



MINISTRY OF EDUCATION, HERITAGE & ARTS

# Annual Report

January - July 2016

# MINISTRY OF EDUCATION, HERITAGE & ARTS SENIOR STAFF



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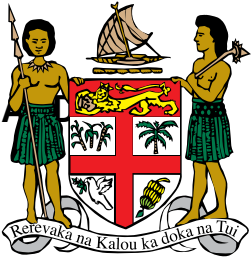
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## MINISTRY OF EDUCATION, HERITAGE

"Quality Education for Change, Peace and Progress"



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

Dear Sir

### ANNUAL REPORT FOR JANUARY -JULY 2016

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending July 31st, 2016.

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

This annual report is hereby submitted for your information and presentation to the parliament of Fiji.

.....  
Iowane Ponipate Tiko (Mr)  
Permanent Secretary for Education, Heritage and Arts



Warm greetings.

I am indeed privileged to share a message with all readers of this Annual Report for 2016. The 2016 Annual Report encompasses the deliverables of the Ministry of Education, Heritage and Arts. The education sector has been mandated by government to implement initiatives and reforms that will elevate the level of achievement and groom dynamic individuals to become responsible citizens and leaders of our beloved nation even in the midst of tribulations.

The Ministry of Education, Heritage and Arts survived the devastation caused by Tropical Cyclone Winston in 2016 and we are gradually making progress towards rehabilitation. The ruin of TC Winston caused havoc across the education sector as most schools were completely destroyed while many sustained major damages. This created challenges to the Ministry but we were fortunate enough to have the assistance of donors locally, regionally and abroad to assist the schools resume classes in temporary classrooms.

The extent of effects of Tropical Cyclone Winston borne great damages to the nation and in half a year used up the government budget for a year. The fiscal year ended in June and a new budget had to be announced in July to see to the deliverables of the government into the new fiscal year 2016/2017.

A considerable amount of time and resources was channeled through to the Winston Rehabilitation Programs. The Ministry had to prioritise the safety and security of the more than 900 schools with its teachers and students. Business had to continue as usual and the Ministry worked within its limited resources with donors and stakeholders to ensure schools are back in operation.

While the wounds of Tropical Cyclone Winston were still fresh in most schools, the focus of the Education Sector was access and retention. All possible opportunities were sought to assist in returning the students to a learning space even if it meant temporary ones. DISMAC Team, Overseas Donor Countries, International and Regional Organisations, Charitable Organisations, Local groups and agencies must be commended for their selfless assistance to all our schools through the restoration of temporary learning space. A total of 494 Primary, Secondary and Early Childhood Education Centre's were either damaged or destroyed during the cyclone. Rehabilitation work is still underway to restore the schools to its original status.

This Annual Report also highlights some key achievements of the Ministry of Education amidst these challenges. Service delivery will always be the priority of the Ministry of Education, Heritage and Arts to ensure that the children of this nation are provided with equitable and affordable education.

May GOD continue to bless our beloved Fiji.



## OUR VISION

Quality Education for Change, Peace and Progress

## OUR MISSION

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

## OUR PRINCIPAL GOALS

- In education, the child is the centre of everything that we do. In all other services we provide, our customers are of high priority. The delivery of all services is guided by our commitment to:
- Recognize the importance of strong and healthy partnerships with all stakeholders
- Maintain a high level of professionalism in all that we do
- Ensure relevance and responsiveness as required characteristics of all endeavours
- Maintain high levels of quality and excellence
- Improve access, equity, accountability and transparency in education and respect our constitutional rights and responsibilities.

## OUR CUSTOMERS

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

## OUR VALUES

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

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



DEPARTMENT OF HERITAGE & ARTS

## OUR VISION

"A National Identity that celebrates and promotes Fiji's cultural diversity and unique traditional Culture in all its forms."

## OUR MISSION

The Department of Heritage & Arts in partnership with Industry stakeholders will facilitate and lead the cultural development of our people by

- Co-ordinating at the national level to direct and guide development in the culture and heritage sector.
- Developing national policy and an over-arching legislative framework.
- Preserving, promoting and developing cultural heritage in its moveable, immovable, tangible and intangible forms
- Supporting and developing cultural practices
- Promoting creativity and participation in cultural and heritage activities
- Developing and enhancing institutional linkages internally and externally
- Providing efficient corporate services
- Developing cultural infrastructures, respect our constitutional rights and responsibilities

# PART 1 OVERVIEW

## Introduction

This annual report for the Ministry of Education, Heritage and Arts presents the Ministry's outcomes for the fiscal period from January, 2016 to June, 2016. It provides results of committed strategies, key actions and performance measures identified in the Ministry of Education Plan until June, 2016. It also reflects the Ministry's progress toward its commitments to the Governments direction for the same period. The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability.

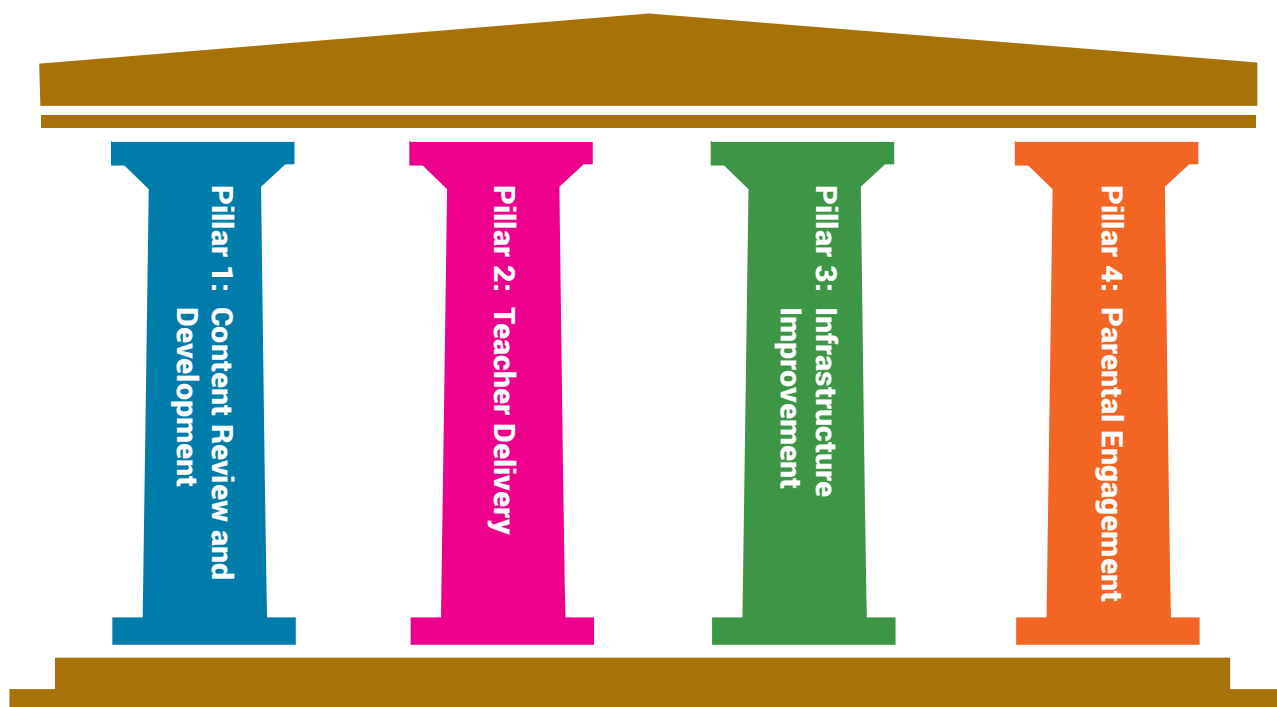
The Ministry of Education, Heritage and Arts is responsible for administering and enforcing the following legislations:

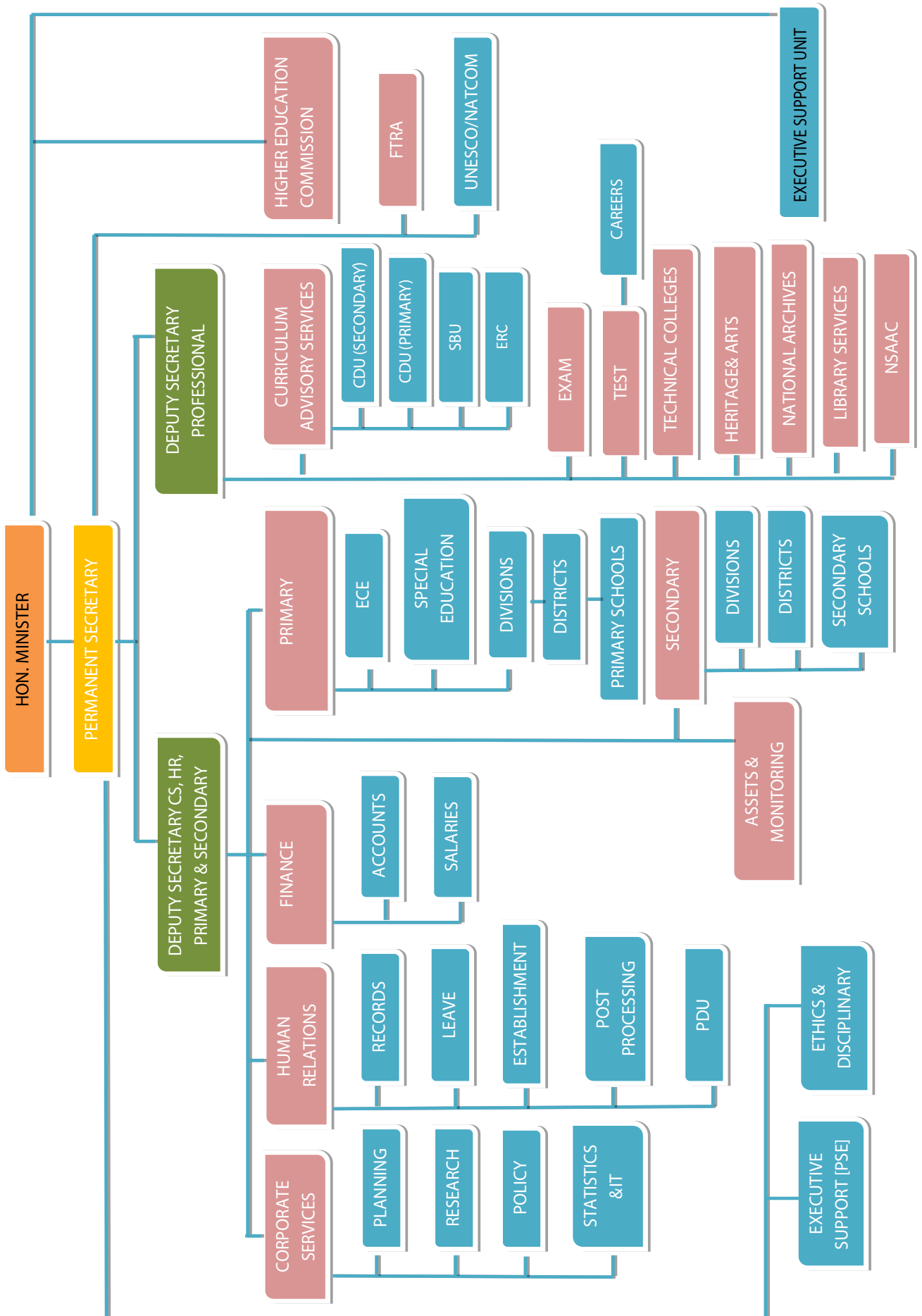
- Education Act - Cap.262
- Examination Act - Cap.262A
- Substance Abuse Advisory Council Act - Cap.140A
- University of the South Pacific Act - Cap.266
- Fiji Museum Act - Cap.263
- National Trust of Fiji Act 1970 - Cap. 265
- National Trust of Fiji Amendment Act - No.40 of 1998
- Protection of Objects of Archaeological and Paleontological Interest Act - Cap. 264
- World Heritage Convention 1972
- Intangible Cultural Heritage Act 2003
- FTRB Promulgation 2008
- Higher Education Promulgation 2008
- Libraries-Deposit of Books Act (Cap. 109)
- Higher Education Promulgation 2008
- Fiji Teachers Registration Promulgation 2009
- Fiji National University Decree 2009

The Ministry of Education, Heritage and Arts continues to work toward the accomplishment of the goals, actions and targets of the four pillars of reform.

## Four Pillars of Reform

As part of its commitment to inclusive learning, the Ministry of Education, Heritage and Arts have implemented reforms and initiatives to ensure that its goals and targets are met. The initiatives and the pillars of reform introduced are also aligned to the Sustainable Development Goal 4 "Quality Education".







## Priority Outcomes of Government

Document	Description	Targeted Outcome
(1) Roadmap for Democracy and Sustainable Socio-economic Development [RDSSSED] 2009-2014. (2) People's Charter for Change, Peace and Progress [PCCPP]	Pillar 1 - Ensuring Sustainable Democracy and Good and Just Governance	<ul style="list-style-type: none"> <li>The Accountability Framework [Strengthened and transparent democratic and accountability institutions]</li> </ul>
(1) Roadmap for Democracy and Sustainable Socio-economic Development [RDSSSED] 2009-2014. (2) People's Charter for Change, Peace and Progress [PCCPP]	Pillar 2 – Developing a Common National Identity and Building Social Cohesion	<ul style="list-style-type: none"> <li>A peaceful, non-racial, inclusive and united society</li> <li>Protection and management of our Culture and Heritage for current and future generations</li> </ul>
	Pillar 3 - Ensuring Effective, Enlightened and Accountable Leadership	<ul style="list-style-type: none"> <li>Effective, enlightened and accountable Leadership</li> </ul>
	Pillar 4- Enhancing Public Sector Efficiency, Performance Effectiveness and Service Delivery	<ul style="list-style-type: none"> <li>Public Sector Reform</li> <li>Financial services and accountability</li> <li>Capacity building</li> </ul>
	Pillar 8 - Reducing Poverty to a Negligible Level	<ul style="list-style-type: none"> <li>Social Justice</li> <li>Poverty Reduction</li> </ul>
	Pillar 9 – Making Fiji a Knowledge based Society	<ul style="list-style-type: none"> <li>Education and Training (Educating the Nation for Peace and Prosperity)</li> </ul>
2013 Constitution of the Republic of Fiji	Section 31 (1) – (5) The Right to Education	<ul style="list-style-type: none"> <li>The right to free early childhood, primary, secondary and further education</li> <li>Education for persons who were unable to complete their primary and secondary education</li> </ul>
Government of the Day Manifesto	Initiatives for Education, Health and Training	<ul style="list-style-type: none"> <li>Provision of 250ml of Milk a day to All Year 1 Students</li> <li>Strengthening of Tertiary Scholarship and Loans Scheme</li> <li>Extension of free education currently for primary and secondary students to include ECE students</li> <li>Review basic Literacy and Numeracy skills and prioritize their improvement</li> <li>Ensuring students have the right qualifications and relevant skills to proceed to tertiary level</li> <li>Establishment of Technical College of Fiji.</li> <li>Digital literacy</li> </ul>
Draft National Development Plan [NDP]	Providing equal access to quality education at all levels.	<ul style="list-style-type: none"> <li>Provide a more balanced program for both academic and practical courses</li> <li>Continue to review and assess the school curriculum</li> <li>Increase access to education at all levels particularly for rural and urban disadvantaged areas</li> <li>Improve infrastructure of schools</li> <li>Enhance technical, vocational and lifelong skills training at all levels</li> <li>Need to enhance and strengthen the support for Higher Education Institutions</li> <li>Increase access to relevant, inclusive, quality print and digital information, and strengthen sustainability of modern school library services to support learning of all students.</li> </ul>
	Culture and Heritage	<ul style="list-style-type: none"> <li>Review, develop and implement new legislation</li> <li>Development and finalization of Natural Cultural Statistics Framework</li> <li>Strengthening of participation of resource owners</li> <li>Develop and upgrade infrastructure for and capacities of institutions that promote cultural heritage</li> <li>Cultural Mapping program</li> <li>Protection and promotion of Fiji's diverse cultural heritage for sustainable development.</li> </ul>
Sustainable Development Goal [SDG] 2015 - 2030	SDG 4 – Ensure inclusive and equitable quality education and promote life-long learning opportunities for all	<ul style="list-style-type: none"> <li>Review, amend and implement existing legislations</li> <li>Improved literacy and numeracy at all levels</li> <li>Strengthen incentives for higher education institutions</li> <li>Quality ECE, Primary and secondary education</li> <li>Equity and gender equality</li> <li>Education for Sustainable Developments [ESD]</li> </ul>

## Initiatives

### Free Milk

- Provided to around 20,581 Year 1 students



### Free Transport

- The Ministry received a total of \$20(FD) million for this initiative
- **Bus Voucher:** 88,926 students from Primary, Secondary and Technical College benefitted from this initiative
- **Boat and Engine:** A total of 17 schools benefitted from this assistance from January to July, 2016



### Free Text Books

- A total of 1,389,346 different level for Primary and 163,537 different level Secondary textbooks distributed
- A total of 144,838 Primary and 45,824 Secondary school benefitted from this initiative



### Tuition Free Grant

- All Fijian students from ECE, Primary and Secondary schools continue to receive this assistance in 2016.



### ECE Free Education grant

- Started in Term 2 of 2015.
- A total of \$1.4 (FD) million was given in 2016 as Free Education Grant for the 5 years old attending ECE Centres
- A total of 14,887 students from 681 ECE Centres benefitted



### Technical College

- Was established in 2015 to provide skills training through the short courses it offered.
- Listed below are the existing TCF Campuses:
  - Anjuman HiDayat -UI- Islam Campus
  - C. P. Singh Campus
  - Nabua Sanatan Campus/ Suva Hospitality & Textile Training Campus
  - Tagitagi Campus
  - Dr. Shaukat Ali Sahib Campus
  - TISI Sangam Shdhu Kuppuswamy Campus
  - Nadroga / Navosa Provincial Campus
  - Lautoka Sanatan Campus
  - Ratu Ilisanita Madodali Campus
  - Vanua Levu Arya Campus
  - Ratu Epeli Ravoka Campus



## TC Winston

Severe Tropical Cyclone Winston was the strongest tropical cyclone to make landfall over Fiji on record. It strengthened and reached Category 5 intensity on both the Australian Tropical Cyclone Scale and the Saffir–Simpson Hurricane Wind Scale on 19th February. The cyclone reached its peak intensity on 20th February, with ten-minute sustained winds of 230 km/h (145 mph) shortly before making landfall on Viti Levu.

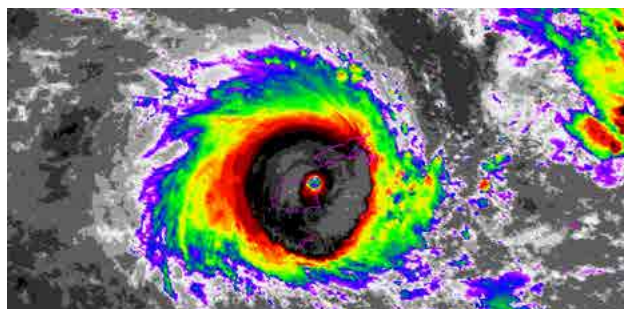
Destruction to educational facilities within the 50Km – 100Km radius were so critical that schools had to be suspended between one to two weeks (depending on severity of damage) to enable communities to recover from their trauma. These include schools in Vanuabalavu, Koro, Southern Taveuni/Qamea, Lomaiviti, Southern Bua, Tailevu, Ra, Ba/Tavua and Lautoka/Nadi/Yasawa areas.

An estimated 2073 students were displaced with many requiring psycho-social supports. The scale of the disaster on Fiji's educational facilities and human resources was enormous and has no equal in comparison to previous natural disasters.

About 497 schools were damaged with 85,000 students affected.

**Table 1: the table below summarizes the collated information after the Initial Damage Assessment was carried out by 29th of March, 2016.**

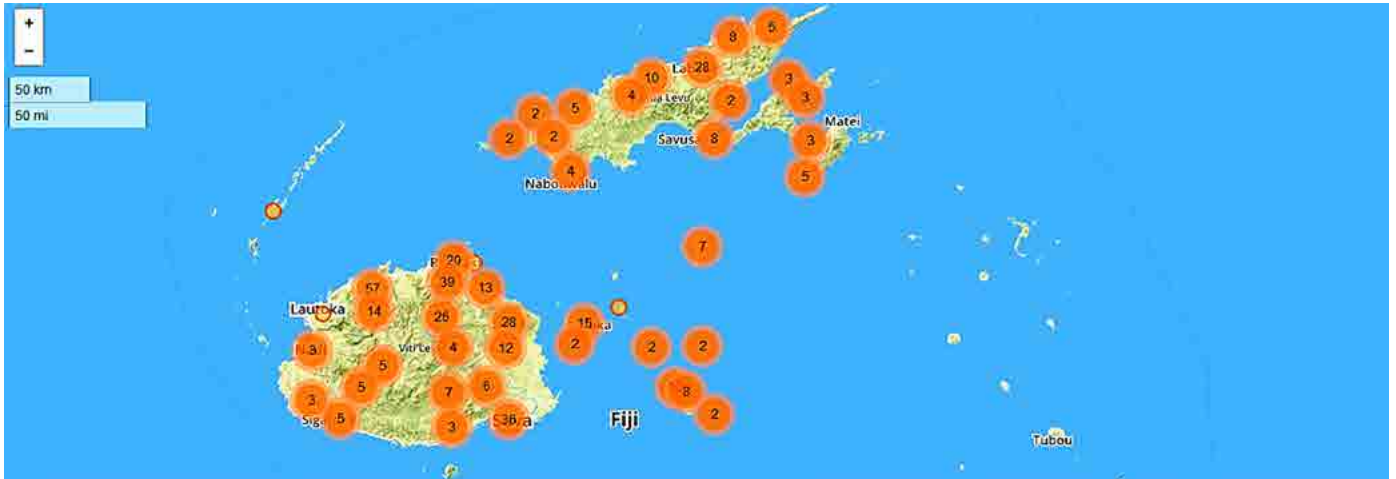
Education Divisions / Districts	ECE	Primary	Secondary	Grand Total
Central	16	61	19	96
Nausori	15	33	10	58
Suva	1	28	9	38
Eastern	24	38	5	67
Eastern	24	38	5	67
Northern	10	41	13	64
Cakaudrove	5	31	9	45
Macuata-Bua	5	10	4	19
Western	65	174	31	270
Ba-Tavua	19	60	14	93
Lautoka-Yasawa	9	51	7	67
Nadroga-Navosa	5	24	3	32
Ra	32	39	7	78
<b>Grand Total</b>	<b>115</b>	<b>314</b>	<b>68</b>	<b>497</b>



## Information Management

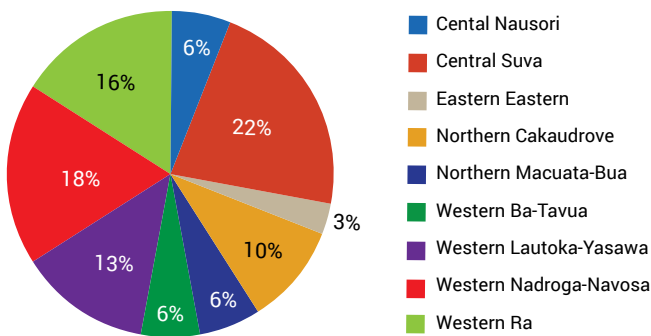
### Damage Assessment

Initial Damage Assessment (IDA) was conducted by MoEHA Enumerators from 21st to 29th of February 2016. Damages to schools, classrooms, ablution blocks, teachers quarters, water storage systems, libraries and other educational facilities were captured and uploaded into the AKVOFLOW platform for the data team in Suva to download the information from their dashboard. The figure below indicates the vastness of the operation area.

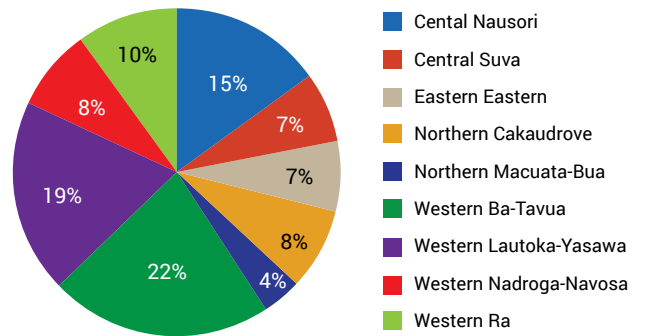


The figure below shows the percentages of damage schools in the nine education district. The more the 'R' ratings, the greater the extent of the damage.

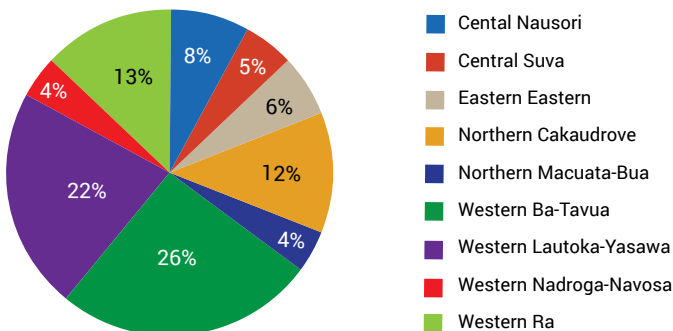
Graph 1: R1 Rate Schools



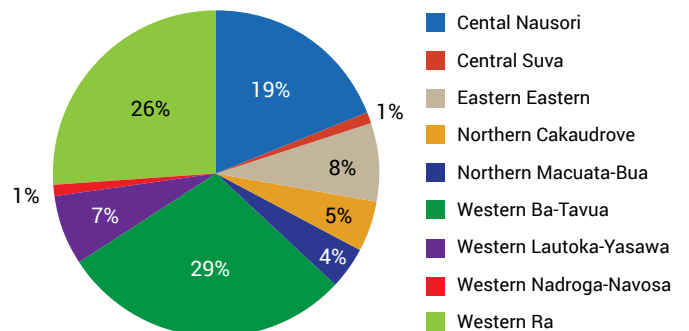
Graph 2: R2 Rate Schools



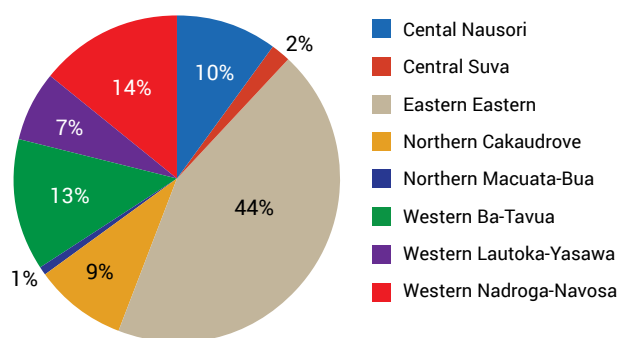
Graph 3: R3 Rate Schools



Graph 4: R4 Rate Schools



Graph 5: R5 Rate Schools



The table below specified the ratings and the estimated costs of the damage.

Table 2: Damage ratings and estimated costs.

Ranking	% Damage	Damage Description	Damage Description	Costing Estimate	Hme Descriptive
Rank 0	0	No Damage			Category A Schools are Schools not affected or slightly affected and therefore able to open on 29/02/2016
Rank 1	<25%	Minor structural damage. Usable.	Repairable within 1 – 2 weeks	0 - <15000	
Rank 2	>25%	Some structural damage but safe for limited use	Repairable within 1 month.	15001-75000	Category B Schools are Schools affected but able to open on 29/02/2016
Rank 3	>50%	Significant structural damage or roof blown off. Unsafe for use.	Repairs will take more than 2 months.	75,001 – 150,000	
Rank 4	>75%	Major structural damage. Unsafe for use.	Repairable within 3 - 4 months	150,001-375,000	Category C Schools are Schools severely affected and not able to open on 29/02/2016. These schools will open on 07/03/2016.
Rank 5	100%	Structure is unusable.	Repairable within 6 months.	375,001- above	

The data above was later cleaned and further analysed by engaging engineers to validate maintenance and construction cost as compared to the building plans. The final analysis was then exported to the FEMIS database while awaiting dissemination when requested.

### Co-ordination

As the lead actor in the Education Cluster, MOEHA coordinated all responses through targeted relief distribution to devastated schools. It also chaired the monthly meetings for all Education Cluster members.



The Ministry played the lead and supervisory roles during Initial Disaster Assessment, relief distribution and recovery work. Further, it ensures that all distribution requests were attended to while they monitor the four division's progress in terms of educational responses and recovery efforts.

MOEHA's donor partners through the Education Cluster were a pillar of strength throughout the response/recovery period. Although the enormity of the devastation at times caused misunderstandings during relief distributions, they remain focused in assisting the MOEHA in providing a safe learning environment for the students.



## Response

By 29th February, over 20 local, regional and international organizations had provided humanitarian assistance to damaged schools within Fiji. This consisted of:

- The provision of Temporary Learning Spaces and tarpaulins to damaged schools,
- Repairs to damaged schools were in progress,
- The provision of Temporary Staff Quarters to affected teachers,
- Stationaries, School in the Box, WASH Kits, Sanitary Kits being distributed to affected schools,
- Distribution of Water Tanks to schools with damaged water storage system,
- Psycho-social support activities being provided to teachers and students.
- School Feeding Programme in severely affected schools.

The main objective of the MOEHA response plan was to return the learning and teaching environment to normalcy as soon as practicable. A day after TC Winston ravaged Fiji, our enumerators were sent throughout the country to conduct IDA. The results of these assessments were analysed and enabled MOEHA to activate its responses towards the distribution of the followings items to the affected schools:

- Teaching & Learning Materials
- Teachers' Kits
- CFS Kits
- Recreational Kits
- Psychosocial
- Food Ration to Teachers
- School Feeding
- Generators
- Hygiene Promotion
- Water Supply
- Students Backpack
- ECE Kits
- School in the Box
- Temporary Staff Quarters
- 4x50m Tarpaulin
- 4x5m Tarpaulin
- 4x6m Tarpaulin
- 72SQM Tent
- 42SQM Tents



### Roles and Responsibilities

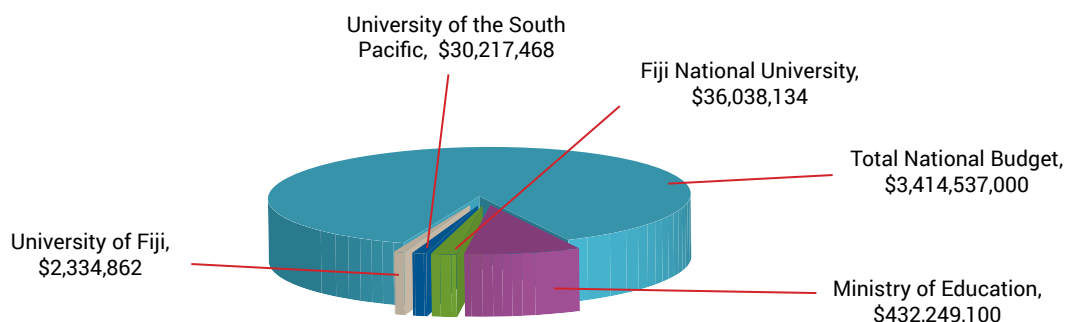
The Finance Section is responsible for:

- Allocation of approved funding in Budget Estimates to all Vote Controllers, monitor and control expenditure in compliance with Financial Regulations and procedures
- Ensure availability of cash flow to meet the Ministry's financial commitments in accordance with the 2016 Budget Estimates.
- Ensuring all payments of accounts owing, grants (Salary, tuition and building), Salaries and wages, Transport Assistance on a timely basis.
- Reduce overpayments through prompt cessation of salaries due to retirements, resignations, terminations, deemed resignations, excessive leave and study leave without pay.
- Carry out reconciliations (Drawings, IDC, Salaries & Wages, Revolving Fund and Trust Accounts) to ensure all expenditures are recorded against a budgetary allocation reflecting a true status of the Ministry's expenditure.
- Provide accurate monthly financial reports to the Senior Staff for accurate decision making and assess the performance of projects against the budgetary allocations.
- Assist and coordinate the preparation of the Ministry's Budget from submissions from all sections and compiling these submissions as Ministry's Budget within Budget Envelope to the Ministry of Finance after consultations with the Ministry's Budget Committee.
- Prepare responses to Audit (Internal/ External) and Public Accounts Committee (PAC) queries.
- Ensure effective internal control measures are in place in all areas to reduce likely fraudulent activities and safe guard government assets.

### Ministry of Education Budget for 2016

The Government Budget for Education in 2016 amounted to \$432,249,100. This was 12.7% of the National Budget.

**Graph 6: Government expenditure on Education and Higher Education Institutions**



**Table 3: Education expenditure (excluding FNU, UOF & USP)**

Year	Recurrent Expenditure (\$)	Capital Expenditure (\$)	Value Added Tax (\$)	Total Expenditure (\$)
2011	249,966,000	966,000	1,318,000	\$ 252,250,000
2012	267,476,000	1,172,000	1,614,000	\$ 270,262,000
2013	260,947,800	5,550,700	1,991,000	\$ 268,489,500
2014	359,258,600	8,174,800	2,600,600	\$370,034,000
2015	380,291,363	4,571,356	4,099,466	\$388,962,185
2016	414,847,000	14,334,900	3,067,200	\$432,249,100

### Achievements

#### Compliance with Government Rules and Regulations

A major improvement of compliance to Government policies, procedures, rules and regulations by government schools and sections of the Ministry after awareness workshops were held for Principals and Bursars as well as section heads. Also the Financial Management Framework on utilization of grants has been ongoing in all the Districts together with the monitoring. Strict adherence has positively impacted on the reduction of audit queries.

## Transport Assistance Scheme

The MoEHA was given the responsibility of implementing the bus fare assistance to students in accordance with the approval from the Prime Minister in October 2009 through a task force led by the Permanent Secretary in the Prime Minister's Office. This initiative by the state attempts to reduce the financial burden on parents who are unable to afford transportation costs in sending their children to school.

In 2016 the Ministry was allocated \$20m towards Transport Assistance. Transport Assistance to students are through payment of school fare (RSL and Bus mode of transport) and assistance through fuel, outboard motor and fiber glass boat for sea/water travel.

**Table 4: Boat and Out-Board Motor Assistance**

Name of School	District
Davetalevu Primary School	Eastern
Vacalea Primary School	Eastern
Vutia District School	Nausori
Naviti District School	Lautoka/Yasawa
Kocoma Village School	Cakaudrove
Kabara District School	Eastern
Lamiti/Malawai Primary School	Eastern
Galoa Village School	Eastern
Rukua/Raviravi Primary School	Suva
Cicia High School	Eastern
Name of School	District
Vatulele Primary School	Nadroga/Navosa
Cikobia Village School	Macuata/Bua
Yasana I Ra Dist School	Eastern
Batiki District School	Eastern
Naivaka District School	Macuata/Bua
Lekutu Dist School ( boat only)	Macuata/Bua
Vabea District School( engine only)	Eastern

**Table 5: Education budget as a percentage of the national budget (2011 – 2016)**

Year	Total National Budget	Ministry of Education Budget	Grant to Higher Education Institutions			% of National Budget Spent on Education (Including Higher Ed.)	Government Expenditure on Education
			Fiji National University	University of the South Pacific	University of Fiji		
2011	\$1,961,718,300	\$248,627,681	\$25m	\$36.5m	\$3m	15.96	\$252,281,053
2012	\$2,077,929,300	\$256,663,949	\$28m	\$36.5m	\$3m	15.60	\$270,261,886
2013	\$2,327,385,300	\$267,124,997	\$28m	\$36.5m	\$3m	14.38	\$277,469,323
2014	\$2,883,261,100	\$368,620,102	\$ 40m	\$36.5m	\$3.5m	15.56	\$375,452,922
2015	\$3,336,292,100	\$401,649,600	\$38.5m	\$36.5m	\$2.5m	14.36	
2016	\$3,414,537,000	\$432,249,100	\$36m	\$30.2m	\$2.3m	14.67	



**Table 6: Education budget as a percentage of the national budget (2011 – 2016)**

Head 21	Programme	Amount (\$)	% of Ministry of Education budget
Programme 1	Policy & Administration	\$ 37,396,400	8.65
Programme 2	Primary Education	\$ 190,447,200	44.06
Programme 3	Secondary Education	\$ 165,819,700	38.36
Programme 4	Curriculum Development	\$ 6,047,000	1.40
Programme 5	Tertiary Technical Education	\$ 22,689,700	5.25
Programme 6	Research, Development and Training	\$ 1,157,000	0.27
Programme 7	Asset Monitoring Unit	\$ 335,000	0.08
Programme 8	Examinations	\$ 2,790,200	0.65
Programme 9	Culture & Heritage	\$ 5,566,900	1.29
Total		\$ 432,249,100	100%

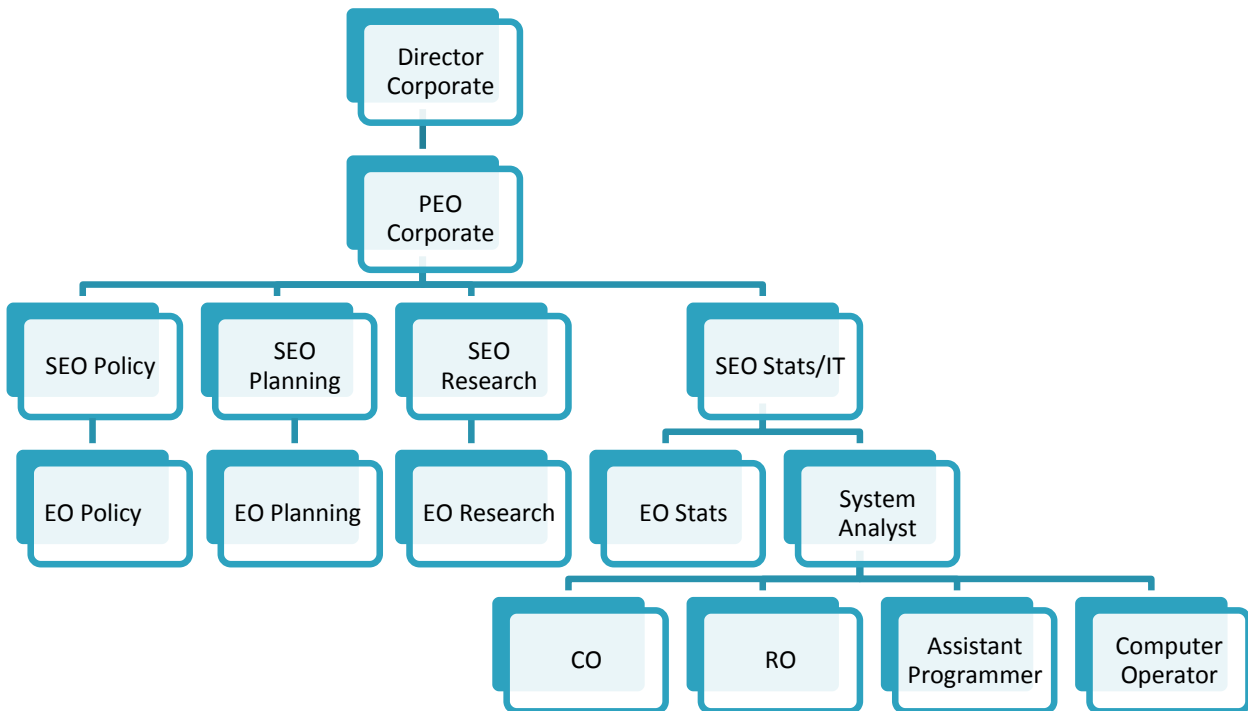
**Table 7: MOE Budget Analysis By Standard Expenditure Group (SEG)**

SEG	DESCRIPTION	AMOUNT (\$)	% OF MINISTRY OF EDUCATION BUDGET
1	Established Staff	\$ 287,108,100	66.4
2	Government Wage Earners	\$ 3,978,000	0.92
3	Travel and Communications	\$ 1,890,000	0.44
4	Maintenance and Operations	\$ 2,501,800	0.58
5	Purchase of Goods and Services	\$ 18,875,800	4.4
6	Operating Grants and Transfers	\$ 98,072,300	22.7
7	Special Expenditures	\$ 2,421,000	0.56
8	Capital Constructions	\$ 2,878,500	0.67
9	Capital Purchases	\$ 5,532,300	1.28
10	Capital Grants and Transfers	\$ 5,924,100	1.37
13	Value Added Tax	\$ 3,067,200	0.71
Total Budget by SEGs		\$432,249,100	100%

**Table 8: Summary of students that were assisted from the various education districts for 2016**

District	Primary	Secondary	Tech/College	Total
Suva	10920	4442	75	15437
Nausori	10560	4336	70	14966
Lautoka	9948	4587	120	14655
Ba\Tavua	6559	3757	61	10377
Nadroga	4859	1978	146	6983
Ra	2968	1375	88	4431
Cakaudrove	4689	1765	0	6454
Macuata/Bua	7642	4280	309	12231
Eastern	2270	1122	0	3392
<b>Total</b>	<b>60415</b>	<b>27642</b>	<b>869</b>	<b>88926</b>

## Organisation Structure of Corporate Services



### Roles and Responsibilities

The Corporate Services Division is the Ministry's think-tank on strategic planning and policy frameworks supporting the initiatives of the Ministry. Its task including policy formulation, conducting research and making recommendations to the Minister, documenting programs, events, services and latest publications. It is responsible for preparing, designing and producing the Ministry business plans, strategic and annual reports, Calendar of Events, Customer Service Charter, performance results and other publications. We vet the Ministry's cabinet papers and Memorandum of understanding before it goes to the Solicitor General's office. The Division is made up of four units; namely; Planning, Policy, Research and IT/ Statistics and headed by the Director Corporate Services.

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

### Highlights and Accomplishments for 2016

The following existing policies were reviewed and endorsed:

1. •Behaviour Management In Schools
2. •Child Protection In Schools
3. •Professional Development Policy
4. •Femis Policy
5. •Research Policy
6. •Examination And Assessment



Eleven new policies were also formulated and endorsed:

1. Policy On Special And Inclusive Education New 2016
2. Policy On National School Library New 2016
3. National Policy On Open Educational Resources New 2016
4. National School Health Policy New 2016
5. Policy On Technical College Of Fiji New 2016
6. Policy On Distribution And Storage Of Free Milk New 2016
7. Free Educational Resources New 2016
8. Tuition Fee Free Grant Policy For Secondary And Primary Schools New 2016
9. Moe Policy On Mobile Phones & Electronic Devices New 2016
10. Risk Management New 2016
11. Transport Assistance New 2016

### Statistics & Information Technology Unit

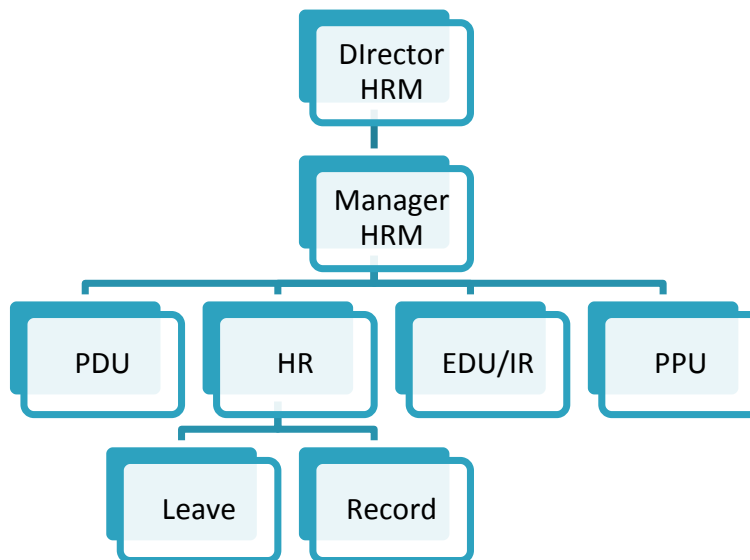
The Statistics/IT sub-unit consists of a Senior Education Officer, an Education Officer, a System Analyst, an Assistant Programmer, a Computer Operator and a Hardware Officer. The sub-unit is responsible for two databases;

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

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



## Organisation Structure of HRM Section



### Roles and Responsibilities

The Human Resources Management Section plays a pivotal administrative role through the provision of effective, efficient, and quality supporting functions; and advice to the office of the Permanent Secretary, the Honorable Minister for Education, Heritage and Arts, as well as to other members of the Senior Staffs of the Ministry on matters relating to the administrative and Human Resources which affects the human capital of the Ministry of Education.

Supporting functions and advices are provided for appointments, promotion and selection, performance appraisals, ethics and discipline, terms and conditions of employment, leave matters, training and development, record management, maintenance of the staffing establishment and other administrative services.

The Human Relations Section is responsible for the timely processing of appointments (Temporary, contractual, confirmation, and acting). It also ensures that all transfers, resignations and retirements of officers are processed with the required timeframe; hence eliminating possible over payment of salaries and allowances paid to officers.

The Section ensures that officers serving in the maritime and rural areas are paid their respective allowances after proper assessment and analysis of their eligibility in meeting the set criterion. Salary upgrading is one of the activities undertaken by the Section to ensure that officers are paid their correct graduate salary.

The Human Relations Section also oversees the processing of workman's compensation under the Government Policy in the Workman Compensation Act. It closely liaises with the Ministry of Labor, Employment and Industrial Relations in terms of injuries sustained by employees in the workplace. Change of names for women officers due to their marital status is also addressed by the Unit.

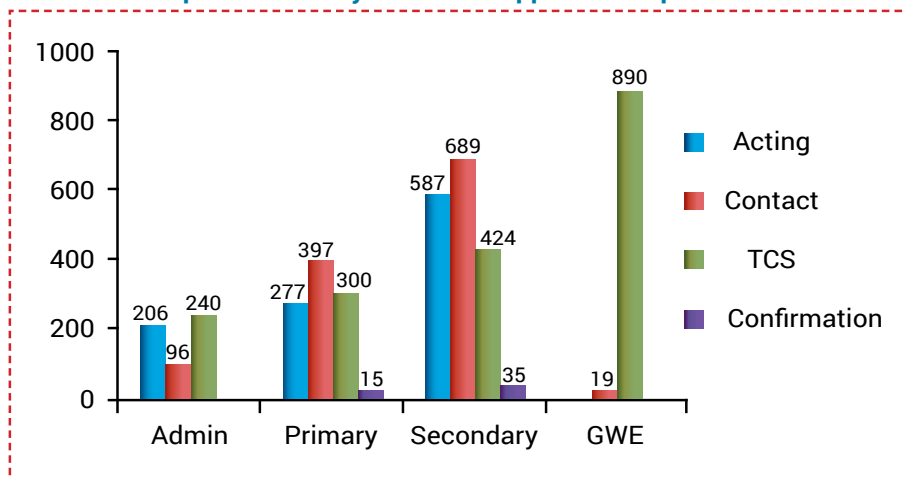


## Achievements

### 1. Appointments

The graph summarises the number of MOEHA Officers appointment processed during the mentioned period.

Graph 7: Summary of officers appointment processed

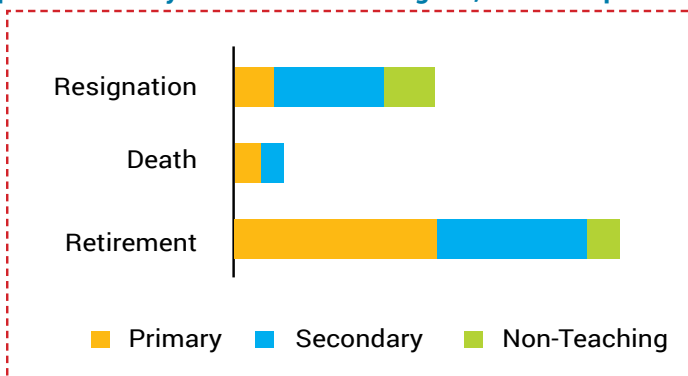


### 2. Attrition

The Ministry would like to acknowledge the invaluable input and contributions of all its officers that have left the service during the period January to July, 2016.

A total of 125 officers left the service through retirement of which, 66 officer were primary teachers, 48 secondary teachers and 11 non –teacher. Another 65 officers resigned (13 primary school teachers, 36 secondary school teachers and 16 non- teachers) while 17 teachers have passed on.

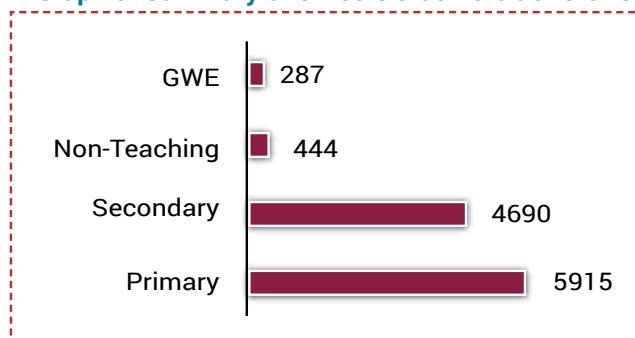
Graph 8: Summary of officers that resigned, retired or passed



### 3. Transfers

The Section processed a total of 3,218 transfers for its officers during the first 7 months of the year. Of those officers that were transferred; 1,447 were secondary teachers, 1,598 were primary teachers while 173 were non teachers.

Graph 9: Summary of officers that were transferred



### 4. Establishment

The total establishment within the Ministry until July of 2016 was 11,336. Of these, 5,915 were primary education, 4,690 for Secondary education, 444 for non-teaching and 287 for GWE.

### 5. Workman’s Compensation

12 teachers compensation were processed from January to July, 2015. Of these, 5 were primary teachers while 7 were secondary teachers.

### 6. Application Received

A total of 23,075 applications were received for the 374 positions that were advertised. Of these applicants, 4177 were for the non-teaching while 18,893 were for the 207 teaching positions.

The Ethics and Disciplinary Unit of the Ministry of Education, Heritage and Arts plays an important role in ensuring that all cases received relating to unethical practices and for those officers who have breached provisions of the Public Service Commission, Code of Conduct are dealt with fairness and consistency according to relevant guidelines and legislations.

**Table 9: Summary of cases reported from the four education divisions regarding MOEHA Officers.**

Cases	Primary	Secondary	Non-teaching	Northern	Eastern	Central	Western
Unprofessional Conduct	190	32	27	11	10	10	38
Request for Confirmation	47	12	5	1	2	1	9
Mismanagement of Fund	66	10	10	1	2	2	9
Corporal Punishment	26	3	5	1	2	1	5
Extra Marital Affair	79	10	15	2	5	4	12
Act of Carelessness	75	16	9	0	0	4	15
Seeking Re-employment	56	14	6	5	4	6	10
Abuse of Office	30	8	1	0	4	1	3
Deemed Resignation	24	8	3	2	2	5	8
Absenteeism	28	4	3	1	1	2	4
Appeal on suspension	38	7	10	1	2	5	7

## 7. Professional Development Activities / Workshops

The total number of PDs received from schools from January – July was 4428 with the Primary of 2371 and the Secondary with 2057.

- More than 97% of school heads attended the workshops conducted for the year from all the education districts. School Heads attended Workshops on TCF/LCF, District Induction Sessions at the beginning of the year, Head Teachers/Principals Workshops, Financial Management Workshop, NCF Workshops and Planning Workshops held in some districts.
- District staff participated in TCF and LCF workshops, Transport Assistance Workshop, Planning Workshop at the Pearl, FESA, FEMIS and data cleaning trainings organized by the MOE, ITC, Briefing on Location Allowance
- A four day workshop was organized from the 12th - 15th October at the Trans-International Hotel in Nadi for the Institute of Education Officers. 100% attendance was attained.
- District Education Officers Organized and Facilitated the following workshops in their respective districts:
  - Future Leaders Workshop,
  - Teachers and Leadership Competency Framework,
  - NCF Workshop for Classes 1 to 4,
  - Transport Assistance Workshop,
  - Financial Management on Free Education and
  - Leadership Management

## 8. Occupational Health & Safety and Elementary First Aid Training

Safety is paramount in the workplace. Occupational Health & Safety and Elementary First Aid Trainings have been conducted in the school districts. The National Trainer for OHS & Elementary First Aid has been conducting trainings to teachers in the Central, North and Western divisions. On the same note, the “ZERO Accident Total Participation Campaign”, was launched by the Hon. Minister for Education on the 11th of August, 2016 at Tuvu Primary School, Sigatoka. This is also inculcated in the OHS & Elementary First Aid Training to the build - up of the monitoring and evaluation phase that will be implemented and practiced in the schools to ensure total participation of all stakeholders in the school to be pro-active and control and minimize accidents in the school, workplace, and the community.

**Table 10: Summary of the number of teachers trained in OHS & Elementary First Aid by cluster.**

Cluster	Total Participants	Primary		Secondary		ECE	
		M	F	M	F	M	F
Yasawa Teachers	23	13	6	4			
Suva 1 & 2	42	17	14	6	5		
Cluster 1 – Rakiraki	47	12	9	15	11		
Cluster 1 – Taveuni	27	18	4	5	0		
Cluster	Total Participants	Primary		Secondary		ECE	
		M	F	M	F	M	F
Cluster 1 - Sigatoka	44	25	11	4	3		1
Cluster 3,4 & 5 – Navua	33	16	7	8	2		
Cluster 2 – Rakiraki	73	15	18	14	25		1
Cluster 1 – Nadogo	47	20	18	2	0		7
Cluster 2 – Sigatoka	24	8	9	6	1		
Nausori Cluster	55	22	14	12	7		
Seaqaqa Teachers	48	15	14	5	2		12
Sigatoka Cluster	43	16	16	6	5		
Ra Cluster	77	23	22	10	21		1
Suva Cluster	53	14	19	11	8		1
Total	636	238	181	108	90		23

## 9. In - House Workshop

Trainings that were conducted include:

1. Training of Trainers Module I – Module IV ( Male – 5, Female – 5)
2. OHS Module I & Module II ( Male – 7, Female – 4)
3. National Training on Climate Change (Male – 31, Female – 36).

## 10. In - Service Training

A total of 79 teachers/professional officers and administration staff received in-service training. There were 51 who were granted approval by the Permanent Secretary for Education to pursue their programmes through Study Leave with Pay (SLWP). There were 28 officers who were granted Study Leave without Pay (SLWOP). These programmes included pursuing certificates, degrees Masters and Phd programmes. From the 79 officers who were on study leave, a total of 23 officers have completed studies and have resumed teaching duties.

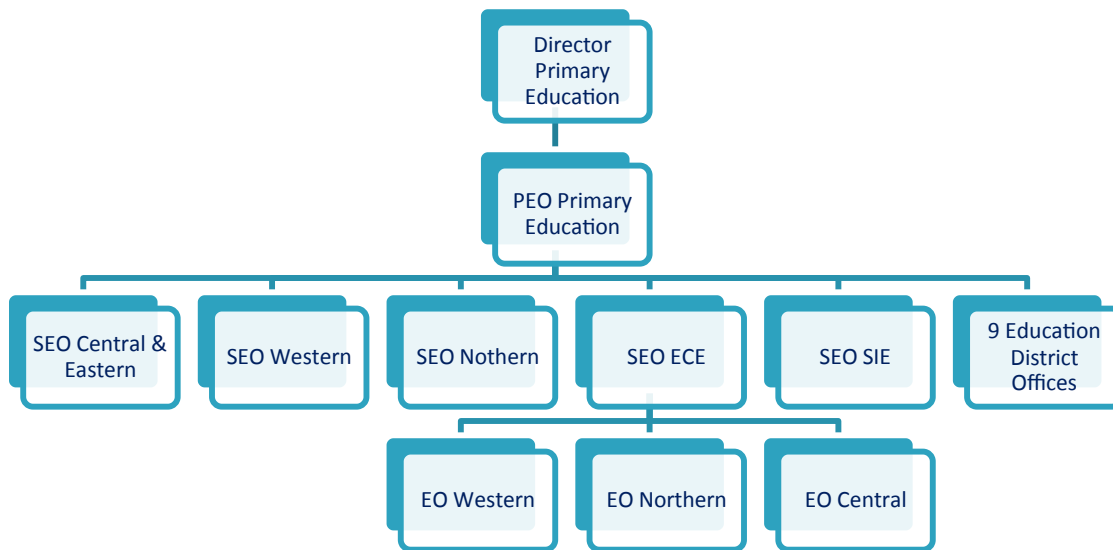
## 11. 2016 United World College (UWC) Student Scholarship Award

Mark Penjueli, a Year 13 student of Jay Narayan College was awarded a scholarship by UNESCO to study in UWC Li Po Chun College in Hong Kong from August 2016 – August 2018.

## 12. Conferences, Seminars and Training Workshops

A total of 25 officers from the Ministry attended conferences, seminars and training workshops which were held locally and abroad with the funding assistance provided for by government, development partners and/or agencies. Transfer of knowledge is through a completion of a Training Report and this is presented to the senior management.

## Primary Section Organisation Structure



### Roles and Responsibilities

The Primary Section of the Ministry of Education, Heritage and Arts is responsible for the provision of basic education to all in Fiji in partnership with its stakeholders. It is responsible for planning, co-ordinating, implementing the education policies pertaining to Early Childhood Education (ECE), Primary Education, Special and Inclusive Education (SIE) and also the Teacher Training Institutions for primary school teachers.

We are specifically tasked to conduct and deliver education services to the following: ECE, Primary and SIE for children with special needs.

Specific functions of the Section include the following;

- Provision of Primary School Teachers, ECE and SIE Teachers
- Administration and monitoring of ECE, SIE and Primary Education
- Administration and monitoring of Grants and Funds
- Provision of advisory services
- Enrolment





## 1. Districts Offices details

**Table 11: Summary of Education District Offices**

No.	District	Location	Key Personnel	Designated Post
2	Nausori	River house	Mr. Ronald Krishna	SEO
3	Lautoka/Yasawa	Rogorogoivuda House	Ratu Joseva Gavidi	SEO
4	Ra	Kalawati House	Saniala Nauga	SEO
5	Cakaudrove	Gulabdass Building	Saimoni Cabelawa	SEO
6	Macuata/Bua	Roqomate House	Rajesh Chand	SEO
7	Ba/Tavua	Koronubu House	Atendra Kumar	SEO
8	Eastern	Harbour Front Building	Joshua Sevutia	SEO
9	Nadroga/Navosa	Keasuna Building	Sera Saladuadua	SEO

## 2. Number of existing Primary and Special schools

**Table 12: Summary of Schools by Education Districts**

District	Primary				Special Schools			
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total
Ba/Tavua		61		61		2		2
Cakaudrove		65		65		1		1
Eastern		115		115		1		1
Lautoka/ Yasawa	1	82	4	87		3		3
Macuata/Bua		97	1	98		1		1
Nadroga/ Navosa		62	1	63		1		1
Nausori		116	2	118		1		1
Ra		40	1	41		1		1
Suva	1	76	8	85		6		6
<b>Total</b>	<b>2</b>	<b>714</b>	<b>17</b>	<b>733</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>17</b>

## 3. Students Enrolment

**a) Table 13: Primary Enrolment by Education Districts**

District	Enrolment number
Ra	5689
Nadroga/Navosa	14250
LautokaYasawa	41659
Ba/Tavua	10398
Macuata/Bua	14267
Suva	35639
Cakaudrove	13928
Eastern	7934
Nausori	21156
<b>Total</b>	<b>150,992</b>

b) Table 14: Primary Enrolment by Education Districts

Education Districts	Males	Females	Total
Ba/Tavua	5406	4945	10351
Ra	5312	4723	10035
Lautoka/Yasawa	4243	3857	8100
Nadroga/Navosa	13266	12528	25794
Eastern	7378	6933	14311
Nausori	5043	4733	9776
Suva	11807	11062	22869
Macuata/Bua	2835	2673	5508
Cakaudrove	18227	16842	35069
<b>Total</b>	<b>73517</b>	<b>68296</b>	<b>141813</b>

#### 4. Teachers

Table 15: Summary of Primary School Teachers by Education Districts

Education Districts	Males	Females	Total
Ba-Tavua	239	255	494
Cakaudrove	186	228	414
Eastern	259	220	479
Lautoka- Yasawa	344	554	898
Macuata- Bua	320	388	708
Nadroga-Navosa	196	239	435
Nausori	360	505	865
Ra	106	152	258
Suva	373	686	1059
<b>Total</b>	<b>2383</b>	<b>3227</b>	<b>5610</b>

#### 5. Free education Grant and Monitoring TUTION GRANT ANALYSIS - 2016 ANNUAL BUDGET \$35m

Table 16: Summary of FEG by Education District

District	No. of school (excluding centralized school)	Term II school roll	Term II Tuition Grant	No of school received Term II Grant	Amount re-leased for Term II Grant	No of schools paid 30% grant	amount paid 30% grant	Number schools paid 70% grant	amount paid 70% grant
Eastern	112	7,758	\$906,229.64	64	\$554,616.45	48	\$105,484.00	30	\$168,265.91
Suva	73	30,155	\$2,126,826.94	53	\$1,632,796.96	20	\$152,958.90	15	\$216,420.22
Ra	40	5,394	\$494,899.21	26	\$342,654.59	14	\$45,673.40	13	\$101,787.89
Nausori	114	21,279	\$1,807,530.74	95	\$1,541,271.12	19	\$80,683.36	19	\$185,575.60
Nadroga	60	10,016	\$859,182.85	49	\$703,636.55	11	\$46,663.90	10	\$93,892.60
Macuata/Bua	99	14,143	\$1,286,437.05	79	\$1,101,077.46	20	\$55,673.70	17	\$109,499.24

Lautoka	84	26,093	\$1,967,742.19	60	\$1,578,064.91	24	\$117,010.50	20	\$212,085.52
Cakaudrove	66	9,863	\$874,990.81	49	\$639,221.22	17	\$67,500.90	12	\$104,456.05
Ba/Tavua	61	9,907	\$867,544.50	39	\$500,757.22	22	\$110,036.20	15	\$206,327.77
<b>Total</b>	<b>709</b>	<b>134,608</b>	<b>\$11,191,383.93</b>	<b>514</b>	<b>\$8,594,096.48</b>	<b>195</b>	<b>\$781,684.86</b>	<b>151</b>	<b>\$1,398,310.80</b>

## 6. Boarding Per Capita

**Table 17: Summary of Boarding per capita by Education District**

Education Districts	No. of schools	No of Boarders	Boarding per Capita 2016 \$150 per child	Term I	Term II
Suva	8	187	\$28,050	\$9,350	\$9,350
Nausori	7	420	\$63,000	\$21,000	\$21,000
Ra	11	461	\$69,150	\$23,050	\$23,050
Ba/Tavua	6	195	\$29,250	\$9,750	\$9,750
Macuata/Bua	18	883	\$132,450	\$44,150	\$44,150
Lautoka/Yasawa	10	398	\$59,700	\$19,900	\$19,900
Eastern	26	788	\$118,200	\$38,400	\$38,800
Cakaudrove	14	264	\$39,600	\$13,200	\$13,200
Nadroga	14	749	\$112,350	\$37,450	\$37,450
<b>TOTAL</b>	<b>114</b>	<b>4345</b>	<b>\$651,750</b>	<b>\$216,250</b>	<b>\$216,650</b>

## Early Childhood Education Service

### Overview

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

### 1. ECE Budget

In January – July, 2016, the budgetary provision for ECE remained the same as in the previous year at \$4,850,000.00. Teachers and children continued to be assisted through the Salary Grant and Free Fee Grant respectively. A few selected ECE centres received the Building Grant which assisted in the renovation and maintenance of classrooms and walkways and in the building of new classrooms and restrooms.

### ECE Budgetary Allocation

**Table 18: Summary of ECE Grants**

Year	Salary Grant for Teachers	Equipment Grant	Building Grant	Free Education Grant	Total
2012	\$1,300,000.00	\$100,000.00	\$100,000.00	NA	\$1,500,000.00
2013	\$3,300,000.00	\$100,000.00	\$150,000.00	NA	\$3,550,000.00
2014	\$3,300,000.00	\$500.00	\$150,000.00	NA	\$3,450,500.00
2015	\$3,300,000.00	NA	\$150,000.00	\$1,400,000.00	\$4,850,000.00
2016	\$3,300,000.00	NA	\$150,000.00	\$1,400,000.00	\$4,850,000.00

## 2. Building Grant [Allocation \$150,000]

A total of 17 existing ECE centres received assistance through this grant for either upgrading purposes or for the building of new classrooms. Processing and disbursement of grants and monitoring site visits to the projects were conducted by the Asset Monitoring Unit.

## 3. Salary Grant [Allocation \$3.3m]

Salary Grant allocation for January – July 2016 was the same as the previous year. There was a steady increase in the number of teachers applying for salary grants in the first 7 months of the year.

From January – July, Salary grants were processed and disbursed on a monthly basis through the established payroll for ECE to 1,112 teachers from 824 kindergarten centres

**Table 19: Summary of ECE Salary**

Year	Salary Grant (\$)
2012	\$1,300,000
2013	\$3,300,000
2014	\$3,300,000
2015	\$3,300,000
2016	\$3,300,000

**Table 20: Summary of ECE grants by Education Districts**

DISTRICT	No. of Centres	No. of Teachers Paid			TOTAL
		CAT 1 [LTC/FNU Advanced & HEC in ECE; USP Degree in ECE]	CAT 2 [Dip. & Cert in ECE – USP, MLTC, APTC, Fulton, Champagnat]	CAT 3 [Basic Trained, non-qualified ECE teachers]	
Ra	61	19	18	30	65
Ba	60	31	40	6	77
LTK/Yasawa	106	62	94	16	172
Nadroga	65	18	41	17	76
Bua/Macuata	114	41	82	22	145
Cakaudrove	68	16	43	17	76
Nausori	135	51	117	8	176
Suva	105	36	163	14	213
Eastern	110	20	60	30	110
<b>Total</b>	<b>824</b>	<b>294</b>	<b>658</b>	<b>160</b>	<b>1,112</b>

## Special/Inclusive Education

### Overview

The core function of the Special Education Unit is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country. The Special Education Unit works collaboratively with the nine education district officers in ensuring the effective implementation of inclusive education policy and support for students with special needs in both special and mainstream schools

### Roles and Responsibilities

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

- Provide weekly, monthly, quarterly and annual reports to the Ministry on activities and progress of special/inclusive education services.
- Promote disability- awareness and the implementation of special and inclusive education in the community at large.

## Statistics

### 1. School Enrolment and teachers

**Table 21: Summary of teachers and student enrolment**

STUDENTS			TEACHERS		
Male	Female	TOTAL	Male	Female	TOTAL
642	429	1071	34	83	117

### 2. Special Education Schools Workforce

Four (4) sign language interpreters and ten (10) additional teachers were recruited, which added staffing strength to the special and inclusive education schools.

**Table 22: Summary of Special education Workforce**

Civil Servants	117
Local Teacher Aides	56
Scope Global Volunteers	4
Sign Language Interpreters	11
Braille Production Unit	2
Project Abroad/Specialist Volunteers	5
<b>Total</b>	<b>195</b>

### 3. Summary of information of Special Schools.

**Table 23: Distribution of Special schools in each district**

Districts	Schools	Staff	Location	Roll	Controlling Authority	Programs Offered
Suva	Early Intervention Centre	7	Epeli Street Suva	43	Fiji Crippled Children's Society-Suva Branch	1,4,5,6
	Fiji School for the Blind	11	Nanuku Street Vatuwaqa	31	Fiji Society for the Blind	1,2,4,5,6
	Hilton Special	14	Waimanu Road, Suva	82	Fiji Crippled Children's Society-Suva	2,3,4,5,6
	Suva Special	15	Salato Rd, Namadi Heights.	98	Suva Society for the Handicapped	1,2,3,4,5,6

Suva	Gospel School for the Deaf	15	50 Dhanji St. Samabula	35	Gospel Board of Education	1,2,3,6
	Fiji Vocational Training Center	8	Brown St., Suva	76	Fiji National Council for the Disabled	3,4,6
Nausori	Nausori Special	5	Natua, Vunimono	54	Fiji Crippled Children's Society	1,2,4,6
Eastern	Levuka Special	5	Beach Street, Levuka	23	Levuka Society for the Handicapped	1,2,4,6
Nadroga-Navosa	Sigatoka Special	6	Vudi Rd, Sigatoka	52	Fiji Crippled Children's Society-Sigatoka	1,2,3,6
Lautoka/Nadi Yasawa	Nadi Special	15	Hospital Road, Nadi	148	Nadi Society for the Handicapped	1,2,3,4
	Lautoka Special	17	Hospital Road, Lautoka	94	Fiji Crippled Children's Society-Lautoka	1,2,3,4
	Sunshine Special	12	Evan St. Lautoka	97	Intellectually Handicapped Society	1,2,3,4
Ba/Tavua	Ba Special	6	Kula St, Varadoli, Ba	64	Fiji Crippled Children's Society-Ba	1,2,4
	Veilomani Rehab	6	Racecourse Namosau, Ba	37	Methodist Church of Fiji	3,4,6
<b>Districts</b>	<b>Schools</b>	<b>Staff</b>	<b>Location</b>	<b>Roll</b>	<b>Controlling Authority</b>	<b>Programs Offered</b>
Ra District	Rakiraki Special	6	Yaratale Rd, Rakiraki	31	Ra Society for Handicapped	1,2,4,6
Macuata-Bua	Labasa Special School	9	Siberia Rd Labasa	73	Fiji Crippled Children's Society-Labasa	1,2,3,4,5,6
Cakaudrove	Nasavusavu Special	5	Yaroi Village, Sav	33	Intellectually handicapped Society	1,2,3,4,6

**Keys:****a. Program Codes**

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

**b. School Level**

- 6D schools
- 5E schools
- Vocational Schools
- Private School

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

Table 24: Classification of children by disability type in Special Education

School	Roll	Physical	Speech	Hearing	Visual	Intellectual	Multiple
Early Intervention	43	16	27	1	-	38	39
Hilton Special	82	56	71	38	1	9	75
Suva Special	98	2	93	1	3	150	97
Fiji School for the Blind	31	5	7	3	54	12	13
Gospel school for the Deaf	35	9	48	55	11	1	48
Fiji Vocational Tr. Centre	76	37	28	10	11	76	45
Nausori Special	54	10	8	2	4	33	19
Levuka Special	23	2	6	3	4	24	8
Sigatoka Special	52	2	2	1	1	36	1
Nadi Special	148	8	2	11	2	135	-
Lautoka Special	94	29	34	19	12	28	24
Sunshine Special	97	14	28	4	8	88	32
Ba Special	64	29	39	4	5	50	45
Veilomani Rehab Centre	37	20	26	5	2	45	30
Ra Special	31	2	11	1	1	21	12
Nasavusavu Special	33	1	1	2	-	31	-
Labasa Special	73	22	30	15	3	91	41
<b>Total</b>	<b>1071</b>	<b>264</b>	<b>461</b>	<b>175</b>	<b>119</b>	<b>868</b>	<b>589</b>

### Achievements

#### 1. Professional Development

##### a) Training workshop conducted to special education teachers on individual educational programs

Table 25: Summary of workshop conduct

Specialist Areas	No. Trained	Male	Female	MOE	facilitator/trainer
Individual educational plans	83	34	49	1	IEP support team/scope global international
Teacher Aides/Support Staff Terms of reference	25	1	24		L.Naliva-MOE
Managements & HT's of Special Schools	55	35	20		L. Naliva-MOE
Pacific Indicatorsfor Disability Inclusive Education	7	2	5	1	Beth Sprunt- CBM Nossal & Melbourne University Dr. Umesh Sharma- Monash University

## b) In Service Training Undertaken by Special Education Teachers

**Table 26: In-Service Training data for Special Education teachers**

USP ( Bachelor's Degree in Sp. & Inclusive Education)			APTC ( Cert IV in Disability Studies)			OVERSEAS SCHOLARSHIP AUSAID/ ERASMUNDAS/ NZODA(Masters in Special & Inclusive Education)/		
Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
1	1	2	2	5	7	2	0	2

## 2. Inclusive Education/Successful Integration & Mainstreaming: Primary, Secondary and Tertiary Integration

Access to primary, secondary and tertiary education for children with special needs continued to prosper in its own pace. Thirty nine (39) new students were under the Integration program in primary schools, secondary schools and tertiary institutions.

Primary - 23

Secondary - 10

Tertiary - 6

Technical/Vocational -33

## 3. Successful Job Placements

Students with special needs were also successfully integrated from the special schools to the job markets. Summarised below are the various areas the various sector the students were absorbed into:

Tourism Industry - 3, Joinery Company - 3, Independent Living – 12

## 4. Sports

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

The following completion was organised:

- NORTHCOSE GAMES was held on July 17th,2016
- CEACOSE GAMES- August 13th,2016
- WESTCOSE GAMES- 28th-29th September, 2016

## 5. Awareness and Advocacy

The following dates were celebrated in schools and at the national level:

- Down Syndrome Day- March 21st
- World Autism Day- April 2nd
- Cerebral Palsy Awareness Month- March



## CHAPTER 5: SECONDARY EDUCATION

### Overview

This section of the Ministry consists of a Director (DSE), a Principal Education Officer (PEOS), 3 Senior Education Officers (SEO), an Education Officer (EO), an Assistant Accounts Officer (AAO), a Clerical Officer (CO) and a PA to Director Secondary.

### Roles and responsibilities

The role of the section is to provide optimal staffing resources for secondary schools and promote a committed and competent workforce. The specific functions of this Section include the following:

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



### Highlights & Achievements

### Statistics

#### 1. Student Enrolment

There is a decrease of 0.76% Secondary Roll from 2015. The decrease in the Secondary Education roll for 2016 may be mainly due to students moving to Technical Colleges. Below is the statistics for Year 2016 & Year 2015 for comparison.



**Table 27: Secondary Enrolment by Education Districts - 2016**

Education District	No. Schools per District	Male	% Male	Female	% Female	Total
Ba-Tavua	14	2569	50%	2595	50%	5164
Cakaudrove	13	1693	44%	2143	56%	3836
Eastern	13	1293	49%	1346	51%	2639
Lautoka-Yasawa	22	5980	48%	6600	52%	12580
Macuata-Bua	25	3497	49%	3612	51%	7109
Nadroga-Navosa	13	1605	48%	1729	52%	3334
Nausori	25	5510	50%	5470	50%	10980
Ra	7	964	46%	1138	54%	2102
Suva	36	8905	47%	9866	53%	18771
<b>Grand Total</b>	<b>168</b>	<b>32016</b>	<b>48%</b>	<b>34499</b>	<b>52%</b>	<b>66515</b>

Table 28: Secondary Enrolment by Education Districts - 2015

Education District	No. Schools per District	Male	% Male	Female	% Female	Total
Ba-Tavua	15	2599	50%	2600	50%	5199
Cakaudrove	13	1726	45%	2105	55%	3831
Eastern	14	1349	49%	1421	51%	2770
Lautoka-Yasawa	21	5989	48%	6514	52%	12503
Macuata-Bua	25	3550	48%	3777	52%	7327
Nadroga-Navosa	15	1602	48%	1764	52%	3366
Nausori	27	6224	54%	5400	46%	11624
Ra	7	1053	47%	1181	53%	2234
Suva	37	8443	46%	9727	54%	18170
<b>Grand Total</b>	<b>174</b>	<b>32535</b>	<b>49%</b>	<b>34489</b>	<b>51%</b>	<b>67024</b>

## 2. Secondary School Teachers

Table 29: Summary of Teachers by Education Districts

Education District	Male	Female	Total
Ba/Tavua	198	243	441
Ra	78	107	185
Lautoka/Yasawa	308	462	770
Nadroga/Navosa	149	156	305
Eastern	175	128	303
Nausori	346	464	810
Suva	439	790	1229
Macuata/Bua	349	330	679
Cakaudrove	150	166	316
<b>Total</b>	<b>2192</b>	<b>2846</b>	<b>5038</b>

## Achievements

- 163 Schools have submitted the Audited Accounts.
- 3 schools sat for FY13CE for the first time (South Taveuni Sec School, Uluivalili Sec School, Vatuvonu Sec School).
- Establishment of 3 new secondary school - (2589) Davuilevu Methodist High School, (2586) Yasawa North Secondary School, (2590) Nasesevia Secondary School

## CHAPTER 6: ASSETS AND MONITORING UNIT

The Unit is responsible in ensuring the better administration and monitoring of capital projects, establishments, registration and recognition of schools as well as enhancing capacities of school management and teachers on Education in Emergencies/Safer Schools. It vigorously monitors school development grants and provides training in Financial Management for both management and school heads for effective and responsive governance of schools.

The Asset/Development section reports directly to the Director Assets Monitoring Unit. The Section is responsible in implementing strategies to ensure the continuous improvement of the physical facilities and equipment's of all schools from ECE, Special Education, primary and secondary, through the provision of financial assistance. The section also facilitates and pays lease premiums of new leases and renewal of leases in consultation with lessees, TLTB and Department of Lands.

### Disaster Management Unit

The Disaster Management Unit is responsible for the following:

- Disaster preparedness and managing risks emanating from emergencies and disasters that directly or indirectly affect children's education.
- Reduce children's emergencies and disasters vulnerability through systematic response planning and effective mitigating strategies.
- Conducting **Safer Schools Against Disaster in Education** training to management and school heads whilst encouraging disaster risk education into the school curriculum.
- Coordinating the Ministry's Emergency Operation Centres during emergencies and disasters.

The section reports directly to the Director Assets Monitoring Unit.

**Table 30: Maintenance & Upgrading of Government schools [\$1,500,000]**

No.	Govt. Schools [\$1,500,000]	Project	Cost (VIP)	Work Progress
1	Delainamasi Primary	Construction of 1x3 Classroom	\$180,969.67	Construction is completed
2	ACS	Construction of 1x2 Classroom	\$158,815.00	Construction is completed
3	QVS	Construction of a New Boys Hostel	\$63,428.59	Contract was terminated due to Indonesian Govt assistance after TC Winston. Contractor was reimbursed for works already completed.
4	QVS	Extension of the existing Dining Hall	\$0.00	Tender process was terminated and Tender withdrawn due to extensive damage to the Dining Hall after TC Winston
5	Vunisea Secondary	Renovation of Library	\$8,665.95	Upgrading Completed
6	Bucalevu Secondary	Upgrading of Library		Upgrading Completed & payment is being processed
7	Labasa College	Maintenance of Dining Hall & Kitchen		Upgrading Completed & payment is being processed

No.	Govt. Schools [\$1,500,000]	Project	Cost (VIP)	Work Progress
8	Sila Central	Upgrade of Triplex Teachers Quarters		Upgrading Completed & payment is being processed
9	Exams – GoHill Bldg	Upgrade of Top Floor-Relocation		Upgrading Completed & payment is being processed

**Table 31: Boarding & building grant assistance**

No.	Project	Budget Allocation	No. Schools Assisted	Actual Utilised
1	Boarding Grant - Primary Schools	\$250,000.00	15	\$217,600.00
2	Boarding Grant - Secondary Schools	\$400,000.00	11	\$395,169.14
3	Building Grant - Primary Schools	\$500,000.00	39	\$363,202.56
4	Building Grant - Secondary Schools	\$600,000.00	23	\$549,657.42
5	ECE – Building Grant [150,000]	\$200,000.00	26	\$184,456.00
6	HME Initiatives		72	\$2,031,600.00

**Table 32: Schools on Heritage Sites [\$300,000]**

No.	Budget Allocation	Project	Allocation	Award Cost	Work Progress
1	Heritage Sites – Building Grant	<ul style="list-style-type: none"> <li>Restoration works</li> <li>Marist Convent Primary School - Levuka</li> </ul>	\$300,000.00	\$355,90.80	<ul style="list-style-type: none"> <li>GTB awards tender to Super Construction</li> <li>MOA vetted by SGO</li> <li>MOA signing is put on hold due to funds redeployed (TC Winston).</li> <li>Works deferred.</li> </ul>

**Table 33: Water Tanks Assistance**

School	Budget Allocation	Tank Size	No. of Tanks Purchased	Actual Utilised
Secondary Schools	\$80,000.00	10,000 Litres	30	\$74,726.23
Primary Schools	\$80,000.00	5,000 Litres	36	\$75,618.39

Table 34: Construction and Civil Works

No.	School	Project	Budget Allocation (\$)	Work Progress
1	New Bau Central College	Construction of a 1x8 Double Storey Classroom	1,000,000	<ul style="list-style-type: none"> <li>Civil Works - Leveling and Compacting of site by RFMF.</li> <li>FPO advertises Tender for interested contractors for construction.</li> <li>Tender closed and Tender Bids are assessed</li> <li>Technical Evaluation Committee recommends that Tender be withdrawn and re-advertised due to wide variance in bids.</li> </ul>
2	St. Francis College (Ra)	Construction of a New 1x2 Concrete Classroom	500,000	<ul style="list-style-type: none"> <li>Full payment – paid to MOIT in 2015</li> <li>Work completed by MOIT in February 2016</li> </ul>
3	Ratu Lalabalavu Secondary School	Construction of a 1x3 Timber Classroom & 1x3 Classroom	500,000	<ul style="list-style-type: none"> <li>GTB awards tender to Super Construction</li> <li>MOA vetted by SGO</li> <li>MOA signing is put on hold due to funds redeployed (TC Winston).</li> <li>Works deferred.</li> </ul>
4	New Nakorotubu Secondary School	Civil Works at the new site. Site preparation and leveling.	350,000	<ul style="list-style-type: none"> <li>FPO advertises Tender for interested contractors for construction.</li> <li>Pre site meeting with bidders and MOIT</li> <li>Tender closed and Tender Bids are assessed by Tender Evaluation Committee</li> <li>Evaluation Committee recommendation is forwarded to GTB</li> <li>Project is put on hold due to funds redeployed (TC Winston).</li> </ul>
5.	Sigatoka Methodist High School	Relocation to new site. Civil Works at the new site. Site preparation and leveling.	1,000,000	<ul style="list-style-type: none"> <li>Topography Survey conducted by MOIT</li> <li>Tender Document is compiled and submitted to FPO</li> <li>FPO advertises Tender for interested contractors to conduct civil works</li> <li>Pre site meeting with bidders and MOIT</li> <li>Tender closed and Tender Bids are forwarded to MOE for assessment.</li> </ul>

Table 35: School Lease Premium Payment

Schools	Premium(Vip) (\$)	Status
Lavena Primary School	1,018.75	Counter Offer- Lands/TLTB
Vugalei District School	3,565.60	Counter Offer- Lands/TLTB
Galoa Village School	1,500.00	Counter Offer- Lands/TLTB
Kocoma Village School	2,030.00	Counter Offer- Lands/TLTB
Nagigi SDA Primary School	5,075.00	Submitted to PSE payment approval
Namamanuca Primary School	4,060.00	Awaiting Lands confirmation
Vatukaceveveva Primary School	4,060.00	Awaiting Lands confirmation
Ratu Peni Neumi Mem Infant School	9,135.00	Awaiting Lands confirmation

Schools	Premium(Vip) (\$)	Status
Nausori District School		Counter Offer- Lands/TLTB
Uciwai Sangam School	3,045.00	Payment being processed
Korotale/Narara ECE	2,030.00	Paid to TLTB
Korotari Arya School	4,036.00	Paid to TLTB
Lomary Catholic School	6,054.00	Paid to TLTB
Nalaba District School	4,540.00	Paid to TLTB
Naweni District School	2,018.00	Submitted to PSE payment approval
Kuku District School	5,045.00	Submitted to PSE payment approval
Seaqqa Central College	19,356.25	Paid to TLTB
Bau Central College	4,027.50	Paid to TLTB

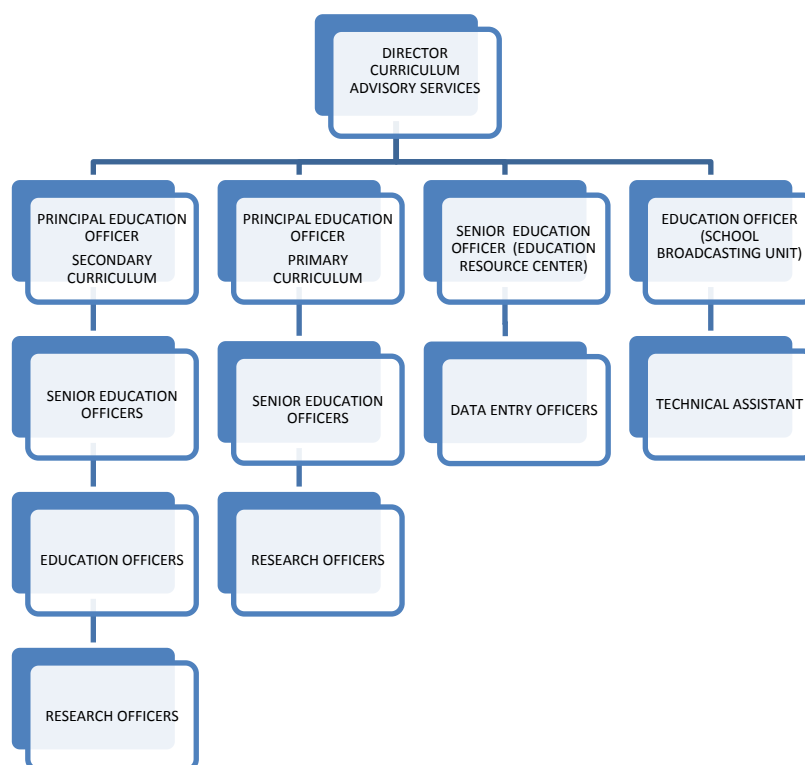
Table 36: Donor Support

No.	Donors	Items/Action	Est. Cost	No. of Schools	Districts	Notes
1.	UNICEF	WASH Infrastructure upgrading assistance	614,500	31	Ra Ba/Tavua	These schools are Identified as severely and partly damaged infrastructure with abluion block damaged.
2.	AQEP /DFAT	Infrastructure Improvement	N/A	12	Ra LNY Cakaudrove	R1 –R2 schools affected by TC Winston
3.	SCF	Water tanks and Hygienic kits	97,600	57	Ra Ba/Tavua Bua Cakaudrove Lomaiviti	Delivered through Heath and WASH Cluster
4.	AQEP/FTA	Better hygiene and Sanitation education.	N/A	48	Suva- 8 Lau- 9 N/N- 7 M/Bua- 8 Cakau- 16	All this school were visited except the 32 school damaged by TC Winston



# CHAPTER 7: CURRICULUM ADVISORY SERVICES

## Organisational Structure



### Roles and Responsibilities

The main functions of the Curriculum Advisory Services is to provide, facilitate and promote quality in the curriculum and excellence in the learning and teaching of the subjects offered at Primary and Secondary levels. In addition, it also ensures the provision of quality, responsive and relevant curriculums for all the children in Fiji.

The CAS section further unfolded its accomplishments from 2015 by ensuring that teaching resources are edited, uploaded on the Ministry of Education, Heritage & Arts (MOEHA) website for the academic year 2016. This bold paradigm shift taken by MOEHA empowers learners to take ownership of their learning. Thus, enhances the walk towards the attainment of a knowledgeable society through the provision of all necessary resources to equip both the learners and facilitators through the production of text books, and supply of laboratory equipment. The initiative of the free textbooks by the government was phenomenal with the supply of resources in flash drives and CDs to supplement learning and teaching resources.



### Achievements of Primary Curriculum Section

- Basic Primary Teacher Training to Secondary teachers teaching in Primary was conducted.
- Thematic Approach was presented to Lecturers of Fulton College at the Trans-Pacific Union Mission Office, Tamavua.
- Inaugural Nazam Competition was produced live on Radio Fiji 2.

- National Hindi Competition which included essay, posters & oratory was a success.
- International Ramayan Conference Education Competition.
- Financial Education (FinEd) monitoring for Social Studies/Science, Maths and English.
- Resources to enhance learning and teaching were provided to the schools that were affected by TC Winston.
- Workshop facilitated by Education Quality and Assessment Programme (EQAP) on how to improve blueprints, probe analysis and maintaining quality assurance policy on examination papers writing process.
- Fiji Year 6, 7 & 8 examinations moderation and review were done.
- 2015 Fiji Year 6 to Year 8 Examiners' and Markers' Report to EAU were submitted.
- New blueprint for the Year 5 & 7 Literacy and Numeracy Assessment was done.
- Literacy and numeracy outcomes were aligned to the Year 5 & 7 syllabi.
- Outcome based national standardised assessment was prepared for Year 5 & 7 literacy and numeracy.
- Lower primary schools with a research based reading and spelling strategies to address the reading problem was completed.
- USBs and CDs containing supplementary teaching resources were recorded, dubbed and supplied.

## Achievements of Secondary Curriculum Section

- Monitoring of the implementation of FinEd in Commercial Studies, Accounting, Economics, English, and Mathematics.
- Research Officers Workshop was facilitated by Access to Quality Education programme (AQEP) for all Research Officers.
- Provide resources to enhance learning and teaching to the schools that were affected by TC Winston.
- Advisory visits to schools which were affected by TC Winston.
- Workshop facilitated by Education Quality and Assessment Programme (EQAP) on ways to improve blueprints, probe analysis and maintaining quality assurance policy on examination papers writing process.
- International Yoga Day at Visama Primary School was launched.
- Moderation and review of Fiji Year 10, 12 and Fiji Year 13 examinations.
- Submission of 2015 Fiji Year 9 to Year 13 Examiners and Markers Report to EAU.
- District and National Physics Competition whereby 32 schools from the Central Division, 28 from the West and 22 from the North participated. A total of 82 schools participated in the maiden Physics Team Competition.
- National Hindi Competition (essay, posters & oratory).
- International Ramayan Conference Education Competition.
- National Urdu Radio Speech Competition (Live on Radio Fiji 2).

## Workshops

### Overseas Training

Table 37: Summary of CAS officers overseas training

Workshop/Seminar	Officer Attended
Training of Trainers on Climate Change for Small Island Developing States in Asia Pacific [Jakarta – Malaysia]	Mrs. R. Kuilamu – SEO Biology
Training of Trainers on Climate Change for Small Island Developing States in Asia Pacific Jakarta – Malaysia]	Ms. V. Doka – SEO S/Science (Primary
Workshop/Seminar	Officer Attended
International Diploma in Educational Planning and Administration (IDEPA) New Delhi –India]	Mr. M. Masud - PEOA
11th Global Summit of National Ethics/Bioethics Committee 2016 [Berlin, Germany]	Mr. V. Chand - DCAS



Leadership Training on Mathematics Education in Primary and Secondary School in Pacific Island States [Naruto University of Education - Japan]	Ms. J. Devi - RO Math
First Global Capacity-building Workshop on Global Citizenship Education [Seoul, Korea]	Mrs. S. Vurewa – SEO Geography
Technical Workshop Group for Commonwealth Curriculum Framework for Sustainable Development Goals [London, UK]	Mr. V. Chand - DCAS
Fostering Collaboration between UNESCO and Asia Pacific on Biosphere Reserves Network [Bali – Indonesia]	Mr. Sunny Prasad SEO Chemistry

## Professional Development/ Training – Local

CAS Officers also attended organised workshop locally on the various topics highlighted below:

- MOE Research Capacity Workshop facilitated by AQEP
- Disaster Response Preparedness- UNICEF
- Examination Capacity Building – By EQAP
- PACER Plus Agreement
- Project Devt. Management
- Professional Development – Koro High School
- Nadroga/Navosa Leaders Forum- Outrigger on the Lagoon
- Citizenship Monitoring
- Financial Education Monitoring Visit
- Social Science Syllabi Review – Waisomo House
- Numeracy Workshop for Trainers – AQEP
- Examination Capacity Building – By EQAP
- Presenting Thematic to Fulton Lecturers at Transpacific Mission HQ at Tamavua
- Numeracy Workshop for
- Climate Change- Training of Trainers
- Drowning and Injury Prevention Forum- Novotel
- LANA/LANS Professional Development –St. Marcellin Primary
- Climate Change & Disaster Risk Reduction
- FinEd Monitoring



## 2016 Perspective

With the reform on examination firmly in place, the renewed drive for 2016 focused on the improvement of the overall examination administration and processes. The 2015 experience tested and pushed the procedural parameters to its brink. The desire to better compels the emphasis to relook and realign. Taking these measured steps should ring in overall improvement to ensure EAU is meticulously fulfilling its core mission, which is to ensure quality assessment services.

## Examination Registration

Introduced to kick start the registration process was establishment of the estimation phase to ensure better data quality. A simple template was devised to capture the LANA data and those for the different levels of external examinations. The process also considered students movement after the devastation of TC Winston. Ideally, the information covered in the estimation form should complement with the FEMIS registration. With the assistance of the District Education offices, the whole exercise was successfully completed in April. The enrolment data used as the initial baseline helps establish the vital information for the ensuing examination processes.

**Table 38: Examination Registration Summary**

Examinations	Female	Male	Total Candidates
Fiji Year 6 Examination	8307	8913	17,220
Fiji Year 7 Final Examination	8259	8837	17096
Fiji Year 8 Examination	7886	8258	16,144
Fiji Year 9 Final Examination	7756	8153	15,909
Fiji Year 10 Examination	7594	7510	15,004
Fiji Year 11 Final Examination	7050	6843	13,893
Fiji Year 12 Certificate Examination	7188	6068	13256
Fiji Year 13 Certificate Examination	4200	3232	7,432
<b>TOTAL</b>	<b>58,140</b>	<b>57,814</b>	<b>115,954</b>

## LANA

The central function of assessment is to improve the quality of instructional decisions to improve students' learning. It is imperative that teachers collect important data about students learning from the pre-assessment or LANA diagnostic assessment to inform their instructions as to what to teach and the approaches to teach.

While the data from the formative assessments help teachers decide their teaching pace, the need for re-teaching using a different strategy and providing support according to their learning needs is critical.



Students attempting their Numeracy LANA paper

The transition this year saw the introduction of LANA at the Year 5 and 7 levels to give time for teachers to work on improvement strategies at the preparatory level before students move up to Years 6 and 8 levels.

LANA was conducted on the 5th and 6th of July. The numbers of students who sat for the LANA is detailed in the table below.

**Table 39: Numbers of students participated in LANA**

	Year 5	Year 7
Literacy	17626	16835
Numeracy	17538	16791
Total	35,164	33,626

Few schools did not present a candidate at either one level due to:

- No enrolment
- Institutional arrangement

**Table 40: Numbers of students not participated in LANA**

District	Year 5			Year 7		
	Participated	Not Part		Participated	Not Part	
Ba Tavua	61			61		
Cakaudrove	65			65		
Eastern	112	2	<ul style="list-style-type: none"> <li>• Vunigiagia Village school</li> <li>• Cikobia Village Sch</li> </ul>	112	2	<ul style="list-style-type: none"> <li>• Butoni Village</li> <li>• Susui Village</li> </ul>
Lautoka / Yasawa	84			82	2	<ul style="list-style-type: none"> <li>• Rt Nalukuya</li> <li>• Lautoka Special</li> </ul>
Macuata / Bua	95			95		
Nausori	116			115	1	Nausori Special
Nadroga / Navosa	58	1		59		
Ra	40			40		
Suva	80	2		79	3	<ul style="list-style-type: none"> <li>• Suva Methodist</li> <li>• Hilton Special</li> <li>• LDS Primary</li> </ul>
<b>Total</b>	<b>711</b>	<b>5</b>		<b>708</b>	<b>8</b>	

## LANA Results 2016 – Percentage of School above the national average

The 2016 LANA Result was formally released as scheduled on the 8th of September. Being the first result for Year 5 and 7, a parallel comparison with 2015 Year 4 and 6 result showed an overall decrease in percentage of schools getting above the national average and the only exception was numeracy Year 7 with an 2% increase from 39% to 41%.

## Literacy – Year 5

Table 41: Year 5 literacy results summary

District Code	2015 Sch Yr 4						
	District Description	No Sch > = Nat Avg	%Sch > = Nat Avg	N Schs Below Avg	% Schs Below Avg	No of Schs	%Sch >= Nat Avg
1	Suva	44	55%	36	45%	80	66%
2	Ba - Tavua	24	39%	37	61%	61	40%
3	Nadroga - Navosa	16	28%	42	72%	58	28%
4	Nausori	33	28%	83	72%	116	30%
5	Eastern	39	35%	73	65%	112	39%
6	Macuata - Bua	39	41%	56	59%	95	40%
7	Ra	19	48%	21	53%	40	45%
8	Cakaudrove	24	37%	41	63%	65	35%
9	Lautoka - Yasawa	47	56%	37	44%	84	65%
<b>Overall</b>		<b>285</b>	<b>40%</b>	<b>426</b>	<b>60%</b>	<b>711</b>	<b>43%</b>

## Numeracy – Year 5

Table 42: Year 5 numeracy results summary

District Code	2015 Sch Yr 4						
	District Description	No Sch > = Nat Avg	%Sch > = Nat Avg	N Schs Below Avg	% Schs Below Avg	No of Schs	%Sch >= Nat Avg
1	Suva	37	46%	43	54%	80	56%
2	Ba - Tavua	22	37%	38	63%	60	49%
3	Nadroga - Navosa	19	33%	39	67%	58	29%
4	Nausori	37	32%	79	68%	116	30%
5	Eastern	40	36%	72	64%	112	36%
6	Macuata - Bua	51	54%	44	46%	95	44%
7	Ra	22	56%	17	44%	39	45%
8	Cakaudrove	28	43%	37	57%	65	32%
9	Lautoka - Yasawa	40	48%	44	52%	84	64%
<b>Overall</b>		<b>296</b>	<b>42%</b>	<b>413</b>	<b>58%</b>	<b>709</b>	<b>43%</b>

## Literacy – Year 7

Table 43: Year 7 literacy results summary

District Code	2015 Sch Yr 6						
	District Description	No Sch > = Nat Avg	%Sch > = Nat Avg	N Schs Below Avg	% Schs Below Avg	No of Schs	%Sch >= Nat Avg
1	Suva	38	48%	41	52%	79	51%
2	Ba - Tavua	24	39%	37	61%	61	47%
3	Nadroga - Navosa	16	27%	43	73%	59	25%
4	Nausori	34	30%	81	70%	115	29%

District Code	2015 Sch Yr 6						
	District Description	No Sch > = Nat Avg	%Sch > = Nat Avg	N Schs Below Avg	% Schs Below Avg	No of Schs	%Sch >= Nat Avg
5	Eastern	33	29%	79	71%	112	27%
6	Macuata - Bua	27	28%	68	72%	95	37%
7	Ra	16	40%	24	60%	40	53%
8	Cakaudrove	15	23%	50	77%	65	24%
9	Lautoka - Yasawa	41	50%	41	50%	82	54%
<b>Overall</b>		<b>244</b>	<b>34%</b>	<b>464</b>	<b>66%</b>	<b>708</b>	<b>37%</b>

## Numeracy – Year 7

Table 44: Year 7 numeracy results

District Code	2015 Sch Yr 6						
	District Description	No Sch > = Nat Avg	%Sch > = Nat Avg	N Schs Below Avg	% Schs Below Avg	No of Schs	%Sch >= Nat Avg
1	Suva	28	35%	51	65%	79	43%
2	Ba - Tavua	29	48%	32	52%	61	51%
3	Nadroga - Navosa	19	32%	40	68%	59	29%
4	Nausori	36	31%	79	69%	115	23%
5	Eastern	37	33%	74	67%	111	30%
6	Macuata - Bua	47	49%	48	51%	95	43%
7	Ra	27	68%	13	33%	40	63%
8	Cakaudrove	26	40%	39	60%	65	29%
9	Lautoka - Yasawa	43	52%	39	48%	82	62%
<b>Overall</b>		<b>292</b>	<b>41%</b>	<b>415</b>	<b>59%</b>	<b>707</b>	<b>39%</b>

## LANA Results 2016 – Benchmark Levels

Benchmarking is about setting some fixed standards against which we can measure student achievement or performance. It was an obvious means of comparing proportions of students' progress at certain levels from one year to the next. The groundwork and consultation continued since 2014 where tentative benchmarks were trialled.

Confirmation of the different levels of benchmarks considered results from the:

- continuous collaboration over the years with a group of experts from the CDU (Curriculum), EAU (Examination and Assessment Unit) and teachers;
- consideration of results for the past LANA tests – 2012, 2013 and 2014 and;
- assessment of the 2015 LANA paper.

The major breakthrough this year was the approval from the office of the Permanent Secretary and the Honourable Minister to utilise this method for future analysis of LANA results. An interim benchmark levels is now affirmed for the Years 5 and 7.

A critical component of this methodology is being able to identify students who are "AT RISK" - CRITICAL LEVEL and not ready to progress with their learning. As noted in the table below about 3621 student made up this critical level in Literacy Year 5. The percentage of students in the critical zone for Year 5 Numeracy, Year 7 Literacy and Numeracy ranges between 2% to 6%.

The challenge now is to put in to place measured strategies to redress the issue. Proactively Head Teachers of Primary Schools should thin out the critical lot in their individual schools and map intervention strategies for improvement.

**Table 45: LANA results summary**

LANA Level	N Sat	Benchmark Level	No of Students	% at Benchmark Levels
Lit Y5	17620	Advanced	1269	7%
		Proficient	1512	9%
		Basic	11218	64%
		Critical	3621	21%
Num Y5	17542	Advanced	1233	7%
		Proficient	4572	26%
		Basic	11311	64%
		Critical	426	2%
Lit Y7	16891	Advanced	3249	19%
		Proficient	2130	13%
		Basic	10571	63%
		Critical	941	6%
Num Y7	16863	Advanced	2780	16%
		Proficient	5374	32%
		Basic	8455	50%
		Critical	254	2%

## Supervisors Workshop

The supervisor's workshop this year focused on creating firm awareness on expectations to facilitate and expediently oversee the administration examinations. The primary objectives were to build awareness on the procedures and protocols in place and to ensure sound and efficient administration of external examinations. A total of 14 sessions covering all the 9 Districts was conducted and it was encouraging to note more than 80% average attendance



## Overview

The TECHNOLOGY EMPLOYMENT AND SKILLS TRAINING (TEST) Section in its mission to provide accessible TEST training for a skilled and competent workforce has completed again another prolific six months in 2016 towards achieving the Ministry Of Education's vision and mission.

### 1. Curriculum Review / Textbooks

SEO's led the formation of curriculum working committees for the different TEST subjects to review the curriculum. The TEST Subject Prescriptions were reviewed and Syllabi aligned to the Fiji National Curriculum Framework were developed. The TEST officers were also involved in the development of new textbooks and they were assisted by selected teachers as writers.

**Table 46: TEST Curriculum Review and Textbooks**

Subjects	New Syllabus Developed	Syllabus Reviewed	Textbooks Developed
Agricultural Science	Year 12	Year 9 Questionnaires analyzed	Year 12
Computer Studies	Review of Year 11 Syllabus	Year 11 – Meetings conducted with Curriculum workgroup	Review of Yr 11 Textbook and develop Yr 11 Practical Book
Home Economics	Year 13	Yr 9 Reviewed	Year 13
Office Technology	Year 13	Year 9	Year 13
Introduction to Technology	Year 13	NA	Year 13
Basic Technology		Year 9	Review textbook
Basic Graphics Technology		Year 9	Review textbook
Careers and Culture Resource Book My Life at School	Piloted in 20 schools in 2016 Schools to provide feedback to Careers Section.		
Careers Handbook	Approval by PSE for Printing		
Primary Computer Studies	Year 7 & 8 – In the process of rewriting the prescription to Syllabi		
Nutrition Books	Writing of Hostel Kitchen Guidelines and Hostel Recipe Book in progress.		

### 2. Tools and Equipment

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

**Table 47: Number of schools assisted with tools and equipment**

Subject Area	No. of Schools Assisted	Amount
Industrial Arts	48 TD Instruments	\$20,000 \$90,000 Total: \$110,000.0
Home Economics	10 (tools and Machines)	\$47,000
Agricultural Science	22	\$18,320 \$52,653.00 Total: \$70,973

### 3. Number of Students taking TEST Subjects in Schools

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

**Table 48: Number of Students Taking TEST Subjects in 2016**

Subject	Number of Students					Total
	Year 9	Year 10	Year 11	Year 12	Year 13	
Home Economics	6722	6458	1378	1300	784	16642
Industrial Arts	7409	7034	3579	3031	1484	22357
Agricultural Science	7665	7032	3093	2861	1368	21629
Office Technology	3497	3186	705	455	280	8123
Computer Studies	NA		3709	3602	2192	9503
<b>TOTAL</b>	<b>25,283</b>	<b>23,710</b>	<b>12,464</b>	<b>11249</b>	<b>6108</b>	<b>78,254</b>

### Workshops attended by TEST Staff

TEST officers attended training courses and workshops throughout the first six months of the year are summarized in the table below:

**Table 49: Summary of Workshops attended by TEST officers**

Name of Officer	Workshop Name and Facilitator/ Organizer / Venue	Name of Officer	Workshop Name and Facilitator /
<b>Alumeci Tuisawau</b> <b>Director TEST</b>	Disaster Management Workshop – JJs on the Park	<b>Kerry Vosailagi</b> <b>SEO EO</b>	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hall.
			TVET Self-Assessment Workshop Facilitators: TEST Officers Venue: TEST Conference Room
	Pacific Coalition for the Advancement of School safety – Manila Philippines	<b>Saula Baleisuva</b> <b>SEO Nutrition</b>	Agri – Entrepreneurship & Supply Chain Management – Entrepreneurship Development Institute of India – Ahmedabad, Gujarat, India
			TVET Tool Kit – TEST Conference Room
			UNEVOC TVET Capacity Development Programme – APTC, Suva Campus.
	Workshop Facilitator for TVET Self-Assessment Tool Kit Consultation Workshop – TEST Conference Room	<b>Apisalome Tamani</b> <b>SEO Computer Education</b>	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hall.
	UNEVOC TVET Capacity Development Programme – APTC, Suva Campus.	<b>Sereiseini Betei</b> <b>SEO Enterprise Education</b>	Regional Program on Skills Development for Poverty alleviation NITTTR, Chandigarh, India.
TVET Conference in promoting Gender Equality in TVET-UN Campus, Bonn, Germany	Sustainable Skills Development: Challenges and Future Perspectives NITTTR, Chandigarh, India.		



Name of Officer	Workshop Name and Facilitator/ Organizer / Venue	Name of Officer	Workshop Name and Facilitator /
Makelesi Driu PEO TEST	TVET Self-Assessment Tool Kit Consultation – TEST Conference Room	Sereseini Betei SEO Enterprise Education	Young Business leaders Program on Socially Responsible Business(SRB) NITTTT, Chandigarh, India.
	UNEVOC TVET Capacity Development Programme – APTC, Suva Campus.		UNEVOC TVET Capacity Development Programme Australia Pacific Technical College, Suva Campus, Fiji.
Seruwaia Raile SEO OT	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hall.		OMRS component 3A training Government Training Centre
Pene Aropio SEO IA	Akvoflow Workshop MoE & UNICEF – Devoux on the Park, Suva	Seforosa Savena SEO Agriculture Education	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hall
	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hal		Year 12 and Year 13 Examiners Workshop at TEST Conference Room
	Workshop Facilitator TVET Self- Assessment Toolkit Consultation Workshop – TEST Conference Room	Isoa Tauribau SEO Industrial Arts	CPSC Joint Programme on Leaders in Technical and Vocational Education and Training (TVET) – Singapore
	Workshop Facilitator; External Stakeholders consultation Workshop on the Year 13 TD syllabus and Resources _ TEST Conference Room		Workshop Facilitator: External Stakeholders Consultation Workshop on the Year 13 Appl Tech Syllabus and teaching resources – TEST Conference Room.
Sera Rokolekai SEO HE	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hal	Kerry Vosailagi SEO EO	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hall.
	TVET Self-Assessment Workshop Facilitators: TEST Officers Venue: TEST Conference Room		TVET Self-Assessment Workshop Facilitators: TEST Officers Venue: TEST Conference Room
Viori Odrovakavula SEO Agriculture Education	2016 Examiners Workshop Facilitators: EQAP Team Venue: SJSS Hal		
	CPSC International Conference and Regional Seminar on “Ensuring Greater Impact of TVET for Sustainable Development’.	Venue: Brunei, Darussalam	

## Advocacy and Awareness

Careers expositions were conducted at twelve locations which included one TEST officer who disseminated information and answered queries in regards to TEST subjects that are being offered in secondary schools and the possible career pathways.

**Table 50: Careers Expositions in 2016**

Dates	Rural /Remote/Maritime School Based Expos	No. Attended	Chief Guest
Wednesday 6/4/16	Mulomulo Secondary	1490	HME Dr. Mahendra Reddy
Friday 15/4/16	Xavier College	610	DEO West - Mr. Albert Wise
Thursday 12/5/16	Niusawa Methodist High	758	Roko Tui Taveuni

Dates	Rural /Remote/Maritime School Based Expos	No. Attended	Chief Guest
Tuesday 24/5/16	Bua Central College	876	DEO North – Mr. Pratap
Thursday 26/5/16	Nabala Secondary School	410	D C North – Mr. J Vocea
Tuesday 7/6/16	Yasawa High School	464	Dir Secondary – Mr. Lutunaika
Thursday 9/6/16	Yasawa North High School	273	Dir Secondary – Mr. Lutunaika
Friday 17/6/16	Levuka Public School	775	DSP – Mrs. K. Taloga
Friday 1/7/16	Ratu Kadavulevu School	831	Director Secondary – Mr. Lutunaika
Friday 8/7/16	Beqa / Yanuca Secondary	314	DEO Central – Mr. S Udre
Tuesday 19/7/16	Rotuma High School	519	Gagaj Maraf - Noatau



Students receiving the Careers and Culture Resource 'My Life At School'.



SEO Ent Ed with workshop participants in Chandigarh India

The above data summarizes the amount of coverage and commitment rendered to market services and share Careers information with students and communities around the country. More reach out to the grassroots is needed to awaken them to seek knowledge and understanding of the TELS information and free education initiatives offered by government. This is the challenge and we must continue to reach out to inform our people about government provisions available for them.

### Links with Other Tertiary Institutions

- Regular consultations with the Fiji National University (FNU), Education and Engineering faculties,
- University of the South Pacific (USP) In the development/review of the Bachelor of Education programme for Industrial Arts and Home Economics teachers



# CHAPTER 10: TECHNICAL COLLEGE OF FIJI

## Highlights and Accomplishment

### 1. Technical Centre

Table 51: Technical Centres Summary

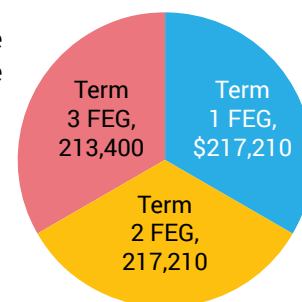
Vocational Centres Remaining Open	42
Vocational Centre's Closed	29

### 2. Free Education Grant (FEG)

The Free Education Grant a new initiative for all Technical Centres are released based on the submission of their centre acquittals. Each student will receive \$610 as tuition fees and the allocation of the fee (\$610.00) are as follows:

- 10% Administration Costs
- 30% for Purchase of Tools and Equipment
- 30% for Purchase of Consumable items
- 30% for Purchase of graduation tools (for students)

Graph 10: FEG summary for technical & wages



### 3. Recognition of Technical College of Fiji

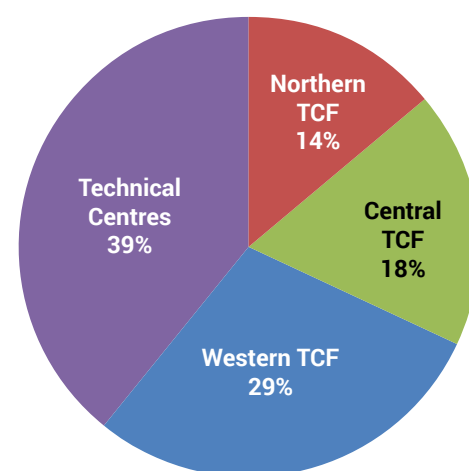
Upon consultation with the Fiji Higher Education Commission (FHEC), Technical College of Fiji has submitted a Recognition Application and has paid a fee of \$1000 to FHEC.

Student Enrolment in 2016

Table 52: Students Enrolment in Technical College Campuses

2016 Data	
Central Division	Enrolled Numbers
Anjuman HiDayat -UI- Islam Campus	255
C. P . Singh Campus	72
Nabua Sanatan Campus/ Suva Hospitality & Textile Training Campus	441
Western Division	
Tagitagi Campus	105
Dr. Shaukat Ali Sahib Campus	500
TISI Sangam Shdhu Kuppuswamy Campus	150
Nadroga / Navosa Provincial Campus	350
Lautoka Sanatan Campus	146
Northern Division	
Ratu Ilisanita Madodali Campus	90
Vanua Levu Arya Campus	412
Ratu Epeli Ravoka Campus	110
Technical College of Fiji Student Enrollment – 2016	2631
Technical Center Student Enrollment – 2016	1669
<b>Grand Total Technical College and Center 2016</b>	<b>4300</b>

Graph 11: Percentage enrolment summary



## 4. Industrial Attachment

**Table 53: 2016 Trimester 1 and 2 Data**

2016 Data	
Central Division	Enrolled Numbers
Anjuman HiDayat -UI- Islam Campus	220
C. P . Singh Campus	79
Nabua Sanatan Campus/ Suva Hospitality & Textile Training Campus	300
<b>Western Division</b>	
Tagitagi Campus	104
Dr. Shaukat Ali Sahib Campus	221
TISI Sangam Shdhu Kuppuswamy Campus	50
Nadroga / Navosa Provincial Campus	298
Lautoka Sanatan Campus	8
<b>Northern Division</b>	
Ratu Ilisanita Madodali Campus	65
Vanua Levu Arya Campus	254
Ratu Epeli Ravoka Campus	70
2016 Total	1669

## 5. Short Course

**Table 54: Summary of students enrolled in short courses**

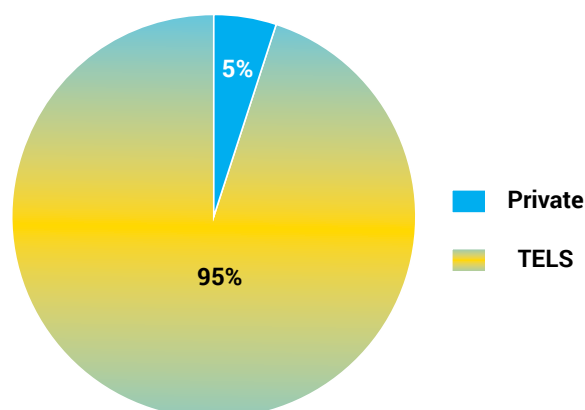
2016 Data	
Central Division	Enrolled Numbers
Anjuman HiDayat -UI- Islam Campus	433
C. P . Singh Campus	197
Nabua Sanatan Campus/ Suva Hospitality & Textile Training Campus	1975
<b>Western Division</b>	
Tagitagi Campus	102
Dr. Shaukat Ali Sahib Campus	1367
TISI Sangam Shdhu Kuppuswamy Campus	113
Nadroga / Navosa Provincial Campus	187
Lautoka Sanatan Campus	723
<b>Northern Division</b>	
Ratu Ilisanita Madodali Campus	21
Vanua Levu Arya Campus	367
Ratu Epeli Ravoka Campus	60
2016 Total	5545

## 6. Tertiary Education Loan Scheme

Some of the students enrolled at Technical College of

Fiji campuses are benefitting from the TELS service. The graph below shows the percentage of TELS and private student percentages attending the TCF Campuses:

Graph 12: Percentage number of students who studied privately and through TELS assistance



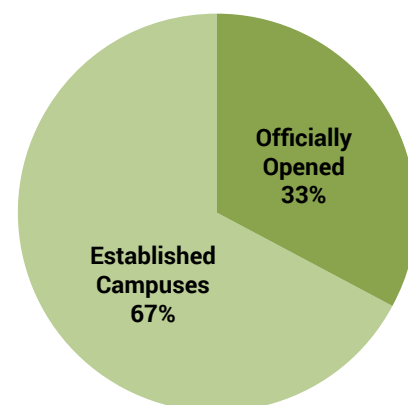
## 7. Establishment of Technical College of Fiji Campuses

There were 8 TCF Campuses established. These include:

1. Ratu Epeli Ravoka Campus - Bua
2. Ratu Ilisanita Malodali Campus - Wainikoro
3. C. P. Singh Campus - Navua
4. Nadroga/ Navosa Provincial Campus - Sigatoka
5. Tagitagi Campus - Tavua
6. Lautoka Sanatan Campus - Lautoka
7. TISI Sangam Sadhu Kuppuswamy Campus - Rakiraki
8. Anjuman Hidayat-ul-Islam Campus - Nausori
9. **Establishment and Official Opening of Technical College Campuses**

Memorandum of Agreements (MoA) has been prepared. These MoA are with the Solicitor General's Office for vetting before signing is done by the two parties.

Graph 13: Percentage of TCF campuses established and opened



## 8. 5.2 Creating Awareness

### Enrolment Awareness

Through the enrolment period Technical College, Head of Campuses were tasked to create awareness in the nearby villages, town, communities and schools on Technical College of Fiji for enrolment in their campuses. The enrolment period was from 19th January to 7th March with one week late enrolment ending on 11th March. The use of media lift out, flyers and word of mouth was used as means of promotion.

## 9. Website

ITC is working on designing the Website of Technical College and a draft design is ready.

## 10. Student Management System

Mr. Collin, who designed FEMIS is currently developing modules to add TCF on FEMIS to be used for the student management system.

## 11. Programmes Offered at the Technical College of Fiji Campuses

- National Qualification (Level 2) programmes are offered at the 12 campuses in areas of engineering, construction, hospitality and agriculture.
- Short courses were also offered in areas of engineering, construction, hospitality and textiles.

Table 55: Summary of programmes offered

No.	District	Campus	National Certificate (Level 2) Programmes Offered
1.	Bua	Ratu Epele Ravoka Campus	National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry
2.	Wainikoro	Ratu Ilisanita Madodali Campus	National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry
3.	Navua	C. P. Singh Campus	National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry
4.	Nadroga	Nadroga/ Navosa Provincial Campus	National Certificate in Cookery
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry
			National Certificate in Cabinet making & Joinery
5.	Lautoka	Lautoka Sanatan Campus	National Certificate in Automotive Electrical Engineering
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Welding and Fabrication
			National Certificate in Carpentry
6.	Tavua	Tagitagi Campus	National Certificate in Automotive Electrical Engineering
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry
7.	Rakiraki	TISI Sangam Sadhu Kuppuswamy Campus	National Certificate in Automotive Electrical Engineering
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry
8.	Nausori	Anjuman Hidayat -ul-Islam Campus	National Certificate in Cookery
			National Certificate in Automotive Electrical Engineering
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Electrical Fitter Mechanic
			National Certificate in Cabinet Making and Joinery
			National Certificate in Carpentry
9.	Nadi	Dr. Shaukat Ali sahib Campus	National Cert. in Automotive Electrical & Electronic Engineering
			National Certificate in Automotive Mechanical Engineering
			National Cert. in Refrigeration, Heat, Ventilation & Air Conditioning, Engineering
			National Certificate in Fabrication and Welding
			National Certificate in Body works and Spray Painting
			National Certificate in Electrical Fitter Mechanic
			National Certificate in Carpentry
			National Certificate in Cabinet Making and Joinery
			National Certificate in Plumbing Sheet Metal works
			National Certificate in Cookery
			National Certificate in Baking & Patisserie
Certificate II in Horticulture			

No.	District	Campus	National Certificate (Level 2) Programmes Offered
10.	Labasa	Vanualevu Arya Campus	National Cert. in Automotive Electrical & Electronic Engineering
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Fabrication and Welding
			National Certificate in Body works and Spray Painting
			National Certificate in Electrical Fitter Mechanic
			National Certificate in Carpentry
			National Certificate in Cabinet Making and Joinery
			National Certificate in Plumbing Sheet Metal works
			National Certificate in Cookery
			National Certificate in Baking & Patisserie
			Certificate II in Horticulture
11	Nabua/ Suva	Nabua Sanatan Campus/ SHTT	National Certificate in Cookery
			National Certificate in Baking & Patisserie
			National Cert. in Automotive Electrical & Electronic Engineering
			National Certificate in Automotive Mechanical Engineering
			National Certificate in Carpentry

**Table 56: TCF campus students enrolment**

Central Division	Enrolled Numbers
Anjuman HiDayat -UI- Islam Campus	255
C. P. Singh Campus	72
Nabua Sanatan Campus/ Suva Hospitality & Textile Training Campus	441
<b>Western Division</b>	
Tagitagi Campus	105
Dr. Shaukat Ali Sahib Campus	500
TISI Sangam Shdhu Kuppuswamy Campus	150
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Technical College of Fiji Student Enrollment – 2016	2631
Technical Center Student Enrollment – 2016	1669
<b>Grand Total Technical College and Center 2016</b>	<b>4300</b>

## 12. Technical College of Fiji Staff

- Teachers were transferred from Technical Centres to TCF
- Vacant posts were advertised and more teachers were employed mainly with industrial experience
- Posts for Head of Campuses (HoCs) were advertised and HoCs recruited
- Ancillary staffs were absorbed from the schools that converted to TCF Campuses
- Vacancies were also advertised for ancillary staffs and recruited

In total there are 311 TCF Officers. These include 26 Admin, 162 Teachers and 123 Ancillary Staff.

## Overview

In supporting the vision and mission of the Ministry of Education, Heritage and Arts, the Library Services of Fiji (LSF) has to ensure the increased access to information and knowledge, underpinned by the Universal literacy and thus becomes an essential pillar to sustainable development.

The Strategic Direction of the Ministry of Education and its outcome has seen the Department working tirelessly to ensure the increase in information access to all students through improving library collection and students' access as well as introducing pre reading skills at ECE level by increasing their access to books.

Universal Literacy being an essential pillar of sustainable development, the Department established the library automation system to improve its library cataloguing processes, as such making available to the members of the public the Online Public Access Catalogue. The creation of the e-resources platform ensures the availability of information's online to everyone.

## 1. Technical Services

Technical Services of the department consists of two major processes of libraries which included the Acquisition and Cataloguing and Classification of resources before it is distributed for the end users.

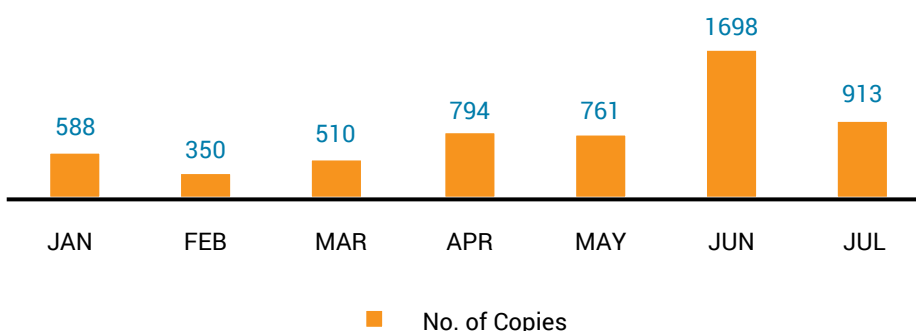
### a. Acquisition Of Resources

Table 57: Resources Aquisition

Date	Supplier	No. of titles	No. of copies	Total Cost
15/03/16	TB Clarke (Fiji)	203 titles	2287	\$49,090.95
08/04/16	Books R US	446 titles	2738	\$48,426.20
30/05/16	Brij Raj & Sons	237 titles	1891	\$49,786.21
03/06/16	Premiere Book Centre	129 titles	716	\$14,254.30
28/06/16	Book Masters	223 titles	4456	\$49,729.00
TOTAL		1238	12,088	\$211,286.66

### b. Cataloguing And Classification Of Resources

Graph 14: Summary of resources catalogued and classified



## 2. School Library Services

The Departments' school library services looks after the needs of the school libraries, therefore it assists schools with setting up of their libraries and ensure its sustainability, hence monitoring and evaluation of school library services has to be undertaken to measure effectiveness and impact of assistance rendered to schools.





## Summary Statistical Report of School Library Set Up Jan-July, 2016

Table 58: Summary of assistance rendered to schools that requested for assistance in the proper organizations of their school library.

	Jan	Feb	March	April	May	Jun	July	Total
Cakaudrove		2			1			3
Eastern			8	5				13
Lautoka/Yasawa		1			1			2
Nadroga/Navosa		1						1
Nausori						1	8	9
Suva	1	1	1		1	3	5	12
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>13</b>	<b>39</b>

### 3. Public Library Services

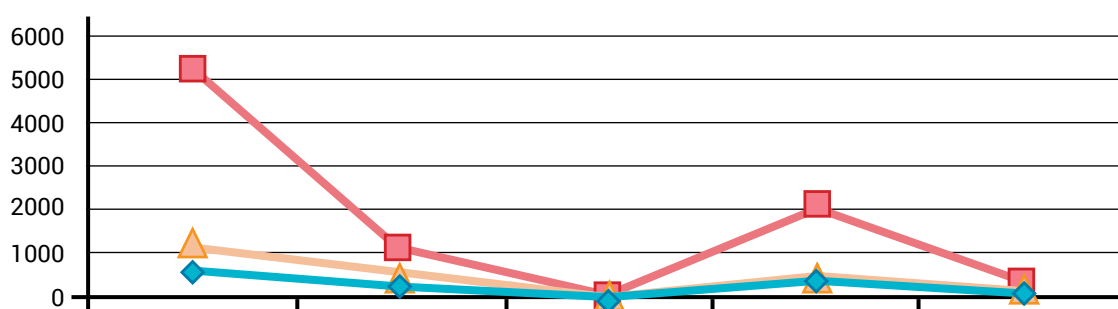
#### a. New Membership

Table 59: Summary of new membership

Quarters	Lautoka		Tavua		Rakiraki		Savusavu		Nasese		Total
	Adults	Juniors	Adults	Juniors	Adults	Juniors	Adults	Juniors	Adults	Juniors	
1st Quarter	10	50	6	7			11	23	1	8	116
2nd Quarter	65	13	3	12			17	27	1	10	148
July	6	13	1	3	4	11	3	7	5	8	61
<b>TOTAL</b>	<b>81</b>	<b>76</b>	<b>10</b>	<b>22</b>	<b>4</b>	<b>11</b>	<b>31</b>	<b>57</b>	<b>7</b>	<b>26</b>	<b>325</b>

#### b. Loans Management

Graph 15: Total Number of Loans per Loan Category (Jan-July)



	Lautoka	Tavua	Rakiraki	Savusavu	Nasese
<b>Non Fiction</b> ◆	585	227	33	343	57
<b>Fiction</b> ■	5257	1078	30	2020	263
<b>Easy</b> ▲	1213	456	30	456	121

## 4. Highlights

### a. Library Automation ( Liberty System )

The Department in its attempt to streamline processes and increase the turnaround time of books available in schools, have acquired an integrated library management system that will enable the efficiency of cataloguing and classification of resources using an online cataloguing system/ marc records. This has tremendously increased the output of cataloguing of resources as per the data noted in 2.b.

### b. World Book Day Celebration

World Book Day and Copyright Day is the day that we commemorate the world literature, the work of authors, publishers, illustrators, booksellers, educators and librarians. This is an initiative by UNESCO (1995), to promote reading.

In Fiji, 2016 marked the 5th year that we have celebrated this special day. The Ministry of Education, Heritage and Arts through its Department of Library Services coordinated this event to advocate, create awareness and encourage reading in all communities.



Books connect us to the past and to the future and is a bridge between generations and across cultures.

This year the main highlight for this celebration was the creation of the book Title “Market Day” which was launched during the National Library Week in September. This book was co-authored by those that were present during the celebration of the World Book Day at the GIRC on the 29th of April, 2016. The Honorable Minister for Education, Heritage and Arts was the gentlemen that began the story and those present on that day follow with a line or two.



## Overview

The FTRA is in its 7th year of implementation before preparing itself for its first phase to become Fiji's first National Teachers Registration Authority. The promulgation which was promulgated by His Excellency the President with its subsidiary regulation approved by the Cabinet in 2009 has already been now amended into the Fiji Teachers Registration Authority Amendment Act. The Secretariat Services have already submitted the legal document to the Solicitor General's Office and Cabinet and currently awaits approval. The document will now be known as the Fiji Teachers Registration Authority Amendment Act 2014. The intention now is to have entirely a new legislation, new structure with its relevant professional appointments including the internal committees to carry out its new role.

## Roles and Responsibilities

The main function of the FTRA is to:

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

## Achievement

### 1. Strategic Activities (Legislation and Policy)

- Cabinet has approved the divestment of Fiji Teachers Registration Authority as an independent government authority, paving the way for the drafting of Fiji Teachers Registration Amendment Act 2014 to cater for the new status.
- Completed the consultation and the drafting of Fiji Teachers Registration Amendment Act 2014 and submitted to Solicitor General's Office awaiting approval.

### 2. Operational Activities (Administration)

FTRA office is now fully functional with staff and resources with the appointment of 3 professional staffs, Chief Executive Officer, Manager Registration and Manager Professional. They are supported by administrative staff which includes an Accountant, registration officers and IT officer. This year as per our core business we continue to register teachers and institutions, carry out professional development, induction for new teachers and collect registration fees for the purpose of registration.



### 3. Revenue Collection Update

Table 60: Summary of revenue collections

Collection Centres	Amount (\$)
Nadroga/Navosa	3,540.00
Lautoka/Yasawa	12,820.00
Ba/Tavua	3,944.00
Nausori	1,360.00
Suva	-
Macuata/Bua	-
Savusavu	2,995.00
Eastern	-
HQ (Marela)	61,805.05
Exams	-
Vunisea Secondary	-
Bucalevu Secondary	795.00
Levuka Public	570.00
Natabua High	-
Labasa College	1,370.00
Suva Grammar	-
Rakiraki	840.00
FTRA	10,115.00
Labasa Education Office	8,336.00
<b>Total</b>	<b>108,490.05</b>

- All teachers are registered under the following categories: Practicing Teachers, Teacher Educators and Teacher Administrators. The status given was Provisional holder – those teachers who had applied for the first time and teachers who only had the academic qualifications without teaching qualifications.
- For Full Registered teacher sometimes known as registered teacher refer to all practicing teachers, teacher administrators and teacher educators who has both the academic qualification, professional qualification and has completed one year of teaching services.

### 4. Special Authority to Teach (LATT)

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

### Registration Summary

Table 61: Summary of registration conducted

Teacher Type	Registration Type		
	LATT	Provisional	Full
Primary		153	759
Secondary		321	387
Teacher Educators		-	
Teacher Administrators		-	
ECE	170		
Volunteer			
Religious			
Language			
Culture			
Trainers			
Coach			
PEMAC			
Teacher Aides			
Vocational/Technical			
Special Education			
Attachee			
Helper			
Institution	18 institutions registered		

## Professional Development

### 1. Orientation Programme at FNU (04/02/2016)

FTRA took the leading role the coordination of programme. 450 students participated and FTRA were supported by the TSLB Officers and HR Section

### 2. Induction at USP (20 – 21st June 2016)

48 USP Students participated in this FTRA coordinated the programme. The facilitators were MoE Officials, FHEC, FTU and FTA

### 3. CAUQ Workshop organised by FHEC at USP

The workshop was organised to discuss the framework to be used to evaluate University Qualifications for programmes not yet accredited with FHEC as well as to provide training to evaluation panelists in preparation for extensive evaluation exercise in 2016.

### 4. Multicultural Centre Workshop (21/04/2016)

A paper on FTRA registration procedure and legal and ethical requirements was presented during the above workshop. FTRA Officer also presented on the theme “Recognizing Potential Living Treasures as Educators”.

### 5. Counseling Programme Development – Pacific TAFE – USP (Date: 29th July 2016)

FTRA engaged in an active consultation with Pacific TAFE on the development of a counseling programme for the benefit of education and teachers in Fiji. Series of meeting were held with Pacific TAFE staff, empower Pacific, USP academics and the CEO of Australian Counseling Association. The engagement would be on-going.

### 6. Meeting with FHEC on Professional Standards for Teachers in Fiji (PSTF)

This meeting was held on 01/06/2016 to discuss with FHEC on how these standards can be developed in consultation with tertiary institutions and wider stakeholders. This meeting lays the platform for discussion and strategy plotting so that success in this regard can be achieved. The consultation is on-going.

### 7. Kadavu, Rotuma and Ovalau Professional Development

The Secondary and the Primary school teachers of Kadavu, Rotuma and Ovalau were visited as part of the ongoing professional development and Teacher Registration Auditing programme.



**Overview**

The National Substance Abuse Advisory Council [NSAAC] of Fiji was established on the first of March, 1999, after the passing of the National Substance Abuse Advisory Council Act of 1998.

This statutory body was established under the Ministry of Education to collaborate with government ministries and Non-Government Organizations, in order to identify and examine and address problems arising out of drug and substance abuse.

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

**Council Members and Committees**

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

- Ministry of Education
- Ministry of Health
- Ministry of Finance
- Ministry of Regional Development
- Fiji Council of Social Services
- Fiji Council of Churches

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

**Achievements**

In the 2016 Financial Year, the Secretariat achieved the following under the key output areas from 01st January to 31st July.

**1. Legislation and Policy**

- The School Drug and Substance Abuse Policy and School HIV Management Policy were reviewed by MOE Policy Unit.
- The Draft Volatile Substance Abuse Control Bill is being vetted by the Office of The Solicitor General. A Cabinet Paper was developed and submitted to the Office of the Solicitor General for vetting. The Honorable Minister for Education will be asked to endorse the Bill before he presents it to Cabinet for its endorsement. The purpose of the draft Bill is to provide a legal framework for the prevention of sale of volatile substances to students and protection of persons, particularly children, from harm resulting from volatile substance abuse.

**2. Education and Training**

NSAAC also conducted training and education awareness to the schools and communities in order to educate and create awareness on issues that children are facing such as drugs and substances abuse, violence against girls and women, child abuse, and teenage pregnancy HIV and AIDS and Basic Counselling skills training.

From January to July 2016, the staff at NSAAC was able to conduct;

Four (4) Training of Trainers for Teachers (TOT) in the Western and Central Division. The trained teachers and school management are required to train other teachers and parents, as well as create awareness to the students in schools and the nearby community. In addition, they are required to coordinate the No Drugs Week that is commemorated on the 26th of June every year.

A total of 107 Teachers and Counsellors were trained under the NSAAC TOT programme. This included 72 primary teachers 35 secondary teachers.

A total of 4 Peer Education Training [PET] were conducted in the Western and Central Division. A Total of 105 Peer Educators from 26 Secondary Schools were trained to develop and conduct an ongoing series of presentations to the students in their own schools and communities on the key health-related issues confronting them and the employment of a variety of strategies to engage their peers and encourage healthy behaviors and attitudes.

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

### 3. Counselling Services

The Counselling Team provided Psycho Social First Aid to affected students and teachers in the severely devastated areas after TC Winston. These began from late February and continued till June. The three member team covered schools and communities in Vanuabalavu and its surrounding islands, Koro, Ovalau, Moturiki, Wakaya and Makogai. They assisted other Divisional Counsellors to cover areas in the Tailevu North area and the Ra District. Follow up visits were carried out and these was extended to include Tavueni and Qamea.

A total of 19 Basic Counselling Training was conducted to the teachers during the 2nd Quarter.

The NSAAC Counsellors recorded 265 new individual cases in the 2nd Quarter.

### 4. Production Of and Dissemination of Drugs & HIV AIDS, Child Abuse IEC Materials and Media

#### Coverage:

NSAAC utilized the power of IEC materials and the Media in the dissemination of valuable information in order to educate children, youth and the community regarding the above issues. In order to safeguard and protect them from the above issues, NSAAC was able to achieve the following;

- Amended 10 IEC materials including, posters, catalogue and brochures
- Printed & distributed more than 58,209 IEC to various organizations, schools, communities and the general public
- Participated in a total of 9 public awareness programmes. This include public display & career expo at Mulomulo, Xavier College, Niusawa Methodist High, Bua Central College, Nabala Secondary, Yasawa, RKS, Beqa/Yanuca & Rotuma High [photos from career expo]
- Conducted a total of 33 Community Radio Broadcasts, 35 Radio Advertisements, and 30 TV Advertisement & interviews

### 5. Overseas Training & Meetings

#### i. Regional Forum On Protecting Young People From The Harmful Use of Alcohol

The workshop was attended was attended by the Senior Advisor Health Mr. Josua Naisele at Hong Kong on the 29th – 30th of April, 2016.

The objective of the workshop was on the Protection of Young People from the Harmful effect of Alcohol. The workshop was sponsored by WHO in collaboration with UNGEI. The Countries that attended were China, Japan, Vietnam, Hong Kong, Philippines, Laos, Thailand, Cambodia, Mongolia, Solomon Cook Islands and Fiji. The two days workshop focused on approaches to be used to address the issue at Government level such as increasing Tax, increasing Purchasing age and the proactive approaches that young people can take to address the issue using the power of social media such as facebook, and twitter. The three effects of alcohol discussed in details are self, others and society.

In Fiji, a lot of progress has been made by the government relating to the issue such as increasing tax and marketing but strengthening and enforcing the laws needs to be done especially in marketing and opening hours of the licensee. For NSAAC it has used some of the lesson learnt in its training.



## 6. International Day Against Drug Abuse & Illicit Trafficking (IDADAIT)

The International Day Against Drug Abuse & Illicit Trafficking was celebrated by schools throughout the nation from the 20th – 23rd of June, 2016.

The week long program was officially launched by the Honourable Minister for Education Heritage & Arts Dr. Mahendra Reddy at Delainamasi Government School on Monday the 20th of June.

The NSAAC acknowledged the support by the Senior Officers of the Ministry during the IDADAIT Celebration Program conducted in schools by attending to school requests as Guest Speakers. The sponsorship support provided by the Wellness Unit also assisted in the FBC Radio Advertisement which broadcasted IDADAIT messages in the three languages in all its radio stations. Television advertisement was also aired during the week promoting the theme of *“Our life, Our Health, Our Responsibility”* and the national school blue ribbon event winner, Ms Alaiwalu Rayawa was the face of NSAAC. She played the advocacy role urging young people to stay away from drug and follow healthy lifestyle.

A full report of the IDADAIT Week, its Activities and Evaluation will be published towards the end of the year.

## 7. NSAAC Council Meeting

NSAAC conducted its 1st Council Meeting for 2016 on Thursday 02nd June, 2016 at the NSAAC Conference Room.

The meeting was chaired by the PSE Mr. Iowane Tiko; all the Council members were present.

The meeting discussed issues that guided the secretariat in the next financial year.

## 8. Monitoring & Evaluation

The monitoring and evaluation of TOT programme will continue in the next financial year. The main purpose is to assess the impact of the training since NSAAC has been spending a lot of financial resources in conducting this training.

## 9. Audit of NSAAC Accounts for 2015

The Audit for the National Substance Abuse Advisory Council Account commenced on the 18.07.2016. All the records were checked by Ms. Makereta Dyer, Auditor from the Office of the Auditor General's Office. There were some concerns raised by the auditors during the auditing process and was clarified by A/PAO and SAO. NSAAC is still waiting for the final Audit report from the OAG's office.

## 10. Engagement of a new CEO

The contract of the former CEO Mr. Misaele Driubalavu expired in 2015, and the CEO NSAAC post was advertised towards the end of 2015. The post processing conducted by PPU was followed until NSAAC engaged the new CEO Mr. Manoa Senikarawa in late January 2016.

## 11. Position Upgrade for NSAAC Officers

For the past years, NSAAC had experienced the loss of qualified and skilled staff because of better work conditions offered by other organizations.

One of the Good Labour Management Practices requires Management to recognize the level of qualification, productivity and performance of the incumbent and reward them accordingly. Otherwise the dignity of the worker and the good work performed would be grossly devalued and can border on exploitation

Two officers with tertiary qualification who have produced excellence result in their work have their salary upgraded after the recommendation was made by CEO and was approved by the Council. Both officers have tertiary qualifications and are familiar with the work culture/ethics and requirements at NSAAC.

## 12. Quality circle

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

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

## 13. New Initiative

- Psychological First Aid and Trauma Counselling Support and follow up to schools and community members affected by Tropical Cyclone Winston.



# CHAPTER 14: DEPARTMENT OF HERITAGE AND ARTS

## The Department in Perspective

The Department of Heritage and Arts has been instrumental in spearheading the promotion of the culture sector in 2016 through the new initiatives of the Honourable Minister for Education, Heritage and Arts, who encouraged students free entry in to the Fiji Museum and an open day every last Saturday of the month; celebration of Girit Day; promotion of adjunct fellows; development of Virtual Museum, mainstreaming of culture in the curriculum, cultural exchange through training of artists and promotion of community based tourism through Eco Museum; build back better project in Levuka as a sign of resilience after the cyclone Winston; Pilot Survey on Alternative Wellbeing Indicators; presentation of the Heritage Bill in parliament; participation of the 100 member delegation at the 12th Pacific Festival of Arts; promotion of Intangible Cultural Heritage (ICH) Online Exhibition and the development of national and regional policies.

The Department members' effort must be acknowledged for the team spirit and coordination of relevant stakeholders who developed guidelines to facilitate legislative responses necessary to preserve, conserve and promote Fiji's cultural diversity and unique heritages.

The Department deals with community based organisations, national, regional and international stakeholders from non-governmental organisation, statutory bodies (Fiji Museum, Fiji Arts Council, National Trust of Fiji, 6 Multi-Cultural Centres), Regional bodies (PIFS, PIMA, USP, SPC etc.) and international organisations (UNESCO, UN, UNDP, MINISTRY OF CULTURE - CHINA, INDONESIAN CULTURE EXCHANGE SCHOLARSHIP UNIT, ICHCAP, CRRIHAP, JICA).



The human resource in the department has increased to effectively implement the core deliverables in each of the following units:

- (a) Policy and Convention Unit, GIS;
- (b) ICH and Communication
- (c) Cultural Grant, Cultural Industries and Multi-Cultural Centres (MCC)
- (d) Cultural Statistics
- (e) Levuka World Heritage
- (f) Planning and Training; Culture and Education;
- and (g) Management and Finance.

The achievements and challenges of each of the thematic areas above is highlighted in the sections that follow:



## Governance & Advisories

As the overarching culture agency in the country, the Director of Heritage and Arts and the Principal Policy and Conventions Officer served as ex-officio members and full members of the following Boards, Councils, and Committees as listed below:

### International

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

### Regional

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

### National

6. Fiji Arts Council Board Ex-officio Member (DHA)
7. Fiji Museum Board of Trustees Ex-officio Member (DHA)
8. National Trust of Fiji Council Ex-officio Member (DHA)
9. Fiji National Commission for UNESCO (NATCOM) Culture & Heritage Focal Point (DHA/PPCO)

10. Fiji National World Heritage Committee Secretariat (PPCO/SWHO)
11. Levuka World Heritage Interagency Committee Member (Director] Secretariat [SWHO)

### Ministerial and Departmental Secretariats

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

### Technical and Professional Advisories

**Table 62: Summary of the department activities**

Technical & Professional Advisory	Registration Type	No. of Sitting
Cultural Grants Committee	The committee was established to look into the vetting, approval and disbursement of the "Cultural Grants" funds available with the Department which is allocated on an annual basis by Government.	1
DHA Inter Agency meeting	The advice given by Director Heritage and Arts to set up meetings every month for all agencies to meet and provide updates on the activities undertaken each month and submit papers for discussions on issues encountered in the	5
DHA Staff Meeting	Monthly updates are presented every month during staff meeting to report on the activities carried by respective units of the department.	5
Levuka Conservation Committee	Promote the conservation of the declared UNESCO World Heritage site of the Historical Port Town of Levuka. Assist and advise relevant authorities in Levuka in the maintenance of civic works and infrastructure. Facilitate programs that create an understanding and awareness within Levuka Town, wider Ovalau and Fiji of values and significance of Levuka World Heritage.	1
Culture and Education Steering Committee	Committee established by the Department spearhead the mainstreaming of culture into formal education system in Fiji. In addition to also advice the Minister for Education Heritage and Arts on any matters pertinent to strengthening the teaching and the learning of culture and heritage in Fiji. Also responsible for the vetting of cultural resource materials to be used in schools.	1
Interagency Consultative Group on Cultural Statistics	A forum established to strengthen link between the Department, Bureau of Statistics, and SPC to progress works on cultural statistics in Fiji	7
Education Forum	Northern ;Eastern ; Western ;Central	1 meeting at each division
Agencies Board/ Council/ FM Open Day Committee	Fiji Arts Council Board Meeting Fiji Museum Board of Trustees Meeting National Trust of Fiji Council Meeting Multi-Cultural Centre Reps from each section meet twice a month	2 NIL 2 1 at each centre Twice a month
World Heritage	Fiji National World Heritage Committee Meeting	To be held early 2017
MSG Subcommittee on Culture & Arts	Director was Chair of the Sub-committee and met regularly to discuss matters pertinent to culture and heritage issues of MSG nations. Make recommendations to MSG Leaders Forum for endorsement.	1

## Policy And Convention Unit

*The main focus in 2016 was to increase the number of staff in Levuka to assist in the implementation of the Management Plan. CO Policy was transferred to Levuka and the department strengthened the network between the stakeholders by establishing the Levuka Conservation Committee. Damages done by Cyclone Winston was inevitable.*

### UNESCO WORLD CONVENTION 2003: The Historical Port Town of Levuka

Report to Director ufs PPCO	Mrs Anaseini Kalougata	Senior World Heritage Officer, Levuka
	Mrs Vaciseva Kuli Latibeqa	Levuka World Heritage Assistant
	Mrs Alumita Romanu	Cultural Officer Policy



**Table 63: Update of key activities pertinent to maintaining the Outstanding Universal Value (OUV) of Levuka :**

Activity	Responsibility	Partners
1. Levuka Town Album:	WHA – Mrs Vaciseva Latibeqa	Levuka Town Council
2. Promotional Video for Levuka	WHA – Mrs Vaciseva Latibeqa	Secretariat of the Pacific Community team and Levuka Tourism Association
3. Completion of Ovalau World Heritage and Tourism Workshop	SWHO – Mrs Ana Kalougata	Mr Viliame Komaibole/ LOHT
4. Registration of Skilled Conservation Specialists (Carpenters, Builders, Painters, Laborers, Architects etc.)	WHA – Mrs Vaciseva Latibeqa SWHO – Mrs Ana Kalougata	WHITRAP participants
5. Interpretation Panel – Research Design of Artwork and Installation	WHA – Mrs Vaciseva Latibeqa PPCO – Mr Sipiriano Nemani	LB Masters
6. Levuka Monuments Refurbishment	SWHO – Mrs Ana Kalougata	Levuka Corrections
7. Cost analysis assessment of 2017 capital projects (monuments/ grave sites/ bath/ recreational facilities/ Levuka/Ovalau Club)	WHA – Mrs Vaciseva Latibeqa SWHO – Mrs Ana Kalougata	Ministry of Economy
7. Formation of the Core group & the Ovalau heritage forum	WHA – Mrs Vaciseva Latibeqa SWHO – Mrs Ana Kalougata	Levuka Town Council
8. Building Needs Analysis Survey of 170 buildings	WHA – Mrs Vaciseva Latibeqa SWHO – Mrs Ana Kalougata	Levuka Town Council
9. Levuka Town Council Grant(\$100,000)	SWHO – Mrs Ana Kalougata	Levuka Town Council
10. Engineers Report for the Levuka Depot and the Nasau Park Pavilion	SWHO – Mrs Ana Kalougata	Levuka Town Council

Activity	Responsibility	Partners
11. Retaining seawall for Levuka	SWHO – Mrs Ana Kalougata	Levuka Town Council
12. Levuka Salvaging Exercise	PCA – Mrs Alumita Romanu	Levuka Correction Centre Fiji Museum National Trust of Fiji Ministry of Fisheries and Forestry
13. Post Disaster Needs Assessment For The Historical Port Town Of Levuka	SWHO – Mrs Ana Kalougata	Dr Jean Rice and Dr Kiho Yaoita Dr Kanefusa Masuda and Dr Minowa
14. Cyclone Winston Rehabilitation	SWHO – Mrs Ana Kalougata WHA – Mrs Vaciseva Latibeqa	MOE
15. Edition of Levuka Management Plan and Nomination Document	PPCO – Mr Sipiriano Nemani WHA – Mrs Vaciseva Latibeqa	Ms Mary Rokonadravu (Editor)

## Intangible Cultural Heritage Central Asia Pacific [ICHCAP]

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

<b>Project Team Advisor:</b>	Mr Sipiriano Nemani	Principal Policy and Convention Officer
<b>Project Team Members:</b>	Mr Sunia Marayawa	Senior Policy and Communication Officer
	Ms Sereana Tadrau	ICH Assistant

### ICHCAP – Preliminary Survey on Dormant ICH

The Department of National Archives of Fiji was contracted to facilitate the implementation of this preliminary survey.

MEASURE	EXPLANATION (On-going Project)
ICHCAP – ICH Online Exhibition: Themes from the Pacific Islands.	Masi – Fiji's cloth of the Vanua to be installed and viewed online where everyone in the world can get access to.
Navala Disaster Assessment	US\$2,500 funding for the rebuilding of the bure in Navala village

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

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



Measure	Explanation
Repair of the 3 Main Entry Signs (Nasova, Niukabe Hill, Buresala) and installation of new Direction signs	Due to the devastation of TC Winston, WH will work on a new durable design to be reinstalled in the existing location and some will be installed in new location.
Installation of 11 heritage signage's in Levuka	These are heritage signs to be installed beside the heritage features indicating the particular feature and its usage.
Restoration of Westpac Bank	Complete
Renovation of Levuka Town Hall	Complete
Fencing of Sacred Heart Cathedral	To be implemented in November 2016
Fencing of Deed of Cession site	Implementation work ongoing by Levuka Correction
Appointment of Levuka Conservation Committee	Approved by MOEHA PSE – first committee meeting sitting in June 2016.
Levuka Master Plan	Levuka World Heritage Manager Post to be advertised in October 2016
Finalized Levuka Town Scheme	Town Scheme has been endorsed by Minister responsible for Local Government and have called for the adoption of the revised Levuka Town Scheme. Approved for viewing, circulation and used by Director Department of Town and Country Planning.
Published Levuka/Ovalau Register (partnership with NTF)	Working group has been identified (DHA/FM/NTF). Work is in progress.
Periodical Payment of Subscription	Invoice will be sent from UNESCO Office in Paris France and payments to be made in December 2016
Levuka Conservation	Completed Salvaging Exercise in Makogai Island PHH Seminar on Heritage Series – funding approved \$6,000 Summative analysis of all National and locally designated Heritage sites and monuments (Fiji) – for Parliament. Levuka Town Council – Conservation works funding - \$100,000 released.

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

<b>Project Team Advisor:</b>	Mr Sipiriano Nemani	Principal Policy and Convention Officer
<b>Project Team Members:</b>	Mr Sunia Marayawa	Senior Policy and Communication Officer
	Ms Sereana Tadrau	ICH Assistant

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



Measure	Explanation (On-going Project)
<b>OBJECTIVE OF THE PROJECT</b>	
<ul style="list-style-type: none"> <li>Conduct a preliminary survey to identify target materials.</li> <li>Identify current status of dormant ICH materials (meta data)</li> </ul>	
What is Dormant ICH?	Unutilized meta-data archived or stored in various organizations in the country that contains ICH information.
What is meta-data?	This includes audio visual material, audio recording, photographs, published/unpublished material Project Monitoring: ICH Unit – DHA Project Implementation partner: National Archives of Fiji (Budget: US\$1,300)
<b>TEAM</b>	
1 lead Researcher - To consolidate research and prepare final report. 1 Researcher – audio visual collection; 1 Researcher – audio collection; 1 Researcher – photograph collection; 1 Researcher – published and unpublished written materials	
Rotuma Cultural Mapping	<ol style="list-style-type: none"> <li>The appointment of 2 consultants and to co-ordinate the mapping exercise.</li> <li>Four field workers to be engaged to assist in this exercise (Rotumans preferred to ensure accuracy in information gathering)</li> <li>A budget of \$50,000 is proposed for this project over a time frame of 6 months.</li> <li>Proposal development and approved by the Minister</li> <li>Presentation to Fiji Rotuma Association – completed &amp; approved – Presentation will be done this Saturday 11th June in line with the FRA meeting schedule.</li> <li>Preparation on Rotuma Cultural mapping</li> <li>Presentation to Fiji Rotuma Association</li> <li>Preliminary visit to Rotuma to seek traditional approval of the council of Rotuma.</li> <li>Start developing Rotuma ICH list</li> <li>The mapping team travelled to Rotuman on the 16th of July to create awareness amongst the seven districts and carry out a piloting mapping exercise in Champak, Noatak, Itumuta and Losa.</li> <li>A traditional presentation was made to the Gagaj of the 7 districts at Rotuma High School to seek their acceptance and blessings in the implementation of this initiative.</li> </ol>

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

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

<b>Policy Advisor</b>	Mr. Sipiriano Nemani
<b>Senior Policy Officer</b>	Mr Sunia Marayawa
<b>Implementing unit Members</b>	Mrs. Alumita Romanu

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

POLICY/STRATEGY	STATUS
<b>National Cultural Policy:</b> Ongoing discussion with consultants	<ul style="list-style-type: none"> <li>Policy still incomplete and needs refinement</li> </ul>
Post Disaster Needs Assessment (PDNA)	<ul style="list-style-type: none"> <li>PPCO updated that Unit focussed on PDNA &amp; preparation of report regarding Levuka World Heritage Rapid Damage Assessment.</li> <li>Levuka Report submitted to Commissioner &amp; Eastern Office-for NDMO considerations</li> <li>PDNA Plans &amp; documents prepared-100%.</li> <li>Levuka Salvaging Plan &amp; papers prepared – 100%.</li> </ul>
Pacific Festival of Arts - Guam	Review Fiji BID paper to host 2024 Festival of Pacific Arts in Fiji (Minister and PSE comments)
Frameworks, Plans	<ul style="list-style-type: none"> <li>Reviewed the iTaukei LHT Policy Paper – 100%</li> <li>Developed framing for Ethnology Museum Policy on Collections – 100%</li> <li>Draft DHA Communications Plan in development – SPCO</li> <li>NCPF – Meeting with consultants; TOR for Taskforce &amp; Members reviewed; Focus Group cluster meetings</li> </ul>
Partnership	<ul style="list-style-type: none"> <li>Oceania Centre (USP) &amp; Fiji Museum – MOOC</li> <li>CRIHAP (China) – Board Advisor appointment (PPCO)</li> <li>Saga Prefecture, Japan – cultural exchange</li> <li>FNU &amp; TILC – Navala ICH Safeguarding Project</li> <li>IPA Learning Centre – Rotuman Cultural Matters</li> <li>Pacific Heritage Hub (USP) – DHA establishment of a Heritage Seminar Series (2016)</li> <li>Fiji Rotuman Association (FRA) – DHA ICH Unit</li> </ul>

## Legislative Frameworks and Protection Mechanisms Developed

<b>Legislative Advisor</b>	Mr. Sipiriano Nemani
<b>Implementing unit Members</b>	Mrs. Alumita Romanu & Mrs. Vaciseva Latibeqa

LEGISLATION/PROTOCOLS	STATUS
<b>Heritage Bill</b>	<b>Tabling in Parliament:</b> <ul style="list-style-type: none"> <li>1 Sitting completed – passed;</li> <li>DHA presented to SA Committee – 100%</li> <li>SA Committee visited Fiji Heritage Sites – 100%</li> </ul>
<b>Cabinet and SSM Papers</b>	<ul style="list-style-type: none"> <li>SSM Paper – Fiji hosting the 2024 Festival of Pacific Arts</li> <li>SSM Paper – Ratification of the 2005 convention on the protection and promotion of the diversity of cultural expressions.</li> <li>FAC Board paper – Rotuma Cultural Mapping.</li> </ul>
<b>Cultural Exchange</b>	<ul style="list-style-type: none"> <li>MOA between Fiji and Malaysia on culture – 50%</li> <li>MOA for agencies: currently being reviewed – 10%</li> </ul>

## Geographical Information System (GIS)

*The GIS Unit is responsible for research and update of the national Cultural Heritage List, Production of digital thematic heritage maps, development and maintenance of geo-database amongst others.*

	Name	Post
Unit Advisor	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Team Leader	Mr. Jovesa Takiveikata	GIS Officer
Members	Ms. Aerina Rounds & Ms Amelia Dreketirua	GIS Attachés

**Table 64: Summary of the activities undertaken in 2016**

ACTIVITY	PARTICULARS	
GPS Test Run	Test Run GPS in Vunidakua Church , LDS College, LDS Primary	
GIS Software	Downloading ArcGIS software and GPS Pathfinder Office software .Downloading Windows Mobile Device Centre.	
Cultural Infrastructure Directory		
Collection	Editing	Data Entry
<b>Preliminary Site Visit;</b> Identifying, surveying, distribution of consent form and taking pictures of sites that within the Suva boundary. (Cultural Spaces	Analysing , finalization of data and information collected	Updating data from field to GIS software
The above applies to all thematic areas such as:		
<ol style="list-style-type: none"> <li>1. Museums and Galleries</li> <li>2. Performing Arts Venue</li> <li>3. Social and Cultural Spaces</li> <li>4. Libraries and Archives</li> <li>5. Environmental Heritage</li> <li>6. Film, Literature and Print Media Venues</li> <li>7. Traditional Heritage Sites</li> <li>8. Cultural Heritage sites</li> </ol>		
Data Sharing	Department of Heritage and Arts, Ministry of Lands and Secretariat of the Pacific Community	
Data Dictionary	Develop a data dictionary for Fiji Craft Society(Fiji Arts Council)	
Cultural Infrastructure Map	Produced from Spatial GEO DATABASE	
Cultural Infrastructure Project	Cultural Infrastructure School Map produced	
New GIS Application	Through ESRI Pacific Regional Conference, GIS Unit were able to lean new GIS application	
Developing Criteria	Heritage building criteria for Suva City developed Cultural Practitioner criteria developed	
Maps	Cultural Infrastructure Map produced for Suva City <ul style="list-style-type: none"> <li>• Public Park</li> <li>• Fiji Sports Council</li> <li>• School libraries, hall and ground.</li> </ul>	



## Grants And Cultural Industries Unit

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

### Grants Disbursement

Desk Officer for FAC/FM/NTF	Mr. Maciusela Betei	A/Senior Cultural Enterprises Officer
Desk Officer for MCC's	Mrs Kula Baleikasavu / Ms. Shobhna Devi	Executive Officer ( MCC)
Cultural Grants Secretariat	Mr. Maciusela Betei	A/Senior Cultural Enterprises Officer Cultural Development Officer

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

- Annual Grants disbursed to our Flagship Agencies – Fiji Arts Council, Fiji Museum and National Trust of Fiji and the 6 Multi – Cultural Centres - Ba, Labasa, Nadi, Nausori, Savusavu and Suva. At times, the Department continues to provide further financial support to these agencies to support their individual projects.
- Assistance from the Department can also be accessed through the Cultural Grants Program at the community and national level.

### Agency Grants

One of the key roles of the Department is to disburse and monitor grants to 3 agencies and the 6 Multi-Cultural Centres'. It is mandatory for these agencies to submit a quarterly progressive report, quarterly acquittals, financial statement and a financial cash flow forecast for the impending quarter. Quarterly Performance Assessment is conducted to verify activities undertaken. This determines the disbursement of funds to each agency.

**Table 65: Summary of the departments grant for 2016**

Grants	Fiji Arts Council	Fiji Museum	National Trust of Fiji	6 Multi-Cultural Centre
Annual Allocation	\$280,183.00	\$354,404.00	\$326,881	\$161,500.00
AIA and Mapping		\$100,000.00		
Fiji Heritage Foundation			\$74,000.00	
Preservation Momi Gun site			\$3,400.00	
Momi Battery – Historic Park			\$166,175.00	
Fiji Museum Extension		\$350,000.00		
<b>Total</b>	<b>\$280,183.00</b>	<b>\$804,404.00</b>	<b>\$570,456.00</b>	<b>\$161,500.00</b>

### Boards/Councils Members

A total of 11 Memorandum of Agreements (MOAs) were signed between Government and our agency Boards and Committees. The Minister for Education, Heritage & Arts and the Permanent Secretary for Education, Heritage & Arts signed on behalf of the Government while the respective chairpersons signed on behalf of their councils, boards and committees.

**Table 66: Board/Council representatives**

Agency	Signatory	No. of MOAs
Fiji Arts Council	Chairperson	1 [Operational]
Fiji Museum Board of Trustees	Chairperson	2 [Capital & Operational]
National Trust of Fiji Council	Chairperson	2 [Capital & Operational]
Ba Multi Cultural Centre	Chairperson	1 [Operational]
Labasa Multi Cultural Centre	Chairperson	1 [Operational]
Nadi Multi Cultural Centre	Chairperson	1 [Operational]
Nausori Multi Cultural Centre	Chairperson	1 [Operational]
Savusavu Multi Cultural Centre	Chairperson	1 [Operational]
Suva Multi Cultural Centre	Chairperson	1 [Operational]

### Sitting Allowances

The Chairpersons and non-official board members of the 3 Agencies receive sitting allowances. Board/Councils have to submit Board Meeting Minutes and evidence of collective efforts by board members on resolutions actioned to ensure remuneration. The MCC Committee operates on a voluntary basis hence do not receive sitting allowance.

**Table 67: Summary of sitting allowance disbursement**

Agency	Total Meetings	Sitting Allowance
Fiji Arts Council	2	50% disbursement of allowance to members
Fiji Museum Board of Trustees	0	0% disbursement of allowance.
National Trust of Fiji Council	2	50 % of disbursement of allowance to members

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

In 2016, the appointments for the following council, committee members and board were renewed:

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

### Cultural Grants

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

### Cultural Grant Committee

The committee debate on the viability of projects to be supported under the Cultural Grants Scheme. The decision and approval rests with the Committee. Committee members for 2016 include:

- Mrs. Lusiana Fotofili, Director Heritage & Arts (Chairperson)
- Mr. Opeta Alefaio, Director, National Archives of Fiji
- Mr. Amani Cirikisuva, Secretary General to the National Commission for UNESCO [MOE]

- Mrs. Emi Bainimarama, A/Director, Institute of i Taukei Language and Culture
- Mr. Sipiriano Nemani, Principal Policy and Convention Officer
- Mr. Maciusela Betei, A/Senior Cultural Enterprises Officer (Secretariat)

**Table 68: Numbers of projects support by the department for 2015-2016**

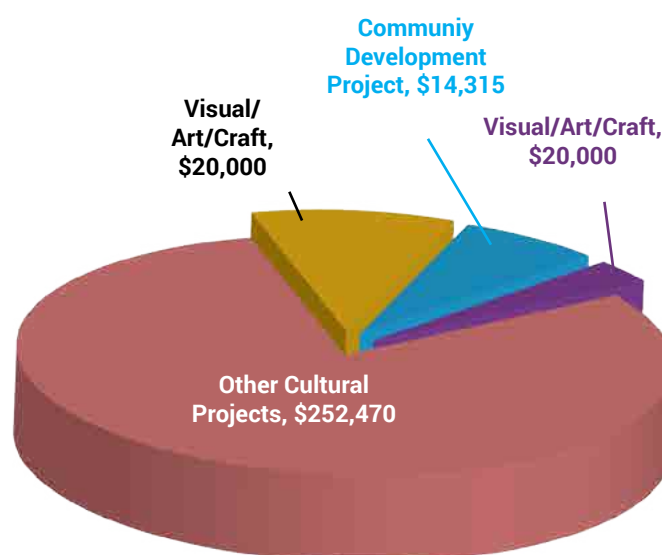
No.	Project Name	Recipient	Amount Requested	Amount Approved
<b>PROGRAM 1: OTHER CULTURAL PROJECT</b>				
1	PHH Pacific : Inspire Series - Seminar	PHH	\$6,500	\$6,500
2	Institute of Indigenous Studies Writing (FTA)	Ms Vatuloka	\$5,000	\$5,000
3	Grant to Levuka Town Council	LTC	\$100,000	\$100,000
4	Bursary/Writing Fellowship (Mrs. Rokonadravu – Commonwealth Award Winning Writer) -	Mrs Rokoradravu	\$15,000	\$15,000
5	Fiji Pratindhi Shaba	Fiji Pratindhi Shaba	\$3,000.00	\$3,000.00
6	Fiji Sevashram		\$8,000.00	\$8,000.00
7	Noco Secondary School – Cultural week	Noco Secondary School	\$1415	\$1415
8	Draiba Fijian School – Children’s Peace Convention	Draiba Fijian School	\$3,315	\$3,315
9	Hollywood Jedidiah/Mosese Taylor for 2016 Hollywood Immersive Programme - 26 June - 6 July 2016	Mr Taylor	\$US5,240.00	\$US5,240.00
10	Fiji Museum Open Day	Fiji Museum	\$5,000	\$5,000
<b>PROGRAM 2: COMMUNITY DEVELOPMENT PROJECT</b>				
11	Pacific Studies (USP) Mat Weaving	USP	\$4,315.00	\$4,315.00
12	Bure Revitalization – Raravou	Raravou Nadroga	\$8,000.00	\$8,000.00
13	Bure Revitalization - Raiwaqa	Raiwaqa Nadroga	\$8,000.00	\$2,000.00
<b>PROGRAM 4 :MUSIC</b>				
14	Approval of FIPRA Sponsorship	FIPRA	\$3500 [CI]	\$3500 [CI]
15	Dulali Meke Group (Costumes)	Dulali	\$3,000	\$3,000
<b>PROGRAM 6: VISUAL ART &amp; CRAFT</b>				
16	Virtual Museum funding	Fiji Museum	\$20,000	\$20,000
<b>TOTAL SPENT</b>				<b>\$307,785.00</b>

## Cultural Grants Analysis

From the graphical representation of funding distribution amongst the 7 CG programs for 2016 it's obvious that other cultural projects accounted for the majority of the funding due to the wider spectrum of revitalization it entails. This was followed by Music program which accounted for 10 % and Dance/Meke with Visual Arts each recorded 15% and the community development program with 5%. There was no assistance on the other categories as no application was received.

The above projects were supported through the Cultural Industries funding as the Cultural Grant funding is now within the Hon. Minister to make decision to release and process. Department continues to provide assistance to local communities, individuals and groups through other funding or other grant assistance.

**Graph 16: Cultural grant analysis**



## Archaeological assessment and Mapping of Traditional Heritage Sites

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

**Table 69: Number of AIA for AIA: Archaeological Impact Assessments: Completed Surveys**

No.	Villages	Province	Dates	Quarters	Year	Sites Surveyed
1	Vatulele Is	Serua	January	1	2016	Human Remain
2	Sasaleka	Bua	January	1		Otubelu site
3	Suva	Rewa	February	1	2016	Historical WWII Caves
4	Levuka	Lomaiviti	April	2	2016	Levuka Heritage Salvage
5	Makogai	Lomaiviti	April	2	2016	Makogai assessment
6	Waidradra village	Serua	May	2	2016	Wainikalou Burial Site
7	Namosi	Namosi	May	2	2016	Joint Venture
8	Makogai	Lomaiviti	July	3	2016	Makogai Salvaging
<b>Total Cultural Sites Surveyed</b>						<b>8</b>

## Culture and Heritage Spaces Developed

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



## Capital Projects 2: Momi Historic Battery Park Information Centre

**Table 70: Progress of the new Momi VIC**

Name of Project	Total Amount	Progress
New Momi VIC	\$166,175.00	Building a new car park for visitors

## Capital Projects 1: Extension of Fiji Museum

**Table 71: Fiji Museum extension work**

Activities	Responsible Units	Progress
PSIP for Fiji Museum renovations	Admin	Construction of Fiji Museum Main Entrance



Redesigning the Fiji Museum Entrance

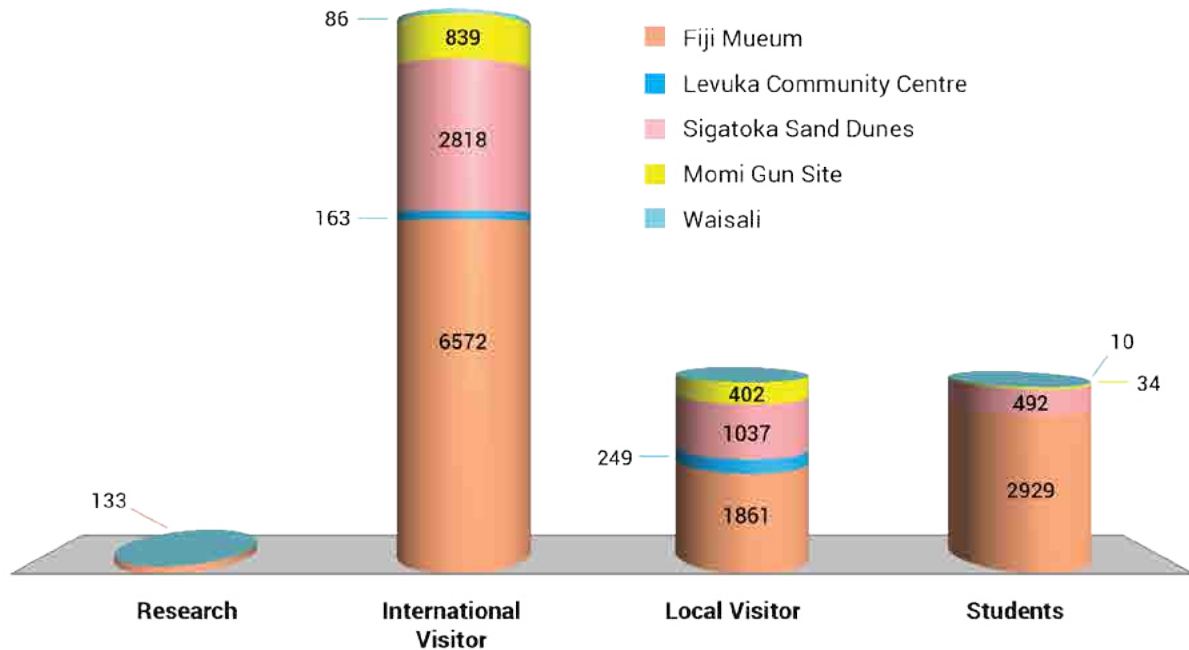
## Number of visitors to cultural facilities:

Table 72: Summary of visitors received at the Fiji Museum

Agency	Cultural Facility	Number of Visitors
Fiji Museum	Library	Researches - 133
	Museums	International Visitors – 6572, Local Visitors – 1861, Students – 2929

## Visitors Analysis:

Graph 17: Fiji Museum visitors analysis



## Cultural Industries

Team Leader	Mr. Maciusela Betei	Senior Cultural Enterprises Officer
Support	Ms. Ulamila Liku	Cultural Industries Assistant

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



The three year funding culminates in a Trade Mission which was staged at New York in the United States of America in early February 2016 whereby an artistic organization representative from each member country showcases their cultural products at that international Level. For Fiji, **Rise Beyond the Reef**, a Ba based organization and **Sigavou Studio** based in Nadi were officially nominated to represent Fiji.

As part of the project, a final evaluation and documentation of the action has been undertaken. This will ensure that we capture lessons learnt, best practices and successes of the project. The evaluation was conducted by an external consultant hired through SPC whose recommendations will chart the next plan of action for Cultural Industries.

For 2016, a string of capacity building workshop involving key relevant stakeholders including artists and cultural practitioners has already been undertaken to further develop the industry. This include: Intellectual Property Rights and Protection', Organizing Your Business, Entrepreneurship Training Handcrafts, Design & Visual Arts, Fiji Cultural Industries Entrepreneurship Training Handcrafts, Design & Visual Arts and Entrepreneurship Training for Performing Artists.

The three year funding will culminate in a Trade Mission which will be staged at New York in the United States of America in early February 2016. A local artist enterprise, Rise Beyond the Reef has already been endorsed to represent Fiji in the event. The EU-ACP Enhancing the Cultural Industries project will be coming to a close in 2016. The coordinating authority is still planning and implementing the final activities in each country but also planning for project close out.



Activity	Particulars
Entrepreneurship Training Handcrafts, Design & Visual Arts, Fiji Cultural Industries	Capacity building for Crafters, Designers and Visual Artists on product development, pricing and marketing strategies.
Entrepreneurship Training for Performing Artists.	Capacity building for Performing artists on product development, pricing and marketing strategies.

## Cultural Statistics

*Cultural Statistics since its establishment in the Department in 2013 has progressed immensely in terms of its activities and achievements for the past years. Through the established networks that the Department has built and continuous consultations with its stakeholders, a noted increase in interest and awareness on Cultural Statistics has been perceived from various organisations and institutions from across sectors within the economy.*

	Name	Post
Unit Advisor	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Unit Staff	Mr. Meli K. Tokaibai	Administrative Officer – Cultural Statistics
	Mr. Eroni Waqairagata	Cultural Statistics Assistant

Major achievements of the unit during the 6 months includes; the successful completion of the Public Sector Consultations on Cultural Statistics with Government Ministries & Departments; Cabinet approval of the Alternative Indicators of Well-Being Pilot Survey to be funded and implemented in 2016; further development and expansion of the Cultural Statistics Database.

**Table 73: Other Achievements of the unit in 2016**

Activity	Particulars
Alternative Indicators Well Being Pilot Survey	Meetings with Agricultural Statistics Officer ( Mrs Sera Bose ) Completed a draft Memorandum to FBOS along with AIWBS annex Continuous correspondence with the iTaukei Affairs Board & Mr. Sevudredre Translation of Pilot Questionnaire in progress (commenced on 27th June draft due on 8th July) Meeting with FBOS on implementation of AIWB Pilot (training and printing of survey forms to commence in July to utilize funds available in the current fiscal year) Meetings with FBOS for the finalization of the AIWB Survey Budget
Fiji's Cultural Statistics Framework	TOR for TWG and Consultant approved & signed Draft EOI approved and submitted to DHA & PSEHA for approval Develop Standard Operating Procedure for Cultural Statistics
Researches, surveys and database	Cultural Domain database developed
Cultural Indicators	TOR for TWC formalized by PSEHA Awaiting confirmation from proposed TWC members- only 80% confirmed Advertised EOI for NFCSF Consultant – closing date extended to 8th July 2016

## Culture & Education, Planning, and Training Unit

*The unit is an essential component in setting long term strategies and goals for the Department proper and the culture sector in general (planning); its responsibility also encompasses training, culture and education which is a pivotal aspect of capacity building and knowledge enhancement for position holders as well as the promotion and safeguarding of culture and heritage at the school level.*

	Name	Post
Unit Advisor	Mrs. Lusiana Fotofili	Director
Support	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
	Ms. Rosalia Muavesi	CO (Planning and Training)
	Mr. Maikali Tuvoli	SA Culture and Education

Culture and Education Focus is a core initiative which the Minister has requested priority in terms of implementation. The Culture and Education Unit was involved in lots of educational activities from reviewing the culture strategy meetings, road shows, research on integration of physics in formal curriculum, culture school cluster weekly programs and celebrating of different festivals. The team's collaborative effort has contributed tremendously to the completion of many projects that was part of the unit's 2016 DHA's ACP/ ABP plans.



Table 74: Major achievements

Activity	Particulars	Achievement Status
National Culture And Education Strategy	Fiji Culture and Education Strategy 2016-2020 has gone through lot of scrutiny, vetting and revision. The Strategy have objectives to be implemented in the formal education system from 2016 to 2020 taking considerations Peoples Charter, MOE ACP, ABP, UNESCO 2013 & 172 conventions, National Development Plans, Levuka World Heritage Bill, Pacific Plans, Pacific Regional Culture Strategy, SDGs and other relevant plans.	Launching to be held in 2016. The future activities in 2016 - 2017 will include the work on the continuous strengthening the integration of culture in formal curriculum in Fiji as one of the Curriculum Perspective through partnership with the Curriculum Advisory Services, Technology and Skill Training (TEST) units, local universities/ educational institution(FNU,USP and UoF). In addition, the inclusion of culture indicators in FEMIS is anticipated to be another milestone achievement project for the unit and the Department of Heritage and Arts. The FEMIS Project is a collaboration effort between MOE - AQEP - DHA to be integrated by Quarter 4, 2016. Final Draft –Fiji Culture And Education Strategy 2016-2020 - Completed
Adjunct Fellow Program	This program allows all cultural resource people to register under the Fiji Teachers Registration Authority in order to teach cultural programs in schools. This is all part of the Culture and Education process whereby cultural components is integrated into the school curriculum to be taught and examinable in schools	Finalisation of Criteria for Adjunct Fellows Consultation and Registration of A/Fellows @ FRA Calculation of Allowance for the A/Fellows Finalize Adjunct Fellows Annual School Cultural Visit Programme 2016 Adjunct Fellow Programme Guidelines/ Draft –Completed Memorandum Of Agreement Between Fiji Arts Council & Moe On Adjunct Fellows - Completed
Fiji Museum Open Day	It was one of the Hon. Minister's initiatives to be organized by Department and hosted by Fiji Museum every month. Fiji Museum Open Day is conducted on a monthly basis on the given themes whereby schools are mostly invited to attend and freely access the services provided at the Fiji Museum along with the various programmes and exercises offered for the public to witness and may also participate in. It is an ongoing monthly event.	For the first 7 months of 2016, the Open Day was only held on the month of July due to the renovation process undertaken at the Fiji Museum
Careers Book	The Careers Book "My Life at School" is a cultural resource book design by the Careers section of the Ministry in collaboration with the Department to assist students on their life skills in school and to also direct them towards their career path.	Successfully launched on February 4th at St Joseph Secondary School
Integration of cultural component into the vernacular subjects and careers education	Development of Cultural Resources : Careers Hindi/Urdu/Vosa Vaka- Viti resources were developed in the form of brochures, posters careers handbook to be launched in 2016.	These resources will be launched late this year.
Urban Regional Planning Programme	This is a programme at the Fiji National whereby cultural elements to be included in it to be studied at the Fiji National University.	



Activity	Particulars	Achievement Status
Virtual Museum	The Virtual Museum initiative by the Hon. Minister for Education Heritage & Arts was launched at end of April by him. Ministers' advise that this VM program is a way to carry on to all the registered Heritage Site based from the listing in the National Register. This is a good way of advertising our Heritage Site to the globe. It also allow students or schools in the remote Island or outside the main town to get access to the available items or artefacts displayed at the Fiji Museum	The Virtual Museum initiative was launched at Naitasiri Secondary at the end of April 2016.
Levuka World Heritage in Young Hands		Preliminary Consultation on the Focus Group : Levuka World Heritage In Young Hands – Completed Australia And Levuka Sec Schools Preliminary Heritage Site Visit Consultation With Ministry Of Foreign Affairs – Ongoing (World Heritage In Young Hands) Preliminary Discussion With Fiji Embassy Rep To New Zealand On Moa Cultural Exchange With Levuka Schools

## Planning For The Culture Sector

Team Leader	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
Support	Ms. Rosalia Muavesi	CO (Planning and Training)

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

ACTIVITY	ACHIEVEMENTS
Submission of 2016 Monthly Reports	Submitted 7 monthly reports
Draft ACP 2016 Submission (DHA input)	Director DHA and Mr Vereniki Nalio attended the MOE Planning workshop held at the Novatel conference centre and contribute to the input of DHA indicators of 2016 and 2017
Draft BP 2016 Submission (DHA input)	ABP finalized and submitted
Department Planning Exercises	DHA Planning Exercise successfully conducted in July at the National Archives of Fiji conference room
Position Descriptions reviewed 2016	All Position descriptions for DHA staff reviewed
IWP Reviewed 2016	Conducted an in house training on the development of IWP facilitated by Director DHA
DHA Calendar 2016	Finalized DHA Calendar
Service Excellence Activities	Committee formed to look after all SEA activities for 2016 and 2017
Community Service Activities undertaken by Department Staff with MOE	

## Capacity Building, Awareness and Communications

<b>Desk Officer for Training</b>	<b>Mr. Vereniki Nalio</b>	<b>Act. Senior Cultural Development Officer</b>
Desk Officer for Awareness	Mr. Simione Tuimalega	Cultural Development Officer (AO)
Training, Awareness Support	Ms. Rosalia Muavesi	CO (Planning & Training)

In 2016, the Department of Heritage and Arts contracted positions of staff who had been project officers to utilise the knowledge and skills acquired over the years to improve service delivery. The Department also organised capacity building sessions and identified those personnel in the sector to attend and participate. Some of the trainings and capacity building sessions pursued in 2016 were as follows:

**Table 75: Trainings and capacity building sessions summary for 2016**

NAME	INSTITUTION	COURSE / CONFERENCE	VENUE
Mrs Vaciseva Kuli Latileta	Department of Heritage & Arts	UNITAR Training World Heritage Management and Conservation for World Heritage sites	Hiroshima, Japan
Mr Sunia Kola Marayawa	Department of Heritage & Arts	ICCN Exchange Programme	Incheon, Korea
25 participants – Administrators – Chairperson – Committees	Centre of Arts Promotion: Suva, Labasa, Ba, Nadi	CAP Workshop	Devour On the Park Conference Centre
Ms Amelia Dreketirua Ms Aerina Rounds	Department of Heritage & Arts	South Pacific ESRI Regional Conference	Holiday Inn Suva
Mr Setoki Tuiteci		UNESCO Chair Programme on Cultural Heritage and Risk Management, International Training Course (ITC) on Disaster Risk Management of Cultural Heritage 2016, 11th year, Ritsumeikan University	
Mr Sipiriano Nemani		Policy Advisory Mission	Apia Samoa
Ms Rosa Muavesi Mr Maikali Tuvoli Mr Eroni Waqairagata Mr Jotame Mr Sevanaia	Department of Heritage & Arts and Fiji Museum	Career Exposition	Mulomulo Secondary School, Xavier College Career Expo, Bua College, Nabala Secondary School, Yasawa High School, Yasawa North Secondary School, Unisea Secondary School, Levuka Public School, Rotuma High School
Mr Salvesh Chandra Lal Ms Eleni Tuibeqa	1. Rishikul Sanatan College 2. Yat Sen Sec Sch	Explore Indonesia – International Students Cultural Program	Yogyakarta, Indonesia
Group	Kabu Ni Vanua	26th International Cultural Festival	China
All DHA Staff		DHA 6 Monthly Planning Workshop	National Archives Conference Room
15 Participants	Rotuman Community Representatives	Rotuma Cultural Mapping Field Officers training	ITLC Conference Room
17 Participants		Ovalau Tour Guide Workshop	
Mr Sipiriano Nemani, Mrs Kula Saro, Mr Meli Tokaibai, Mr Vereniki Nalio, Mr Maciusela Raitaukala, Mr Sunia Marayawa, Mrs Lusiana Fotofili	Department of Heritage & Arts	Open Merit System for Selection and Recruitment Workshop	Government Training Centre

The Department also participated and sometimes organises awareness sessions, including exhibitions, curatorial shows to enhance visibility of culture sector activities:

**Table 76: Other commitment of the department in 2016**

NAME	ORGANISED BY	TYPE	OFFICER ATTENDED
USP Career Fair	USP	Expo	Ms Asenaca Ratubuli, Ms Aerina Rounds, Ms Amelia Dreketirua, Ms Mereoni Camailakeba, Mr Sevanaia, Ms Rosa Muavesi
Rewa Day Display	Rewa Provincial Office	Festival	Ms Rosa Muavesi & Ms Asenaca Ratubuli
<b>Career Expo Awareness:</b> Nagadoa & Naruwai village in Bua Naduri village in Macuata Marou & Nacula Village in Yasawa Dravuwalu, Daviqele, Solodamu, Drue village in Kadavu Richmond High School, Daviqele & Namalata Primary School Christ the King Primary School, Paptea & Motusa Primary School	MOE Careers Section	School Expo	Ms Rosa Muavesi Mr Maikali Tuvoli Mr Eroni Waqairagata Mr Jotame Mr Sevanaia
2016 Global Art Contest Judging Panel		Judging Panel	Mr Sipiriano Nemani
Navala Village – Rehabilitation / Recovery Phase: BBB Strategy	UNESCO - ICH	Awareness	Mr Sipiriano Nemani & Mr Simione Tuimalega
Presentation with ICH Team at the FRA. Presentation with ICH Team to the Paramount Chief of Rotuma.	Department of Heritage and Arts	Awareness	Mr Sipiriano, Mr Sunia Marayawa and Ms Sereana Tadrau

## Management and Finance Unit

*The unit is the parent arm of the Department responsible for staffing, overall management and efficient and prudent use of allocations for the Department provided for in the annual budgetary provisions for the sector. The Unit has important roles for the department in ensuring that efficient corporate services are provided; developing and promoting effective monitoring and evaluation systems to assess service deliveries and ensuring financial accountability and transparency is practiced within the department.*

Unit Advisor:	Mrs Lusiana Fotofili	Director Heritage and Arts
Support	Kula Baleikasavu	A/AO Culture
	Mrs Laisa Vuto	A/XO Registry
	Mrs Lobua Radrodro	Secretary
	Mr. Poaloi Fifita	Driver
	Ms Asenaca Ratubuli	TRCO Admin

## Department Staffing

The following summarizes staff movements, new appointments and review of appointment:

REMARKS	NAME	POSITION
Transfer to Act In Place of Peni Cavuilagi Who Retired Wef 04/06/15.	Adi Mere Ratunabuabua (63890)	Acting Principal Admin Officer.
1 Staff promotion (Cultural Statistics Officer)	Eroni Waqairagata	Cultural Statistics Officer
Confirmed To Clerical Post	Alumita Romanu (95536)	Policy And Convention Assistant
Confirmed To Clerical Post	Vaciseva Kuli (95537)	World Heritage Assistant
Confirmed To Clerical Post	Ulamila Liku (95538)	Cultural Industries Assistant
Confirmed Admin Officer	Meli Tokaibai (95542)	Cultural Statistic Officer
Confirmed GIS Officer	Jovesa Takiveikata (95544)	GIS Officer
Confirmed Senior Officer	Anaseini Vakasausau (90588)	Senior World Heritage Officer
Confirmed Senior Officer	Sunia Marayawa (80252)	Senior Policy And Communication
Confirmed Driver/Messenger	Poaloi Fifita Lasike	Driver



## CHAPTER 15: NATIONAL ARCHIVES OF FIJI

### Background

Records Management is a key Business process that underpins strategic planning, decision-making and operational activities. In the context of human rights, records provide the information by which government and other organisations can meet and discharge their obligations to citizens and communities. For example, without good record keeping and adequate records citizens may not receive entitlements such as pensions. It is a sad fact, however, that so many organisations (understandably in some cases) concentrate heavily on their core functions and lack the records management mechanisms that will enable them to discharge these functions effectively. Good Record Keeping for Government obtained by benchmarking. This will identify processes and results that represent best practices and performance for any organisation.

Team members have been meeting regularly to discuss challenges and strategies to be able to complete tasks. This was evident through the work of the Relocation team and they have forwarded important ideas that would assist their work program.

### Establishment

The National Archives of Fiji (NAF) was established in 1954 as a Branch of the former Colonial Secretary's Office under the name Central Archives of Fiji and the Western Pacific High Commission. It was a joint depository for the records of the Government of Fiji and of the Western Pacific High Commission. The Central Archives gained departmental status in 1966. When Fiji Gained independence in 1970 all the records of the W.P.H.C. and those of its territorial governments were transferred to a new Archives and the Central Archives and the Western Pacific High Commission was renamed the National Archives of Fiji.

### Legislation

NAF administers two Acts. All our roles and responsibilities stem from these.

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

### Objective

The Department has two main objectives spelt out in law:

#### i) Evidence & Education – Making Fiji a Knowledge Based Society

To acquire, preserve, and make accessible a) important archival records, and b) all publications printed and published in Fiji. Together the archival records and publications comprise a large part of the nation's collective memory.

The archival records act as the corporate memory of government which informs policy formulation and enables evidence based governance, and for the general public they offer proof of decisions and activities thereby ensuring their rights and entitlements are safeguarded (Identity, property, pensions, etc.).

The publications compliment the archival holdings, and together they stand as a vast reservoir of information for a wide array of researchers from professional researchers, lawyers, and policy writers to students, farmers, and villagers.

#### ii) Government Recordkeeping – Good Governance

By convention, national archives bodies are the recordkeeping authority of their country. This is so for Fiji. The PRA directs the Archives to examine and advise government agencies on the safe and systematic management of their records (corporate memory). Authentic, accurate, accessible records provide the foundation for the efficient and effective conduct of government business.

NAF meets this obligation through records NAF surveys of agencies and the conduct of recordkeeping training through the year.

## Organizational Structure

The Department has a staff establishment of 30 including 2 un-established employees. The Head of the Department is the Government Archivist who reports to the Permanent Secretary through the Deputy Secretary Professional.

## SECTIONS

NAF has five (5) professional sections which operate in concert to achieve the objectives mentioned above.

### 1. Archives Administration and Advisory Services

This is the Departments core Unit and it has two main functions, these are:

- a. Evaluates, selects and takes into custody for proper preservation public records which have permanent value. It arranges, describes and publishes records held in the Archives to facilitate easy retrieval, and to promote scholarly research among them. Safeguard the integrity of public records by ensuring their proper security and safe custody, and by promoting their better preservation.
- b. As government's authority on records and their management the department provides training to increase the awareness of records issues, and encourage best practice in government departments. The section also leads the department in providing advisory services to Ministries and Departments on matters relating to the safe custody of public records



### 2. Sir Alport Barker Library

Housed within the National Archives is the Sir Alport Barker Memorial Library. This is Fiji's Legal Deposit Library which receives all materials printed and published in Fiji. It is tasked with acquiring and arranging all materials published in Fiji, for the knowledge and education of the people of Fiji. It became the Deposit Library for the Colony of Fiji in 1960 with the receipt of a sizeable collection of rare books from the estate of Sir Alport Barker. A condition of this bequest was that the Alport collection forms the basis of reference library similar to the Mitchell Library of Sydney, which is the State Library of New South Wales.



### 3. Microfilm Services

Microfilming of records is a critical function to the preservation of Fiji's heritage. This section films historical documents on to microfilm and then the microfilmed version of the document is released for use by researchers. This prevents wear and tear to the original document. The unit films, develops and creates a backup copy as a safety measure. Each roll of microfilm is able to store about one month of Fiji times. The section also tends to the photocopy requests of users.



### 4. Conservation

This section is responsible for the proper conservation and restoration of the permanent records held in the National Archives. It carries out restoration of historical records which have deteriorated due to their advanced age. In order to do this the staff have a very specific skills set, and work with specialized materials. The Section also provides training and technical advice to government departments on the conservation & bookbinding issues.

## 5. Digital Continuity

### a. Photographs

Sorting, cleaning and Digitizing Fiji's historical photographic collection is essential to safeguarding the nation's memory. This painstaking work is meticulously carried out to preserve and make accessible these vital records which were at risk of decay before they came to the archives.

### b. Audio Visual Footage

Over 200 hours of historical AV footage has been successfully restored and installed in a media management system at NAF. These materials have been used by the Department of Information's Film and Television Unit to produce "Back in Time" a historical programme which has generated intense interest among viewers. In the coming year, the digital continuity team will compile a DVD box set covering important historical and cultural matters to be distributed to Schools to support education and make Fiji knowledge based society.



## Services

The National Archives provides a number of services to government and the public, as set out in the Public Records Act. These are to meet the objective of making governments permanent records available to government and the public where appropriate.

### 1. Research Services

The Department provides library and archival information services to a variety of users. From villagers, primary and secondary school students to academics, scholars and other Government Ministries and Departments.

### 2. Supporting Evidence Based Governance

Archival files were released to Cabinet Office and other Government agencies in order to support the efficient and effective development of government policies, and enable evidence based governance. Without the information contained in these archival records, policy formulation and government decision making and the ability to ensure the entitlements of the public is compromised.



### 3. Records Advisory Services

In compliance with the Public Records Act, NAF has carried out records surveys of Government Agencies to inspect and advice on Recordkeeping practices. Findings have been largely positive, most offices have shown improvement in their recordkeeping. This indicates that our work with them is paying off. All offices have been provided with feedback on opportunities for improvement which we will follow up on in preceding surveys.

### 4. Record Management training

Training on records management and document preservation are carried out to improve the level recordkeeping in the public services.

Records Management Training was carried out in accordance with the Public Records Act Chapter 108. This is to raise the level of Recordkeeping across Government Agencies in alignment within international best practices. Record Management Training supports the delivery of Services -documenting how Policies and statutes are carried out, what services were provided, who carried out the work and how much it cost, and, in the longer term, an organisation's accomplishments. Education and Capacity building in Archival and Record Keeping skills will enable the Department to fully implement what is learn and be able to improve the way the Ministries and Department keep its record.

## 5. Outreach Activities

Outreach programmes for the Department National Archives of Fiji has increased over the years. This process of spreading awareness of the Department's function through planned and ad hoc events have become the means as with the social media to actively distribute information to the general public. By reaching out through these modes the Archives has increased its likes on Facebook and invites to participate in various programmes have also seen a marked increase.

Government Road shows are also part of the confirmed outreach programmes on the Department's events calendar. The first was held in Naitasiri (Natoika) this year. Four staff was sent to man the Archives booth and through their report highlighted the number of visitors increased considerably on day two. Over 300 members of the public visited the booth with queries on archival records for Land Claims Commission reports, genealogy search, history of their villages and communities and the general history of the province of Naitasiri.

The outreach programme is where by the Department make sure to build productive contacts among a range of individuals and institutions for accessible information. This is reflected through the Departments merit base responsive, efficient and effective in its Service Delivery and accountability in providing services to the members of the Public.

Outreach is essential for our Department. It is taking archival services directly to the people. This is in support of Government's directive to give remote and rural populations proper access to Government services. This information is also essential to build a sense of National Identity. Through historical documents and materials, the National Archives can portray Fiji's development through the ages and impart a sense of common national heritage for the public. This builds social cohesion and a sense of national identity which is critical for peace and socio-economic Development.

The National Archives of Fiji is honoured to contribute materials (accounts from Girit women, and audio visual footage) for a storytelling event on Girit women organised by Femlink in collaboration with the Poetry shop and the Fiji Museum to be held on Friday 10th at the Fiji Museum from 3pm - 6pm.

On the 14th of May we were also participated in the Ministry of Education, Heritage and Arts Girit Commemoration at Syria Park. Display featured the following:

- Indenture records (Immigration pass, shipping records, and plantation records)
- Deed of Cession (and Fijian translation)
- Audio Visual footage

### 3.2 Box Set of Educational TVD's and Log Book for Schools

The Department donates school box set to the schools where the outreach programme is held. This also includes visitors' book that the Department prepares for the school.

### Archives Tours and Researchers

The outreach and Tours programme is where by the Department make sure to build productive contacts among a range of individuals and institutions for accessible information. This is reflected through the Departments merit base responsive, efficient and effective in its Service Delivery and accountability in providing services to the members of the Public. Below shows the pictures of some of our Customers who comes to the National Archives of Fiji to do their research.





### Back in Time Programme.

The Department of Information in collaboration with the Department of National Archives of Fiji produces the programme back in time on Fiji's historical documentary series which is currently sourcing more footage and is scheduled to be played at the third (3rd) season in the month of March. There will be a total of forty (40) episodes in this season and it will be aired on prime slots on both television stations. The series draws from two thousands (2000 hours) (70 terra bytes) of digitized historical footage held at the National Archives of Fiji.



### Department Engaged In other Activities.

The Department believes that the richest resources of a Department are its people. For this reason the Department recognises the individual performances of its workforce by celebrating the employee of the quarter where by it recognises the performance of each individual. Staffs were assessed for their ability to accomplish its work processes through the knowledge, skills, abilities and competencies of each individual. They were assessed on how they sustain relationships with the customer, innovative ideas and work processes.



### International Archives Day Celebrations

The National Archives of Fiji yesterday celebrated International Archives Day. This is celebrated worldwide on June 9th. The Department marked the occasion with a small get together to celebrate staff commitment.

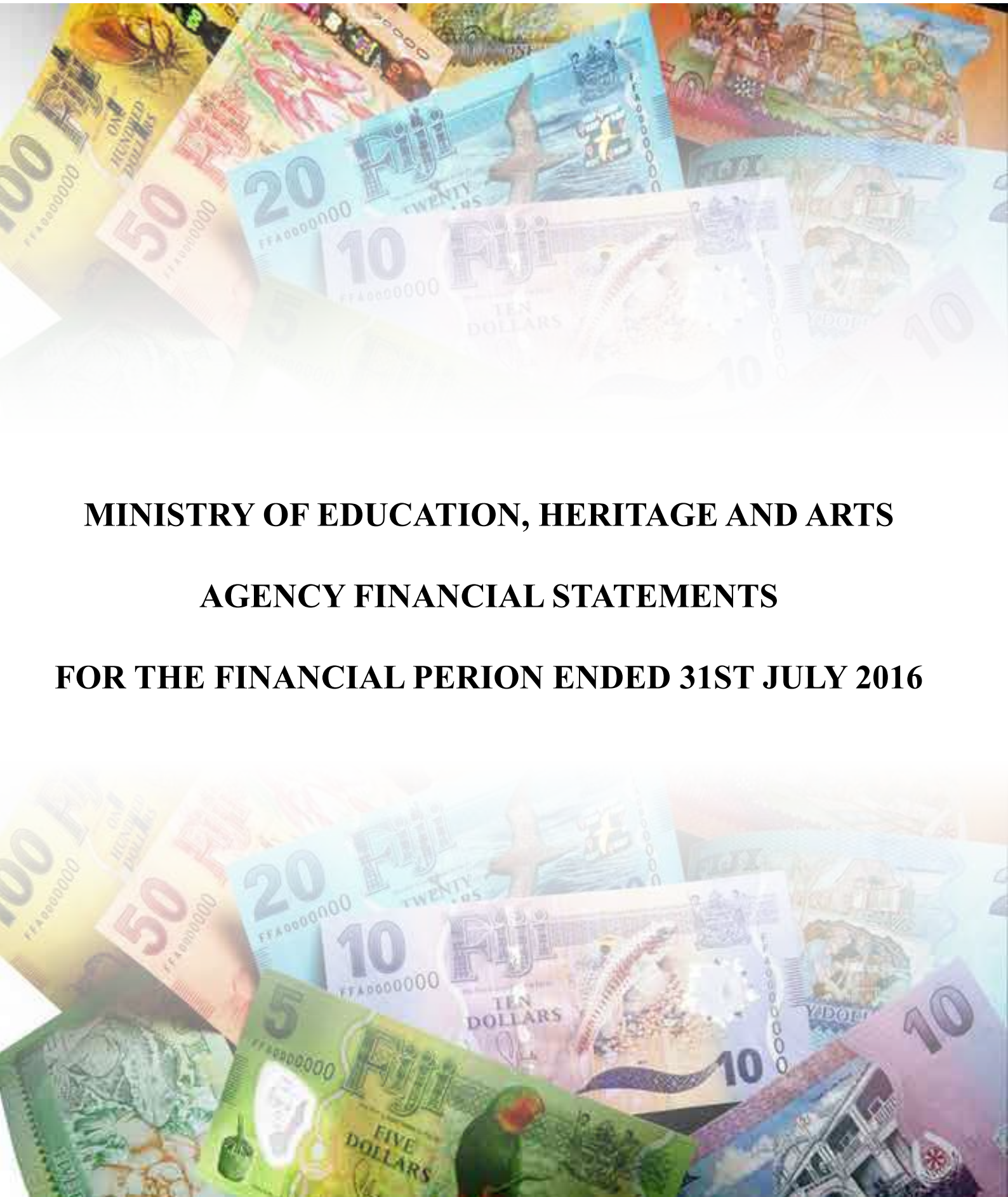
Senior Management hosted staff to morning tea. Two of the Department's oldest serving staff were also given the opportunity to share their experiences. Archivist Elenoa Delailakeba and Senior Conservator Taito Raione have over 50 years of service between them. Mr Raione is the only paper conservator in the country and Ms Delailakeba is well versed with archival records.



The Department was established in 1954 as the Central Archives of Fiji and Western Pacific High Commission. It formally became the National Archives of Fiji in 1971 after the amended of the Public Records legislation. This year marks 45 years of the Department's existence.

### Quality Circle Training

The Department believes that the richest resources of a Department are its people. For this reason the Department conducted the Quality Circle Training for the staff to enable them to improve the way they conduct their process. This training was in-house and was conducted by FNU and it reflects the degree of effective utilization of each element of production in terms of output. QC is based on the philosophy that nearly everybody will take more interest and pride in their work if they have a share in the decision-making or have a say in how their work should be conducted. By developing individual capabilities and creating a cordial atmosphere in the work place, the staff find it a more meaningful place to work in. as a result, not only staff and management benefit but the organisation also benefits.



## **MINISTRY OF EDUCATION, HERITAGE AND ARTS**

### **AGENCY FINANCIAL STATEMENTS**

#### **FOR THE FINANCIAL PERIOD ENDED 31ST JULY 2016**

**MINISTRY OF EDUCATION, HERITAGE AND ARTS  
AGENCY FINANCIAL STATEMENTS  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016**

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## OFFICE OF THE AUDITOR GENERAL

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### INDEPENDENT AUDITOR'S REPORT

#### Audit Opinion

I have audited the financial statements of the Ministry of Education, Heritage and Arts, which comprise the Statement of Receipts and Expenditure, Appropriation Statement and Statement of Losses for the 7 months period ended 31 July 2016, and the notes to the financial statements including a summary of significant accounting policies.

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

#### Basis for Opinion

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

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

The management of the Ministry of Education, Heritage and Arts are responsible for the preparation of the financial statements in accordance with the Financial Management Act 2004, Financial Management (Amendment) Act 2016 and the Finance Instructions 2010, and for such internal control as the management determine is necessary to enable the preparation of financial statements that are free from material misstatements, whether due to fraud or error.

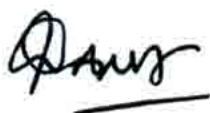
#### Auditor's Responsibilities

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ministry's internal control.
- Evaluate the appropriateness of accounting policies used and related disclosures made by the Ministry.

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



Ajay Nand  
AUDITOR GENERAL



Suva, Fiji  
18 May 2017

## MINISTRY OF EDUCATION, HERITAGE AND ARTS

### MANAGEMENT CERTIFICATE

#### FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016

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The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the seven months ending 31 July 2016 comprises the following heads of appropriation:

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

We certify that these financial statements:

- (a) fairly reflect the financial operations and performance of the Ministry of Education, Heritage and Arts for the financial period ended 31 July 2016; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004, Financial Management (Amendment) Act 2016 and the Finance Instructions 2010.



Iowane Pomipate Tiko  
Permanent Secretary



Sukhendra Donish Lal  
Director Finance

Date: 17/5/2017

Date: 17/5/2017

## MINISTRY OF EDUCATION, HERITAGE AND ARTS

## Schedule 1

HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016

	Notes	2016 (\$)	2015 (\$)
<b>RECEIPTS</b>			
<b>State Revenue</b>			
Fees Examination		11,148	39,968
Fees Government Day Schools		27,838	41,484
Fees Government Boarding Schools		258,131	434,578
Registration		141,985	360,592
Commission		61,267	101,717
OPR in Previous Years		3,550	11,735
Sale of School Farm Produce		2,168	7,089
Sale of Items from Technical College	3 (b)	3,044	-
Technical College Recovery	3 (c)	481,001	-
Student Fees - Technical College of Fiji		-	615,199
<b>Total State Revenue</b>		<b>990,132</b>	<b>1,612,362</b>
<b>Agency Revenue</b>			
Miscellaneous Revenue		32,768	89,093
<b>Total Agency Revenue</b>		<b>32,768</b>	<b>89,093</b>
<b>TOTAL RECEIPTS</b>	3 (d)	<b>1,022,900</b>	<b>1,701,455</b>
<b>EXPENDITURE</b>			
<b>Operating Expenditure</b>			
Established Staff		163,398,507	267,580,510
Government Wage Earners		2,877,716	4,673,078
Travel & Communications		1,254,633	1,386,178
Maintenance & Operations		1,219,118	1,309,864
Purchase of Goods & Services		8,834,503	11,311,957
Operating Grants & Transfers		63,829,554	94,536,336
Special Expenditure		5,453,344	10,004,625
<b>Total Operating Expenditure</b>		<b>246,867,375</b>	<b>390,802,548</b>
<b>Capital Expenditure</b>			
Construction	3 (e)	666,297	553,660
Purchases	3 (f)	764,924	147,234
Grants & Transfers		1,867,460	3,434,552
<b>Total Capital Expenditure</b>		<b>3,298,681</b>	<b>4,135,446</b>
<b>Value Added Tax</b>		<b>1,318,220</b>	<b>3,437,179</b>
<b>TOTAL EXPENDITURE</b>	3 (g)	<b>251,484,276</b>	<b>398,375,173</b>

## HIGHER EDUCATION INSTITUTIONS

Schedule 2

**HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016**

	Notes	2016 (\$)	2015 (\$)
<b>EXPENDITURE</b>			
<b>Operating Expenditure</b>			
Operating Grants and Transfer		50,580,511	79,716,700
<b>Total Operating Expenditure</b>		<u>50,580,511</u>	<u>79,716,700</u>
<b>Capital Expenditure</b>			
Capital Grants and Transfers		-	268,427
<b>Total Capital Expenditure</b>		<u>-</u>	<u>268,427</u>
<b>TOTAL EXPENDITURE</b>	3 (g)	<u>50,580,511</u>	<u>79,985,127</u>



## MINISTRY OF EDUCATION, HERITAGE AND ARTS

## Schedule 3

HEAD 21: APPROPRIATION STATEMENT  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$) (Note 4)	Revised Estimate (\$) (a)	Actual Expenditure (\$) (b)	Lapsed Appropriation (\$) (a-b)
	<b>Operating Expenditure</b>					
1	Established Staff	287,108,056	(2,359,257)	284,748,799	163,398,507	121,350,292
2	Unestablished Staff	3,978,009	754,588	4,732,597	2,877,716	1,854,881
3	Travel & Communication	1,890,000	(50,086)	1,839,914	1,254,633	585,281
4	Maintenance & Operations	2,501,776	(86,921)	2,414,855	1,219,118	1,195,737
5	Purchase of Goods & Services	18,875,814	(3,262,886)	15,612,928	8,834,503	6,778,425
6	Operating Grants & Transfers	98,072,370	743,580	98,815,950	63,829,554	34,986,396
7	Special Expenditure	2,421,000	4,237,531	6,658,531	5,453,344	1,205,187
	<b>Total Operating Costs</b>	<b>414,847,025</b>	<b>(23,451)</b>	<b>414,823,574</b>	<b>246,867,375</b>	<b>167,956,199</b>
	<b>Capital Expenditure</b>					
8	Capital Construction	2,878,500	-	2,878,500	666,297	2,212,203
9	Capital Purchases	5,532,250	-	5,532,250	764,924	4,767,326
10	Capital Grants & Transfers	5,924,175	-	5,924,175	1,867,460	4,056,715
	<b>Total Capital Expenditure</b>	<b>14,334,925</b>	<b>-</b>	<b>14,334,925</b>	<b>3,298,681</b>	<b>11,036,244</b>
13	Value Added Tax	3,067,200	23,451	3,090,651	1,318,220	1,772,431
	<b>TOTAL EXPENDITURE</b>	<b>432,249,150</b>	<b>-</b>	<b>432,249,150</b>	<b>251,484,276</b>	<b>180,764,874</b>

## HIGHER EDUCATION INSTITUTIONS

Schedule 4

HEAD 26: APPROPRIATION STATEMENT  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$)	Revised Estimate (\$) (a)	Actual Expenditure (\$) (b)	Lapsed Appropriation (\$) (a-b)
	<b>Operating Expenditure</b>					
6	Operating Grants & Transfers	70,584,400	-	70,584,400	50,580,511	20,003,889
	<b>Total Operating Costs</b>	<b>70,584,400</b>	<b>-</b>	<b>70,584,400</b>	<b>50,580,511</b>	<b>20,003,889</b>
	<b>Capital Expenditure</b>					
10	Capital Grants & Transfers	6,000,000	-	6,000,000	-	6,000,000
	<b>Total Capital Expenditure</b>	<b>6,000,000</b>	<b>-</b>	<b>6,000,000</b>	<b>-</b>	<b>6,000,000</b>
	<b>TOTAL EXPENDITURE</b>	<b>76,584,400</b>	<b>-</b>	<b>76,584,400</b>	<b>50,580,511</b>	<b>26,003,889</b>

**MINISTRY OF EDUCATION, HERITAGE AND ARTS**
**Schedule 5**
**STATEMENT OF LOSSES  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016**
**Loss of Money**

The following was recorded as loss of money for the Ministry for the financial period ended 31 July 2016.

Item	Amount (\$)	Status
Overpayment of Salaries not recovered due to retirement and deemed to resign	10,994	Loss report submitted to Ministry of Economy
<b>TOTAL</b>	<b>10,994</b>	

**Loss of Revenue**

The Ministry did not record loss of revenue for the financial period ended 31 July 2016.

**Loss (other than money)**

- The following item worth \$28,393 was reported to be lost due to theft.

Item	Value of item (\$)	Status
1 x Laptop – Technical College of Fiji, Nabua	1,729	Police Report & Loss report submitted to Ministry of Economy for approval
3 x Acer P1185 Projectors	3,474	Police Report & Loss report submitted to Ministry of Economy for approval
1 x Dell Laptop	1,791	Police Report & Loss report submitted to Ministry of Economy for approval
1 x Samsung Galaxy S5	1,799	Police Report & Loss report submitted to Ministry of Economy for approval
11 x Dell CPU	15,400	Police Report & Loss report submitted to Ministry of Economy for approval
3 x Dell CPU	4,200	Police Report & Loss report submitted to Ministry of Economy for approval
<b>Total</b>	<b>28,393</b>	

- Following the 2016 Board of Survey, the items worth \$91,531 were written off as approved by the Permanent Secretary for Economy.

Office	Cost (\$)	Remarks
DSP's Office	1,800	Laptop not in a working condition
Permanent Secretary's Office	2,700	All assets were not in working condition
Salary Section	3,300	All assets not in working condition
Corporate Services	10,000	Photocopier beyond repair condition
PDU	1,786	Photocopier beyond repair condition
Heritage & Arts	1,900	Laptop not in a working condition
Test Section	3,249	All assets not in working condition
Secondary Section	881	All assets not in working condition
PPU	2,189	Chairs were beyond repair condition

## MINISTRY OF EDUCATION, HERITAGE AND ARTS

## Schedule 5

**HEAD 21: STATEMENT OF LOSSES (Continued...)**  
**FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016**

Office	Cost (\$)	Remarks
Human Resources	2,552	Chairs were beyond repair condition
Sigatoka Education Office	1,600	Workstation were beyond repair condition
Examination Unit	20,100	All assets not in working condition
Lautoka Education Office	19,083	All assets not in working condition
Accounts Section – HQ	2,899	All assets not in working condition
Ba/Tavua Education Office	2,400	CPU not in working condition
Ra Education Office	3,855	All assets not in working condition
ERC	1,620	All assets not in working condition
Natabua High School	2,687	All assets not in working condition
Delainamasi Primary School	350	All assets not in working condition
Nausori Education Office	4,600	All assets not in working condition
FTRA	1,700	All assets not in working condition
Suva Grammar School	280	All assets not in working condition
<b>TOTAL</b>	<b>91,531</b>	

**MINISTRY OF EDUCATION, HERITAGE AND ARTS**

**Schedule 6**

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016**

**NOTE 1: REPORTING ENTITY**

The Ministry of Education, Heritage and Arts is responsible for the delivery of Education and Training Services to schools, Pre-Schools, Tertiary and training centres and it is responsible for the preservation of the different cultures in Fiji. These include the provision of curriculum frameworks, policy guidelines, qualified teaching personnel and programme support to controlling authorities and education and training institutions. The Ministry also has responsibilities for ensuring that standards in education are met and maintained through the regulation and recognition of education and training providers and accreditation of programmed delivery. Through advisory services, support is rendered to school management for the effective running of schools as well as financial assistance for construction and maintenance of school facilities. The Ministry is also tasked with improving rural education standards and the education opportunities of disabled students and out of school youths.

**NOTE 2: STATEMENT OF ACCOUNTING POLICIES**

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

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

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

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

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

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

**(c) Comparative Figures**

The Ministry changed its reporting period from 1 August to 31 July as per the Ministry of Economy circular number 04/16 due to a change in the whole of government reporting period.

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Schedule 6

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FOR THE FINANCIAL PERIOD ENDED 31 JULY 2016

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

**(c) Comparative Figures (Continued...)**

Hence, the 2016 financial reporting period is for 7 months effective from 1 January 2016 to 31 July 2016. In comparison, the 2015 financial reporting period is for 12 months effective from 1 January 2015 to 31 December 2015. This was provided for in the Financial Management (Amendment) Act 2016.

**(d) Revenue Recognition**

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

**(e) Change in Fiscal Year**

As per the change in the Government Fiscal year from January – December to August to July, the current Annual Financial Statements depicts financials for seven months. The figures of the last seven months are illustrated against December 2015 figures.

**NOTE 3: SIGNIFICANT VARIATIONS**

- (a) For the purpose of comparison of results for the seven (7) months period covering January to July 2016, the corresponding result for the previous financial period (fiscal 2015) can be prorated by dividing the respective figure by twelve (12) and multiplying by seven (7).
- (b) A total of \$3,044 were collected by the Technical College for the sale of consumable materials that students produced during their practical lessons.
- (c) The Nabua Technical College receive a total of \$480,001 from Tertiary Scholarship and Loans Board (TSLB) being for tuition fees of students who loaned under Tertiary Education Loans Scheme (TELS) in 2015.
- (d) The overall revenue of the Ministry declined by \$678,555 or 40% due to change in government financial reporting period and hence the 2016 financial period is for 7 months effective from 1 January 2016 to 31 July 2016 in comparison to 2015 which comprised of 12 months period (1 January 2015 to 31 December 2015).
- (e) The Capital Construction costs increased by \$112,637 or 20% in 2016 compared to 2015. This was due to increased rehabilitation works carried in schools after the damages done by Cyclone Winston.

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- (f) The Capital Purchase cost increased by \$617,690 or 420% in 2016 compared to 2015. The increase was due to purchase of furniture's for damaged schools and distribution of boats and engines to the needed schools.
- (g) The overall expenditure declined by \$146,890,898 and \$29,404,616 for Ministry of Education, Heritage and Arts (Head 21) and Higher Education Institutions (Head 26) or 37% respectively due to change in government financial reporting period. Hence the 2016 financial period is for 7 months effective from 1 January 2016 to 31 July 2016 in comparison to 2015 which comprised of 12 months period (1 January 2015 to 31 December 2015).

**NOTE 4: DETAILS OF APPROPRIATION CHANGES**

The Ministry of Economy approved the following transfer of funds during the period:

DV#	From	To	Amount (\$)	DV#	From	To	Amount (\$)
DV2101	SEG 1	SEG 7	311,400	DV2118	SEG 5	SEG 5	400,000
DV2102	SEG 3	SEG 7	103,000	DV2118	SEG 13	SEG 13	36,000
DV2102	SEG 5	SEG 7	510,000	DV2119	SEG 5	SEG 4	75,000
DV2102	SEG 6	SEG 7	647,000	DV2120	SEG 5	SEG 4	15,000
DV2103	SEG 1	SEG 7	3,000	DV2121	SEG 3	SEG 3	95,835
DV2103	SEG 3	SEG 7	10,000	DV2121	SEG 4	SEG 4	9,174
DV2103	SEG 5	SEG 7	2,000	DV2121	SEG 5	SEG 5	1,315,834
DV2103	SEG 6	SEG 7	3,400	DV2121	SEG 5	SEG 6	331,012
DV2104	SEG 3	SEG 7	63,200	DV2122	SEG 5	SEG 3	7,292
DV2105	SEG 3	SEG 7	11,800	DV2122	SEG 4	SEG 4	14,930
DV2105	SEG 4	SEG 7	135,000	DV2122	SEG 5	SEG 5	72,258
DV2106	SEG 1	SEG 7	188,600	DV2122	SEG 6	SEG 6	4,562
DV2106	SEG 3	SEG 7	50,000	DV2122	SEG 5	SEG 7	1,571
DV2106	SEG 4	SEG 7	65,000	DV2122	SEG 13	SEG 13	3,981
DV2106	SEG 5	SEG 7	105,000	DV2123	SEG 3 & 5	SEG 3	45,261
DV2107	SEG 5	SEG 3	50,000	DV2123	SEG 5	SEG 4	8,401
DV2107	SEG 5	SEG 4	30,000	DV2123	SEG 5	SEG 5	386,941
DV2107	SEG 5	SEG 5	70,000	DV2114	SEG 6	SEG 6	1,250,500
DV2108	SEG 5	SEG 6	1,400,000	DV2115	SEG 1	SEG 5	100,000
DV2109	SEG 6	SEG 6	1,456,631	DV2116	SEG 5	SEG 4	1,059
DV2110	SEG 1	SEG 7	973,200	DV2117	SEG 6	SEG 7	220,000
DV2110	SEG 4	SEG 7	20,000	DV2117	SEG 7	SEG 7	37,844
DV2110	SEG 5	SEG 7	313,400	DV2117	SEG 13	SEG 13	18,000
DV2111	SEG 4	SEG 4	99,607	DV2123	SEG 5	SEG 6	354,500
DV2111	SEG 13	SEG 13	8,964	DV2123	SEG 5	SEG 7	960
DV2112	SEG 4	SEG 4	30,550	DV2123	SEG 5	SEG 13	23,000
DV2112	SEG 13	SEG 13	4,259	DV2124	SEG 6	SEG 4	1
DV2113	SEG 4	SEG 4	10,217	DV2124	SEG 6	SEG 7	500,000
DV2113	SEG 13	SEG 13	1,099				

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**NOTE 5: OPERATING TRUST**

As at 31/07/16, the operating fund account had a credit balance of \$1,998,159 (SEG 86 \$1,868,328 and SEG 89 \$129,831). This relates to various employee deductions and performance bonds.

**NOTE 6: DRAWINGS ACCOUNT**

As at 31/07/16, drawings account had a credit balance of \$13,400,106. These monies were related to cheques written by the Ministry that were yet to be presented to the bank.

**NOTE 7: REVOLVING FUND ACCOUNT - MISCELLANEOUS**

As at 31/07/16, RFA had a debit balance of \$261,153. Most of the balances in this account relates to accountable advances and prepaid expenses, dishonoured cheques and surcharges. Refer to the table below for details:

General Ledger Description	General Ledger Account	Amount (\$)
Prepaid Expenses	1-21101-21999-570101	36,207
Advances	1-21101-21999-570301	224,946
<b>Total</b>		<b>261,153</b>







DEPARTMENT OF HERITAGE & ARTS



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