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1. CORPORATE PROFILE

VISION

Educating the child holistically for a peaceful and prosperous Fiji

MISSION

To provide a challenging teaching and learning environment, in partnership with stakeholders, that will nurture and empower the child to become a competent member of society.

EDUCATIONAL VALUES

All educational provision in Fiji is based upon the following core of intrinsic and enduring values:

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

OUR GUIDING PRINCIPLES

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

- Recognition of the need for and importance of partnership in all elements of educational provisions
- 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

ROLE AND RESPONSIBILITY

The Ministry is responsible for the delivery of Education and Training Services to schools, pre-schools and training centres. These include the provision of curriculum frameworks, policy guidelines, qualified teaching personnel, and programme support to controlling authorities and education and training Institutions. The Ministry also has responsibilities for ensuring that standards in education are met and maintained through the regulation and recognition of education and training providers and accreditation of programme delivery. Through advisory services, support is rendered to school management for the effective running of schools as well as financial assistance for construction and maintenance of school facilities. Under the Affirmative Action Programme, the Ministry is also tasked with improving rural education standards, enhancing Fijian and Rotuman Education, and the education opportunities of disabled students and out of school youths.

LEGISLATION FOR WHICH THIS PORTFOLIO IS RESPONSIBLE

The Ministry of Education operates within the Strategic Planning Framework of the Fiji Public Service Act, 1999 and the Finance Management Act, 2004.

Education Act (Cap_262)
Compulsory Education Act, 1999
Examination Act (Cap_262A)
Fiji Institute of Technology Decree 1992
Substances Abuses Advisory Council Act 1998
University of the South Pacific Act (Cap_266).
Libraries ~Deposit of Books Act (Cap_109)

Other legislations:

Constitution of the Republic of the Fiji Islands
Human Rights Commission
Occupational Health and Safety, 1996

OUTCOMES

The Ministry of Education continued to deliver its outputs in the aim of achieving the ten outcomes that were identified for the 2006 to 2008 Strategic Development Plan as specified below:

1. Children and Adults of Fiji, especially those in disadvantaged groups, will have access to a quality education
2. All staff will be suitably qualified, competent and motivated to deliver educational services
3. Communities will have greater participation in education
4. Children will be safe
5. Students will have increased awareness of Nation Building, Culture and Values
6. Enhanced equity for women, the disabled, ethnically disadvantaged groups and those in rural areas
7. Links to Industry will be enhanced and strengthened
8. Increase participation in education for children and adults
9. Improved management through accountability, policies and programmes
10. Enhanced partnerships with donor agencies

OUTPUTS FOR 2006

Through consultations with the Ministry of Finance and the Public Service Commission the following portfolio performance statement outputs were identified for the Ministry of Education:

1. Portfolio Leadership Policy Advice and Secretariat Support.
2. Education and Training – Early Childhood Education
3. Education and Training - Primary Schools.
4. Education and Training – Secondary Schools.
5. Education and Training – Tertiary.
6. Provision of Library Services to Schools.
7. Consulting Services-Advisory Service to Schools.
8. Consulting Services-Student Career Counselling.
9. External Examination Services.
10. Education and Training – Special Schools.
11. Education and Training – Primary School Radio Broadcasts.
12. Education and Training – Secondary School Radio Broadcasts.
13. Indigenous Development – Educational Support.

2. EDUCATION FIJI HIGHLIGHTS

This Annual Report records the Ministry's activities and achievements for the year 2006 which covers the education component of the responsibility assigned to the Hon. Ministers for Education.

FOCUS FOR 2006

There are three targeted outcomes of the ministry of education that were identified by government as priorities for the year 2006 of which their achievements are highlighted below:

Quality Education & Training For All That Is Responsive To Changing Needs

- ✚ The Fiji Islands National Curriculum Framework (NCF) was completely developed in 2006. This new curriculum framework provides key learning outcomes for teaching, learning and assessment that will provide evidence based information on students' achievement in their level of understanding and the type of skills acquired.

Work continues in the development of the syllabus for individual subjects.

- ✚ Capacity building in the area of policy through development of new policies, review and realignment of existing policies to relevant legislations.
- ✚ Citizenship Education Studies program is currently being developed to address awareness of and attitudes towards issues around democracy, knowledge of the constitution and constitutional processes through a multi-faceted approach. Preparatory work has commenced in incorporating the program into the National Curriculum Framework.
- ✚ Leadership and management remains a key priority for education and especially in schools. Training continues with more Head Teachers, Principals and school management to be trained. Training-of-trainers is an important achievement in this area in terms of the sustainability of the program.
- ✚ The HRM unit of the Ministry was established and it focused on improved coordination of the HRM functions, workforce planning procedures and policies.

Productive, Transparent and Accountable State Institutions

- ✚ The outcome based Numeracy and Literacy Assessment (FILNA) is now been implemented in more than 300 primary schools. The programme has

gained support from schools and key stakeholders and accepted as an appropriate alternative to FIE and FEYE.

- ✚ The timely processing of staff appointment and transfer is now possible through Fiji Education Staff Appointment [FESA]. The software was trialled for the first time in the appointment and transfer of teachers in 2006. This system now addresses the problem of backlog of files, long waiting time of appointments and delay in payments of teachers.
- ✚ Monitoring and Evaluation was an important component of planning with the focus of the activity involving the assessment of performance delivery and ways of continually improving the services.

Equitable Participation for All in Socio Economic Development (Equal Opportunities for All)

- ✚ Ministry of Education continues to monitor the progress in the attainment of International commitments such as the Education for All (EFA), Millennium Development Goals (MDG) in the areas such as universal primary education, school retention rates, gender equality and early childhood education
- ✚ To improve access to quality education more schools were established in the rural and remote areas in 2006. This partnership role with communities provides more opportunities for those that may be disadvantaged in terms of locality, socially and economically.
- ✚ Early Childhood Education has now emerged in the limelight of education in Fiji. Previously the management, curriculum and other services in this area were the responsibility of school management and ECE teachers. The Ministry's assistance was more confined to advisory services and salary grants to selected ECE centres.

Recent development is the trialling of "Smart – Start to Language in Fiji" programme piloted in schools, upgrading of the Certificate level ECE, pre-service training to Advanced Certificate level, the completion of the Early Childhood Education Care guidelines (ECECG) and incorporating ECE programme to the primary teacher training programme at LTC. Further advancement in this area involves the development of ECE curriculum in line with the National Curriculum Framework focusing on six Foundation Areas of Learning and Development" [FALD] outcomes. It is anticipated that this area will gain recognition as a critical development component of education of children in Fiji.

- ✚ Infrastructure upgrading programme is part of the support the Ministry provides to schools. 60 schools were assisted by the infrastructure upgrading programme for rural and disadvantaged schools.

BUDGET

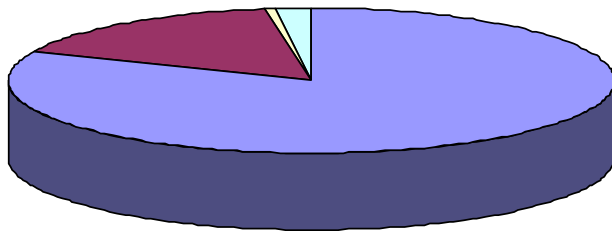
In 2006, the Ministry received a budget of \$298, 886,100, a 2% increase from 2005 budget of \$292,902,800 (**Graph 1**). It actually represents about 17.5% of the total national budget of \$1, 710, 842, 600 (**Figure 1**). Although the Ministry of Education budget has continued to increase its portion of the national budget has slightly declined.

Table 1: Education Budget As A Percentage Of The National Budget 2005 - 2006.

Year	Total National Budget	Ministry Of Education Budget	Fit Budget	Grant To The Usp	Government Expenditure On Education	%Of National Budget Spent On Education (Includes Fit & Usp)
2005	1,424,484,200	260,419,800	8,000,000	35,010,100	303,429,900	21.30
2006	1,548,662,900	301,185,600	10,000,000	35,873,831	319,582,237	19.45

The Fiji School of Medicine also received a grant of \$4.4 million

Figure 1: 2006 Budget As A Percentage Of National Budget



- Other Ministries Total Budget
- Ministry Of Education Budget
- FIT Budget*
- Grant To The University Of The South Pacific

Receipts received indicate that 2006 income was \$1,244,636 as compared to \$1,183,019 in 2005. This was a slight increase of 4% indicating that Ministry was able to generate more income for government through fees levied, sale of surplus farm produce, technical, science and other receipts.

Government expenditure on education in 2006 amounted to \$319,582,237 which was an increase of 5% from 2005. This was the actual spending of the government budgetary allocation for the Ministry of Education.

**Table 2: EDUCATION EXPENDITURE (EXCLUDING FIT & USP)
2005 - 2006**

Year	Recurrent Expenditure (\$'000)	Capital Expenditure (\$'000)	Value-Added Tax ('\$'000)	Total Expenditure (\$'000)
2005	223,332	13,245	23,843	260,240
2006	268,103	9,259	23,824	301,186

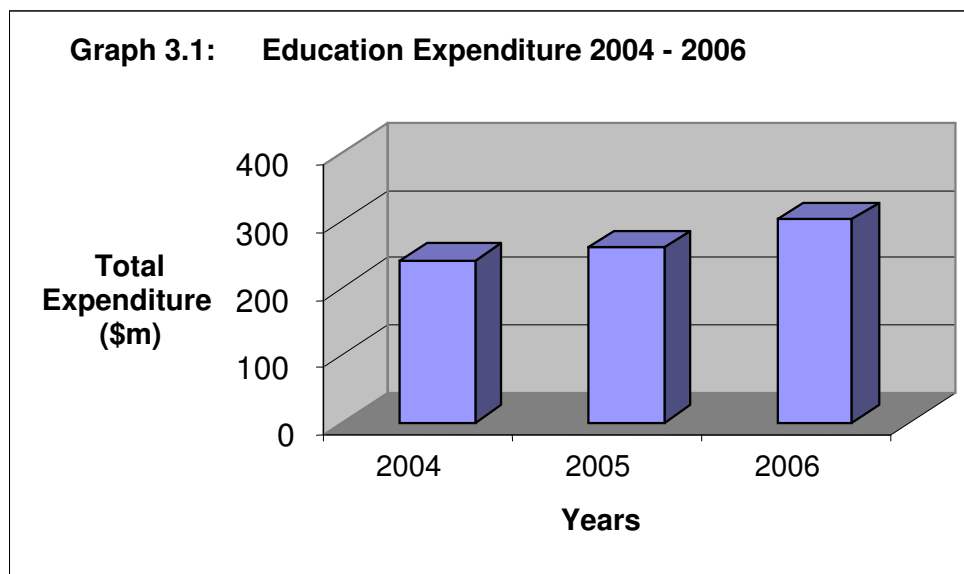


Table 3: 2006 Budget Analysis By Programme

Head 21	Programme	Amount (\$)	% Of Ministry Of Education Budget	% Of Ministry Of Education/Fit /USP Budgets
Programme 1	General Administration	5,430,969	2.13	1.80
Programme 2	Primary Education	120,320,000	47.13	39.95
Programme 3	Secondary Education	112,807,500	44.18	37.45
Programme 4	Curriculum Advisory Services (incl. Educational Resources Centre; Careers & School Broadcast	2,411,400	0.94	0.8
Programme 5	Technical and Vocational Education and Training	1,691,200	0.66	0.56
Programme 6	Research and Development and Training	5,610,000	2.2	1.86
Programme 7	Special Project and Fijian Education	3,932,200	1.54	1.31
Programme 8	Examination	2,216,700	0.87	0.74
Programme 9	Library Services of Fiji	891,900	0.35	0.30
	Total Incl. FIT/USP	301,185,700	100	
	University of the South Pacific	35,873,831		11.91
	Fiji Institute of Technology	10,000,00		3.32

Table 4: 2006 Budget Analysis By Segment

Head 21	Programme	Amount (\$)	% of Ministry of Education Budget	% of Ministry of Education/Fit/ USP Budgets
1	Established Staff	175,708,000	58.34	50.62
2	Wage Earners	2,362,200	0.78	0.68
3	Travel and Communication	748,800	0.25	0.22
4	Maintenance and Operation	1,131,000	0.38	0.33
5	Purchase of Goods and Services	4,664,800	1.55	1.34
6	Operating Grants and Transfers	82,869,700	27.51	23.88
7	Special Expenditures	618,400	0.21	0.18
8	Capital Construction	5,092,000	1.69	1.47
9	Capital Purchase	266,600	0.09	0.08
10	Capital Grants and Transfers	3,900,000	1.29	1.12
13	Value-Added Tax	23,823,900	7.91	6.86
	Total Expenditure By Seg	301,185,600	100.0	86.78
	USP	35,873,831		10.34
	FIT	10,000,000		2.88

GENERAL STATISTICS

A total of 209,664 students was enrolled in Primary and Secondary schools in 2006. Primary enrolment was 140,129, a slight decrease from the previous year. Secondary enrolment however increased by 1,014 to 69,535.

The number of newly registered schools was 3 for primary and 2 for secondary taking their aggregates to 719 and 164 respectively. 14 Early Childhood Care and Development Education centres were also registered during the year.

Table 5: Primary School Enrolment, 2005 & 2006

Year	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
2005	19,637	18,672	17,410	18,271	18,485	18,305	15,487	14,822	141,089
2006	18,450	18,029	18,376	17,985	18,333	18,529	15,500	14,927	140,129

Table 6: Secondary Enrolment, 2005 & 2006

Year	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7	Total
2005	2,740	2,697	16,897	14,755	13,106	11,964	4,632	66,791
2006	3,441	3,087	17,062	15,525	13,799	12,341	4,561	69,816

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	91	1473	95	10	1508
Female Roll	15	755	139	9	688
TOTAL ROLL	106	2228	234	19	2196

3. EDUCATION FIJI GOVERNANCE

The Minister for Education continued to approve policies that govern the direction for developments in education. In this regard the Minister was advised by recognizable forums and committees but in some instances not bounded by their decisions or recommendations.

Cabinet Sub-Committee On Education (CSCE)

The CSCE continued to recommend educational policy which was further put to parliament. The committee had two meetings for the year and membership include Government Cabinet Ministers. There was a reshuffle with appointment of new members in November, 2006.

Some of the focuses of the CSCE meetings were:

1. Preparations for the the 2007 World Netball championship
2. The University of Fiji
3. UNESCO Executive Board – 174th session and
4. Education Forum for Asia 2006 Annual Conference

The invitation to the November CSCE meeting was forwarded to the following Ministers and CEO:

- Minister for Education, Youth & Sports
- The Chief Executive Officer for Education
- Minister for Fijian Affairs, Lands & Provincial Development
- Minister for Multi-Ethnic Affairs, National Reconciliation & Unity
- Minister for Women, Social Welfare & Housing

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 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.

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 Naioresui
- Sila Central High School - Mr Eroni Sauvakacolo
- Suva Grammar School - Mr Rodney Acraman
- Vunisea Secondary School - Hon Emasi Qovu

Management of Non-Government Schools

All non-government and private schools are either registered or recognised by the Ministry of Education. These schools are managed by properly constituted controlling authorities. The controlling authority appointed a manager whose name was submitted to the Permanent Secretary for Education.

Table 8: Number and Type of Schools by Educational Agencies

Controlling Authority	Special Schools	Primary	Secondary	School Based Vocational Centres	Teacher Training	Total
Ahmadiyya Muslim Association		3	1			4
Anglican Church		6	1			7
Arya Pratinidhi Sabha		16	7	3		26
Assemblies of God		1	1			2
Catholic Archdiocese		38	17	1	1	57
Chinese Education Society		2	1			3
Church of Latter Day Saints		1	1			2
Committee	2	544	66	48		660
Crippled Children's Society	8					8
Dakshina India Andhra Sangam		5	2	1		8
Fiji Blind Society	1					1
Fiji Gospel Churches	1	3	1			5
Fiji Muslim League	1	18	5	1		25
Fiji Sugar Corporation		1				1
Fijian Affairs Board			1			1
Gujrat Education Society		5	3			8
Macuata Muslim League		4	3			7
Methodist Church of Fiji		16	11	1		28
Ministry of Education		2	12	5	2	21
Private		5	2			7
Rabi Council			1			1
Rotuma Council			1			1
Sanatan Dharam Pratinidhi Sabha		9	9	2		20
Sathya Sai Service Organisation		1				1
Seventh Day Adventist Church		11	3		1	15
Sikh Community		2	2			4
Society of Disabled	4					4
TISI Sangam		18	5	1		24
Total	17	719	163	62	4	965

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 two meetings held in 2006. 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;
- 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.
- The emphasis on research within the Ministry to clearly identify issues in education. This is done in collaboration with USP.

5. PERFORMANCE TARGETS AND ACHIEVEMENTS

This is the section of the 2006 Annual Report that outlines all performance targets against the level of performance in the different PPS Outputs against targeted outcome for the year 2006. The analysis also provide information on how these achievements contributed towards Government outcomes for Education outlined in the National Strategic Development Plan [NSDP].

Under each of the PPS Output, there is a brief description of the type of service provided and information on the level of achievement in 2006 against the targets set both in the 2006 Annual Corporate Plan and the **National Strategic Development Plan [NSDP]** ** Other services delivered in 2006 are also included under relevant output.

Portfolio Leadership Policy Advice and Secretarial Support – PPS Output 1

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
<p>95% of advice, briefings, media responses and administrative tasks performed and completed for and on behalf to CEO and Minister completed within a week of request.</p> <p>This also include papers submitted to cabinet, UNESCO, the Education Forum and CSCE</p>	<p>Responses to the Minister, CEO [which is now the PS], cabinet, the media and other education forums has reached the target of 95% within one week of request</p> <p>The Executive Support Unit [ESU] printed three Education Newsletters (Edu-Times) for the year</p>
<p>5 policy papers submitted to the Minister</p>	<p>5 policies developed and are available on the Ministry's web page. Also included were the Education Act, the Examination Act and resources on assessment, planning and review.</p> <p>More than 90% of schools received copies in CDs</p> <p>Policy implementation and monitoring has commenced</p>
<p>Building grants reviewed to provide a benchmark for minimum building standards by 2006**</p>	<p>A draft copy of the review of building grant to provide a benchmark for minimum standards had been developed</p>
<p>National Standards for qualification established by 2006 **</p> <p>National Accreditation Board established in 2006 **</p>	<p>Work still in progress in the development of the National Standards for qualification and the establishment of the National Accreditation Board</p>

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
Training in monitoring and Evaluation conducted in 2006**	Training and Development was conducted for senior staff of the Ministry
Compliance with requirements under FMR **	The setting up of agency tender board continued The FMIS continued from Pilot stage to a production stage in which all connected officials are users and went on live from February 2006. Financial report statements are now part of the Annual Report
Increase in the number of women leadership positions**	From 2006, the following leadership positions of the Ministry of Education headquarters were taken up by females: Director CAS and Local Programme Manager FESP – AusAID.

NSDP Outcome Indicators **

Other Achievements

Personnel

Table 9: Summary of Items Processed by the Personnel Section, 2006

Items	Number
New Appointments	568
Advertised Vacancies	84
Acting Appointments	2081
<i>Continuing teaching appointments:</i>	
Primary	22
Secondary	686
Technical	1776
Non-Teaching	46
<i>Wastage from the education system</i>	
Cases of resignations	176
Retirements	94
Deaths	19

*In 2006, cases of resignations and deaths decreased substantially and more retirements were processed as compared to the previous year

Legal & Industrial Relations

Table 10: A Breakdown Of Solved Cases By Offence, 2006

Offence	Number
Corporal Punishment	3
Exam Mismanagement	1
Forgery	1
Misappropriation of Funds	1
Unauthorised Absence (warning, salary / forfeiture)	11
Unprofessional Conduct	11

*There was an increase in unprofessional conduct but decreases in offences relating to corporal punishment, misappropriation of funds and unauthorised absence

Post Processing

Vacancies Advertised In 2006

Tertiary / MIS	Primary	Secondary	Total	
29	76	46	151	

Unprocessed advertised vacancies B/F from 2006

Tertiary / MISC	Primary	Secondary	Total
0	1	0	1

Vacancies pending with Staff Board (MSB)

Misc / Tertiary	Primary	Secondary	Total
0	6	1	4

Vacancies pending with Staff Board (CSB)

Misc / Tertiary	Primary	Secondary	Total
0	5	1	6

Yet to be taken to the staff Board (CDM)

Misc / Tertiary	Primary	Secondary	Total
0	4	1	5

Analysis of Total Vacancies Processed by Commission Delegate in 2006:

Rescindments of Promotions	-	9
Appeal Cases B / F as at 31/ 12/ 2006	-	33
Appeals heard but PSAB reached no decision	-	3
Appeals Case withdrawn	-	1
Appeals rejected	-	0

*Some notable changes from the previous year were decreases in rescindments of promotions, in appeals cases brought forward and unprocessed advertised vacancies.

In-Service Training Award 2006

Local and Overseas Awards

	Local				Overseas			
	F	I	O	Total	F	I	O	Total
PSC	6	2	1	9				
FAB [LWP]	15			15				
FAB [LWOP]	1	-	-	1				
AusAID [SLWP]	4	-	1	5				
AusAID [SLWOP]	2	1	2	5				
MTCP	-	-	-	-				
Commonwealth Scholarship	-	-	-	-	3	-	-	3
Self Financing [LWP]	2	2	-	4				
Self Financing [LWOP]	21	22	-	43				
TOTAL	40	27	1	76				

Study Leave With Pay [SLWP]

	Local			Overseas			Total
	F	I	O	F	I	O	
Primary	4	0	-	3	-	-	7
Secondary	9	2	-	5	-	-	16
Technical	5	2	-	3	-	-	10
Professional	4	4	-	-	-	-	8
Tertiary	-	-	-	-	-	-	-
Administration	-	-	-	-	-	-	-
Total	22	8	-	11	-	-	41

Continuing awardees 17
New 24

Study Leave Without Pay [SLWOP]

	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	12	4	-	3	3	-	22
Secondary	9	10	-	1	3	-	23
Technical	3	3	-	2	-	-	8
Tertiary	-	-	-	-	-	-	-
Professional	2	0	-	1	1	-	4
TOTAL	26	17	-	7	7	-	57

Continuing awardees 17
 New 40

*There has been an overall decrease in the number of people going for in-service

Education And Training

Education and Training in schools is the main service provided by the Ministry and involves delivery of education services from Early Childhood (ECCDE) children through to Form 7 students. The services involves provision of curriculum framework, assistance through tuition grants, salary grants, furniture grants, transport subsidy, water tanks and infrastructure upgrading, new capital development and library resources, provision of qualified teaching personnel and professional development and training to staff and teachers. Consultation and advisory services to students, schools, school managements and controlling authority and key stakeholders is an important part of the service delivered.

Education & Training: Early Childhood Education (ECCDE) - PPS Output 2

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
<p>Pre-School National net enrolment to exceed 50%</p> <p>Pre-school net enrolment increase by 10% **</p>	<p>There are indications that ECCDE net enrolment has passed 50% in 2006. 42 new schools were opened as compared to 20 temporary closures. This would take the number of centres in operation to 535 which is much more than the figures in 1999 which was the year that net enrolment exceeded the 50% mark. This also indicates that net enrolment has increased by at least 10% especially when in previous years the percentage had fluctuated in the 40s</p>
<p>Each K-1 teacher resourced with kindergarten kits</p>	<p>Schools from all Divisions have been resourced with kindergarten kits.</p>
<p>90% participation of K-1 teachers in Professional Development (PD) and pre-service programmes</p>	<p>Professional Development of teachers covered more than 90% of teachers as this was possible through harmonisation of PRIDE and FESP Aus-AID in this area</p> <p>Curriculum writing consultations have been on-going</p>
<p>Community involvement in Early Childhood Development (ECD) programmes</p>	<p>Draft ECE Curriculum Guidelines completed with Foundation Learning Area Outcomes. Consultation work will continue in 2007 in the completion of the document and trialling in ECE centres.</p> <p>Professional development at school management level</p>

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
Teacher screening procedures developed	Teachers screenings procedures is evident through the continuation of the teacher graduates certificates programme at Lautoka Teachers College between 2000 and 2004 leading to 125 graduates. The advanced certificate started from 2005 and in 2006 an additional 25 students graduated taking the total to 50.
Provision of building grants to 3-4 centres per district for renovation to be completed	33 Early Childhood Care and Development Education (ECCDE) Centres received assistance through building grant in 2006.

NSDP Outcome Indicators **

Education & Training: Primary Schools – PPS Output 3

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
Increase in student enrolment to 98% All children have access to 12 years of education** Increase proportion of pupils starting class 1 reach class 5** Gender equity**	<ul style="list-style-type: none"> ▪ Primary enrolment has actually increased to 97.6% ▪ About 77.5% of students completed at least 12 years of Education and about 93% of students that started class 1 in 2002, reached class 5 in 2006. ▪ There is a fair distribution by gender with a slightly higher number of males at each level
Complete disbursement of fee free grant to primary schools	98% of fee free grants were disbursed.
All class 4 and 6 students sit FILNA	21, 409 students in class 4, 6 from 295 schools sat the FILNA assessment in 2006.
A sample of class 8 students sit FILNA	410 class eight students from 30 schools sat for the FILNA assessment.
Processing of all capital grants projects completed	35 primary schools received assistance on infrastructure upgrading works and construction of facilities.
Transport subsidy, water tanks and furniture grants provided to schools	61 primary schools provided with water tanks in 2006.

NSDP Outcome Indicators **

Other Achievements

- Administration of transfers and appointments were strengthened through centralisation
- Uluinakorovatu Primary, Naivaka Primary and Nakoroboya Primary were the newly opened schools for 2006
- Status of other grants that are usually provided:

Per Capita	-	100%
Transport	-	100%
Licensed Teachers	-	100%
Pre-School	-	100%
Programme for Handicapped	-	95%

Education & Training: Special Schools - PPS Output 10

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
More students with special needs are enrolled Increase enrolment in special schools	<ul style="list-style-type: none"> ▪ Enrolment for 2006 increased by 34 from the previous year. ▪ The enrolment has increased in the regular school system. 18 students with visual impairment. The increase was by 8. there was also an increase by 8 for hearing impairment(HI) students at secondary level. After a lapse of 15 years with First HI student to pass form 6 and proceed to form 7. ▪ There is increased enrolment but access is challenged due to lack of resources and infrastructure was due to awareness and outreach work.
Special Education Policy formulated by 2006	A policy in Special Education was drafted in 2006
Centre for Special Education to be established and client friendly	The Special Education centre in Savusavu had been identified for upgrading and work is currently underway for securing the Land.
More trained special education teachers**	70 teachers from the four divisions attended and completed the JICA sponsored one week in-service training course

NSDP Outcome Indicators **

Other Achievements

Special Education Curriculum

The new curriculum for special education is being developed in line with the National Curriculum Framework. An important issue in the development of the new curriculum is the provision of relevant resources to support communication for students with severe degrees of impairment.

In-Service Training for Special Education Teachers

70 teachers participated in a one week Professional Development workshop in Suva for the Central Division and in Labasa for the Northern Division.

Trainers from the Yasana of Tailevu, Rewa, Naitasiri, Ra and Bua in the area of Human Development from early childhood to eight years conducted training to the community within the provinces. The training focussed on pre-natal development in view of addressing preventive measures during the early stages of development.

Outreach Programs to Communities

Outreach programme conducted in Bua Macuata and Cakaudrove in collaboration with JICA. The programme involved a show case of students' work including farm produce, furniture, outboard motor repair works and other hands on activities that the students are involved in. The showcase feedback was excellent in recognition of the students' achievement.

Provision of Resources to Support Needs for Special Education Students

Labasa and Savusavu special schools have established a sister school network with an organisation from New Zealand. They will provide training in physiotherapy, community outreach and provide assistive devices. JICA has continued to provide transport and human resource support through the eight JOCV personnel's teaching in special schools today

Education & Training: Secondary Schools – PPS Output 4

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
<p>Increase retention from form 4 to Form 5 (post FJC) and Form 5 to Form 7 level <i>Secondary school net enrolment **</i> <i>Gender equity**</i></p>	<ul style="list-style-type: none"> ▪ Form 5 retention increased by 951. For form 7, retention decreased but by 226 which is a smaller margin. ▪ Secondary School net enrolment increased slightly from 75.3 to 75.4 percent. ▪ Female enrolment still remain higher in all forms which indicates the need to increase male enrolment in the general academic stream
<p><i>Higher pass rate in FSLC and FSFE**</i></p>	<ul style="list-style-type: none"> ▪ The FSLC pass rate increased from 64.3% in 2005 to 65% in 2006. ▪ The students' pass rate for FSFE also increased from 79.2% in 2005 to 83% in 2006
<p>Number of students accessing vocational pathways increase by 5% <i>Increase students access to vocational pathways**</i></p>	<ul style="list-style-type: none"> ▪ An alternative pathway on Hotel Operations is being piloted in Nadi College for 25 students. 17 modules written and printed. A 4% increase in the enrolment in the number of students accessing vocational pathways [2005 – 2260, 2006 – 2345] ▪ A draft scope and sequence for form 3 to form 7 and Vocational alternative pathway was developed in 2006. ▪ Preliminary work has been carried out to introduce a certificate in Applied Wood Technology program in 4 selected schools
<p>Enterprise Education [EE] program established further and linked to existing subjects. <i>Increase the number of schools offering Enterprise Education**</i></p>	<p>58 schools[20 primary and 38 secondary schools] are now offering EE and work is currently being carried to include EE initiative in the NCF</p>
<p>National curriculum framework is trailed and implemented <i>Spiritual, moral values, virtues and consumer education and character building incorporated by 2006**</i></p>	<ul style="list-style-type: none"> ▪ National Curriculum Framework developed in 2006 and work is in progress in the development of syllabus for individual subjects. ▪ The establishment of the Citizenship Education project in the ministry of Education by UNDP was a major move towards development of spiritual, moral values and character building
<p>Curriculum revised to include environment, business skills and IT by 2005</p>	<p>Draft syllabus for class 3 - KLA Technology was developed. In 2006</p>
<p><i>Links to industry strengthened**</i></p>	<p>There are a number of activities going on that indicates the strengthening of links to industries:</p> <ul style="list-style-type: none"> ▪ Cabinet paper submitted for approval has been granted ▪ An MoU signing was conducted at the Mocambo Hotel for eight secondary schools in the Western division ▪ Ongoing discussions for industry attachment with draft guidelines and workshops almost completed ▪ Good industry practices have been established in schools ▪ The Private Vocational Schools policy which would address industry links issues was drafted.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
Negotiations for franchising to FIT and TPAF undertaken	5 schools introduced appropriate franchised courses in 2006. There are more schools now offering franchised courses because sometimes it is a school initiative. Evidence from the survey conducted in target vocational centres show that a students of franchised courses show a higher chance of employment particularly in hospitality industry[<i>FESP 2007 Annual Plan</i>]
<p>90% of Teachers and Principals participate in workshops in areas of EE, leadership training and curriculum</p> <p>90% of Managers participate in management training</p> <p><i>School leaders and management have increase access to Leadership and Management **</i></p>	<ul style="list-style-type: none"> ▪ 80% of teachers from the 4 Divisions participated in Competency Based Assessment. 116 EE teachers participated in the EE training. 60% of Home Economic teachers who used their own FNPF, successfully completed the 6 month certificate course offered by TPAF ▪ 92% of all Principals and Head Teachers and 84% of managers have participated in leadership and management training delivered by trainers trained by FESP
<i>GIA teachers retrained and absorbed into Civil Servants by 2006**</i>	All GIA teaching position in schools will be converted to Civil Servants position in 2007
Advanced programme for 2005 leadership participants	The advanced programme for leadership programme involves development of modules of specific areas of skill learning to complement the leadership and management training programme implemented in 2005. The advanced programme has incorporated three modules; financial management, standards and monitoring and School Review and FILNA. The programme is planned to begin with training of trainers in 2007.
School based National Qualification Framework draft completed and aligned to TPAF	A draft National Qualification Framework completed and further consultation will continue in 2007.
<p>Trained and qualified TVET teachers/HOD increase by 10%</p> <p><i>Number of trained TVET teachers increase by 10%**</i></p>	<ul style="list-style-type: none"> ▪ A total of 69 (33%) HOD posts out of 204 had been filled with qualified teachers. More teachers are unqualified and untrained. ▪ The number of trained TVET teachers increased from 875 in 2004 to 966 in 2006. This is a 10.4% increase in the last two years.
<p>Provision of infrastructure upgrading and facilities to secondary schools</p> <p><i>TVET facilities upgraded**</i></p>	<ul style="list-style-type: none"> ▪ Ten (10) Junior Secondary Schools and 19 non-government secondary schools completed building projects received through building grant assistance in 2006 ▪ 10 pilot schools for compulsory Education and 3 from 3 centres for vocational program were replenished in 2006. ▪ Upgrading works carried out at the following government secondary schools:

	ACS,QVS & RKS (desks), other projects at QVS, RKS, SGS, VSS, LPS,LTC, FCAE, Delainamasi and renovation was done for SBU.
Provision of water tanks to secondary schools	56 secondary schools received water tanks in 2006
Complete disbursement of fee free grant to secondary schools	All government aided schools received fee free grant which amounted to a total of \$11,001,234. This was out of the \$11,369,000 that was allocated

NSDP Outcome Indicators **

Other Achievements

- The secondary section attends to school conflicts and other school management issues
- Attending to school prize giving occasions and this is accepted upon request and if it does not disturb deliverables of the section. This included investiture ceremony which is also termed as prefects' induction.
- There was also provision for upgrading schools from forms 3 to 4 or forms 5 to 6.
- The two new secondary schools were Noco and Waimakutu

Other grants information

Out of the \$400,000 allocated for Remission of fees the total amount disbursed was \$393,941, thus a surplus of \$6,059

The breakdown of the tuition fee free grant was as follows:

Form	Allocation	Expenditure
1	\$350,000	\$289,996
2	\$350,000	\$349,999
3	\$2,578,000	\$2,378,950
4	\$2,294,000	\$2,269,143
5	\$2,145,000	\$1,724,076
6	\$2,277,000	\$2,015,648
7	\$1,375,000	\$1,333,427
Total	\$11,369,000	\$11,001,234

There was a surplus of \$367,766 which is included as our appropriation savings.

Hospitality / Transfer Progress / Industry

The signing of MOU at the Mocambo Hotel was conducted with the following schools:- Drasa Secondary School, Ratu Navula Secondary School, Nadi College, Mulomulo Secondary School, Korovuto College, Lomawai Secondary School, Nawaicoba Vocational Centre and Jasper Williams High School.

Curriculum

Alternative pathways programme at school have started undergoing the production of 16 modules. Ratu Mara College was identified as the pilot school. Consultations with stakeholders and islanders of Lakeba were conducted followed by a proposal submitted and awaiting approval for introduction of Forestry programme.

Merging of Computer and Office Technology subjects at forms 3 and 4 initiative was underway with 2 consultations with identified working groups.

Education and Training: Tertiary – PPS Output 5

The output, Tertiary Education and Training includes primary teacher pre-service training at Lautoka Teachers College and secondary teacher pre-service training at the Fiji College of Advance Education. The services also include the delivery of the Diploma training programme and professional development for teachers.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
<i>LTC courses upgraded by 2006 **</i>	LTC courses that were upgraded in 2005 and implemented in 2006.
Specialisation programs at LTC continues and strengthened for pre-service and in-service teachers	Specialisation programmes conducted through the continuation of ECCDE and Special Schools training for student teachers and the upgrading of the former to Advanced Certificate level
100% of application for private vocational centres are processed <i>Review of private vocational school establishment and procedures implemented by 2006**</i>	<ul style="list-style-type: none"> ▪ A review of the procedures for establishment of private vocational schools carried out in 2005 and a draft policy developed in 2006. ▪ All private vocational schools in the Western Division were visited and their establishment and registration statuses were reviewed
Procedures for mobile training providers completed	<ul style="list-style-type: none"> ▪ Procedures for mobile training providers included in the review of the draft policy for private vocational schools ▪ A mobile training school was approved for establishment

NSDP Outcome Indicators **

Provision of Library Services to Schools – PPS Output 6

The Library Service of Fiji provides support to schools, 7 public libraries and communities in enhancing learning of students through improved access to a range of quality reading and library resources. This contributes to students and adults developing reading for enjoyment and information gathering to support learning.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
517 primary schools receive new books including reference materials	467 primary schools were assisted with new library books which included research and reference materials. Due to increase in the cost/ book the allocation was inadequate to cover 517 primary schools
Improve research reference and Pacific collections in secondary school libraries	30 Fijian Secondary Schools were provided with research, reference and Pacific Collection
Upgrade 12 government school libraries	12 Government Secondary Schools were provided with research reference books and 11 Government Secondary Schools assisted with re-organisation of their school library.
Increase use of public libraries for educational, social and cultural activities	8 Public Libraries were also assisted with library resource materials

NSDP Outcome Indicators **

Other Achievements

National Library Week

Library activities included Japanese art and craft, book mark making, poem reading, oratory contest and poster competition.

Library Community programmes

8 school based 'e' – Community Learning Centre established and operating in secondary schools in Saqani, Bua, College, Nabala, Nadavatu, Rotuma, Nadogo, Navosa and Namosi. More assistance is required in resourcing these centres in terms of necessary facilities and other resources.

E-CLC

8 school based 'e' Community Learning Centres are based in the following secondary schools – Saqani, Bua College, Nabala, Nadarivatu, Rotuma, Nadogo, Navosa and Namosi.

Consulting Services

The Ministry emphasises the importance of providing consulting services with schools and does this by fully implementing it in the schools and with students. Through consultations there were various information acquired which led to effective implementation of strategies. Some of the major initiatives that required broad consultation with were in the National Curriculum Framework, the monitoring of standards in schools, Drug and Substance Abuse and Leadership & Management for schools and career guidance for students. Major achievement in consulting services in schools and for students is provided next against PPS Outputs 7 and 8.

Consulting Services: Advisory Service to Schools – PPS Output 7

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
National Curriculum Framework (NCF) developed <i>NCF developed by 2007**</i>	National curriculum framework developed in 2006. The NCF was endorsed with outcome based approach from class 3 to TVET level.
<i>Process of review of school performance developed by 2007**</i>	A process of review of school performance developed and training will be conducted in 2007. A policy on monitoring standards in schools with regards to continuous improvement of student achievement and performance of schools was developed
Number of consultancy services is maintained and increased. At least 10 consultancies to be conducted <i>Increase consultation and participation of key stakeholders**</i>	A notable achievement is the increase in initiatives that were considered for consultations, the much more organised manner in which they were conducted and the inclusion & proper selection of people, groups or institutions that were consulted
<i>Increase submission of audited school accounts by school management **</i>	Submission of audited financial was submitted by 728 primary schools. This led to the handing out of \$4,792,118.19 of Tuition Fee Free grants. The drop of grants given reflects the drop in rolls in a number of schools resulting in the fall in their categories thus fall in allocation.
90% of teachers participate in PD workshops in areas of EE, leadership and management training, Science Assessment and KLA curriculum <i>L&M training programme implemented by 2007**</i>	60% of teachers from the 4 Divisions participated in Competency Based Assessment. 116 EE teachers participated in the EE training. Leadership and Management training was implemented in 2005. 92% of all Principals and Head Teachers and 84% of managers have participated in leadership and management training delivered by trainers trained by FESP

NSDP Outcome Indicators **

Other Achievements

Consulting and advisory services to schools covered a wider spectrum of areas. It in fact encompasses more than 90% of activities being undertaken. Some of the other services delivered included outreach programmes, monitoring and evaluation of programmes and curriculum modulation initiatives. These are part and parcel of achievements in other outputs as specified in the Portfolio Performance Statements.

NSAAC

One of the major consultations in the Ministry of Education is on advisory services in National Substance Abuse. This is because of the school based research that NSAAC is currently conducting. A total of 817 questionnaires were sent and 14% of their responses observed. All responding schools had further disseminated information to teachers and students. The materials provided by NSAAC through this workshop type of research were utilised through preparation of teaching materials and posters displayed on bulletin boards.

Consulting Services: Student Career Counselling – PPS Output 8

The Career Section provides career counselling and vocational guidance to student's schools leavers, parents and all stakeholders. The section is involved with the production of careers resource materials and its distribution to schools, career awareness through radio programmes as well as coordinating the Annual Career Expo for schools around Fiji.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
2 Career Expos conducted <i>Careers Exposition conducted annually**</i>	A total of 7 Career Expos conducted in various Education Districts.
<i>National Youth week conducted annually with wider participation in Youth parliament **</i>	Schools participated in the National Youth week during the first term two weeks holiday. Information in regards to careers advice for youths and students about the world of work, interview skills, relevant subject combinations. On Technical and Vocational provided were information such as courses available, entries to FIT and scholarships
Career counselling services conducted in schools	Ongoing counselling services were provided to schools and to clients visiting the office. 13 secondary schools were visited in 2006. These schools included some were visited for the first time.

NSDP Outcome Indicators **

Other Achievements

Scholarship Awards

In 2006 the section processes application for Lester B. Pearson scholarship and for the Chinese Scholarship. Five scholarships were awarded for the Chinese scholarship and one for the Lester B. Pearson scholarship.

Outreach programmes

A total of 16 Outreach programmes were carried at school and community centres. The Career section was involved in the Public Service Week, FIT Open Day, Rewa Provincial Week and National Library Week for the purpose of creating more career awareness to students and members of the community.

Career Seminars

Two career seminars were conducted at Ahmaidia Muslim and Dilkusha High School in the Central Division

Career Information

2000 copies of Bi-annual Career Handbooks were printed through UE assistance and distributed to schools. Eight industrial visits were made to assist students in making informed career choices.

Common Services

The next three outputs are labelled here as common services because of their position vis-à-vis the other outputs. They very much have strong effects with the other outputs; that is with education and training outputs and consulting services outputs. The fourth common services output is output 1, Portfolio Leadership, Policy Advice & Secretarial Support.

External Examination Services – PPS Output 9

The Examinations and Assessment (EA) Office of the Ministry is the unit that is primarily responsible for the delivery of this output. It is responsible for coordinating the conduct and general administration of the five national examinations and ensuring the timely release of examination results and certificates. The EA unit also continued to conduct the Fiji Island Literacy and Numeracy Assessment (FILNA) for primary schools and the Curriculum and Advisory Services (CAS) unit commenced on coordinating the FJC Internal Assessment programme.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
All external examination are conducted with increased students participation	<p>6,968 students from 361 schools took the FIE in class 6. 21,819 students from 325 schools conducted FILNA in classes 4, 6 and 8. The number of students sitting for the FIE and FEYE had reduced in 2006 because of FILNA.</p> <p>947 more students sat the FJCE taking the total up to 15,018 candidates. An increase of 90 students was also noted in the number of candidates for the FSLC examination in 2006.</p> <p>However for the FSFE, there was a decrease of 271 students (4,482) compared to the total number that sat for the examination in 2005.</p>
100% of those who register are able to attend and sit their three examination papers	Candidates for all the five external examinations (FIE, FEYE, FJCE, FSLC and FSFE) were registered and issued with index numbers. Candidates for the FILNA examination were registered but used their own names.
100% of examination results are produced in a fair manner with all candidates receiving their grades	The marking of all external examinations and assessment were marked and results released to schools.

NSDP Outcome Indicators **

Other Achievements

The FJC Internal Assessment policy was developed and this achievement has been reflected as one of the 5 policies in the achievements of output 1.

The EA unit continued to analyse the results of the five examinations. The results of the analysis were saved in compact discs (CDs) and distributed throughout the Ministry.

School Radio Broadcasts - PPS Output 11 & 12

There are two PPS outputs that correspond to education and training through school radio broadcast, one is primary and the other secondary. The achievements in the two outputs are specified together because they both coordinated by the Schools Broadcast Unit (SBU). The SBU comes under the Curriculum Advisory Services (CAS) unit and it carries out its work in two areas of work that is Radio Broadcast and Audio Visual Aid.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
More than 90% of radio broadcasts conducted with particular emphasis on teachers' promotional programs	64 radio programs in social science for class 4 -6 and 42 Current Affairs programs for classes 5-8 were delivered in 2006. 27 weeks of radio program was delivered to primary and secondary teachers.
Scoping study groundwork for Distance Education commenced <i>Modules for Distance Education programme developed and piloted in 2007**</i>	A scoping paper for Distance Education completed in 2006. The paper focused on options to deliver quality education to the geographically disadvantaged.

NSDP Outcome Indicators **

Other Achievements

Workshops conducted on broadcast lessons for schools in Cakaudrove and Macuata. Two radio and video studies were completed in 2006.

Radio programs coordinated by the Special Project unit were aired on Sundays, Mondays, and every morning at 6.00am from Monday to Fridays .

Indigenous Development - Educational Support - PPS Output 13

This output involves special services provided to schools under the four areas targeted in the Social Justice Act, 2001. The four areas include Fijian Education, Special Education, Rural education and Vocational Education and Training. The services provided include infrastructure upgrading and new capital projects, provision of text books and Fijian language text and the community outreach programmes.

2006 ACP Performance Indicators / Targets	2006 Achievement / Remarks
Improvement in performance of Fijian students <i>Increased proportion of rural students passing FSLC and FSFE**</i>	Fijian students pass rate in 2005 was 57% and in 2006 54.5 %. The FSFE pass rate was 68.5% and in 2006 it was 73.5%
Completion of 2 centres of excellence <i>Centre for excellence for sports, music and creative arts established**</i>	Complete the upgrading of the main school building for ACS and Bucalevu Secondary and consolidation of other projects at ACS, QVS, RKS, SGS, VSS and LPS
5 staff quarters at Navuso facilities upgraded	5 staff quarters upgraded and electrical wiring by September, 2006
23 secondary schools and 37 primary schools assisted in upgrading of boarding facilities <i>Rural schools facilities upgraded**</i>	35 primary schools and 18 secondary schools received assistance for upgrading of boarding facilities and building of new boarding facilities.
1 workshop conducted for principals in Fijian schools. Educational awareness program conducted in 8 provinces	2- Day workshop conducted in January and August for 50 Principals of Fijian school. Community awareness and adult education program conducted in Cakaudrove, Lau, Lomaiviti, Nadroga, Navosa provinces.
Workshop conducted for school heads and school management	Workshops conducted for school Heads and managements in Tavua, Vanuabalavu, Tawake, Lami FTA, Koro, Lomaivuna and Suva East FTA
Schools assisted with Fijian language books and text books	Fijian language books and textbooks purchased and distributed to schools for 91.9% of the allocation. A constraint in this area was the lack of Fijian titles to be purchased.

2006 ACP Performance Indicators /NSDP Outcome Indicators **	Achievement
Provision of text books to secondary and primary schools	<p>39 primary schools and 27 secondary schools were provided with text books in 2006</p> <p>Text books on Accounting and Economics purchased and distributed to ACS, RSMS, Indian College, Suva Sangam and Ahmadiyya Muslim</p>
Number of Fijian male student passes increases with improved grades	<p>The examination reports indicates that the number of Fijian student passes in the new FJC pilot exam increased from 2387 in 2005 to 3008 in 2006</p> <p>In the FSLC exams, the percentage of Fijians that passed as a proportion of total number of students passes improved from 49% to 50%</p> <p>The percentage of Fijian students that passed the FSFE improved from 68.5% in 2005 to 73.5% in 2006</p> <p>There were no ethnicity against sex analysis done in the Annual Report</p>
<i>Increased enrolment in the "Matua Programme" **</i>	In 2006 John Wesley College was included as a school offering "Matua Programme". This is a good indication that more students are enrolled through increase access
Form 7 College	Construction of the road and provision of electricity completed. Work on the construction of a 1x3 classroom block has not begun.

NSDP Outcome Indicators **

6. DONOR AGENCIES

Fiji Education Sector Programme – 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 MoE 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 MoE to enhance the quality of education for students in Fiji through the provision of a flexible, responsive support mechanism in the form of a facility to assist in improving the planning, management, provision and monitoring of education services; and

Major Components

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

- Build leadership and management capacity within the MoE
- Build policy and planning capacity of MoE's Central Office
- Improve 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

1. Build leadership and management capacity within the MoE

- 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.

2. 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.

3. 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 trialled 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.

Fiji Education Sector Project – European Union (FESP – EU)

Background

In September 2004 the Government of Fiji and the European Union signed an agreement whereby the European Union committed \$45,000,000 to the **Fiji Education Sector Programme** (FESP). The overall aim 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:

- To assist schools with their building needs by providing classrooms, dormitories, teachers' quarters, kitchens and dining rooms, water supply and sanitation etc.
- The Programme will support the Lautoka Teachers College and the Fiji College of Advanced Education in organising and conducting student teacher teaching practice in remote and rural schools. Support will also be given in the areas of curriculum reform and technical/vocational education. The Programme will also provide training for MoE and other relevant line ministries, NSAs, school committees and Provincial Councils.
- Schools in disadvantaged communities will receive support for teaching resources including equipment, teaching materials, books and computers.
- 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. Structures of education at national, provincial, community and school levels will be strengthened to implement MoE policies and plans.
- Non-formal education and community awareness projects will be part of the Programme. The Non State Actors (through the Fiji Forum of Non-State Actors – FFoNSA), the Ministry of Education, Youth & Sports and schools will work in partnership to ensure access to these programmes.

Programme Implementation

Programme implementation began in April 2005 with the signing of the first Programme Estimate (PE¹ - April to October 2005) and the appointment of the Programme Director. PE1 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.

Programme Estimate N^o 2

Considerable time was spent in conceptualising the various interventions to be undertaken in Programme Estimate No. 2. The development of PE² was premised upon there being two Programme Estimate periods remaining, *i.e.* November 2005 to April 2007 and May 2007 to October 2008. PE² is comprised of both the Ministry of Education component (\$30 million) and the NSA component (\$3 million). PE2 was drafted following consultations with all relevant stakeholders. A draft list of activities was approved by the Programme Steering Committee in September 2005. 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, PE2 focuses largely on these Result areas. While Results 2 and 4 are also targeted in PE², much of the work relating to those Results will be undertaken during PE3.

School needs identification

As can be seen from the above, 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.

Deliverables to date:

To date the Programme has:

- Provided seven 4X4 vehicles for use by Headquarters and District Education Offices for school visits;
- Paid for the manufacture of three 6.5M aluminium boats + 6 @ 40hp engines to assist the Ministry of Education in providing support to maritime schools;
- Purchased a printing press to the Ministry's Book Publishing Unit;
- Given support to in excess of 300 student teachers from FCAE and LTC to undertake their teaching practice in rural schools on Vitilevu and Vanualevu;
- Supplied IT resources (5 PCs and internet access) to the FCAE's Library;
- Funded in-service training to over 800 Teachers, School Heads, Department Heads and District Officials;
- Assistance has been given for the upgrading of work stations for the Policy Section at the MoE;
- Printed Careers Booklets (1,800) for training of Careers Teachers and members of the school communities;
- Funded in-service training for TVET staff on Competency Based Assessment has been conducted;
- Contracted the Ministry of Public Works to undertake extensive site surveying and mapping at 102 targeted schools;
- Signed contracts for construction work at six schools, which has commenced;
- Concluded the tendering process to select building contracting firms for 96 schools;
- Designed, developed, produced and circulated 72,000 copies of "*The 2007 Fiji Student Diary*" for secondary/high school students.

Pacific Regional Initiatives For The Delivery Of Basic Education (PRIDE)

The **Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE)** Project was designed out of and grows directly from the FBEAP (Forum Basic Education Action Plan) ***a major achievement of the first meeting of Education Ministers held in Auckland in 2001*** and is the main vehicle for its implementation. PRIDE was officially launched in May 2004 and serves fifteen countries. It is jointly funded by the European Union and NZAID and is managed by the Institute of Education, University of the South Pacific.

The key mandate of the project is to enhance the capacity of each country to develop effective and realistic plans for the delivery of basic education.

Project Objective

To expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and

cultural development of their communities and to contribute positively to creating sustainable futures.

Project Purpose

To enhance the capacity of Pacific education agencies through formal and non-formal means, and to improve the coordination of donor inputs to assist countries implement their plans.

PRIDE Fiji MOE Assistance

For 2006, the PRIDE Project has assisted the Fiji Ministry of Education through the various activities listed below;

- Funded 2 Sub-Projects (see Table 1)
- Funded 2 Training Attachments out of Fiji

Name	Description
Nauru - Fiji	Attachment of Nauru DOE Officer and Nauru High School Principal to Ratu Navula High School, Nadi to observe the delivery of their TVET Programme
Tuvalu - Fiji	Attachment of 4 Motufoua High School Teachers to train on Fiji Junior Certificate Internal Assessment Process
Vanuatu - Fiji	Attachment of 4 VITE Officers to BEMTUP to observe delivery of In-Service Training Programme
Fiji - Vanuatu	Attachment of 2 BEMTUP Officers to VITE to assist with implementing their In-Service Training Programmes
Fiji - Nauru	Attachment of 3 CDU Officers to Nauru Department of Education to assist with Curriculum Development of their TVET Program

- Funded participation of Fiji MOE Officers to the 4th & 5th PRIDE Regional Workshop and ICT in Education Workshop
 1. Literacy & Numeracy Workshop - Funded 4 participants from Fiji MOE
 2. TVET Workshop - Funded 2 participants from Fiji MOE
 3. ICT in Education Workshop - Funded 1 participant from Fiji MOE

Sub-Projects

No	Name	Brief description	Expected Results	Cost
Fij_001	Early Childhood Care and Education	The project will result in the development of an Early Childhood Education (ECE) Curriculum Framework. The Project will be implemented over 4 years:	<ul style="list-style-type: none"> • National ECE Curriculum guidelines/framework. • Trained teachers and assistants in the implementation of the ECE Curriculum. • Capacity building for early childhood educators and stakeholders. • Provision of quality early childhood education programmes. 	FJ\$ 387,385
Fij_002	Drug Awareness Workshop for Head Teachers & Principals, Primary and Secondary Schools	<p>This project will be implemented by the National Substance Abuse Advisory Council (NSAAC), and will conduct workshops throughout Fiji from April – November, 2006, aimed at:</p> <ul style="list-style-type: none"> • Creating awareness amongst the key stakeholders on substance abuse and the dangers and risks associated with drugs • Promoting healthy, safe and drug free schools and communities • Creating good partnership to curb the growing problem of substance abuse • Identifying ways teachers/parents can take to discourage children from drugs 	<ul style="list-style-type: none"> • To cover all Education Districts where all the 723 Primary Schools Head Teachers and 162 Principals, or their representatives attend the awareness workshops; as of 2005, 454 (62.8%) Primary Schools Heads and 87 (53.7%) Principals attended. 269 (37.2%) Primary schools and 75 (46.3%) have yet to attend the workshop • All schools receive drug information materials • Schools conduct their own drug awareness programmes • Number of drugs and substance abuse cases in schools decline. • Creation of a drug free environment in schools 	FJ\$ 40,003

Japan International Cooperation Agency (JICA)

Infrastructure Development

Projects in 2006 - 2007	Cost
The Project for Educational Organisation Upgrading in Rotuma Island	US\$32,612
The Project for Upgrading Votualevu College	US\$87,690
The Project for Upgrading Labasa Arya Secondary School, Vocational Section	US\$62,676
The Project for Upgrading Nakasi High School	US\$88,412
The Project for Provision of Model Plan for TPAF	US\$86,482
The Project for Upgrading Saraswati Primary Manoca School	US\$67,665
The Project for Korovuto Primary School	US\$33,211

Special Education Programme

- A participant was selected for the 2 years program for hearing impairment attached to Yokohama Gakunin University
- Follow up Cooperation Project
2006 Phase: F\$17,466 was allocated to in-service training for teachers.
Community awareness programme

PEMAC Education Programme

1. Development & Distribution of F\$2,300 worth of Art & Craft Book
2. Art & Craft exhibition

Training Programme

1. Training course in Japan on Mathematics & Science Education for 2 participants
2. Training course in Japan on other areas for 1 participant

7. CONCLUSION

I wish to express my sincere gratitude to all those who have contributed towards the continued development and enhancement of education in the country throughout the year and have made 2006 meaningful with new initiatives and accomplishments. The Government of Fiji, 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

Emi Rabukawaqa
Permanent Secretary
Ministry of Education

8. APPENDIX

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