachers of Urdu, Hindi, Tamil,

Teachers		Telegu and Fijian.
Special Education Grant	\$475,000	Grant to special education schools.
Corpus Christi Teachers College	\$100,000	Grant to CCTC paid on a termly basis.
Pre-school salary grant	\$550,000	Salaries grant to pre-school teachers in the rural areas.
Furniture grant	\$60,000	Provided to schools that requested urgently for furniture.
Transport subsidy	\$150,000	To assist schools where students are travelling by river or sea.
Compulsory Education	\$80,000	Consolidation of Primary Compulsory Education in all districts.
Water Tanks	\$80,000	Assist schools with water problems

- A number of workshops were organised at the district level for school head teachers in our efforts to uplift and change the style of leadership in the primary schools to ensure effectiveness and the raising of the quality of education. This was done through the FESP Leadership Management Workshops to schools in Central and Northern Division.
- The Education Forum met three times and Primary managed to advise on issues with other Section Heads.
- Staff of the section, including relevant district staff were trained in the new FMR.

## 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 need 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

- Administered special education grants of \$375,000 to the 17 schools including \$100, 00.00 to the Heaven Project. The grant is for assisting the operational costs of the schools and the conduct of hearing and vision tests for primary and secondary children throughout Fiji and Rotuma.

- Visited Special Schools in Levuka, Sigatoka, and Nadi including Nadi Sangam College, Lautoka Special, Sunshine Special School, Ba Special School, and Rakiraki Special. Whilst visiting these schools, we met all teachers, including the Special Education counterparts at the Lautoka Teachers College and staff and students of the Nadi Sangam School. Integration is part of the school life at this school for the past decade. Also conducted community outreach programs at St Johns College, Marist Convent School Levuka and Tokou village. The main topic shared was: Nurturing Prenatal Development for ensuring quality of life and Embracing the spirit of Inclusion, Access and Achievement for children with special needs today. These were appreciated by the audience.
- Other community outreach included visit to Serua Islands for the Lotu cokovata ni marama ni Yasana o Serua, staff of the YPD at Davuilevu. In addition to this, information sharing was conducted with the line Ministries conducted by the Health Advisory Committee of the Fiji National Council for Disabled Persons, participants from the Regional Pacific at its Regional Workshop organized by Forum Secretariat at Nadi and lastly community outreach was shared with the Youths of Malolo.
- Special Education continued to provide advisory role to the Hon Minister, CEO, Head teachers, National Council for Disabled Persons, School Management, Project Heaven, USP, ECE, JICA, FESP, Ausaid, NZODA, and other support stakeholders.
- Appreciation is recorded for further knowledge, skills and attitude gained from FESP in view of capacity building and development programs eg. Policy Development processes and the formulation of the National Curriculum Framework processes. Learning from first hand resource personnel's share their knowledge and technical expertise is a value added dimension of training while working. In particular Special education ensured that visibility of children with special needs/disability was evidenced in the spirit of the Education Summit documents which resulted in the Suva Declaration – a ten year master plan of the Ministry of Education 2005-2015.
- Finally, Special Education is connected to the Internet, and we have access to the Nation and indeed to the world. We are grateful to FESP for this access.
- Co-coordinated overseas training for teachers in special education. Heateachers from Ba Special School and Savusavu Special School and assistant teacher from Labasa studied "Human Resource Development in the area of Welfare for persons with disabilities" for three months in the Shiga Prefecture in Japan. The five staff of Ba Special took the initiative to work in collaboration with a former staff now living in Auckland to upgrade their knowledge skills by learning at different schools settings. Their School Management traveled with them to gain first hand experience of examples of best practice. Hilton Special School coordinated an in country training for two weeks with Ausaid for 15 teachers from all special schools in Suva. This was the third phase of this useful and hands on learning experience. Four teachers are currently on four years study leave overseas on Fijian Affairs Board Scholarship, studying in-depth learning in the area of special education. A lecturer at LTC is awarded a PSC scholarship. He is studying in England. Capacity building is imperative for strengthening Special Education to ensure that understanding, inclusion, access and achievement of the spirit of affirmative actions and Suva Declaration for children with special needs is achieved.
- JICA continued to provide assistance in human resource by the provision of JOCV officers. 7 JOCV including two Senior Volunteers provided their professional expertise in the area of teaching and learning throughout Fiji. In addition to this, the 22 Alumni of Special Education formed a Suva Committee for training towards the formulation of the two projects which was approved by MOE and finally approved by JICA who committed a \$30,000.00. The two projects are: Community outreach to Bua, Macuata, Cakaudrove and Lomaiviti and In-service Training for the Northern Division, Central and Eastern Division and Western Division,
- Conducted writing processes. Submitted the 2006 Budget proposal for special education within the framework of the Blueprint of the Affirmative Action. Assisted ECE and Primary Section in the writing of their budget proposals for 2006. Further refined policy draft on



inclusion and staffing for special education. Assisted Primary Section in writing mid term review. Wrote speech for Hon Minister for World Teachers Day, opening speech for sports, bazaars, jubilee celebrations and message for school annual magazines. Also wrote cabinet papers.

- Secretariat for the 2006 World Teachers Day. Recorded notes for the Education Summit Task Meetings, as well as the Pride sponsored capacity building for Senior and Divisional Education Officers at Deuba. Wrote and submitted the evaluation report to Pride. Conducted PMS training for teachers and staff at the Fiji Vocation Training Centre, the Fiji School for the Blind and Early Intervention Centre. Attended monthly meetings of the National Council for Disabled Persons. Contributed as chairperson for quarterly Education Advisory Committee for the FNCDP as well as attended and contributed to the quarterly meeting of the Vocational Advisory Committee of the FNCDP.
- Acknowledged input and contributions of parents, school management, overseas embassies in particular the British Embassy in Suva as well as local NGO's for their continuous support to strengthen and provide a positive image and user-friendly learning environment for our special schools and boarding facilities. Special Education Schools infrastructure and surroundings are some of the best in Fiji in terms of provision of creating positive image.

**TABLE18: CLASSIFICATION OF DISABLED CHILDREN BY RACE IN SPECIAL EDUCATION SCHOOLS, 2005**

REG	SPECIAL SCHOOLS	FIJIAN	INDIAN	OTHERS	TOTAL
3076	Ba School for Special Education	7	18	-	25
2389	Fiji School for the Blind	14	13	4	31
9948	Gospel School for Deaf	29	6	9	44
2366	Hilton Special School	59	28	6	93
1678	Labasa School for Handicapped	64	43	-	107
3043	Lautoka School for Special Education	27	21	64	112
3047	Lautoka Sunshine School	75	41	4	120
9138	Levuka School for Handicapped	9	1	1	11
9661	Nadi Center for Special Education	56	14	-	70
9832	Nausori Special Education School	9	0	25	34
9061	Ra Society School for Disabled	49	4	-	53
9748	Savusavu Handicapped School	32	5	4	41
1733	Sigatoka School for Special Education	35	7	1	43
2381	Suva Intellectually H/C School	44	71	10	125
2397	The Early Intervention Centre	42	24	3	69
9056	Veilomani Rehabilitation Workshop	23	12	-	35
9585	Vocational Training Centre – Suva	26	48	8	82
TOTAL		600	356	51	1007

## 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 162 secondary schools in the year 2005, an increase of two from the previous year. The breakdown by level is as follows:

Junior Secondary School [Forms 1–4 or Forms 3-4]	-	23
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

- 93% of Secondary schools are owned and operated by committee and only 7% are run by Government

Government schools	12
Junior Secondary	23
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		19
Independent				2

TOTAL	162
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- 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 fifty [93%] 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.
- While no new secondary school was established, expansion was in terms of additional streams, particularly at the Forms 3, 5 and 7 levels.

### **TEACHERS ESTABLISHMENT**

- There were 4141 approved teaching positions in secondary schools in 2005. The details are shown in the Table below:

SCHOOL TYPE	NUMBER OF APPROVED TEACHERS
Government	503
Junior Sec	250
Non-government	2225
TOTAL	2978
GIA Teachers	1163
<b>GRAND TOTAL</b>	4141

- 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.
- Two Junior Secondary schools [Cicia and Dawasamu] 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 5,055 students attended as boarders in 53 boarding schools.

### **GRANTS**

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

Tuition Fee Free [F1 – F6]	\$ 9,016,301.17
Remission of Hostel Fee[F1-F6]	\$ 36,0484.00
Remission of Tuition & Hostel [F7]	\$ 678,890.00
F7 Scholarships [482 students]	\$ 146,700.00

TOTAL \$10,203,375.17

Per Capita:  
Junior Secondary Schools \$ 58,615  
Day Scholars \$ 357,698  
Boarders for 53 schools \$ 111,922  
TOTAL \$ 528,235

- 57,784 students from Forms 1 to 6 were assisted through Tuition Free Fee grant

Breakdown of Tuition Free Fee Grants:

FORMS	AMOUNT PAID
1	\$348,416.55
2	\$169548.00
3	\$1,697,683.19
4	\$2,276,799.33
5	\$2,246,853.47
6	\$2,277000.63
TOTAL	\$9,016,301.17

- - There are 140 schools with grant aided teachers where school committees need to pay 20% of the salary levy. The amount to \$3,686,579.12. 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 is a recurring problem particularly in disadvantaged schools [rural and island schools].
  - Scholarships for Form seven students are awarded on academic merit and 482 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:
  - Lester B. Pearson (1)
  - Li Po Chun (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**

We had an increase in the number of Careers Advisory visits. All the schools which were not visited previously were targeted this year. A total of 54 primary & secondary schools were visited during the year..

### **RADIO BROADCAST**

A weekly radio broadcast in Hindi Language on different Career topics. Also, recordings for schools at S.B.U.

### **SCHOLARSHIP PROCESSING**

This year the Section processed two scholarships:-

- Lester B. Pearson
  - A total of 39 students applied. Eight students were interviewed according to gender and race. 1 student was selected from Labasa College.
- Li Po Chun
  - 37 applications were received. Eight students were interviewed. 1 student from Indian College was selected.

### **CAREERS RESOURCE MATERIALS**

- Reprinted 26 brochures.
- Reprinted the posters.
- A set of 5 flyers were prepared
- A detailed Careers Seminar, Industrial Visit and School Visit Report were prepared.

### **CAREERS EXPOS/ SEMINARS**

- A total of 11 expos were organised in the various districts:-
  - Labasa College
  - SavuSavu Secondary School
  - Vunimono High School
  - Bucalevu Secondary School
  - Tavua College
  - Waidina Secondary School
  - Khalsa College
  - Nasinu Secondary School
  - Sigatoka Valley
  - Vashists Muni College
  - Police Department

- 7 Careers Seminars were organised. The following is the breakdown.
  - Nadi Seminar
  - Nausori/Nasnu/Tailevu
  - Suva Seminar
  - Labasa Seminar
  - SavuSavu Seminar
  - Taveuni Seminar
  - Tavua Seminar

### **INDUSTRIAL VISITS**

A total of 12 industries were visited in order to gain first hand information from the employers.

### **COMMUNITY PROGRAMMES**

- Community Outreach Programmes

A total of 14 Outreach Programmes were participated in the various districts.

- Public Service Week & Fiji Day Celebration

Careers Section took part in Fiji Day celebration from 7<sup>th</sup> to 10<sup>th</sup> October informing students on the various careers opportunities, subject combinations, goal setting and L.T.C.

- Poverty Eradication Week (Expo) 17-10-22/10
  - Display of brochures, charts, posters, flyersetc.
  - Speech at Podium
  -

- National Library Week (26 – 31 September)

A one week exhibition at the Civic Centre. Target groups were students and school leavers.

- National Education Summit – 01/09/05 – 02/09/05

Participated through display of charts, brochures, posters and fly leaves.

- Mock Interview

Mock interview was organised for Form 7 students from Suva Grammar School on 13/9.

- Career Path Interview – TVET Education

The officers were asked for their contributions to the report to be published and distributed to the tertiary institutions and secondary schools in Fiji.

## **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**

- Attended to responsibilities with regards to the development of the Curriculum Framework
- Completed Curriculum Mapping Exercise.
- Worked on revised Scoping and Sequencing.
- Class 3 Rotuman Pupil's Book completed.
- Rotuman Class 3 Teachers' Guide completed
- First draft of Class 3 Elementary Science Prescription completed.
- Draft Class 8 Art & Craft Teacher's Guide completed.
- Draft Restructure of Arts course work for Classes 1 to 6 completed.
- Completed work on Class 6 Health Science Teacher's Book.
- Learning/teaching packages on Health, Hygiene, Nutrition, Food safety – completed and now ready for trial.
- Distributed Basic Science kits to 20 schools.
- Worked on Reviewed Health Science Curriculum for Classes 1-6.
- Completed English Literature notes for primary schools.
- Reviewed Class 4 English Workbook.
- English grammar and literature(poetry) notes compiled and distributed to teachers in schools.
- Compiled and trialled a paper on Support/Remedial programme for English reading, writing & spelling.
- Reviewed Cliff Benson's texts for primary English.
- Edited the Fijian book Na Bula Dredre kei na Bula Sautu.
- Revised lessons in the Conversational Fijian Beginners Manual.
- Reviewed Fijian short stories by P Delaibatiki.
- Urdu Primary lessons 1 - 20 were prepared for 'Iman o Akhlaq' Part 2.
- Completed draft resources for Class 6 Social Studies book.
- Worked on amendment for Class 5 Social Studies Resources.
- Prepared scripts for SBU recording.
- Held a number of meetings regarding the National Curriculum Framework.

#### **(B) Secondary**

- All Scoping and Sequencing for the new Fiji National Curriculum Framework had begun for all subject's [except Physics].
- All the Tasks for all the Pilot FJC subjects were reviewed and updated for the 2006 academic year.
- SEO [Basic Science] Unit 1 Human Systems for Form 4 was printed and sent to all schools.
- Moderation of the Form 6 research projects completed by SEO [English].
- SEO [Fijian] completed the moderation of 372 Fijian FSLC projects for 63 schools' reports for the moderated projects sent to the 63 schools.

- Key Learning Areas meetings for subject's department convened.
- Rotuman short stories and poetry texts compiled.
- Hold a number of meetings regarding the National Curriculum Framework

### **IN-SERVICE COURSES**

#### **(A) Primary**

Completed 18 in-service workshops in the following subjects:-

- Rotuman Language [1]
- English [2]
- Primary Art & Craft workgroup meeting in Lautoka [1 - 3 March]
- PEMAC workshop for Class 7 teachers in Labasa [15 - 17March]
- Social studies workshop for 65 Class 6 teachers in Labasa
- Elementary Science workshop 35 Classes 3 & 4 teachers in Rakiraki
- Health Science workshop [3]
- Basic Science KLA workshop for teachers of pilot schools in the North
- Maths workshop [3]
- Maths workshop for Class 4 teachers in Rakiraki
- Urdu workshop [2]
- 2 days of workshops for Fijian Curriculum workgroup
- Conducted professional development sessions for teachers of Gospel, Vatuwaqa and Pt Vishnu Deo Primary Schools

#### **(B) Secondary**

- The above three internal assessment moderation workshops for the Pilot FJC Curriculum were conducted for the following subjects – English, Mathematics, Basic Science, Social Science and Commercial Studies, Hindi, Fijian and Urdu.
- Three workshops were conducted by EO [Social Science] on preparation of schemes of work, workbooks lesson notes and preparation for examination. Two of the workshops were held in Suva and one in Ba.
- Two History Teachers' workshops were conducted.
- Presentation on Scoping and Sequencing completed for all the subjects i.e. [except Physics], English, Mathematics, Chemistry, Biology. Because Science, History, Geography, Social Science, Urdu, Hindi, Fijian, Music, Art & Craft, Physical Education.

### **SCHOOL VISITS**

#### **(A) Primary**

Advisory visits were made to all 63 primary schools within the Cakaudrove Education District.

#### **(B) Secondary**

Advisory visits were made to all 83 schools

### **EXAMINATION WORK**

#### **(A) Primary**

##### **Fiji Intermediate Examination**

- Schools informed of the required coverage for all subjects for 2005
- 2005 Examination papers moderated
- 2005 Review meetings completed
- Marking and check-marking of all 2005 papers completed
- Submitted to D(Exams) names of those recommended to be 2006 Examiners



- Moderated 2006 papers
- 2006 Review meetings completed

### **Fiji Eighth Year Examination**

- Schools informed of required coverage for all subjects
- Examination papers moderated
- Review meetings completed
- Marking and check-marking of all papers completed

### **(B) Secondary**

- All moderated marks for English Research Projects for FSLC and FSF Examinations sent to the Examinations Office.
- Officers attended relevant markers meetings for FJC, FSLC and FSF.
- Moderation process for all the FJC [IA] subjects were carried out successfully
- Names of Examiners and Markers were submitted timely
- All secondary exam review meetings were completed in time.

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### **SPECIAL PROJECTS**

- Attended all meetings with Ministry of Health, National Food & Nutrition Council, National Road Safety Council, National Food for Health Promotion, Oral Health, Mental Health
- Conducted Health Promotion Schools Project Awareness workshops
- Finalised school canteen guidelines
- Completed Teacher's Manual

### **Environmental Education**

- Conducted an Environmental Education workshop in Macuata for Classes 5 & 7 teachers, with *Live and Learn Environmental Education*.
- Conducted Environmental Education workshops for primary schools in Suva.
- Assisted *Live and Learn Environmental Education* in their school visits and assessment of school projects

### **BEMTUP**

- Liaised with District SEOs on BEMTUP participant's work
- Organised workshop dates and venues
- Corresponded with Head Teachers and participants
- Completed 4 sets of workshops for Cycle 9 participants
- Visited Cycle 8 & 9 participants in their schools
- Participants' assignments marked and returned
- Organized graduation ceremonies for successful Cycle 8 participants

### **OTHERS ACHIEVEMENTS**

#### **(A) Primary**

- National Curriculum Framework – Work Attachment in Western Australia
- Visited 20 primary and secondary schools
- Attached for a week to the Canning Education District, work-shadowing its Officers

- Had discussions with Officers of the Department of Education & Curriculum Council
- Collected resources for CDU
- Made a presentation to CDU Officers

### **(B) Secondary**

- A number of Professional Development Seminars were conducted 'EARLY CHILDHOOD DEVELOPMENT STANDARDS.'
- Some officers attended a six week computer course at NZPTC.
- Senior Officers evaluated and replied to Term HODs Reports.
- 2005 FJC 1 Forms received and immediately acknowledged. Acknowledgement and replies immediately sent to Principals.
- 2005 Term III Reports received and immediately acknowledged.
- Officers attended staff meetings and briefings.
- SEO History with the help of SEO Music represented the Ministry of Education in the 2005 Remembrance Day.
- CDU, Careers, ERC, SBU manned the Ministry of Education stall during the Fiji Week Celebrations.
- PEO [Secondary Curriculum] was the Chief Guest at Champagnat Institute Annual Prize Giving Ceremony.

## **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 2004 and 2005.

**TABLE 22: CANDIDATURE AND NUMBER OF CENTRES FOR THE NATIONAL EXAMINATIONS FOR 2004 & 2005**

EXAMINATION	CANDIDATURE		NO. OF CENTRES	
	2004	2005	2004	2005
Fiji Intermediate (Class 6)	15 551	14 842	657	644
Fiji Eighth Year (Class 8)	16 681	16 738	664	688
Fiji Junior Certificate {Normal} (Form 4)	9 632	9 232	121	116
Fiji Junior Certificate {Pilot} (Form 4)	4 568	4 839	47	47
Fiji School Leaving Certificate (Form 6)	12 932	11 610	140	139
Fiji Seventh Form Examination (Form 7)	4 398	4 753	72	79

### **ACHIEVEMENTS**

- The 5 national examinations were conducted and the results released as scheduled.
- All examination papers were secured and none was leaked or stolen. The assistance of the Police Department is gratefully acknowledged.
- With assistance from the Fiji Education Sector Program, the piloting of the new Fiji Literacy and Numeracy Assessment test (FILNA) was expanded to include a further 170 schools giving a total of 200 schools. Of these, the initial 30 schools trialled the Class 8 version of the test for the first time.
- For further training in the use of contemporary assessment procedures, the Acting Senior Education Officer (Information and Research) and the Acting Systems Analyst spent 4 weeks with relevant experts at the Western Australian Department of Education in Perth.
- A completely new and informative way of reporting achievement was demonstrated in the FILNA reports. The latter does not report by marks as in the FIE but rather it places students on an achievement scale that is composed of educational outcomes in order of their difficulty. Readers of the report are therefore able to determine what a child is able to do and yet to be able to do in the areas of English and Mathematics on the basis of the test results. This makes FILNA very enlightening and instructive for teachers and parents and as such much more effective than the FIE and FEYE in informing teaching and learning.
- For the first time, FILNA enabled schools to compare their performance with other “like schools” as can be found in the FILNA Item Analysis Report.
- FILNA awareness programmes were conducted for all FILNA schools in all the 4 education districts. In addition, approximately 100 other schools benefited through initiatives of the schools themselves to request for seminars on FILNA.
- With its commitment to sustaining the new development in literacy and numeracy assessment both financially and in terms of the newly acquired contemporary skills in testing, analyzing and reporting FILNA, the Section agreed to the ceasing of FESP assistance with effect from 2006.
- To help facilitate the expansion of FILNA and the exit of the FIE, the Section proposed the offering of FILNA as an alternative to the FIE in 2006. Approval was granted by the Ministry and all primary schools were informed accordingly.
- Work on the new Policy on External Examinations continued with consultations with relevant stakeholders.
- Cabinet approval was secured for the establishment of a semi-autonomous Fiji Schools Examinations Board. The approval was subject to the availability of funding in the 2006 Budget.
- A draft policy framework on School Review or Standards Monitoring in Schools was derived as the outcome of an AUSAID In-Country Training Workshop which was coordinated by the Section in February. Because of its success, the School Review Program was adopted by FESP and the framework, as a result, was further developed to its final form and trialled in 10 schools.

## **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**

- Radio Broadcast Timetable 2005, circulars to Head Teachers and Principals were prepared and dispatched to schools.
- Teachers Guides for Elementary Science were printed and dispatched to schools.
- Resource people were contacted for various programmes by the producers.
- Fiji Broadcasting Commission was contacted for 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.
- Staff development sessions were organized.
- Collection of quotations, ordering and purchasing of materials went on.
- All staff members were represented on various committees.
- Dubbing of video tapes for schools was continued.

### **TRANSMISSION OF EDUCATIONAL RADIO PROGRAMMES**

The following programmes were transmitted this year:

- 29 editions of Teachers World – for Primary to Secondary Teachers.
- 29 editions of Focus – for Primary to Secondary teachers
- 29 editions of TechVet for Technical Vocational Teachers.
- 29 editions of Making A Difference for Special Education and Kindergarten Teachers.
- 2 editions of Sing Along for children and teachers
- 9 programmes of Bemtup for Class 7 & 8 teachers
- Social Studies programmes for Classes 3,4 & 6
- Hindi Programmes for Class 1, 2, 3, 4, 5, 6 & 7
- Fijian programmes for Class 1,2,3,4,5, 6 & 7.
- English programmes for Classes 1,2,3,4,5,6 & 7
- Work had started on Class 8 Hindi programmes and Class 5 Social Studies.
- Work had also started on Class 5 English.
- The writing and production of this programme had to be suspended due to the attachment of Acting E.O. English to the Communications Unit.

## **PARTICIPATION AT NATIONAL LEVELS**

The staff members were fully involved in the

- Publicity Committee work of the Education Summit;
- Education Summit itself;
- Fiji Day Celebrations;
- Health Week;
- Medical Check-up; and

- Health Walk.

## **SCHOOL VISITS**

- All staff members visited 4 schools each in the 1st term in the Suva and Nasinu corridor.
- Members visited 26 schools in the West.
- School Visit reports were compiled.
- Transmission problems were identified.
- A report on this was submitted to FBCL.

## **PURCHASES**

- Children movies on DVDs, multi-media projector, laptop, portable P.A. System, the equipment was donated by FESP.
- A computer was donated by CDU.

## **PMS**

A lot of work was put into this,

- understanding how it work
- attending training sessions
- writing individual plans
- assessment etc.

## **JAPANESE VOLUNTEER**

The Unit was fortunate to be sent a Volunteer from Japan. She brought with her a lot of skills.

## **STAFF DEVELOPMENT SESSIONS**

- The Responsibilities of the producer – Ethics, Rules of conduct in Civil Service.
- Team Building
- Making CD labels
- On media and communications
- Writing alerts and Press Releases
- Using a flash drive
- Members attended workshops on KLA, Elementary Science and Health Science.

## **2006 TIMETABLES**

- 5,000 copies of the Radio Broadcast Timetable were printed.
- Envelopes were bought and addressed.
- 5 Teachers Guides were given in form reprinting. These would be sent to schools.
- Circulars to Head Teachers and Principals were prepared and printed – all ready for posting.

## **New Developments**

With the Japanese Volunteer's assistance SBU can launch into Distance Education.

## **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 95 printing requisitions from various sections of the Ministry of Education and completed all jobs by the end of December.
- The Unit despatched 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 2005 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:

7. The formulation of a TVET Policy components which comprises, TVET in Schools, Private Vocational Schools and Enterprise Education.
8. Transfers and Appointments of teachers.
9. 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.
10. The introduction and monitoring of Enterprise Education in 30 primary schools in the Western Division.
11. The supervision and monitoring of the 9 FESP - assisted Vocational schools in the conduct of the specific programs.
12. 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 .

13. Conduct of professional training and staff development to all TVET teachers and officers at headquarters.
14. The preparation, moderation and review of all TVET examinable subjects and assisting the Examination Section in their related tasks and activities.
15. The conduct of market research, purchase and distribution of equipment and tools to selected schools.
16. The management of grants for the improvement of TVET facilities in schools to ensure the effective implementation of its programs.

## **ACHIEVEMENTS**

### **FIJI BUSINESS EXCELLENCE AWARD**

TVET was given the Recognition Award in November last year by TPAF after applying for the Fiji Business Excellence Award. Six of its officers have now become Evaluators for the FBE Award

### **CURRICULUM**

17. A series of curriculum meetings during the year led to the formulation of the Curriculum Framework with the identification of its 7 Learning Outcomes. The initial plans for curriculum revision was withheld due to the FESP's intervention to formulate a Curriculum Framework first
18. Review of the curriculum for the 6 subject areas of TVET offering Compulsory Education as feedback from schools continued to be received. It is hoped that the review of these 6 prescriptions will be finalized early next year for the national implementation in 2007.
19. Review of the Compulsory Education Internal assessment schedules for the 6 subject areas.
20. Weekly Broadcasts received wide support from the community particularly parents. However there is a great need to widely promote this activity so that the intended targets are aware of these broadcast schedules.
21. The merging of the Computer Studies and the Office Technology is still being pursued with the plan to introduce it at Form 3 level in 2007.
22. An Alternative Pathway for students at Form 5 level was launched at Nadi College. This program will use the Ministry's curriculum as well the FIT General Hotel Services and Housekeeping franchised courses. This program is scheduled to begin on the third week of Term 1 2006.
23. TVET Section participated in the review of a new Forestry prescription jointly prepared by the Ministry of Forests and the FIT which is earmarked for pilot in 4 selected vocational schools in Term 2 2006.
24. Survey reports compiled by FESP and assisted by the Local Counterpart showed that there needs to be consolidation and strengthening of linkages between the industries and the ministry to promote understanding of its role in the formulation of the relevant curriculum.
25. Enterprise Education curriculum was incorporated in the 6 TVET subjects offered for Compulsory Education. Its introduction in the 20 selected schools indicated their popularity in the community and has also received wide support and commitment from the schools and their communities.

### **TRAINING**

- A number of training sessions and workshops were conducted during the year and these included the following:
- About 30 teachers, Principals and School Managers from the selected schools who have been part of the FESP pilot projects attended a workshop on **"The Monitoring of the**

**Vocational program**” which was held at the Tanoa Plaza Hotel on the 24th February 2005. This was particularly beneficial to the School Managers who indicated their appreciation to be part of such training.

- Two workshops on Compulsory Education for the 30 new pilot schools for 2005 were conducted for teachers in the Macuata and the Suva districts familiarizing these teachers with the requirements of Compulsory program.
- Teachers in selected schools in the Northern division were also given the opportunity to undertake a workshop on Enterprise Education which has become a very popular part of the curriculum in the schools this year.
- 5 training workshops were conducted by the FESP Advisors on the formulation of the Curriculum Framework which included the following:
  - Outcome based curriculum
  - Internal Assessment
  - Evaluation and Moderation
- A workshop coordinated by the Secretariat for the Pacific Community on the Pesticide Residue was attended by the Advisors in the Agriculture Science
- 18 Home Economics teachers used their own FNPF to successfully complete a 6 month Certificate Course in Clothing Production with TPAF. The initiative taken by these teachers have been very much appreciated and hopefully this approach will be promoted extensively among TVET teachers and staff in 2006.
- An In-Country Workshop on Software Development Methodology and Tools which was conducted and funded by the Colombo Plan Staff College was attended by all TVET staff, representatives from all sections of the Ministry, representatives from the Public Service Commission, the Ministry of Agriculture, and the Fiji Institute of Technology.
- A second In-Country workshop on Research and Survey in TVET was conducted by the Colombo Plan Staff College and representatives from the various sections also attended. Understanding research and the roles of research and survey in the development of the TVET systems was the focus of the workshop and this was greatly appreciated by those who attended.

#### **ADVISORY VISITS**

26. All the teachers in the 78 pilot schools for Compulsory Education were visited for advisory purposes.
27. Inspection visits were also conducted to see the progress of the building construction. These newly constructed building will facilitate the introduction of compulsory education in these schools in 2006.
28. Advisory visits were also carried out to the 5 new FIT franchised schools early in the year to finalise the Vocational Girls Programme. This was implemented in July. 2005.
29. Special visitations were made to Nadi College for advice and consultations with the school's stakeholders regarding the provision of an alternative pathway in the school. The program is anticipated to be offered in 2006
30. All the 9 vocational schools that were funded by the FESP were regularly visited for monitoring the progress and their commitment to TVET. A lot of improvement has been seen in these schools since the assistance was given.
31. As results of regular visits, 20 schools in the northern and central divisions offering Enterprise Education produced very impressive enterprises which also received the support of their respective communities. Indications were that these schools are going to introduce new enterprises in 2006.

#### **EXAMINATION**

32. The moderation and review of all examinable subjects was carried out by all TVET staff as setting of these papers were carried out by TVET teachers



33. A number of discrepancies were highlighted at the end of 2005 and at the beginning of 2006 and clarifications on the issues raised will be disseminated to schools early in 2006.

### **OTHER ACHIEVEMENTS**

- The official Handing Over of the Vocational equipment and Tools by The Ambassador of the Republic of Korea to the Honorable. Minister for Education, Ro Teimumu Kepa was held at the Rishikul Sanatan College on the 22<sup>nd</sup> June ,2005. 33 schools were selected and benefited from this donation.
- At least 4 schools with franchised programs with FIT and TPAF have sent in results with students' performance showing excellent results in the various courses undertaken.
- The Menu Analysis for Schools has now been distributed to all boarding schools and schools are expected to be following these guidelines as close as possible.
- The Nutrition Policy has been approved and has been disseminated to all boarding schools and related stakeholders. It is anticipated that this policy will be reviewed in 2007.
- Compilation of a TVET Chapter was put together by TVET stakeholders for the first ever Summit Document
- Approximately \$320,000.00 was used to purchase equipment for about 20 schools piloting compulsory education.
- Dialogue and consultations with the 2 teachers' Unions have started regarding the need to reconsider the minimum qualification requirements (MQR) for a few HOD positions in this section. This initiative has been arranged as an effort to address the concerns that TVET is always faced with every year, i.e. the inability to fill the vacant positions.
- Documentation of all activities within each section was carried out to ensure that proper records are maintained.
- Although Module writing has been an ongoing activity for the last 3 years, completing them is impossible due to the demands of the other accountabilities. It has been concluded that modules need full time commitment to ensure that these modules are satisfactorily completed.
- The Final draft of the TVET Policy was submitted
- A FESP Consultant assisted the Vocational Section in a Survey which focused on the possibility of industry linkage with local industries around these vocational schools. Focus was also given to the need to concentrate on the use of local resources as ways of maximizing the potentials of students as well increasing productivity in their communities.

## **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**

- 32 Early Childhood Education centers, 27 Primary Schools, 11 Junior Secondary Schools and 13 Secondary Schools were assisted through the 2005 building grants allocation.
- Development of an equity index formula to guide the distribution of development
- 41 primary and 28 secondary schools were assisted with water tanks in 2005
- 22 schools were assisted with lease premium at total cost of \$149,000 in 2005.
- Capital works in 4 government schools were completed in 2005.
- Project proposals on all capital projects (ongoing / new) for 2006 were prepared and submitted.
- The following projects in schools and institutional quarters were upgraded in 2005
  - Natabua Administration Block
  - Old BEMTUP building at FCAE
  - Suva Grammar School electrical system
  - Vunisea Government School water tank stand
  - LPS ablution facilities
- The LTC/EU funded upgrading works were completed in August 2005.
- Educational statistics were provided to the Minister for Education, Senior Staff, National Planning, Prime Ministers Office, Provincial Council, Embassies, NGO's, overseas and local researchers and other government departments.
- School Information Management System [SIMS] implemented and related training completed by June 2005
- 2006 – 2008 Strategic Development Plan compiled by December 2005
- 2006 Draft Corporate Plan completed by December 2005
- 5 policies completed by December 2005
- 2004 Annual Report completed by August 2005 and tabled in October.

## **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**

#### **Assistance to Schools**

A total of 146 primary schools were assisted with books and other library resources in 2005, with funding from the Fiji Government. Schools received up to 237 titles each.

The Unit coordinated the selection, acquisition, processing and distribution of approximately 20,000 library books for primary schools during the year through the on-going primary school library resourcing scheme funded by the Fiji Government.

The Unit responded to a directive from the CEO by giving \$15,611 worth of fiction and non-fiction books to 21 primary schools in Ra Province.

It also coordinated the selection, acquisition, cataloguing, processing and distribution of over 5,000 fiction and non-fiction to 61 secondary schools under the Secondary School Library Scheme funded by the Fiji Government.

It purchased and processed book assistance for 22 primary schools and 9 secondary schools in the Suva area as part of library promotion during the National Library Week.

## Library Set-up

A total of six library set-ups were done during the year; five in the Northern Division and two in the Central Division.

**TABLE : PRIMARY AND SECONDARY BOOK DISTRIBUTION 2005**

Province/Town/ District	Primary Schools	New Titles per school	Secondary Schools	New Titles per school
Bua	21	237	4	67
Cakaudrove	40	195	10	60
Kadavu	-	-	3	60
Lau	-	-	3	60
Lautoka	-	-	1	60
Lomaiviti	-	-	5	60
Macuata	41		19	67
Nadroga/Navosa	-	-	1	60
Naitasiri	-	-	4	60
Namosi	-	-	1	60
Ra	22	80	-	-
Suva	22		9	

## Mobile Service and School Library Visits

- 7 secondary school libraries were visited by LSF officers during the year.
- 102 primary schools libraries were visited altogether.
- 86 schools were served by the Mobile Library and the Book Box Schemes:
  - 44 primary schools in the Northern Division were regularly served through the Mobile library Service and the Book Box Scheme during the year. This was a slight increase from the 38 served in 2004.
  - A total of 8,050 fiction books were circulated through the mobile library and the Book Box stationed at the Northern Regional Library. This was an increase of nearly 2000 books from 2004 (6,500).
  - 42 primary schools in the Western Division were also regularly served during the year by the Mobile library.
  - A total of 8,039 fiction and non-fiction books were issued through the Mobile and Book Box stationed at the Western Regional Library.

## Workshops and Teacher Participants

Library Service was unable to conduct any workshops for teacher-librarians in 2005 due to a lack of funding.

### Timeline

The resourcing of primary and secondary school libraries through Fiji Government Funding was completed by 31 August, 2005. This was timely and in line with our Section Business Plan.

## 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**

### **Acquisition of another Public Library**

During the year, the Nadi Town Council, entered into a partnership with the Ministry of Education, through the Library Service of Fiji, giving us an opportunity to serve the Nadi community through the provision of good quality library resources.

### **Selection and Acquisition**

- Selected and processed \$24,579.63 worth of good quality fiction and non-fiction books for all age groups.
- Selected and purchased newspapers and magazines compared to \$2,472.22.
- All acquisitions were completed by May 2005. This was very timely.
- All books were purchased from 6 major local suppliers. No book orders were made directly from overseas suppliers.

### **Accessioning**

Accessioned a total of 3,337 new and donated books, compared to 2,950 in 2004.

### **Cataloguing/Classification**

A total of 7,335 fiction and non-fiction titles, including titles for the Pacific Collection, were catalogued and classified for the various public libraries. During 2005, 5161 new titles were distributed to the 8 public libraries. Approximately 2000 titles were distributed to community libraries. There was an increase in the number of books provided for each library during the year. The breakdown is as follows:

<b>Public Libraries</b>	<b>Book Distribution</b>	
	<b>2004</b>	<b>2005</b>
Ba Town Council Library	150 – 300	563
Nadi Town Council Library (new)		668
Nausori Town Council Library	150 – 300	531
Northern Regional Library	653	693
Rakiraki Branch Library	150 – 300	632
Savusavu Branch Library	150 – 300	615
Tavua Branch Library	576	623
Western Regional Library received	697	836

### **Listing**

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

### **Library Visits**

Other work commitments affected the number of visits we were able to make in 2005.

- No visits were made to the Rakiraki Branch Library
- 1 visit to the Tavua Branch Library
- 2 visits to the Ba Town Council Library
- 3 visits to the Western Regional Library
- 1 visit to the Northern Regional Library
- 1 visit to the Savusavu Branch Library

### **Major Library Re-organisation**

- A major re-organisation of the Rakiraki Branch Library took place during the year when the library shifted to new premises. The new library is spacious, attractive and provides a better environment for library users.

- Another major re-organization of the Western Regional Library took place after the stocktaking exercise in December. The entire collection was rearranged to make the library more user-friendly, exciting and attractive.

## **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 link people easily with the rest of the world through internet access.
- 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: READER SERVICE FOR DIFFERENT LIBRARIES FOR 2004 & 2005**

Libraries	Membership			Loans		
	2004	2005	%age increase	2004	2005	%age increase
Western Regional	15,678	16,090	2.6	21,950	16,670	-
Northern Regional	3,164	3,295	4	5297	3,189	-
Ba Town Council	470			13631		
Nausori Town Council	300	783	56.6	37,038	38,986	-
Savusavu Branch	176	129	-	6006	5,200	-
Tavua Branch	944	1,002	6.1	8496	-	-
Rakiraki Branch	1,044	1,192	14	19,468	15,144	-
Nadi Town Council (new)						
<b>T O T A L</b>	<b>21776</b>			<b>11886</b>		

### **MOBILE LIBRARY SERVICE**

Division	MOBILE LIBRARIES				BOOK BOX SCHEME			
	Schools Served		Loans		Schools Served		Loans	
	2004	2005	2004	2005	2004	2005	2004	2005
Western	42		14974		12		2050	
Northern	38	44	6500	8050	38	44	3950	8050
Eastern	-		-		-		-	
Central	-		-		-		-	
	80		21474		50		6000	

- Public Library Service Statistics in 2003, 2004 and 2005 indicate a positive response to several public libraries, in terms of an increase in membership.
- The number of students using the mobile libraries and Book Box Scheme in the Northern and Western Divisions shows a steady increase.

## NATIONAL LIBRARY WEEK

The National Library Week was celebrated in September with the theme “**Libraries @ the Heart of Learning**”.

There were three levels of participation in 2005; 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 ten public libraries organized activities throughout the week and individual students were encouraged to participate.

Suva City was the main centre of celebration with a grand student march through the city and an opening ceremony at the Civic Centre Park. Lautoka 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 organization and the number of students and schools that participated.

A week-long EXPO was held at the Suva Civic Centre and attracted hundreds of students. Movies, art competitions, book displays and story-telling were the major attractions. The highlight of the week was ‘*The Fiji Children’s Story*’ which was started by Mrs. Taganesia, CEO-EDUCATION. Children and members of the public wrote one paragraph each during and after the NLW. The story is being edited for publication later this year.

**TABLE :NATIONAL LIBRARY WEEK SCHOOL PARTICIPATION IN CENTRES**

Centre	Kindergarten	Primary	Secondary	Total
Suva	School-based	22	9	31
Lautoka	10	8	School-based	18
Rakiraki	3	5	3	11
Nausori	7	4	5	16
Tavua	2	5	3	10
Savusavu	School-based			
Nadi	School-based			

Outside the major centres, schools were requested to organise their own week-long programmes.

The week was a great success, especially in the capital city.

## 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**

### 1. DIPLOMA IN PRIMARY EDUCATION

This AusAID funded programme was implemented from the beginning of 2005. The first lot of 155 students were enrolled in this programme this year and they will complete their studies at the end of 2006.

### 2. ADVANCED EARLY CHILDHOOD PROGRAMME

The first lot of 25 students graduated with the upgraded Advanced Certificate in Early Childhood Education at the end of the year.

### 3. EU INFRASTRUCTURE DEVELOPMENT PROJECT

The eight million dollars European Union Infrastructure Development Project was completed in October. The buildings were officially opened by the Vice President H.E Ratu Joni Madraiwiwi and Dr. Roberto Ridolfi (Head of Delegation for the Pacific). Three hostels, a lecture theatre, six classrooms, a library and the extension to the Dining Hall were funded by the EU.

### 4. FESP - EU

The European Union under FESP agreed to provide funds to the college to support placement of trainees to rural schools for multi-class practicum. They also agreed to provide a vehicle to the college.

### 5. SELECTION AND SHORT-LISTING OF STUDENTS

For the first time, the college was given the full responsibility of selecting and short-listing students for the 2005 intake. While it was a massive undertaking as it entailed processing thousands of applications, this exercise gave greater control over the quality of students the college enrolled.

### 6. SENIOR VOLUNTEERS

Two Senior Japanese Volunteers have been posted to the college to assist the college in the area of Special Education and IT. They will serve the college for the next two years.

### 7. LTC UPGRADE PROJECT

The upgraded programmes have been implemented. The college continues to benefit from the project in terms of equipment, teaching resources, professional upgrading of staff and in the area of management and leadership. Almost all the academic staff have upgraded their qualifications. Various training programmes for support staff were also funded by the project.

2

### 8. TAG REPORT

A technical advisory group (TAG) was appointed by AusAID to make recommendations to further enhance the outputs from the Fiji Education Sector Programme and the LTC Upgrade Project. This report was very favourable in terms of what the LTC Upgrade Project had achieved. It further recommended that LTC should continue to receive assistance from AusAID for the next two years.



#### 9. STRATEGIC PLAN

The LTC Strategic Plan 2003.2007 has been jointly implemented by the LTC Leaders group. This model has been a great success and as a result the college was able to achieve a lot of targets it had set.

#### 10. CAMPUS PLAY GROUP

A campus play group has been set up at LTC. The rationale behind the play group is to support observational research and training for students enrolled in the ECE programme. This facility assists the trainees plan activities, carry out observations and develop practices related to teaching, evaluation and critical reflection.

#### 11. GRADUATION

The annual graduation ceremony was held on Tuesday 29th November at the AOG Church in Saru. 151 students graduated with Teachers Certificate. This certificate programme will be phased out and it will no longer be offered from 2006.

## 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 (Forms 1-4); 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

### **1. ONE YEAR PROGRAMME**

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

**2005 Intake:** this year, 150 new trainees enrolled either for one year programme or to begin their two year programme.

## **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 the provision of inservice programmes for graduate teachers who have no formal teacher education. This programme was introduced in November, 1990 with assistance from the Government of Australia. The inservice programme is a component of the College programme.

## **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 2005 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

### **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.
- Ms Aloesi Logavatu attended 3 days workshop on Inclusive Education in Samoa organised by UNESCO. She also attended a week long workshop in Samoa organised by the Pride Project on Teacher Education in the Pacific.
- Mrs Mere Vadei attended Information Communication Technology Skills Training Course in Singapore from 19 July to 8 August.

### **EXTRA CURRICULA ACTIVITIES**

- The College does not only excel in academic performance but excels in cultural, social and sporting activities. The College serves a hub for staff and students to spark off creative ideas share and show case their innovative projects and I would mention a few here.
- FCAE participated fully in Fiji Week celebration and this week was in fact a huge success for us at the College. Every day of the week started with the national anthem and flag raising ceremony. During breaks students took part in cultural activities.
- World Teachers Day was celebrated here at FCAE. The Chief Guest for the main day of celebrations was Mr Jitoko - the Deputy Secretary (Admin/Finance) the Chief Guest addressed the students on the World Teachers Day theme”.
- In the Hall Drama Production – year 2 English and Social Science trainees delighted the College community with production of 2 plays during the in the Hall Drama Production.
- Another highlight this year was music performance night when year 2 students doing music enrichment course entertained the college with the skills they have acquired during the year in terms of singing and dancing.
- In addition, a group of PEMAC male students participated in the 2005 Fijian indigenous music competition held at FMF dome in October this year. They performed a Fijian chant composed by Mr Aloveti Ratu. The performance was exceptional in the sense that apart from the use of the normal Fijian Instruments, the big wooden gong “lal” was included along with the blowing of conch shell “davui”. FCAE gained forth place and the credit goes to Mr Ratu for his initiative and guidance.
- FCAE was the winner of divisional and national oratory finals organised by national road safety council. Our college was represented by Priyashni Lata, an accounting and economics student.
- There was a brilliant performance by the first year students on Pacific Culture. The focus was on traditional culture. The major highlight for the course was the visitation by 5 Aboriginal

adult students who were accompanied by a former lecturer of FCAE, Mr Phil Taylor. These students shared their cultural experiences and interacted with the students and the staff.

- Home Economics students had their project displays and showed off their skills in homemaking and cooking. They also had an exhibition on the world food day in conjunction with the Department of Agriculture to create awareness on local food and the benefits of consuming local food. There was a fashion show where the year two trainees displayed their fashion creations on a catwalk.
- The Agriculture Science students continued with their projects which includes harvesting honey, nursery management and broiler production
- Environment week and library week was celebrated with poster displays and essay competitions.
- On 25 October 2005, an art exhibition was held by the school of PEMAC. The exhibition was officially opened by the Charge'd Affairs of the Republic of Indonesian Embassy Mr Medi. This was followed by a week long workshop in batik printing, woodcarving, dance and music for our students. This training was provided by skilled artists from Indonesia. This workshop has provided the student with specialised skills that they can take with them to the schools in Fiji. They were awarded certificates for their participation. 6th December 2005 there was a showcase on their achievements at the Suva Civic Center during a special programme entitled '**One Night of Indonesia**'. At this stage I would like to acknowledge the Indonesian Embassy for their support in helping FCAE trainees upgrade their skills in the Expressive Arts. Unfortunately Fiji does not have much facility here to offer degree courses in the expressive arts. We would be most willing to liaise with the institute of higher education in Indonesia so that we can upgrade the current diploma program in the expressive arts to degree level.
- To reward our trainees for their academic excellence this year the Head of Schools have decided to award trophies to their best academic student in their disciplines. This is the first time the College is awarding trophies for academic excellence and in future the College is looking forward to awarding trophies and prizes to trainees in other areas of excellence
- 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. From 2006, the college is would have a 2 semester mode.

#### ➢ 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**

**Pre-Service Enrolments (1995 – 2005)**

YEAR	1995	1996	1997	1998	1999	2000	2001	2003	2003	2004	2005
Year1	14	14	17	17	16	17	18	17	15	198	150
Year2	5	4	8	0	2	4	9	0	7		
	10	11	10	14	12	10	10	12	13	121	153
	4	1	3	7	2	6	3	0	4		
<b>TOTAL</b>	<b>249</b>	<b>255</b>	<b>281</b>	<b>317</b>	<b>284</b>	<b>280</b>	<b>292</b>	<b>290</b>	<b>291</b>	<b>319</b>	<b>303</b>

**FCAE Graduates (1995-2005)**

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>Graduates</b>	<b>136</b>	<b>135</b>	<b>129</b>	<b>185</b>	<b>172</b>	<b>176</b>	<b>171</b>	<b>152</b>	<b>166</b>	<b>161</b>	<b>180</b>

**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	84

**Information on FCAE Diplomats for the years 1995-2005**

YEAR	NO. GRADUATED – AS PER SUBJECT MAJORS*								
	M/S	E/S	A/E	I/A	H/E	AG/S	PEMAC	S/ST	A/ENG
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			
2005	23	13	23	14	23	13	44		
<b>TOTAL</b>	<b>385</b>	<b>455</b>	<b>337</b>	<b>227</b>	<b>211</b>	<b>162</b>	<b>241</b>	<b>22</b>	<b>34</b>

**Key**

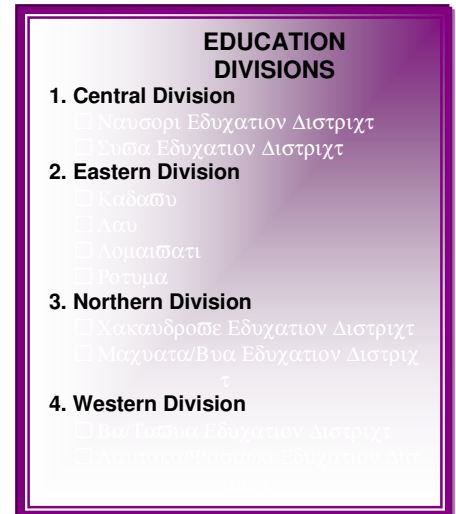
M/S	Maths & Basic Science	H/E	Home Economics
E/S	English & Social Science	A/S	Agricultural Science
A/E	Accounting & Economics	PEMAC	Physical Ed. Music, Art & Craft
I/A	Industrial Arts	S/St	Secretarial Studies
A/Eng	Accounting & English (offered in 1992-93)		

## 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.
- 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 it is expected to open some time in 2006. 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 and 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 Officer, 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 harmonization 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 organized 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. All pre-schools in the Division received assistance in the form of teaching aids and equipment through Ministry of Education Grants.
- 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 towards drafting 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**

- A/SEO/E Mr.Laisenia Seru being awarded with the MOE Service Excellence Award by the Honourable Minister for Education.
- Eastern Division Service Excellence Award being awarded to A/SEO/E – Mr.Seru, EO Lau – Mr.Waqalevu, EO Kadavu – Mr.Musuqio and XO – Mrs.Draunimasi.
- Establishment and registration of the new Cicia Junior Secondary School.
- All Eastern Schools were adequately staffed.
- All schools were visited once, some were visited twice and some were visited three times in the course of year 2005 (PMS).
- District and Provincial Council Meetings were attended by various Education Officers in their advisory capacity. Reports were also submitted.
- FESP-AusAID continued with the Leadership and Management Workshops in the Division, including Rotuma which was missed out in 2004.
- Translation of FESP Workshop material into Fijian.
- Showcase of Enterprise Education at Khatriya Hall (Central Eastern)
- A Pilot Financial Planning and Management Workshop for Head Teachers, Principals and School Managers were conducted for all Ovalau Schools by FESP-AusAID.
- FESP-EU identified 300 Fiji Schools to be assisted, school capital projects were verified and tendered for Building Contractors in early December.
- For PMS – 2004 Assessment was carried out and completed in the first quarter.



- Visible Improvement in schools due To PMS being in place. Teachers are now much clearer with PMS.
- Education Officers attended and actively participated in various Workshops and Seminars organized by the PSC, MOE, FESP, MOH and other line Ministries and NGOs.
- Various reports were written and submitted within the time frame given.
- Monthly Staff Meetings conducted.
- Most Capital Projects were completed.
- Improvement in examination results in some schools.
- Reaching out to some teachers/schools which needed urgent attention.
- Counseling of teachers and mediating in school and community disputes.
- Diligently monitoring public funds – Building Grants, Tuition Fee Grants, Per Capita Grants etc.
- Conducting Management Workshops to school committee members during school visits.
- Professional Development Workshops conducted in schools.

#### CHALLENGES.

CHALLENGES	ACTION TAKEN.
Inadequate number of Officers expected to perform so many tasks.(PMS, EU, FESP)	The A/DEO/E had to join Education Officers in numerous field trips to meet time line.
Transport problems – Inadequate Govt.boat trips.	Now also traveling in Taikabara, Tunatuki, Neha, Sandy etc. Overcrowded and poor sanitation.
Failure to do three (3) PMS Review for all our teachers.	Mostly only two (2) Reviews done. Will be completed in 2006.
Failure to carry out PMS Assessment in 2005	Awaiting PMS Funding to do 2005 PMS Assessment in Term 1 – 2006.
Very expensive transportation for EOs Kadavu and Lomaiviti.	Awaiting EU assistance.
Using office furniture which already have been written off for years. Heavy and back – breaking cabinets. Two-piece tables-top separated from bottom frame.	Good chairs were purchased in 2004 but unable to do likewise for tables in 2005.
Scattered location of schools.	Tried our best to visit them all.
Poor school infrastructure.	Awaiting EU, Research and Development and Special Projects to commence on their projects in 2006.
Multiple class teaching	Awaiting new Staffing Schedule.
Non-replacements of teachers who go on Maternity Leave or Long Sick Leave.	Head Teachers reorganized his classes and teachers as best as he could.
Many teachers late to schools at beginning of each term.	Leave Section acts on individual leave applications according to appropriate leave regulations.
Effective Communication.	Production of the Eastern Division Newsletter – “Eastern Sail” (bimonthly)
PMS requires most of our time in the field.	All officers have travelled extensively in the Division.

Some of our teachers are not performing to our expectations.	Coaching and Counseling carried out.
EU's method of refunding officers of their travelling. (EOs travelled to schools on credit, great inconvenience to transport owners)	Already notified EU officers.

## NORTHERN DIVISION

### ACHIEVEMENT

- 5.1 It is pleasing to note that most of the schools in our division were visited by officers from the Head Quarters along with the colleagues from our division. Much to the delight of the managements some 104 schools from Macuata/Bua and Cakaudrove have been chosen to get better facilitated through the European Union grant.
- 5.2 Intensive workshops were conducted for the Head Teachers/Principals and the managements of all the schools through the assistance of the Fiji Education Sector Programmed – AUSAID.
- 5.3 Affirmative Action Workshop & Outreach Programme for the Northern Division was well attended to.
- 5.4 The Northern Cakaudrove/Bua/Macuata MILO KAJI and ATHLETICS was held in the Northern Division for the time.
- The Division received boarding assistance from the Special Project Unit.
- The teachers and schools in the Division were visited by CDU Officers.
- Counselling of teachers and mediating in school and community dispute was carried out whenever needed.
- The Division's target to increase awareness of the importance of pre-school education was really attended to.
- The Districts organized workshop for school heads, Principals, Assistant Head Teachers and Managers.

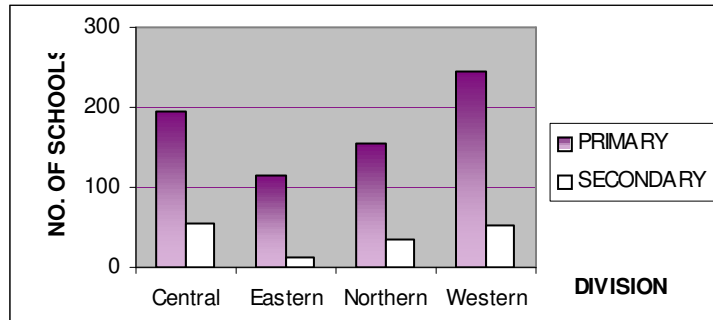
## WESTERN DIVISION

### ACHIEVEMENTS

- 2005 has been quite a successful year. This can be gauged by reduced number of conflicts, good academic results, schools emerging as national winners in various competitions like IQ Active, good performance in sporting activities including Milo Games in which Ra did exceptionally well. Xavier College has achieved 100% pass in all external examinations for yet another year in 2005.
- The Division hosted two groups of teachers from Western Australia. They conducted workshops in Mathematics for primary and secondary school teachers. Training under FESP programme continued. A number of training programmes and visits by consultants from Western Australia has been a feature of the programme throughout the year.
- The statistics given below show the magnitude of the division and the challenges it has.
- The enclosed district reports contain details of the activities carried out in the four districts.
- The DEOW has very professional relationship with the Commissioner Western and officials of other line ministries. We work hand in hand to implement national policies and initiatives.
- The selection of the DEOW as the recipient of Public Service Excellence award for 2005 was an achievement in itself. Thirteen other teachers and one Education Officer from the Western division received Ministry of Education Excellence Award.

- The Division followed up on FESP initiatives undertaken in 2004, such as Leadership and Management, Enterprise Education and School Management programmes.
- PMS training, monitoring and evaluation was actively pursued. However, the final assessment was abandoned due factors beyond our control.
- FESP-EU project proposals were verified by the district officials through cite visits and in consultation with the relevant stakeholders.

**GRAPH 3: DISTRIBUTION OF PRIMARY & SECONDARY SCHOOLS BY DIVISIONS**



## 5. Special Projects

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### 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**

- Fiji was voted in as the 17 Pacific Member States' representative on the UNESCO Executive Board & the Inter-governmental Programme for the Development of Communication (IPDC)
- Finalization and forwarding to UNESCO HQ of the two Participation Programme reports and acquittals for the 9th Pacific Arts Festival in Palau (Dept for Culture & Heritage) and the Training for Trainers Project (UNIFEM)
- 3-week participation by the Fiji delegation at the 32nd Session of the UNESCO biennial General Conference in Paris in October
- Arrangements for officers to attend UNESCO-sponsored meetings/trainings, both locally and overseas
- Representation at the Levuka Heritage Committee, Fiji Children's Day, and World Day Against Child Labour
- Secretary on the Cabinet Sub-Committee on Education for University of Fiji
- Fiji having attained 3rd highest overall placing worldwide in the Associated Schools Project (ASP) competition, was represented by a teacher and a student on the ASP Mondialogo symposium in Barcelona, Spain
- Representation by a youth volunteer at the International Youth Forum in Paris, France
- Assistance to the Fiji Education Sector Programme (FESP) consultant in the preparation of a paper on 'Scoping Information for a Review of the Education Legislation in Fiji'
- Continued submission of Fiji candidatures for UNESCO fellowships such as the Young Professionals Programme, the annual International Institute for Educational Planning & Management (IIEP) and others

## **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**

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.

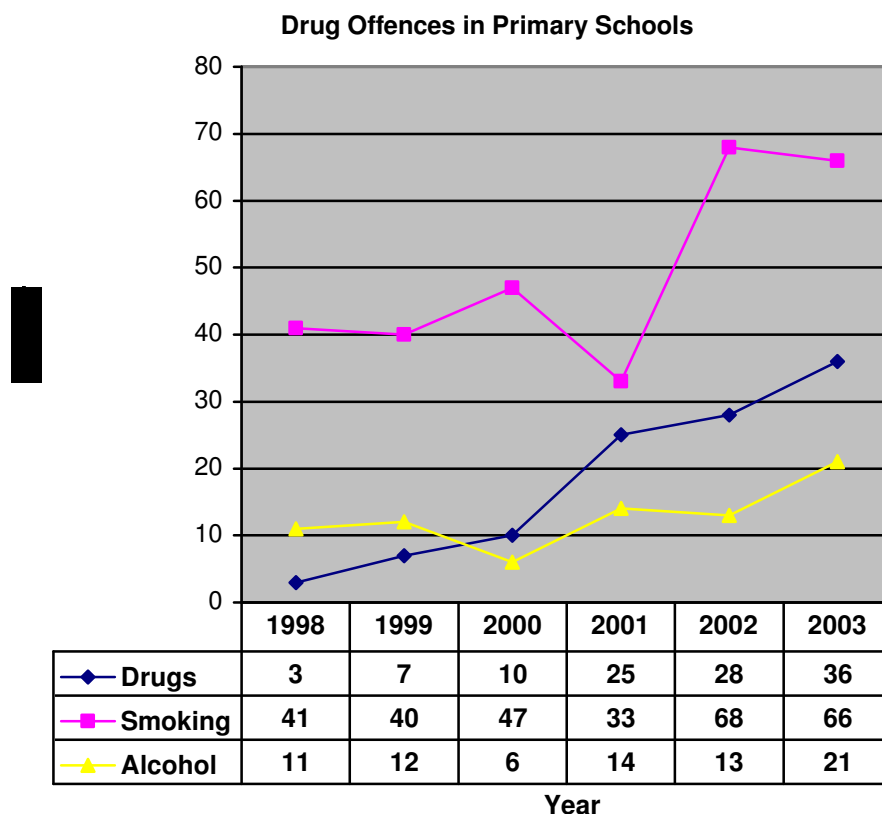
### **ACHIEVEMENTS**

#### **RESEARCH**

- Completion of research report on Substance Use in Secondary Schools conducted in 2004 and distribution to various stakeholders such as the Ministry of Education, National Centre for Health Promotion, WHO, Prison, Fijian Affairs, Senate Ad Hoc Select Committee, Fiji Council of Churches, Fiji Council of Social Services, Fiji Police Force (Drug Unit), Pacific Children's Programme, Curriculum Development Unit and National Substance Abuse Advisory Council.
- Completion of analysis of all Ministry of Education records (Sims forms and Confidential Files) on Drugs and Substance Abuse in all Primary Schools from the period 1998 – 2003.

Processed Primary School Data as given in the SIMS forms by listing schools where substance use was reported. The purpose for doing this was to highlight observed trends of substance use in primary schools as reported in Sims forms for the years 1998 – 2003. The general trend indicates a linear increase in marijuana and alcohol offences for the 6 years covered. . Overall trend show a linear increase in marijuana, alcohol and smoking offences.

**GRAPH4: SUBSTANCE USE IN PRIMARY SCHOOLS AS REPORTED IN SIMS FORMS**



- NSAAC staff provided assistance to the National Council for Health Promotion in conducting the Global Youth Tobacco Survey in March 2005.
- Proposal for Drug Survey in Primary Schools submitted and approved
- Questionnaire for Drug Survey in Primary Schools completed and pretested
- Conducted Research on Drug Use in Primary School Students in 64/70 (91%) Primary Schools in the Suva/ Nausori/Nadroga/Navosa Education District involving about 3000 classes 7 and 8 students.
- Analyses of questionnaire began in November 2005
- Database prepared and completed.

#### **DRUG AWARENESS WORKSHOP**

- Conducted 30 Drug Awareness Workshops to 540/885 (61%) Head Teachers and Principals in 9 Education Districts throughout the nation.
- Compiled reports and identified specific recommendations and submitted to CEO Education, NSAAC Council Members, Senior Education Officers of MoE and Senate Ad hoc Select Committee to Investigate Societal Problems Relating to Drugs, Sexual Crimes and Prostitution.
- Conducted presentation to 20 communities involving 1512 parents and youth.
- Professional development conducted in 350 rural schools.
- Conducted presentations to 35 schools involving 9,628 students.

- Presentation on research findings on drugs and substance abuse made to Education Officers at Special Project Unit and All Divisional and Senior Education Officers of all Divisions of the MoE as well as Community Policing Officers of all Divisions as well as remote rural schools and villages in the Navosa (8), Serua (1) and Lau Vanuabalavu and Lakeba (15)
- Presentations made also to 17 schools in the urban areas of Suva/Nausori Education District and Methodist Church officials- of the Bau Circuit at Nadave Bau Tailevu.
- Presentations made to regional participants at the SPC Centre.
- With the support of NSAAC the Crime Intelligence/ Drug Unit of the Northern Division headed by Detective Corporal Luke Cerenasiga has completed conducting drug awareness lectures in all secondary schools in the Cakaudrove and Bua.
- Submitted Summary of Recommendations from Head Teachers and Principals from 30 workshops conducted to the Senate Ad Hoc Select Committee to Investigate Societal Problems in Relation to Sexual Crimes and Prostitution.

### **OUTCOME OF WORKSHOP**

- Increase awareness on the role of NSAAC
- Understand the extent of drug use by students in the national context
- Understand the link between young people and drugs
- Increase awareness on the harmful effects of drug use
- Understand the link between drug use and societal problems such as health, sexually transmitted disease, crime etc.
- Dispelling myths on Drug Use.
- Identify ways parents/teachers can take to discourage children from drugs.

### **NEW DEVELOPMENT**

- Cannabis cookies used to intoxicate young girls – Savusavu
- A suspected drug dealer linked to the recent drug bust at Laucala Beach was located at Savusavu with some yachtsmen
- A student (girl) was reported staggering in school from chewing gum mixed with cannabis – Labasa
- A hard drug –ecstasy- reported to be currently in use in Nadi and Suva nightclubs- Nadi and Suva
- Dried frog skin is being smoked as a form of drug- Ba
- Juice mixed with cannabis was used to intoxicate a young lady- Navosa
- Some civil servants are involved in drug trafficking between Yasawa and Lautoka – Lautoka
- Other suspected drug outlets have been identified and reported to Police

### **TRAINING**

- Drug /EO Health Education attended a one day training workshop for Module 1 on Basic Drug Skills on Monday 16.06.05 (Queens Birthday) conducted by the Distance and Flexible Learning Support Centre USP.
- Director attended a 2 – day workshop Module 1 on Health Promotion Research – Monitoring and Evaluation by the National Council for Health Promotion 16/06/05 – 17/06/05 sponsored and facilitated by AUS Aid.
- Director attended ½ day Consultation Workshop on Education Strategic Plan 2006 – 2016 Wed 22/06/05 organized by the Ministry of Education at USP
- NSAAC Staff attended a series of monitoring and evaluation workshops conducted by the National Centre for Health Promotion

### **PRODUCTION AND DISSEMINATION OF INFORMATION**

- Director took part in an interview with SEO School Broadcast regarding Drug and Substance Abuse in schools and NSAAC Activities during Teachers World Programme on Friday 3rd June.
- On Wednesday 22nd June (7-8 pm ) panel consisting of the Director NSAAC , the Detective Inspector of the Police Drug Unit and a Nursing Sister from Saint Giles Hospital took part in a RADIO TALK BACK Programme- 'Domo Ni Vanua' in support of the Drugs and Substance Abuse Week organized by the Ministry of Health.
- A total of 540 schools received packages of Drug Education Materials (charts, Fact Sheets, Pamphlets etc)
- Distributed a total of 46, 839 Drug Education materials to the public.

### **VEHICLE AND EDUCATIONAL RESOURCES**

- NSAAC has now purchased a 4 x 4 Wheel drive vehicle and engaged a Driver with effect from 11th July, 2005.
- A range of audio visual and other information materials addressing drug and substance abuse with an approximate value \$F2, 800 was handed over by the Team Leader of the Pacific Children's Programme to the CEO Education on Friday 3rd June, 2005 to be used by NSAAC in its awareness campaign.

### **AUSTRALIAN YOUTH AMBASSADOR**

NSAAC made an application for technical assistance through the Pacific Children's Programme from the AYAD. (Australian Youth Ambassador Development Programme). The application was prepared by the Pacific Children's Programme Team Leader in consultation with the Director.

#### **Work carried out by AYAD since October 2005**

- Developed organization profile for NSAAC
- Refined Information Education Communication (IEC) Materials
- Identified topics for School Broadcast Programme
- Prepared media releases
- Develop NSAAC Logo
- Developed Research Database
- Prepared Funding Proposal to seek additional financial support for the ongoing work of NSAAC
- Prepared Plan for Audio Visual Aid Production



## **FIJI EDUCATION SECTOR PROGRAM - AUSAID (FESP-AUSAID)**

The Fiji Education Sector Program (FESP) is a \$25 million five-year program which commenced in June 2003. The AusAID (Australian Government) funded Program is assisting the Fiji Ministry of Education (MoE) to implement strategic reforms and to improve the delivery and quality of education in Fiji. FESP will provide support to MoE until at least June 2008.

### **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.

### **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 to the National Strategic Development Plan 2003-2005. An extensive consultation process with all stakeholders in the education system and information drawn from the *Report of the Fiji Islands Education Commission/Panel* (2000) was the basis for selection of activities by FESP.

### **ACHIEVEMENTS**

#### **BUILDING LEADERSHIP AND MANAGEMENT CAPACITY WITHIN MINISTRY OF EDUCATION**

- Relevant MoE personnel successfully trained MoE officers and all principals/head teachers from the Northern and Central divisions in leadership and management.
- Training for involvement in school planning was successfully undertaken by school managers and management committee members in the Northern and Central divisions.
- Two principals and two head teachers undertook a study tour of Western Australia for a period of ten days.
- Ten senior officers successfully completed a one month work attachment to the Department of Education and Training Western Australia and implemented their learning to their own workplace.
- Scoping Study for legislative review of the Education Act.

#### **BUILD POLICY AND PLANNING CAPACITY OF MOE'S CENTRAL OFFICE**

- Supported MoE and built officers capacity to develop their 2006-2008 Strategic Development Plan, 2005 Corporate Plan and 2005 Business Plan

- Provided technical advice to develop the Education Summit Report 2005 and the Suva Declaration on Education 2005.
- Assisted MoE to develop a comprehensive corporate information system and national and agency performance indicators with associated training.
- Supported MoE and built officers capacity to develop system policies
- Assisted MoE to develop a human resources staffing establishment system hosted off-site with multiple user access.
- Media section of a Communications Unit established with all staff trained.

### **IMPROVE CURRICULUM RELEVANCE AND FLEXIBILITY**

- Primary science kits developed, procured and supplied. Teacher training program for teachers in pilot schools developed, implemented and evaluated. Science module developed, piloted and evaluated.
- Assisted MoE Examinations Section personnel to competently employ contemporary procedures to assess, analyse and report on student achievement. New assessment tool (FILNA) developed and trialed in 170 schools.
- 20 primary and 20 secondary schools participated in pilot of Enterprise Education initiatives, each with \$500 seeding grant.
- Nine Vocational Centres have each been assisted to upgrade one course that now meets Fiji Institute of Technology franchising and accreditation standards.
- 30 ECE pilot schools have been assisted through the implementation of a professional development program for teachers in teaching/learning strategies for young children.
- An outreach program for parents, care givers and community members to foster language development has been prepared.
- 12 WA teachers have provided workshops in the Western and Central Divisions focussed on MoE priorities of outcomes based education, science, ECE, assessment and reporting, and enterprise/TVET.
- Draft school curriculum framework is developed.

### **OTHER ACHIEVEMENTS**

There are other numerous achievements that are not necessarily attributable to specific projects but are a feature of FESP. These include a high level of consultation with a range of educational stakeholders. Advisers have also provided support in the form of technical advice in areas such as the Education Summit, Teachers' Registration Board, system policies and equity indexes with respect to the distribution of resources (including a staffing formula). The Equity Index was incorporated by FESP (EU) in the process for the selection of schools for infrastructure upgrades.

## **FIJI EDUCATION SECTOR PROGRAM – EUROPEAN UNION (FESP-EU)**

In September 2004 The Government of Fiji and the European Union signed an agreement whereby the European Union committed \$F45,000,000 to the **Fiji Education Sector Programme** (FESP). The overall developmental objective of this Programme is to achieve equitable access, participation and achievement in life-long education for disadvantaged communities in Fiji and to improve the country's education quality and outcomes. There are five result areas, which target various aspects of the education sector:

## **RESULT 1 IMPROVED SCHOOLS INFRASTRUCTURE**

To assist schools with infrastructure needs, inc.: classrooms, libraries, labs, dormitories, teachers' quarters, kitchens and dining rooms, water supply and sanitation. In some cases the electricity lines pass nearby but there is no connection to the school, the project can pay for connecting the school in these cases. It can also assist in improving access (roads, bridges, jetties) to schools. The concrete activities that will be funded will be identified on an annual basis. They will be those that facilitate education for the most disadvantaged communities, reduce the flow of students from rural to urban areas and provide an incentive for teachers to take up appointments in remote areas.

## **RESULT 2 CAPACITY BUILDING**

Teacher training is a priority and teaching experience in rural areas will be the focus. AUSAid is assisting the Lautoka Teachers College (LTC) to reform its curriculum and training methods. This is complemented by an 8<sup>th</sup> EDF project to upgrade the LTC's physical infrastructure. The FESP will address any gaps that may remain in this area, in particular the organisation of practicums in remote areas, thus enabling future teachers to have a guided experience in a difficult environment, corresponding to their most likely first posting. Existing policies and guidelines will be reviewed to ensure that enabling environments are put in place to move developments, particularly in the areas of curriculum reform, targeting technical/vocational education. The Programme will also provide training for MoE and other relevant line ministries, NSAs, school committees and Provincial Councils, including field staff.

## **RESULT 3 QUALITY RESOURCES AND MATERIALS**

Schools in disadvantaged communities will receive support for teaching resources including equipment, teaching materials, books, computers (where they can be serviced) and labs. Many of these materials can also be used for non-formal classes and summer programmes.

## **RESULT 4 EFFECTIVE AND EFFICIENT PROCESSES**

Effective co-ordination, especially between the MoE and other line ministries is critical, ensuring that there is a holistic approach to upgrading rural life, community participation and ownership of education for long-term sustainability. The Programme will promote co-ordination between ministries, tertiary institutions, NSAs, donor agencies, regional and multinational organisations, so that developments in education are harmonised and duplication avoided. Furthermore, structures of education at national, provincial, community and school levels will be strengthened to implement MoE policies and plans. Monitoring, supervision and evaluation mechanisms will be developed and the roles and responsibilities of officers at different levels identified.

## **RESULT 5 COMMUNITY BUILDING**

Non-formal education and community awareness projects will be part of the Programme. Areas identified include: carpentry, farming, small/micro enterprise, handicraft, flower management, learning conversational Fijian, Hindustani and English, the law and security. Retired teachers will be encouraged to teach in the communities. The NSA, MoE, MoY and schools will work in partnership to ensure access to these programmes.

While the Ministry of Education is wholly responsible for the implementation of the first four Results Areas, responsibility for the implementation of Result No. 5 has been fully transferred to the Fiji Forum of Non-State Actors (FFoNSA), the Ministry of Education acting merely as a conduit for the transfer of approved funds.

## **PROGRAMME IMPLEMENTATION**

Programme implementation began in April 2005 with the signing of the first Programme Estimate (PE<sup>1</sup> - April to October 2005) and the appointment of the Programme Director. PE<sup>1</sup> focused on: activities relating to the establishment of the Programme Management Unit including:

- Office accommodation was acquired, furnished and equipped.
- All nine positions in the Programme Management Unit were filled.
- Two Programme vehicles were purchased.
- Internal systems, processes and structures were developed.
- Developing Programme Estimate No. 2 (PE<sup>2</sup>) and beginning some preparatory PE<sup>2</sup> specific activities.

## **PROGRAMME ESTIMATE NO. 2**

Considerable time was spent in conceptualising the various interventions to be undertaken in Programme Estimate No. 2. The development of PE<sup>2</sup> was premised upon there being two Programme Estimate periods remaining, *i.e.* November 2005 to April 2007 and May 2007 to October 2008. PE<sup>2</sup> is comprised of both the Ministry of Education component (\$30 million) and the NSA component (\$3 million). PE<sup>2</sup> was drafted following consultations with all relevant stakeholders. A draft list of activities was approved by the Programme Steering Committee in September '05. Given that the greatest proportion (90%) of the MoE's Programme Estimate budget is allocated to the provision of schools infrastructure (Result 1) and school resources (Result 3), allied to the protracted timelines associated with such interventions, PE<sup>2</sup> focuses largely on these Result areas. While Results 2 and 4 are also targeted in PE<sup>2</sup>, much of the work relating to those Results will be undertaken during PE<sup>3</sup>.

## **SCHOOL NEEDS IDENTIFICATION**

A key feature of Fiji Education Sector Programme is the provision of **infrastructural support to 300 schools**. There was a need to conceptualise and design the implementation of Result 1 in a manner appropriate to the Fiji context. The school selection process had to reflect an inclusive, transparent, objective and justifiable process. School selection was undertaken using base-line information taken from the MoE's extensive schools' database and merging it with the specifically designed Schools Infrastructure Disadvantage Indices. This empirical process, allied to the inclusion of some qualitative variables, produced a ranked listing of the 300 most disadvantaged schools in the country, as measured against the Programme criteria. The needs of these 300 schools were confirmed through the administration of detailed questionnaires and subsequent site visits by the MoE's Divisional and District Educational Officer to the 300 schools to verify the expressed needs. The targeted schools are drawn from all fourteen provinces, all nine education districts, all four education divisions and are spread across 44 islands. In line with the focus of the Programme, over 80% of the schools are in either remote or very remote areas.

## **PLANNED INTERVENTIONS**

While PE<sup>2</sup> focuses largely on schools infrastructure development, other key interventions are planned:

FESP will provide **seven 4X4 vehicles** for use by Headquarters and District Education Offices; Again, in an attempt to support the Ministry's interventions at maritime schools, the FESP will fund the manufacture and equipping of **three 6.5M aluminium boats + 6 @ 40hp engines**. Given the good work being done by the Ministry's Book Publishing Unit, the FESP will provide the unit with a top-of-the range **single colour printing press** and will also fund the required training.

**In excess of 300 student teachers** from FCAE and LTC will benefit from undertaking their teaching practice in rural schools on Vitilevu and Vanualevu, an intervention actively supported

by the FESP. The teaching practice will include multi-class teaching and exposure to difficult environments. Approximately 25 tutors will monitor and assess student performance. FESP funds will be used for travel and accommodation for students and their tutors, food rations and teaching practice materials. In addition to this support for rural Teaching Practice, some IT resources (5 PCs and internet access) will be supplied to the FCAE's Library.

FESP funded **in-service training** of over 800 teachers, School Heads and Department Heads and District Officials will be coordinated by Curriculum Development Unit. The Programme will also fund the publication of 1,800 Careers Booklets to be used for careers training of Careers Teachers and members of the school communities (parents).

### **PROGRAMME LAUNCH**

The Programme was officially launched on Friday 4<sup>th</sup> November 2005 at Waiqanake District School, Suva. The ceremony was hosted by the Honourable Minister of Education, Ro Teimumu Kepa and the Chief Guest was Mr. A. Henriksson, Director for the Pacific at the European Commission. Apart from various local dignitaries and members of the Diplomatic Corps, the function was attended by 250 villagers from the school's catchment area and over 400 primary school children. Print and electronic media were in attendance.

### **MEDIA SUPPLEMENT**

On Saturday 3<sup>rd</sup> December 2005, a four page (A3) full colour supplement was distributed with all the national daily papers in English, Fijian and Hindi. The publication served to promote the Programme objectives, to create awareness of the scope of the Programme and to highlight the European Union's involvement in Fiji. In addition, ten copies of the supplement were sent to all 300 schools to be targeted for schools infrastructure and to all Members of Parliament. The Supplement also included advertisements and Calls for Expressions of Interest related to some of the main PE<sup>2</sup> activities.

## 6. Conclusion

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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 2005 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**

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