

CONTENT

Letter to the Minister

PART I - OVERVIEW

- Chapter 1: Portfolio Structure**
- Ministerial Assignment
 - Legislation
 - Boards and Council Membership
 - Education Forum
- Chapter 2: Permanent Secretary's Overview**
The Year in Review
- Chapter 3: Ministry Profile and Context**
- Role, Outcomes and Budget
 - Corporate Plan and Our Services
 - Education Context
 - School Governance
 - Education Statistics
 - Ministry's Executive and Structure

PART II - REPORT ON PERFORMANCE

- Chapter 4: Administration and Finance Section**
- Chapter 5: Primary Education Service**
- Chapter 6: Secondary Education Service**
- Chapter 7: Curriculum Advisory Service**
- Chapter 8: Technical Vocational Education and Training**
- Chapter 9: Examinations and Assessment Unit**
- Chapter 10: Asset Management Unit**
- Chapter 11: Library Services of Fiji**
- Chapter 12: Teacher Training Colleges**
- Lautoka Teachers College
 - Fiji College of Advanced Education
- Chapter 13: Output Specification and Performance Measure**

CONTENT contd.

PART III - REPORT OF DONOR AGENCIES

Chapter 14: Fiji Education Sector Program – AusAID

Chapter 15: Fiji Education Sector Program – EU

Chapter 16: PRIDE

Chapter 17: JICA

Chapter 18: UNESCO

Chapter 19: The Citizenship Education Project

Chapter 20: Family Life Project

PART V - CONTINUING PROFESSIONAL DEVELOPMENT AND INTERVENTION

Chapter 21: Professional Development Unit

Chapter 22: Teachers Registration Board

Chapter 23: Higher Education Board

Chapter 23: Culture and Arts

PART V - APPENDICES

Appendix 1: Statistical Tables

Appendix 4: Organisational Structure

PART 1 - OVERVIEW

Chapter 1: Portfolio Structure

Ministerial Assignment

This Annual Report records the Ministry's activities for the year 2008, covering the performance and achievements in programmes and activities under the responsibilities assigned to the Minister for Education, National Heritage, Culture and Arts.

Mr Filipe Bole was appointed as Minister for Education, National Heritage, Culture and Arts, Youth and Sports by the Interim Government on 7 January 2008. Mrs Emi Rabukawaqa continued as the Permanent Secretary for Education, National Heritage, Culture and Arts.

The Ministerial portfolio administered by the Ministry of Education, National Heritage, Culture and Arts consists of:

- Leadership, Policy Advice & Strategic Development
- Pre-School Service
- Primary School Service
- Secondary School Service
- Special Education Service
- Curriculum Advisory Service
- Technical Vocational Education Technology
- Examination and Assessment Unit
- Assets Monitoring Unit
- Library Service
- Careers Service
- National Substance Abuse Advisory Council
- UNESCO National Commission

Legislation

The Minister for Education, National Heritage, Culture and Arts is responsible for the following legislation:

- | | | |
|---|---|----------|
| 1. Education Act | - | Cap.262 |
| 2. Examination Act | - | Cap.262A |
| 3. Fiji Institute of Technology Decree | - | Cap.259A |
| 4. Library (Deposit of Books) Act | - | Cap.109 |
| 5. Substance Abuse Advisory Council Act | - | Cap.140A |
| 6. University of the South Pacific Act | - | Cap.266 |
| 7. Fiji Museum Act | - | Cap.263 |
| 8. National Trust of Fiji Act 1970 | - | Cap. 265 |
| 9. National Trust of Fiji Amendment Act, No.40 of 1998 | - | |
| 10. Protection of Objects of Archaeological and Palaeontological Interest Act | - | Cap. 264 |

Boards and Council Membership

The Minister heads the 5-member Fiji delegation to the USP Council which meets twice yearly. He supervises also the work of the FIT Council.

The Permanent Secretary represents the Ministry at the FIT Council and at the TPAF Board meetings, and at the South Pacific Board of Education Assessment and National Substance Abuse Advisory Council meetings, and others.

Education Forum

The Education Forum is established to provide advice to the Minister for Education on the following:

- **Education Policy Directions**
- **Current Education Development and Planning**
- **Educational issues and their proposed solutions**

The Education Forum meets once every term and is chaired by the Permanent Secretary for Education. Membership consists of those selected in accordance with the relevant provisions of the Education Act.

To assist the Forum, the Divisional School Management Board (DSMB) which comprises stakeholders that are not represented on the forum, meet at Divisional Level and a report is tabled at the Education Forum by the respective Deputy Secretaries.

The Divisional School Management Board meets a week earlier before the Education Forum. The DSMB is chaired by the Deputy Secretaries and meets once a term.

There were three Education Forum and Divisional School Management Board meeting in 2008. The Forum consisted of the following members:

1. Permanent Secretary for Education
2. Deputy Secretaries for Education
3. President Fijian Teachers Association
4. President Fiji Teachers Union
5. President Fiji Principals Association
6. President Fiji Head Teachers Association
7. Director – Roman Catholic Church
8. President Methodist Church of Fiji
9. President Ahmadiyya Muslim Association
10. President Fiji Muslim League
11. President – Sanatan Dharam Pritindhi Sabha
12. President Anglican Church
13. President Seventh Day Adventist Church
14. President TISI Sangam
15. President Andhra Sangam
16. President Arya Pratindhi Sabha
17. Member Eastern – Mr Emasi Qovu
18. Member Eastern – Mr Tevita Vugakoto
19. Member Central – Dr Akanisi Tabualevu
20. Member Central – Mr Chengaiya Naidu
21. Member Northern – Mr Lakhani Kumar
22. Member Northern – Mrs Selina Lee Wah
23. Member Northern – Mr Isireli Rainibogi
24. Member Western – Mr Manikam Gounder
25. Member Western – Ratu Tevita Momoedonu

Chapter 2 - Permanent Secretary's Overview

The Year in Review

The year 2008 saw the Ministry providing national leadership in developing and implementing innovative policy solutions in the areas of teaching and learning, professional standards, and in the management of the education system. A wide range of initiatives announced by the Minister during the year focused on building a strong investment in teaching and learning in schools which will make significant contribution to the improvement of quality and standards, and also to Fiji's long-term productivity and prosperity.

Over 90% of the Minister's major deliverables to Government were achieved. A separate report on the Minister's deliverables has already been tabled. The leadership and professionalism of the Minister is exemplified in the achievement of much new development work, and specific policy reform proposals from establishment of the Fiji Qualifications Authority to the reinstatement of the School Inspectorate System.

The school year proceeded normally with all public examinations and standardized tests (FILNA) conducted and results processed and released on time.

It is recognised that we have to continue to address the education of disadvantaged students. The Minister for Education on assuming office at the beginning of 2008, encouraged all Ministry staff that "we must encourage all schools, all teachers and all students to improve." This has been the main focus of our work with schools in 2008.

The Minister personally involved himself in leading the Schools' Performance Improvement Campaign throughout the country. There were ten teams that visited low-performing schools to assess their status and provide professional assistance. There were also infrastructural support provided to such schools to ensure a turn around in their performance. Efforts to lift schools performance during the year also included targeted school leadership training for all school heads including potential leaders. This training is ongoing and the Ministry is being assisted by AusAid through the FESP.

It is gratifying to note that the 2008 public examinations outcome has shown a major improvement in the results of the schools monitored and supported in 2008, and all the principals, teachers and students are congratulated on their efforts.

During the year, the Ministry also strengthened its commitment to policy initiatives that will build community capacity and ensure that Fiji citizens develop their skills and maximize their capability. The FILNA tests are a package of tests for national Literacy and Numeracy benchmarking, and are being reviewed to become a more effective tool. As part of the review, the reporting scales of the FILNA tests, are going to be refined and make them user-friendly to teachers and parents. This review will enable additional support is targeted where it is needed. As part of the Yellow Ribbon project, the CHES in collaboration with the MOE will make these tests also available to prison inmates, as part of their targeted training programme.

The partnership with AusAid has borne much benefit among which is the strengthening of not only the FILNA but also of TVET courses. There are four additional TVET courses which have been developed to increase the skilling and capability of students in targeted development areas. The courses have been developed with competencies linked to recognised levels of the Fiji Qualifications Authority. The new courses are:

- Certificate in Marine Studies

- Certificate II in Automotive Studies
- Certificate II in General Construction
- Certificate II in Hospitality Operations

Such courses increase the employability of students while still in school.

The Ministry takes pride in being one of the two recipients of the Prime Minister's Special Award for Excellence in 2008. The Department of Heritage, Culture and Arts, affiliated to the Ministry also won a Commitment Award to Civil Service Excellence in 2008. The dedication of the senior managers and staff in these achievements is recognised and commended.

The 2008 budget specifically recognised that education is the fundamental and essential springboard for economic growth. The Ministry has achieved nearly all of its targets in accordance with the 2008 Corporate Plan. Hard work, improving professionalism and business practices has seen the development of good and strategic relationships which has facilitated the implementation process.

We are indeed grateful to all stakeholders whose commitment has ensured a steady development and achievement of targeted outcomes and also the smooth administration of the school year. Above all, we are indebted to and sincerely appreciate the hard work and professionalism of staff members for all work and support rendered during the year 2008.

Interim Government Mandate and Goals Achieved

The six major areas of work for 2008 were organised around the following, in accordance with the mandate of H.E the President.

- I. Review Ministry policies, legislations and regulations**
- II. Elimination of corruption**
- III. Curb abuse and mis-management**
- IV. Provision of quality education**
- V. Delivery of Public Services**
- VI. Ensure donor support to education**

The year began with a call for all stakeholders in education to re-focus on the core responsibility of the Ministry of Education, which is the teaching and the learning that takes place within every classroom in Fiji.

Furthermore, with the rapid changes occurring through globalization, there was a concerted effort to review outdated policies/regulations and put in place new ones which are aligned to new practices and trends in education, and which best serve the needs of our children and our nation.

This report provides an update of activities completed in the year. The activities and achievements are recorded against the deliverables as stipulated under the 6 major tasks noted above.

I. Review Ministry policies, legislations and regulations

With regards to legislations and policies the following activities have been completed:

1. Higher Education Commission Promulgation

Included in the Ministry's new initiatives in 2007 – 2008 was the establishment of the Higher Education Commission. This development means the achievement of a strategic priority area in the

development of higher education and the structures to enhance the sector's regulation and effectiveness.

The groundwork for the establishment of a Higher Education Commission started in 2007 with the drafting of the Higher Education Bill. An interim Higher Education Advisory Board (HEAB) was appointed in March, 2008 to advise the Minister for Education on the direction to be undertaken in regulating and developing Fiji's higher education sector, and also to oversee the drafting of legislations. This resulted in extensive consultations with stakeholders on the Bill and its subsequent promulgation on October 15th by His Excellency the President. Following this was the formulation of relevant regulations which have been completed and now being processed with the Solicitor Generals Office before the Minister may approve for the commencement of the legislation. An interim secretariat serving the Board was also appointed by the Ministry.

2. Fiji National Qualifications Authority

Cabinet approved in May, 2008 the policy issues for the drafting of the FNQA Bill. Work has begun on this legislation, but because of the importance of this work, the Minister for Education appointed a new Fiji Qualifications Authority Board in October, 2008, to oversee the implementation of the Fiji National Qualifications Framework (FNQF) and formulate relevant policies and guidelines for the registration and accreditation of bodies that will set standards for the qualifications to be registered on the FNQF. The process of accreditation will link the FNQA and its Board to the Higher Education Commission. Presently, the Board is overseeing the development of the FQA Bill.

3. Fiji National Research Council

In October, 2008, Cabinet approved the establishment of the FNRC. By November, 2008 an interim Fiji National Research Council [FNRC] was appointed with the primary purpose of determining relevant policy and legislation, operational guidelines and institutional mechanisms for a fully-fledged FNRC. The Council held its first meeting on December 10th and decided to first look into the preparation of a suitable legislation.

Facilitating the functions of the FNRC, the FNQA and HEAB is their secretariat which is located at the Red Cross Building at Gorrie Street, Suva. The secretariat has a Director and a staff of five.

4. Education Act

In May 2008 Cabinet approved the review of the Education Act. The first part of the exercise included an in-house review of the Act, whereby all the Sections of the Ministry analysed and provided an updated draft of their own relevant core functions as stipulated in the current Act. The Education Forum had also been consulted.

Through the PRIDE Project, the EU and NZAID provided \$50, 000 to the Ministry to assist in the process. MOE is currently putting together a taskforce to do the review. It is anticipated that by the end of 2009, the review would have been completed.

5. Fiji Teacher Registration Board

The Fiji Teachers' Registration Board [FTRB] was promulgated by His Excellency, the President on 15 October 2008.

Work is progressing, in consultation with the Fiji Teachers' Confederation, on the development of the *FTRB Application Form and Guide*, a *Medical Check Form*, *Good Character Check Form* and the *Regulations* that will enhance the implementation of the Promulgation. These regulations will be vetted by the Solicitor Generals Office early 2009.

The provision of \$200,000 in the 2009 budget will greatly contribute to the registration process in 2009 and the start of the professional development programmes to enhance the status of teachers in the teaching profession.

6. Review of FIT Act 2006

The amended Fiji Institute of Technology Act 2006 was promulgated on the 25th of April 2008. Further amendments were made and this was presented and approved by Cabinet on 7/10/08.

The Fiji Institute of Technology is currently working on its General Academic Statute as well as the Intellectual Property Policy. Upon satisfactory completion of these documents, they shall be considered by the Minister after the Solicitor General has provided advice.

7. Examinations Board

Cabinet Decision No. 57 of 12 February, approved the drafting of the legislation that will allow for the promulgation of the Fiji Schools Examination and Assessment Board.

Drafting work on the Bill has been completed and consultations should begin in early, 2009.

8. Review Primary Education Policy for inclusion of ECE

In consideration of the importance of pre-school education, a plan to absorb kindergartens into the civil service has been formulated. The intention is to have all ECE centres attached to the closest primary schools. However, there might be exceptions, in rural or isolated locations, where primary schools are far removed from ECE centres. To begin with, a total of 63 ECE centres is being proposed for absorption into the civil service. Of these 43 are attached to primary schools and 18 are stand-alone centres. There will, of course, be financial implications and these were refused by the Ministry of Finance.

In the meantime, for the first time, the curriculum, under the New Curriculum Framework includes Year K [Kindergarten]. This year, a number of workshops have been conducted to familiarize ECE teachers with this new curriculum guideline.

II. Elimination of corruption

1. Increase accountability mechanisms in educational systems to curb corruption

- **Curbing Corruption in Teacher Appointments**

Over a long period of time, concerns have been raised about nepotism and favouritism in the appointment of teachers. The implementation of FESA [Fiji Education Staffing Appointment programme] has greatly assisted in addressing this serious issue. FESA is an electronic on-line programme that screens, vets and allows the appointment process to go through a series of checks, so that appointments are conducted in an open and transparent manner.

- **Internal control mechanisms**

For the first time this year, the Ministry has stopped issuing manual LPOs. Furthermore the implementation of the FMIS and FMR have been strengthened, and a concerted effort has been made to extend the utilization of FMIS to all schools and vote controllers.

All Ministry expenditures have also been scrutinized on a monthly basis. An internal inspection team regularly meets to conduct these scrutinies.

- Audited Accounts

In the past, some schools have failed to produce audited accounts of grants allocated. The Ministry has put in place a regulation that does not allow schools that fail to produce audited accounts, to receive any further grants. The exercise has seen an increase in schools producing audited accounts.

- Good Governance Framework

Plans have been made for the establishment of a Good Governance Framework. The various sections in the Ministry have been requested put in place taskforces to oversee and monitor their major activities. Reporting mechanisms that are aligned to international good practices in monitoring and evaluation should be adopted by the various taskforces. Further developments in this exercise will be conducted in 2009.

2. Action and follow-up on Auditor-General's Report

Upon receipt of the Auditor General's report, the Ministry prepared responses to the issues raised. These were discussed with the Public Accounts Committee at a meeting on 9 July.

The Committee also requested on-site inspections of a number of capital projects, and this exercise was facilitated. Generally, the Committee was satisfied with the response from the Ministry of Education.

3. Continue to investigate complaints received

The Ministry has an internal Disciplinary Committee with its own terms of reference. When complaints are received, the committee provides recommendations to the Public Service Commission.

4. Continue to monitor FIT and USP through their Management Councils

Throughout the year, the work conducted at both institutions have been closely monitored by the Ministry.

The change in leadership at both institutions has resulted in some much-needed changes in the operations of the organizations. One of these is the reduction in the number of courses offered by USP, where courses that fail to attract minimum numbers have been deleted.

There have been other cost-effective mechanisms put in place.

III. Curb abuse and mis-management

1. Implementation of tri-language policy to Ministry workers

The Curriculum Advisory Services Section has completed the publication of the Guide and Workbook on Conversational Hindi and Fijian. With the materials now available, the implementation of this policy at Head Quarters, should begin in early 2009.

2. Review and re-structure the Administration/Finance Section of the Ministry for Better service delivery

Scoping works on the re-structure was completed by FESP-AUSAID. Through this exercise, the various units within the Admin/Finance Section have been reviewed during the year. As a result of this review, the Post Processing Unit, the In-Service Training Unit and the Registry Unit have seen some changes in work processes. Some units have been re-located to allow for better supervision of work.

The Ministry's 2009 Corporate Plan has also included the major re-shuffles that remain to be completed in the Section.

3. Continue with the democracy programmes for schools through the Citizenship Education Project

This year, the Citizenship Education Unit has developed, pre-tested and successfully trialed Classes 3 & 4 Citizenship Education curriculum support materials in 20 primary schools in the Central and Western Divisions. Also curriculum and support materials have been drafted for Classes 5 & 6 and Forms 3 & 4.

Citizenship education awareness sessions have been conducted with the staff of the Teacher Training Colleges (LTC, FCAE and CCTC). Network with local, regional and international institutions and stakeholders, have been strengthened.

A total of \$590 738.49 was used for the project on Citizenship Education. Funding was provided by the NZAID, and the project is managed by the UNDP.

4. Review of all local tertiary colleges, and conduct scoping study on their merger with the FIT to establish the Fiji University of Science and Technology

Preliminary discussions have been held, and it is obvious that apart from funding implications, the task to merge institutions is quite a substantial exercise that needs to be conducted in phases.

The review of public tertiary colleges will now be a major work of the Fiji National University interim council, now appointed.

The report of TPAF/FIT study commissioned in 2007 was finally delivered to the Minister in late October, 2008.

IV. Provision of quality education

1. Establishment of Form 7 College and monitor newly reinstated USP Augmented Foundation Programme

At the beginning of 2008, the Ministry established a new Form Seven College at FCAE. This was done to ensure that students in rural disadvantaged schools which do not have access to Form Seven Education are accommodated. This new Form 7 College has enrolled 150 students. Teachers were sourced from within MoE existing staffing. Infrastructure was shared with FCAE in the area of school library, science laboratories and computer laboratory. It is envisaged that more students will have access to Form 7 Education next year.

2. Strengthen School Performance, especially in those of rural schools, and also government schools, and all under-performing schools.

- At the beginning of the year, 72 secondary schools were identified as low-performing schools. Most of the schools were visited by the Minister and 9 taskforces were assigned to coordinate the work on improvement. Survey work to ascertain the needs of the schools were conducted in Term One. In the second term, interventions were made.

Apart from slight delays in the submission of relevant information from schools for disbursement of funds and assistance, work on this project progressed quite well. In total \$1.4million dollars was used for the 72 targeted schools.

An additional \$266,000 was provided by the European Union for 19 schools.

- In addition to these schools, the Ministry has drawn up plans for re-thinking the vision and strategy of Government Schools. The plan is to be implemented over a five-year period.
- With regards to rural schools, both the European Union and AUSAID have focused much of their funding on rural schools, and this year, has seen a major renovation programme in many old and dilapidated school buildings. The new-look buildings have been a major boost to the communities and especially the children in Fiji's rural schools. Details on these works are noted in the last section of this report.
- The re-instatement of the School Inspectorate System in Fiji's school, is also an added dimension to ensuring the provision of quality education to children. The decision to re-instate this programme was made by Cabinet at its meeting of 18/11/08.

3. School Standards Monitoring Policy

The role of the School Standards Monitoring policy is to support the continuous improvement of the education of the child through the monitoring of school performance. To achieve this, the Ministry has provided training and consultations to assist in supporting schools and stakeholders to understand and implement the new policy within their local context, and to develop the reporting mechanisms to assist schools to achieve their potential.

The newly-established unit, that has been tasked to implement the policy on standards monitoring, has conducted nation-wide workshops to educate leaders on writing planning documents; namely, the strategic development plan, the annual plan and individual work-plans. This portion of the exercise has been completed, and since 25 June, the various sections of the ministry that deal with monitoring and evaluation have held a series of meetings to decide on an agreed criteria for review of schools. It is anticipated that the review will begin in 2009.

4. School leadership and upgrading of teacher capability

The Ministry, with the assistance of AUSAID, has delivered two phases of capacity building in Leadership & Management. The first phase of 2004/5 centred on developing personal leadership skills. The second phase from 2006/7 focused on Financial Management and school improvement using the Standard Monitoring in Schools Framework and FILNA. The current phase, 2008/9 continues with Change Management, School Planning and Policy.

The newly formed Professional Development Unit (PDU) has taken the responsibility for Leadership & Management training that includes an expansion of the work to accommodate the growing interest for more professional development for school leaders. The programme has now evolved into two strands:

- Current Leaders - targeting those currently in schools
- Future Leaders - targeting potential school leaders

5. Promotion of *Building a Better Fiji* programmes

- The Citizenship Education Project, worth \$2.5million is jointly funded by NZAID and UNDP to assist in developing strategies on 'Building a Better Fiji' where good governance and principles of democracy will be strengthened for our future generation.

- It is anticipated that by 2010 all schools will be teaching Citizenship Education through an integrated approach in all subjects.
- Also a very important component of nation-building is the family unit, and in this regards, a revised Family Life Education Syllabus has been drafted for Forms 3 & 4 and trialled in 10 secondary schools. A funding of \$80,000.00 was provided by UNFPA and UNICEF and the activity has been managed by SPC, in partnership with the Ministry.

6. Quality Vocational Centres (QVC)

RKS and Nawaicoba Vocational Centre were earmarked for upgrading in 2008, out of the 20 Cabinet approved Quality Vocational Centre's and related construction and upgrading works at the two centres have been completed.

In 2009, \$500,000 has been approved in the budget for further works on these centres.

7. TVET Component of compulsory education at the FJC level

After years of piloting, the national implementation of the new format of the FJC course began this year. The new course requires all students in Forms 3 and 4 to take at least one or two TVET subjects. Given the nature of technical and vocational subjects, the new format of Internal Assessment for the two-year course, works very well with the TVET subjects.

8. Tri-language policy in schools

The implementation of the Language policy in schools has started. All Class 5 and Form 3 students in the Central Division have begun Conversational Hindi/Fijian language as a pilot programme for the 'Beginners level'. In 2009 it is anticipated that all remaining divisions will implement the teaching of Conversational Fijian/Hindi Language. Since there was no funding for this programme, the PRIDE project has assisted with the sum of \$191,000 for provision of resources and training of teachers in the Central Division.

Cabinet approval was sought for funds that will ensure this policy is implemented nation-wide next year, and it is encouraging to note that the Ministry's 2009 budget has a total of \$300,000 for this exercise.

9. Affirmative Action Plans for TVET and Special Education

This year, the revision of the TVET 5 Year Strategic Direction Plan (2008- 2012) to a 3 Year SDP (2009 – 2011) was completed. A new vision has been formulated for TVET – “Championing skills training for sustainable development in FIJI” A draft business plan for 2009 was completed highlighting the three important areas of focus for TVET, namely curriculum, teachers and physical resources.

The Affirmative Action Plan for Special Education 2009-2013 was tabled in Cabinet on 18/11/08 [Cabinet Decision No. 509], and the Ministry should begin its implementation in 2009.

10. Action Plan for Education Delivery without Discrimination

A taskforce was given the responsibility to analyse the Action Plan, and report to the Education Forum. Submissions were made at the three Education Forum meetings of the year. Further progress on the matter will be made at the next Forum meeting.

There are a number of sensitive issues in this report, and the Ministry needs to tread very carefully and consult widely, before the action plan can be implemented.

11. Review of Matua Programme

An assessment of the programme has shown that generally, the “Matua” students have performed exceptionally well. It has also been seen that teachers appear to be more enthusiastic about teaching this programme, as compared to the mainstream one, perhaps because the mature students are more committed and do not need much disciplining. There is a need, of course, to change this mode of thinking and teaching, as the mainstream courses are just as important as the “Matua” course.

Apart from Nabua Secondary School, John Wesley College has also established the Matua Programme this year. Ratu Navula Secondary School has introduced the programme through their vocational scheme.

V. Delivery of Public Services

1. Upholding values and right of access to information by general public

The values of the Ministry are being promoted to all stakeholders through the various forums and community awareness programmes that are on-going. With regards to the provision of information for the general public, the Ministry provides an average of one media release a day. The Schools Broadcast Unit continues with school programmes which are used to disseminate information to schools and also to the public. Furthermore regular radio programmes, each morning at 6.30am and each Sunday at 12.30pm continue to provide all our rural stakeholders with educational news and issues.

With the print media, the Ministry has publications like the *Education Gazette*, the *Edu-Times*, *NSAAC News* [a new publication on drug and substance abuse], which contain information for the general public.

There has been a complete overhaul of the Ministry’s website, and this has been possible through the assistance of ITC, who have been responsible for the technicalities of the project.

2. Engagement of civil society and stakeholders

The four Divisional Management Boards (DSMB’s) held three meetings this year. The resolutions from these meetings were tabled and discussed at the three Education Forum meetings of the year. Issues raised by the members of the DSMBs have been successfully addressed by the ministry.

The Asset Management Unit has continued to conduct community awareness programmes with communities and these forums are being used to consult with all stakeholders of education.

At policy level, both the Secretariats of the Higher Education Commission Advisory Board and the Teacher Registration Board have held a total of 27 sessions with education partners.

The Ministry has vigilantly pursued consultations with all stakeholders as the best and most informed decisions depend on their participation and co-operation.

3. Develop Action Plan for re-structure of Ministry of Education to assist in cost of reduction

- The Ministry’s strategy for cost reduction in the civil service was presented to the Public Service Commission, and all requirements for the strategy were submitted, as requested. However, Government’s decision not to reduce the number of teachers in Fiji’s school, is indeed gratefully appreciated.
- In the effort to reduce the cost of education, the Ministry has taken strict measures to ensure that managements use all grants given by Government for the resources needed for teaching and learning.

- There is also a plan in place to reduce the number of subject options offered by schools, as it has been found, that over years, there was no control ever in place to regulate the number of subjects each school offered.

4. Implement the merger of schools that are close to each other

The concept has been discussed at the Divisional Management Board meetings, at Education Forum Meetings and also in other forums. It is obvious that the Ministry will have to tread very carefully on this one, as school ownership has attachments to religion, culture, etc, and the sensitivity of the issue, will require further dialogue and consideration of cost implications, before the plan can be implemented.

5. Nadi FIT Complex

Due to delay of works, penalty costs had to be paid, and a new contract had to be signed between FIT and the construction company. After Government provided further funding, the project which had been lying idle for some time, is about to be restarted.

VI. Ensure donor support to education

1. Maintain current support with UNESCO, AUSAID, NZAID, JICA, UNDP and others

FESP [Fiji Education Sector Programme] EU

The Fiji Education Sector Programme (FESP) funded by the European Union continues to provide assistance to the Fiji education system through its various Key Result Areas as defined in the Project Document. In 2008, a number of areas of assistance have come to an end as the goals have been achieved in 2007. Project implementation has not been easy as unforeseen problems continue to arise especially in the construction of new buildings. However the commitment of the project officers especially the engineers have managed to rectify such issues and projects corrected to ensure sound structures are put in place.

The Project has been implemented bearing in mind the commitment to provide a more conducive learning environment for students and greater access to education for the rural students building on Fiji's commitment to the MDGs and EFA goals. The progress and status of each of the Key Result Areas are as follows:

Key Result Area 1: Improving schools' infrastructure and facilities

The FESP assistance continued in 2008 with its work plan with a number of new constructions being undertaken and completed. A key feature of this KRA has been the allocation of \$1.050,000 being provided to the Ministry for the upgrading works in 35 schools which have been successfully completed. Other major works during the year include the following:

- 75 new buildings have been completed in 55 schools.
- 41 new buildings currently under construction in 29 schools.
- Tender for 117 new buildings in 79 schools have been called and processed for commencement of construction in January 2009.
- 46 schools have undergone renovations in 2008.
- Contract agreement for the construction of the double storey hostel at RKS has been signed between the Public Works Department to start in 2009.
- Tender for satellite distance learning facilities was called and processed for installation in a studio and three pilot schools.

Key Result Area 2: Increasing the capacity of teachers, principals and Ministry Officials

The support by FESP for the training of student – teachers at LTC and FCAE was discontinued in 2008. Similarly, the support towards the awareness campaign for the National Curriculum Framework was discontinued in 2008. However, continued support were provided for the following:

- Overseas training for two Ministry officials in Raising of the Quality of Education.
- Training of TVET teachers in Competency Based Assessment systems.
- 79,000 copies of the 2009 Fiji Student Diary were produced and launched and which will be distributed to all secondary school students and teachers in January 2009.
- 510 out-of-school youths and unemployed adults have received training in tourism, construction, agriculture, computing and technical and vocational programmes.

Key Result Area 3: To provide school resources and materials

FESP has provided assistance to most primary and secondary schools in terms of teaching and learning resources and office equipment. The main assistance remaining under this KRA is the supply of locally manufactured furniture (30 sets of desks and chairs) to all newly constructed classrooms.

Key Result Area 4: To strengthen the Ministry's processes and mechanisms

The FESP has greatly strengthened the Ministry's capacity for monitoring and outreach to schools by providing four – wheel drive vehicles to the District Education Offices and three aluminium boats for the Education Districts that supervise maritime schools. Another four – wheel drive vehicle was provided this year to assist head quarters staff in monitoring school projects.

Key Result Area 5: Community building through education and partnerships

The Non State Actors (NSA) component of the Project continued to work with NGOs and Civil Society organizations on implementation of projects in schools and communities. It was encouraging to note the partnership between the Ministry's component of FESP and the NSA component whereby the NSA component has taken up some of the works in the 300 schools under KRA 1.

In 2008, 28 NGOs received grants to conduct community education and training programmes. A further 25 Non State Actors received have received training in financial management as part of capacity building for NGOs.

PRIDE

The PRIDE Project is based at the Institute of Education, University of the South Pacific. The Project is co-funded by the NZAID and EU with a total of approximately \$21 million. Fiji's share of this fund comes to \$1,595,053 which is divided into the various subprojects that have been submitted for funding.

The funding provided through the PRIDE Project have greatly facilitated work by the Ministry which have been listed in the Strategic Development Plan but not funded through the budget.

The Language Policy which involves the teaching of Fijian and Hindi to Classes 5 and Form 3 was able to be piloted in 2008 through the PRIDE funding. The Ministry can now implement the policy nationally in 2009 through its own budget provisions.

The PRIDE Project will be winding up according to its timeline at the end of 2009 and hopefully some definite directions for its future will emanate from discussions at appropriate forums.

UNESCO

UNESCO has approved four projects for Fiji, as follows:

- 1 The Fiji National Bibliography: \$40,947. Submission was made by Library Services of Fiji
- 2 The teaching of history curriculum: Workshop: \$12,462. Submission was made by Fiji History Association.
- 3 Excellence in Education Programme: \$35,606. Submission was made by TPAF.
- 4 Capacity Building Project: \$35,606. Submission was made by Fiji Girl Guides.

The visit by the Director General for UNESCO, which was to take place at the beginning of this year, was cancelled at the last hour. It is hoped that the visit can happen in the future as Fiji is working hard to strengthen its UNESCO activities. Participation in UNESCO activities has been taken on by Fiji's Embassy staff in Brussels including attendance at the Executive Board meeting. Fiji is a member of the Executive Board and the Minister for Education attends representing the country and the region.

The Mid Decade Assessment Report of EFA for Fiji was completed and submitted to the UNESCO Office for the Pacific States in Apia, Western Samoa.

FIJI EDUCATION SECTOR PROGRAMME - AUSAID COMPONENT

The major focus of FESP AUSAID is capacity building at all ministry structures, in terms of human resource training and resourcing of equipment. In the course of this year, there was much work facilitated at the Curriculum Advisory Services Unit, at TVET and the Professional Development Unit. In addition, there were a number of work attachments conducted during the year.

Fortunately, after further consultations with AUSAID, the project has been extended into 2009. In the meantime, consultations have also been held with the Advisory team at AUSAID regarding the next phase of AUSAID assistance.

C CONCLUSION

Overall, 2008 has been a very good year. The call to re-focus on the child and the teaching and learning process, was indeed highly relevant and definitely in line with the Ministry's vision to educate the child holistically.

Our appreciation is extended to the Minister for Education and members of Cabinet for the support extended to the education of Fiji's children in 2008.

Chapter 3: Ministry Profile and Context

Role, Outcomes and Budget

ROLE AND RESPONSIBILITIES

The core function of the Ministry of Education is to ensure that all students from kindergarten, compulsory school age group to Form 7 and including vocational education students have access to a quality education.

The Ministry is also charged with the responsibility for ensuring that standards in education are met and maintained and that the human, physical and the financial resources allocated to education by the Government are appropriately directed and expended. Educational services are delivered in partnership with school management committees and controlling authorities.

The Ministry of Education is responsible for the administration and management of Education Policy and delivery of educational services. It provides the curriculum framework, policy guidelines and directions, and qualified teaching personnel.

Other important role of the Ministry involves provision of services to the Minister, Statutory Agencies, Cabinet and Government, programme support to educational institutions, regulation and recognition of education and training providers and accreditation of programme delivery.

OUTCOMES FOR 2008

The Ministry of Education contributes directly to the education and training outcome as well as indirectly impacting other national outcomes that will contribute towards economic growth and stability.

The Ministry of Education identified ten outcomes in its Strategic Plan 2006-2008; and 2008 marked the end of this strategic period. The ten outcomes are:

- **Outcome 1:** Children and adults of Fiji, especially those in disadvantaged groups will have access to quality education and be prepared for the world of work where rapid changes are inevitable.
- **Outcome 2:** All staff will be suitably qualified, competent and motivated to deliver educational services.
- **Outcome 3:** Community will have greater participation in education.
- **Outcome 4:** Children will be safe and cared for.
- **Outcome 5:** Students will have increased awareness of nation building, culture and values.
- **Outcome 6:** Enhanced equity for those in rural areas, women, persons with disabilities and other disadvantaged groups.
- **Outcome 7:** Quality partnership and links to industry, higher education institutions, communities, businesses and provincial councils will be enhanced and strengthened.
- **Outcome 8:** Increase participation in education for children and adults.
- **Outcome 9:** Improve management through accountability, policies and programmes.
- **Outcome 10:** Enhanced partnerships with Donor Agencies.

SUMMARY OF 2008 BUDGET

Government budget for education in 2007 amounted to \$320,678,400. This was an increase of about 1% compared to the budget allocation in 2006.

TABLE 1: EDUCATION BUDGET AS A PERCENTAGE OF THE NATIONAL BUDGET (2006 – 08)

YEAR	TOTAL NATIONAL BUDGET	MINISTRY OF EDUCATION BUDGET	% OF NATIONAL BUDGET SPENT ON EDUCATION (INCLUDES FIT & USP)	BUDGET INCLUDES GRANT TO		GOVERNMENT EXPENDITURE ON EDUCATION
				FIT	USP	
2006	\$1,548,662,900	\$301,185,600	19.45	\$10,000,000	\$35,873,831	\$319,582,831
2007	\$1,572,369,900	\$320,678,400	20.39	\$10,000,000	\$38,026,261	\$310,803,891
2008	\$1,527,907,000	\$296,494,300	19.41	\$11,000,000	\$36,373,831	\$291,105,911

GRAPH 1: 2008 EDUCATION BUDGET AS A PERCENTAGE OF NATIONAL BUDGET

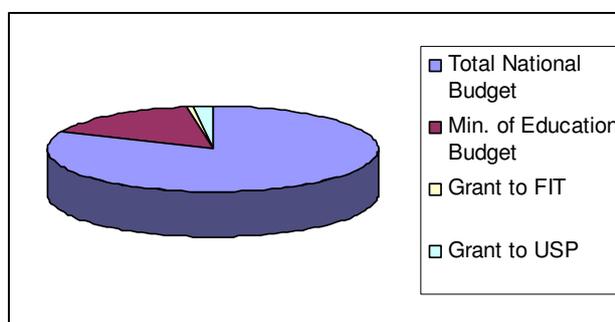


TABLE 2: EDUCATION EXPENDITURE (EXCLUDING FIT & USP) FOR LAST 3 YEARS

YEAR	RECURRENT EXPENDITURE (\$000)	CAPITAL EXPENDITURE (\$000)	VALUE ADDED TAX (\$000)	TOTAL EXPENDITURE (\$000)
2006	268,103	9,259	23,824	301,186
2007	286,775	6,019	27,884	320,678
2008	287,995	7,247	1,252	296,494

TABLE 3: 2008 BUDGET ANALYSIS BY PROGRAMME

HEAD	PROGRAMME	AMOUNT (\$)	% OF MINISTRY OF EDUCATION BUDGET
Programme 1*	General Administration*	53,894,400	18.2
Programme 2	Primary Education	114,270,000	38.5
Programme 3	Secondary Education	114,075,500	38.5
Programme 4	Curriculum, Exams, Educational Resources Centre and Schools Broadcast	2,307,900	0.8
Programme 5	Technical and Vocational Education and Training	1,559,300	0.5
Programme 6	Research and Development, Training and Fijian Education	4,932,500	1.7
Programme 7	Special Project	1,072,500	0.4
Programme 8	Examinations	2,300,100	0.7
Programme 9	Library Service Fiji	796,300	0.3
Programme A	Culture and Heritage	1,285,800	0.4
TOTAL		296,494,300	100%

Note:

Programme 1 includes grants to University of the South Pacific and Fiji Institute of Technology

TABLE 4: 2008 BUDGET ANALYSIS BY SEGMENT

SEG	DESCRIPTION	BUDGET (\$)	% OF MINISTRY OF EDUCATION BUDGET
1.	Established Staff	212,428,700	71.6
2.	Unestablished Staff	2,585,600	0.8
3.	Travel and Communication	719,000	0.2
4.	Maintenance and Operation	1,130,000	0.4
5.	Purchase of Goods and Services	4,777,800	1.6
6.	Operating Grants and Transfers	65,704,100	22.2
7.	Special Expenditures	850,000	0.3
8.	Capital Construction	2,350,000	0.8
9.	Capital Purchase	0	0.0
10.	Capital Grants and Transfers	4,877,000	1.7
13.	Value Added Tax	1,252,100	0.4
TOTAL EXPENDITURE BY SEG		296,494,300	100%

Corporate Plan and Our Services

The main focus for 2008 continued to be on the holistic development of the individual so that each child can realise the promise of a free and peaceful life in a globalised world.

The following priorities were identified in Ministry of Education's 2008 Corporate Plan:

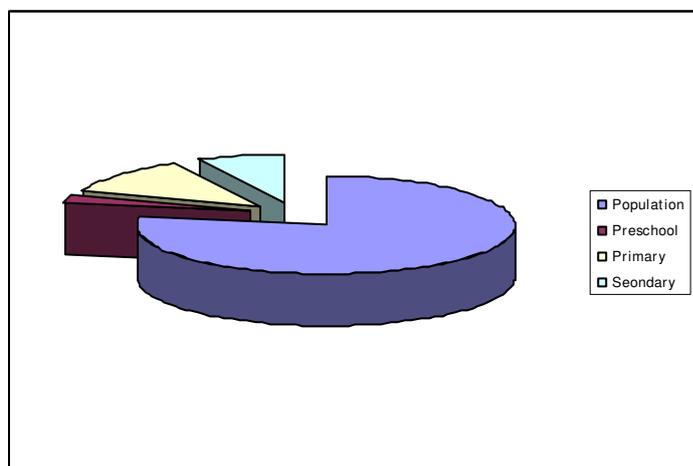
- Leadership and Management program for school leaders, managers and committee members
- Professional Development for Staff and teachers
- Teacher registration Board
- Exams Board
- Restructure of Higher Education, establishment of Higher Education Commission
- Review business process to improve efficiency and effectiveness of services
- Monitoring and Evaluation
- National Curriculum Framework and Assessment
- Early Childhood Care & Development and Education Guidelines
- Citizenship / Civic Education Programme
- TVET restructure
- Compulsory Education programme
- Standard monitoring in schools
- School facilities and infrastructure upgrading
- Community Awareness
- Improve government participation in development of Fiji's natural & cultural heritage resources
- Effective coordination of programs and activities which contributes to the preservation and promotion of Fiji's cultural heritage.

Education Context

POPULATION

In 2008, Fiji had an estimated population of 841,522 (Source: Fiji Bureau of Statistics), of which **31,736** children were 4 - 5 years old (of preschool age). **128,838** children were of primary school age (between 6 - 13 years of ages), and **81,573** in the secondary school age group (between 14-18 years of age).

GRAPH 2: SCHOOL AGE CHILDREN AS A PROPORTION OF TOTAL POPULATION



ACCESS TO EDUCATION

Over the last decade, government's efforts in partnership with the community have focused on increasing access to quality education for all. Significant progress has been made in making education accessible especially to the rural and urban disadvantaged.

Pre-school is now becoming more accessible to a greater number of children and there is almost universal access to primary education. Fiji can be proud of the high net enrolment rate of students in primary schools compared to many countries in the world. Secondary teacher training has been improved and there is a relatively well developed technical and vocational education system.

The measures undertaken to make education accessible included the provision of qualified teachers, the provision of grants to subsidise the cost of education to the community and the upgrading of facilities. In the area of pre-school education, government trains and pays salary grants to pre-school teachers who teach in rural areas.

The cost of primary and secondary education to the community has been substantially subsidised with the provision of tuition fee assistance grants, right from Class 1 to Form 7. In addition, there is a special provision for Form 7 scholarships.

EDUCATION FOR ALL (EFA)

After the world conference on Education for All at Jomtien, Thailand in 1990, 155 governments including Fiji pledged to provide basic education for all children and adults.

These member states of the United Nations organization adopted the world declaration for Education for All.

EFA Goals

- Expand early Childhood Care and Education
- Universal Access to Free Primary Education
- Equitable Access to Life Skills programs
- Expand Adult Literacy by 50% by 2015
- Gender Equality
- Quality of Education

In Fiji all the EFA work is coordinated by the Ministry of Education. The EFA coordinator position remained under the responsibility of the SEO Policy during the year 2008.

- There was a Pacific region Heads of Education conference held at the Yanuca Fijian Resort in July on the theme Harmonising Monitoring and Evaluation. The four member Fiji delegation was headed by the Minister for Education. In this conference Fiji was able to submit to the Director of UNESCO in the Pacific region its Education For All Mid-Decade Assessment (EFA MDA) report.
- An EFA Pacific regional workshop on monitoring and education progress was conducted at the Tanoa Hotel in Nadi in October. Representing the Ministry of Education in Fiji were the EFA coordinator, PEO HRM and the FESP AusAID local counterpart. This was a follow up from the Yanuca conference and was mainly targeted at countries putting in place strategies for the implementation and monitoring and evaluation of recommendations provided in their respective Mid Decade reports.

Capacity building is also one of the key objectives whereby participants were given the opportunity to be consulted on educational country status and progress reports. Also included were further development of country profiles and statistical indicators for the 6 EFA goals. A summary of the EFA MDA report was drafted and submitted as a cabinet paper.

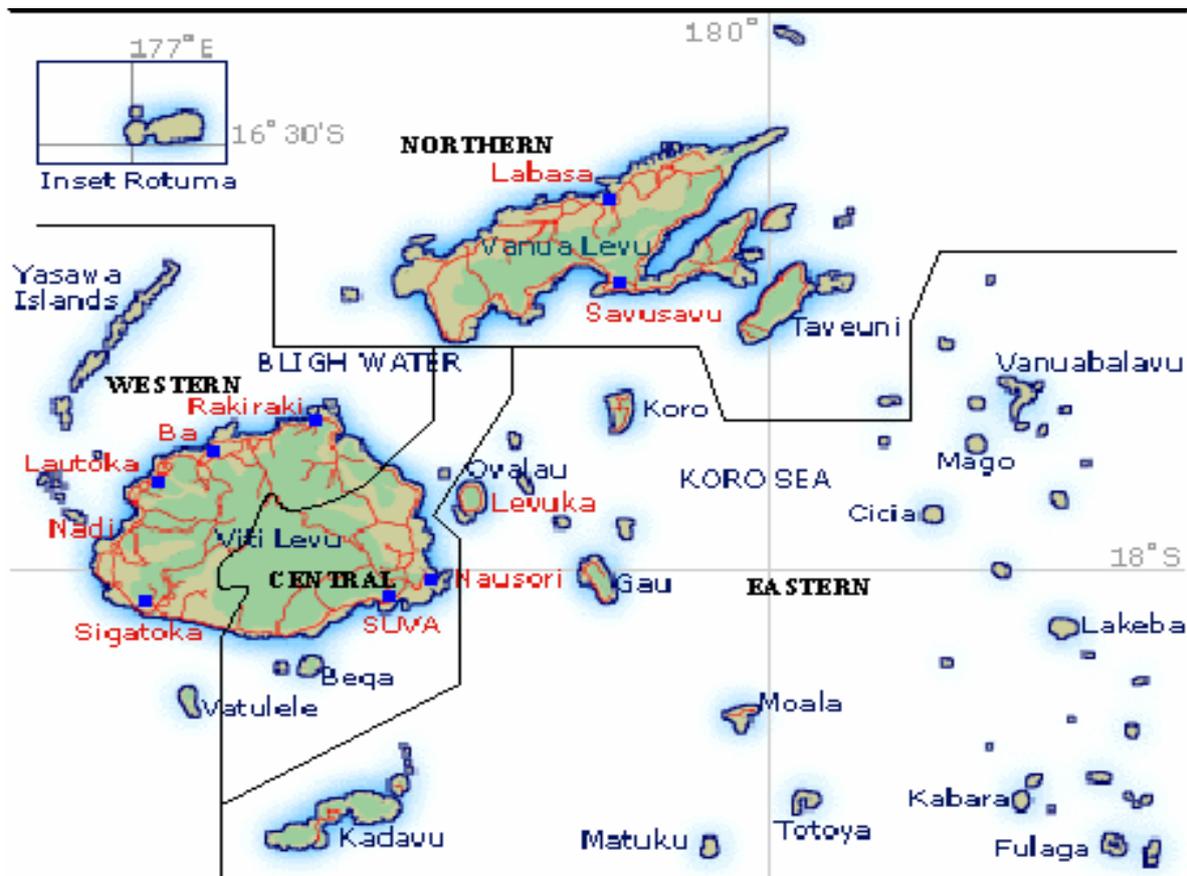
School Governance

DIVISIONS AND DISTRICTS

There are 4 Education Divisions and each Division is managed by a Divisional Education Officer. A Division consists of 1 or more Education Districts. There are 9 Education Districts; each is administered by a District Senior Education Officer.

DIVISIONS	DISTRICTS
1. Central	1. Nausori
	2. Suva
2. Eastern	1. Eastern
3. Northern	1. Cakaudrove
	2. Macuata-Bua
4. Western	1. Ba-Tavua
	2. Lautoka-Yasawa
	3. Nadroga-Navosa
	4. Ra

FIGURE 1: MAP OF FIJI SHOWING EDUCATION DIVISIONS



MANAGEMENT OF SCHOOLS

Less than 2% of schools in Fiji are Government schools (2 primary and 13 secondary schools). Other schools are either grant -aided or private.

Government Schools

All government schools/colleges have a board of governors. Members are appointed by the Permanent Secretary for Education, who also determines their powers, duties and functions.

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

1.	Adi Cakobau School	-	Mrs Vasu Tuivaga
2.	Bucalevu Secondary School	-	Ratu Isireli Rainibogi
3.	Form Seven College	-	-
4.	Labasa College	-	Mr Vijay Parshu Ram
5.	Laucala Bay Secondary School	-	Mr Remesio Rogovakalali
6.	Levuka Public School	-	Mr Matthew Robinson
7.	Nasinu Secondary School	-	Mr Jone Vatukela
8.	Natabua High School	-	Mr Rajendra Chaudhary
9.	Queen Victoria School	-	Mr Alipate Qetaki
10.	Ratu Kadavulevu School	-	Ratu Alipate Naiorosui
11.	Sila Central High School	-	Mr Eroni Sauvakacolo
12.	Suva Grammar School	-	Mr Tevita Vugakoto
13.	Vunisea Secondary School	-	Mr Emasi Qovu

Form Seven College did not have a Board of Governors for 2008 as the school was established the same year. Director Secondary Section acted as the school manager.

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

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

Grant-aided Non-Government Schools

All non-government registered or recognised schools are managed by properly constituted controlling authorities. The controlling authority appoints a manager whose name is submitted to the Permanent Secretary for Education.

Table 5 shows the number of schools owned and managed by various types of controlling authorities.

TABLE 5: NUMBER AND TYPE OF SCHOOLS BY EDUCATIONAL AGENCIES

CONTROLLING AUTHORITY	PRIMA RY	SECON DARY	VOCATI ONAL CENTRE S	SPECIAL SCHOOL S	TEACHE R TRAININ G	TOTA L
Ahmadiyya Muslim Association	2	1				3
Anglican Church	5	1				6
Arya Pratinidhi Sabha	17	7	5			29
Assemblies of God	1	1				2
Catholic Archdiocese	38	17	3		1	59
Chinese Education Society	2	1				3
Church of Latter Day Saints	1	1				2
Committee	548	72	32	2		654
Crippled Children's Society			1	7		8
Dakshina India Andhra Sangam	5	2	1			8
Fiji Blind Society				1		1
Fiji Gospel Churches	3	1		1		5
Fiji Muslim League	18	5	2			25
Fiji Sugar Corporation	2					2
Fijian Affairs Board		1				1
Gujrat Education Society	5	3				8
Macuata Muslim League	4	3	3			10
Methodist Church of Fiji	15	14	6	1		36
Ministry of Education	2	13	6		2	22
Private	9	7				16
Rabi Council		1				1
Rotuma Council		1				1
Sanatan Dharam Pratinidhi Sabha	13	9	4			26
Sathya Sai Organisation	1					1
Seventh Day Adventist Church	11	2			1	14
Sikh Community	2	2	1			5
Society of Disabled			1	4		5
TISI Sangam	16	5	1			22
TOTAL	720	170	66	17	4	976

Education Statistics

Pre-school

There are 750 preschools in Fiji. All of these schools are non-government schools.

Primary

In 2008, there were 720 primary schools of which only 2 were government schools; others were committee or private schools.

Primary schools offer classes 1-6 or 1-8. In the sixth year, students sit for the Fiji Intermediate Examination; and in the eighth year students sit for the Fiji Entrance Examination. A new test, Fiji

Islands Literacy & Numeracy Assessment (FILNA) is now offered to more than 50% of schools in Fiji at Classes 4 and 6 in place of the Fiji Intermediate Examination.

Special Education

There are 17 special schools which look after the needs of children with special needs. All these schools are non-government schools run by the communities.

Secondary

There are 169 secondary schools, of which 13 are government schools. 59 of these schools are boarding schools. 67,738 students attended secondary school in 2008, of which 6,547 students were boarders.

Secondary schools have Forms 1 -6 (or 7) or Forms 3 -6 (or 7). Junior secondary schools have Forms 1-4. In 2008, there were 9 Junior Secondary schools.

At the end of Form 4, students sit for the Fiji Junior Certificate (FJC) examination which assesses 2 years of work (Form 3-4). At the end of Form 6, students sit for the Fiji School Leaving Certificate (FSLC) examination which assesses Forms 5 and 6 work.

After the successful completion of Form 6, students can either continue in secondary schools in Form 7 or pursue Foundation level at a university. At the end of Form 7, students sit for the Fiji Seventh Form Examination.

Technical and Vocational Education

Technical and Vocational Education is offered in Secondary schools in the form of Technical /Vocational subjects. It is part of the secondary curriculum. Some secondary schools also offer Vocational Programmes. Vocational education is also offered in some primary schools as Enterprise Education.

TABLE 6: PRIMARY SCHOOL ENROLMENT – 2007 AND 2008*

YEAR	CLASS1	CLASS2	CLASS3	CLASS4	CLASS5	CLASS6	CLASS7	CLASS8	TOTAL
2007	17,481	16,954	18,066	16,887	17,182	17,071	15,358	14,836	133,835
2008	17,533	17,093	16,665	16,941	17,238	16,872	14,921	15,105	132,368

TABLE76: SECONDARY ENROLMENT – 2007 AND 2008*

YEAR	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	FORM 7	TOTAL
2007	2,597	2,670	16,991	16,124	13,680	12,184	4,658	68,904
2008	2,390	2,556	16,268	15,463	14,169	11,988	4,904	67,738

TABLE 8: ENROLMENT IN VOCATIONAL EDUCATION IN SECONDARY SCHOOLS - 2008

	GOVT SEC SCHOOLS	NON-GOVT. SEC. SCHOOLS	'STAND ALONE' CENTRES	PRIMARY/SPECIAL ED.	TOTAL
No. of Schools	4	56	3	3	66
Male Roll	138	1803	125	115	2181
Female Roll	54	750	155	22	981
TOTAL ROLL	182	2450	240	98	3170

* Please refer to Appendix 2 for relevant statistical detail.

PART II – REPORT ON PERFORMANCE

Chapter 4 – ADMINISTRATION AND FINANCE SECTION

The main function of the Section is to provide administrative and financial support services to various sections of the Ministry.

The Units that operate under the Admin/Finance Section are:

- i. Finance
- ii Human Resources Management (HRM)
- lii. Personnel
- iv. Post Processing Unit (PPU)
- v. Legal and Industrial Relation
- vi. Executive Support Unit

The specific functions carried out and achievements made during the year include:

I. FINANCE SECTION

Roles and Responsibilities

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

Achievements

New Financial Management Information System (FMIS)

- During the year 2008, accounting staff were re-trained regularly by the Ministry of Finance FMIS Project team the use of the new Financial Management Information System. Though the Ministry went live as from 01/01/06 the Ministry of Finance continued with the refresher courses.
- Accounting Staff were provided with computers as well as technical assistance in using the system. This new Financial Management Information System (FMIS) was introduced to replace the old system by automating manual accounting processes.
- The system has started generating all financial reports required for annual reporting.
- In-house workshops were conducted for the staff on accounting procedures and rules.

Budget Preparation

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

Salaries/Wages

The Ministry was able to pay all the arrears of salaries in respect of acting allowance, salary upgrading upon graduation and other related allowances due including previous years and restoration of pay by 4% which was met from the current budgetary provision.

II. HUMAN RESOURCES MANAGEMENT (HRM) UNIT

Roles and Responsibilities.

The Human Resources Unit oversees the Policy, Planning, In Service, Statistics and Information Technology Units.

The role of the Unit is critical to the operational efficiency of the whole the Ministry of Education, National Heritage, Culture and Arts as it holds important facilitation functions across the board dealing with Personnel and operational efficiency in planning, policy and IT.

Human Resources Unit

The Unit continues to be responsible for a range of related services, only hard core HRM matters lie on the realm of the Personnel Section. However, there are indications of a stronger development in this unit in the near future to improve efficiency and manage risk issues in regards to human capital.

Achievements:

- Production of the HR documents as part of the PSE's deliverables such as re: Training Needs Analysis, Training Plan, Succession Plan, Workforce Plan, Human Resources Manual and Human Resources Development Plan.
- Assistance in development of Organisational Restructure of the Admin/Finance Section.
- Development of the Section Business Plan and its review.
- Review of the Workforce Plan.
- Participation in the National Human Resources Development Committee Meetings.
- Participation and assistance in the development of Professional Development.
- Preparation of Annual, Quarterly and Mid Term Reviews.
- Participation in the development of improved Personnel Functions.
- Customer level surveys and service delivery leadership.

Information Technology: The rapid increase in the use of IT has accentuated the importance of not only the IT unit but of the whole of the Human Resources Management Unit itself. Much of the Personnel functions are now handled on line through the Government network, Govnet. The connections of all districts means that the functionality and efficiency of the Ministry is dependent on reliable and stable IT services.

Achievements:

- Development and maintenance of Databases, FESA, FILNA and SIMS
- Rollout and upgrade of access to all districts.
- Liaison with and negotiations for connections, equipment and upgrade.
- All IT issues, configuration, and all queries and complaints.
- Maintenance of equipment and inventories.
- Training and upgrade of skills across all of MoENHCA.
- On going development and training to suit needs.
- Liaison with other Ministries and service providers to improve services.

Statistics Unit

This unit serves a critical function not only within the Ministry throughout. It has a very wide customer base with researchers, educators and planners. The importance of the very specific statistics gathered from all schools on staffing, enrolment and the physical conditions of schools keeps this unit challenged to raise data collection, entry and cleaning at the highest possible levels.

Achievements:

- Collection of data from schools at 98%.
- Entry of all data received.
- Circulation and collection of data forms.
- Follow up and review of data receipt and entry with all district offices.
- Improvement and maintenance of SIMS database.

Planning Unit

The Unit has remained strong this year in producing expected work in spite of the constant changing of the SEO Planning. This year three different officers have held the lead role in that unit.

Achievements

- Annual Report 2007.
- Corporate Plan 2008
- Business Plan 2008
- Mid Term Review of Corporate Plan 2008.
- Review of SDP 2006 – 2008.
- Preparation of Education Sector Plan. 2009 – 2011.
- Preparation of Corporate Plan 2009.
- Liaison with Finance and PSC on planning matters.
- Preparation of the Education for All Mid Decade Assessment.

Policy Unit

The Unit had its regular business targets and these were achieved very well. The development of policies continues to be an important priority for the Ministry as these supplement legislations and regulations in the conduct of officers and their functions. Developed policies focus on the critical areas of operation within the Ministry of Education.

Achievements

- Five new policies produced as per Corporate plan.
- Negotiations and consultations for policies
- Assistance with policy development for other sections and Ministries.

In Service Training Unit

This Unit is charged with the administration of all in service training. This does not include professional development. Specifically the IST unit is the liaison between awardees, sponsors and the Ministry.

Achievements

IST budget allocation for 2008 was \$700,000.00. The demand for Study Leave With Pay [SLWP] is high every year and those granted subject to budget provision allocated in a year. At the end of 2008 [119] were granted study leave, [53] on study leave with pay and [66] without pay.

In-house workshops were conducted but the PSC instruction that all Civil Servants including wage earners must attend the People's Charter Awareness had resulted in the reduction on number of In-house workshops conducted in 2008. We managed to conduct 7 In-house workshops. The objective and aim was to upgrade knowledge and skills of our Admin/Accounts staff to maximize their efficiency and performance. 15 awareness workshops on People's Charter were conducted.

Graduated [SLWP]

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	5	1	-	2	-	-	8
Secondary	2	1	-	-	-	-	3
TVET	6	2	-	3	1	-	12
Tertiary	-	-	-	-	-	-	0
Admin/Professional	1	1	-	-	-	-	2
TOTAL	14	5	-	5	1	-	25

Graduated [SLWOP]

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	1	3	3	1	1	-	9
Secondary	3	1	1	1	1	1	8
TVET	1	1	-	4	3	-	9
Tertiary	-	-	-	-	-	-	0
Admin/Professional	-	-	-	-	1	-	1
TOTAL	5	5	4	6	6	1	27

IN-SERVICE TRAINING AWARDS GRANTED IN 2008

Local & Overseas Awards

SPONSOR	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
PSC	5	3	-	-	-	-	8
FAB [SLWP]	28	-	-	5	-	-	33
FAB [SLWOP]	3	-	-	3	-	-	6
AusAID [SLWP]	-	-	-	-	-	-	0
AusAID [SLWOP]	-	3	-	1	-	-	4
NZ Aid [SLWP]	-	-	-	1	-	-	1
NZ Aid [SLWOP]	-	-	-	1	-	-	1
Commonwealth Scholarship [SLWP]	-	-	-	1	-	-	1
Self Financing [SLWP]	2	4	-	1	-	-	7
Self Financing [SLWOP]	21	12	2	4	12	1	52
St Johns Trust Board [SLWOP]	-	-	-	1	-	-	1
Republic of Indonesia [SLWP]	1	-	-	-	-	-	1
Republic of Indonesia [SLWOP]	-	-	-	-	-	-	0
JICA [SLWP]	-	-	-	2	-	-	2
JICA [SLWOP]	-	-	-	-	-	-	0
Chinese Government [SLWP]	-	-	-	1	-	-	1

Chinese Government [SLWOP]	-	-	-	1	-	-	1
Fijian Trust [SLWOP]	-	-	-	-	-	-	0
TOTAL	60	22	2	22	12	1	119

Study Leave With Pay [SLWP]

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	10	1	-	4	-	-	15
Secondary	10	3	-	3	-	-	16
TVET	12	2	-	4	1	-	19
Tertiary	-	-	-	-	-	-	0
Admin/Professional	2	1	-	-	-	-	3
TOTAL	34	7	-	11	1	-	53

Study Leave Without Pay [SLWOP]

SECTION	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	6	8	1	3	3	-	21
Secondary	12	6	1	4	3	1	27
TVET	4	1	-	4	3	-	12
Tertiary	-	-	-	1	2	-	3
Admin/Professional	-	-	-	1	2	-	3
TOTAL	22	15	2	13	13	1	66

Part Time Studies

	F	I	O	TOTAL
Primary	-	-	-	-
Secondary	2	2	-	4
TVET	-	-	-	-
Professional/Admin	3	2	-	5
Tertiary	-	1	-	1
TOTAL	5	5	-	10

Attended fully funded Workshops/Seminars and Work Attachments

	LOCAL			OVERSEAS			TOTAL
	F	I	O	F	I	O	
Primary	1	-	-	1	2	-	4
Secondary	1	-	-	1	2	1	5
TVET	-	-	-	1	-	-	1
Tertiary	-	-	-	1	-	-	1
Admin/Professional	38	17	6	26	6	2	95
TOTAL	40	17	6	30	10	3	106

III. PERSONNEL SECTION

Roles and Responsibilities.

The Personnel Sections comprises 4 units - Personnel proper, Employment, Leave and Records Management Unit.

Operating in compliance with rules, regulations, procedures and instructions currently in force, ensure the Ministry receives efficient and timely personnel and administrative services and support to facilitate the implementation of its annual corporate plan, policies, programmes and objectives.

PERSONNEL SECTION

The Personnel Proper is responsible for the timely processing of appointments (temporary, probationary, confirmation and acting), transfers, resignations, retirements, management of the Ministry's Establishment, advertisement of vacancies, preparation and submission of vacancies and person to post (P2P) reports.

TABLE : SUMMARY OF PERSONNEL ACTIVITIES IN 2008

	ACTIVITIES	PRIMARY	SECONDARY	NON-TEACHING	TOTAL
1.0	Approved Establishment	5313	4462	483	10258
2.0	Appointments				
2.1	TCS/Renewal	33	1355	221	1609
2.2	Probation	222	492		714
2.3	Relieving -Internal staff			93	93
3.0	Confirmation	171	166	6	343
4.0	Allowances				
4.1	Acting Allowances	1025	1131	423	2579
4.2	Executive Teacher	952			952
4.3	Transfer	1170	674	107	1951
4.4	Salary Up-grade	52	162		214
4.5	Rural Allowance	163	137		300
4.6	Salary Release	236	1859		2095
5.0	Advertisement	74	94	69	237

TABLE SUMMARY OF PERSONNEL WASTAGE IN 2008

	Primary	Secondary	Non-Teaching	Total
Resignations	66	147	16	229
Retirements	115	22	5	142
Terminations	15	10	2	27
Deaths	10	8	3	21

LEAVE SECTION

The Leave Unit is responsible for the timely processing of leave and leave allowances and the management of all leave records for all staff of the Ministry and leave approvals from PSC for officers who intend to travel abroad.

The Leave Unit processed various leave approved as tabulated below.

TABLE : SUMMARY OF DIFFERENT TYPES OF LEAVE PROCESSED IN 2008

Bereavement Leave	688
Compassionate Leave	850
Leave Without Pay (local)	278
Leave Without Pay (overseas)	669
Local Leave	1905
Long Service Leave	-
Maternity Leave	910
Overseas Leave	2545
Sick Leave Inpatient	165
Sick Leave Outpatient	3044
Sporting Leave	89
Leave Allowance	1257
Medical Board	22

RECORDS MANAGEMENT UNIT

The Records Management Unit is responsible for the management, recording and distribution of all incoming and the dispatching of all outgoing mails and proper filing and storage of files in the Ministry of Education.

EMPLOYMENT

The employment section is responsible for maintaining data in respect of establishment of the Ministry, submitting quarterly vacancy return and P2P to PSC.

Achievements

During the year the Section achieved a milestone when the processing of appointments and transfers were done on-line under the Fiji Education Staffing Appointment (FESA) System that has brought about improvement in the timeliness of the process.

A total of 492 probationary and 1355 temporary civil servant appointments were processed for secondary teaching.

A total of 222 probationary appointments and 33 temporary appointments were processed for primary teaching position.

A total of 1170 transfers were processed for primary, 674 transfers for secondary and 121 non-teaching staff.

As at 31st December, 2008, the overall establishment of the Ministry was 10258. The regulated reports such as vacancies and person to post (P2P) were produced and submitted to PSC on the due dates during the year.

The processing and updating leave records are now done on line under our FESA system. Uptil 2008, the processing and updating of leave records were done manually. Assistance in this area was provided by FESP (AusAID).

This service was also extended to our divisional education offices that have been connected to Govnet and are all online.

The Records Management Unit managed about 24,800 active files [Personal/General], 10,258 confidential files and 10488 files in its Archives.

The Records Management Unit recorded a total of 61437 mail movements [Inward -9988, Outward - 42094, Distribution- 9355].

TABLE 4: SUMMARY OF INWARD/OUTWARD MAILS PROCESSED IN 2008

Inward Mails	9988
Outward Mails	42094
Others (Distribution)	9355
TOTAL	61437

In 2008, a Record Management Consultant provided under the FESP(AusAID) was engaged to look at the existing Records Management operation with the view to develop a system to bring about the improvements and improve the storage system at Achieves.

IV. POST PROCESSING UNIT (PPU)

Roles and Responsibilities

The Unit is responsible for the timely processing of advertised vacancies to ensure that the vacancies are filled as soon as possible from the date of advertisement. It also coordinates the Ministry's submissions to the Public Service Appeal Board.

Achievements

- 448 vacancies were received for processing during 2008 and this included 301 posts advertised during 2007.
- 103 vacancies were finalised in 2008 whereas 345 were at the various stages of the processing.
- 15 Ministry's Staff Board Meetings, 16 Central Staff Board Meetings and 3 Commission Delegates Meetings were convened during 2008.
- 17 (Primary -6, Secondary – 7, Tertiary – 4) appeal cases were lodged to the Public Service Appeal Board against the provisional promotions by the Ministry.
- 2 cases of Judicial Reviews were against the Ministry's decision of provisional promotions.
- A total of 7 appeals have been finalised by the Public Service Appeal Board leaving a total of 10 appeals pending during the year 2008.

V. LEGAL AND INDUSTRIAL RELATIONS

Roles and Responsibilities

The Section provides administrative support services to the Director Administration /Finance on investigation, compilation and documentation of disciplinary cases which have to be presented before

the Public Service Commission for deliberation and decision. The Section also works closely with the Solicitor General's Office in providing legal advice and opinion on some cases.

The Unit is serviced by one Administrative Officer and a Clerical Officer with regards to the day to day operation.

Achievements

Disciplinary Cases

For 2008, there were seventy one (71) reported cases of which 58 have been resolved. The remaining 13 cases were being preceded with allegations and disciplinary charges issued against offenders and are going through the normal disciplinary processes. The slow response from the Schools/Education Offices, Police and the Courts on information on reported cases is still posing a problem in the completion of these cases. As a result the Ministry had to wait for advice before proceeding further with the cases.

BREAKDOWN OF REPORTED CASES

Type of Case	No. of Cases Reported from Divisions			No Received	No. Closed	No. Pending
	C/E	N	W			
Sexual Misconduct	9	4	-	13	8	5
Forgery	2			2	2	
Insubordination	3			3	3	
Corporal Punishment	4			4	-	4
Murder			1	1		1
Negligence	1			1	1	
Abuse of Office	1			1		1
Exam Mismanagement	2			2	2	
Deemed Resignation	22	4	11	37	37	
Indecent Act	5			5	3	2
Absenteeism			1	1	1	
Late Arrivals			1	1	1	
TOTAL	49	8	14	71	58	13

The number of disciplinary offences reported this year has increased, which could attribute to obvious reasons. The Section also noted the increasing number of Deemed Resignation cases, mostly teachers, who went on leave /study leave and did not return.

More so, the number of reported cases of sexual misconduct continues to rise compared to previous years, which could be an area for the Ministry to target in terms of conducting training on discipline and ethics for the divisions.

VI. EXECUTIVE SUPPORT UNIT

Roles and Responsibilities

The Executive Support Unit [ESU] is expected to provide effective, efficient and timely support services to the Office of the Permanent Secretary and the Minister for Education. Given that the unit serves the offices of the most senior executives of the Ministry, the work produced is expected to be of the highest standard.

The Unit has two core functions:

- The provision of support services to the Executive Management, and;
- Managing and coordinating the media and other communication strategies, to promote Ministry policies, regulations and procedures.

Achievements

[With regards to the provision of support services to Executive Management, the following activities were successfully completed:

ACTIVITIES	TOTAL NUMBER
Speeches/Statements drafted or edited	64
Section Updates	224
Documents [proposals, reports, position papers, etc] drafted	17
Cabinet Papers/Speaking Notes drafted or edited	10
Ministerial correspondences processed	68
Secretariat Services	8

In the management of the media and other communication strategies, achievements were as follows:

ACTIVITIES	TOTAL NO./REMARKS
Media responses	118
Media releases	157
Media Interviews coordinated	38
Media Updates	186
Education Gazette	3 issues [1 per term]
Edu Times	3 issues [1 per term]
Website	Revamped website completed and presented to Section Heads on 19/12/08. Amendments currently being attended to by ITC
Style Guide	Second draft completed, presented to Senior Staff at Writing Workshop on 14 November. Amendments currently being done.

The activities conducted by ESU are reflected in Sub-outputs 1.3 and 6.3 in the Ministry's Corporate Plan. As part of its monitoring and evaluation strategy, the Unit conducted 6 surveys during the year to ascertain the quality and the effectiveness of service delivery. The surveys indicated a satisfactory rating of more than 80%.

Chapter 5 – Primary Education Service

ROLES AND RESPONSIBILITIES

The Primary Section is responsible for coordinating and facilitating quality delivery of teaching, learning and the administration of primary education in Fiji.

The specific functions carried out during the year included:

- To develop plans and facilitate the effective management and supervision of primary schools in the Country.
- To provide adequate staffing for all primary schools and placements of graduate teachers from USP, LTC and Corpus Christi Teachers College.
- To ensure that the Ministry of Education policies and strategies are carried out in the division in particular staffing of schools, adherence to practices, rules and regulations and maintaining and improving the standard of education in schools.
- To organize and co-ordinate Education Forum Meeting and Divisional School management Meeting with other stakeholders in education.
- Assist towards the staffing and administration of Lautoka Teachers College.
- To supervise and co-ordinate the work of the four Divisional Education Offices and nine Education Districts.
- Processing and assessment of post of responsibility in primary schools, administrative posts in district offices and divisional offices and posts at Lautoka Teachers College.
- Facilitating payment of teachers' salary grants, tuition fee free grants assistance, language teachers' grant assistance, boarding allowance, travel and transfer allowance for teachers and district staff and per capita grants for boarding primary schools.
- Support and continued liaison with school management committees in consultation with donor agencies particularly FESP [AUSAID] and FESP [EU] in the delivery of quality education.
- To help maintain good relationships between managements, communities and teachers and clarify their roles through workshops and seminars.
- To provide linkage with the Ministries and departments through meetings and discussions for social developments within the division.

ACHIEVEMENTS

- Primary school enrolment for 2008 was 132,211.
- Primary vacancies were filled by 155 graduates from Lautoka Teachers College, 28 sponsored students from Corpus Christie Teachers College, 45 Fulton Teachers College graduates and 15 Special Education 2003 LTC graduate were posted to mainstream primary schools.
- Language Policy for conversational Hindi and Fijian was implemented in primary schools in the Central Division.
- 14 disadvantaged rural primary schools were assisted with desks and chairs through the Ministry of Education Furniture Grant Assistance.
- A series of workshops were conducted in all Education District by the Professional Development Unit and FESA to assist Head Teachers understand better their roles and responsibilities.
- A major workshop was conducted by FESP [AUSAID] for all Senior Education Officers and Education Officers on the use of FESA database to avoid overstaffing in schools.
- Workshops for Leadership and Management Training Module were conducted for all school Head Teachers and School Managers from the Central and Eastern Division.
- 1 Primary School from a remote and disadvantaged area in the interior of Viti Levu was registered at the beginning of the year.

- Primary School Agricultural Show was successfully organized in the Central Division to address poverty.
- The section successfully organized Fiji Children's Day Celebration to raise concern on the importance of children in our society.
- The Education Forum met three times to discuss important and critical issues in education under the Chairmanship of the Permanent Secretary for Education.
- The Divisional School Management Board met three times in each Education Division to discuss educational issues under the Chairmanship of Deputy Secretaries for Education.
- All registered primary boarding schools were paid per capita grants to assist them to purchase food for the boarders.
- 730 Primary schools were paid Tuition Fee Free Grants to assist them with the purchase of text books and other learning materials.

Chapter 6 – Secondary Education Service

ROLES AND RESPONSIBILITIES

The special functions 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:

- Facilitates the appointment and transfers of teachers in secondary schools
- Ensures and monitors that staffing establishments are within the required specifications
- Reviews related regulations pertaining to the administration of staffing in secondary schools
- Coordinates the administration of the introduction of F7 in schools
- Ensures that tuition fee grants and per capita grants are distributed fairly and equitably to schools
- Facilitates the distribution of Hostel fees to Boarding schools
- Coordinates with relevant sections on issues related to the provision of quality education to children.

ACHIEVEMENTS

Review of the Existing Regulations

Review of the Sanction Staffing Formula

The review was carried out as the existing sanction staffing formula has been found to be out of date and has not responded well to the rapid changes that have occurred in the education system in Fiji since the 1980s. With the existing formula, it was very difficult to ascertain whether a secondary school is overstaffed or under staffed. The changes taking place in the school system over the years in relation to the increase in the number of schools and its implication on the increase number of teachers among other factors were not captured by the existing sanction staffing formula.

The reviewed sanction staffing formula 2008 is a simple ‘linear’ model of staffing that would now facilitate greater responsiveness to changes in student enrolment, student’s factors, school factors and other relevant factors. This formula has been seen to be fair and more equitable in terms of staffing distribution in schools.

Wider consultation with the stakeholders including the Unions, the Education Divisions and to the members of the Education Forum were carried out during the period of review

A total of 162 surplus teachers were identified during the process of review.

Monitoring of this formula is on going

The Review of the Tuition Fee Grant Formula

The review was carried out to facilitate the need to fairly distribute the Tuition fee grant to the schools, as schools in the rural areas are often disadvantaged by the existing formula.

The use of the ***Differential Resourcing Model*** in this review showed a fair and equitable system of distribution. This system will now ensure that all disadvantaged schools benefit from the Tuition fee grant distribution every year.

The submission detailing this has been approved by the Hon Minister

Ongoing consultations are continuing to prepare the Regulations for Tuition Free and per Capita Grants to schools for next year 2009.

Establishment of the Form 7 College

The Form 7 College was established at the Fiji College of Advanced Education at the beginning of the year to facilitate the increasing number of students aspiring for F7 education..

A total of 150 students enrolled at the College at the beginning of the year

Teachers (mostly those at 8G level) were recruited from existing schools to facilitate teaching in this F7 College

Improving performance in Secondary Schools

All government schools were placed under the responsibility of the Secondary Section.

Advisory visits and professional development sessions were carried out in these schools to assist the Principals, and their teachers to identify areas which they could work on to improve their overall school performance

A number of Managements also showed interest and were forthcoming in their support for this initiative.

These government schools have assured the Ministry of their commitment and that changes are anticipated to be seen in their school performance particularly in their examination results.

Staffing

i) Staffing Analysis

The table below shows the analysis of teacher status in the schools. As noted there is an increase of Temporary Civil Servant appointments due to the high number of resignations and retirements during the year.

NO	STATUS	NUMBER
1	Civil Servants	2667
2	Civil Servants on probation	490
3	Temporary Civil Servants	1355
4	TOTAL	4512

ii) Transfer Allowance

A total of 476 transfers were carried out in 2008. A total of about \$160, 000.00 out of the \$160,000.00 budget provision was paid out as transfer allowance and travelling expenses 2008. The list below indicates the breakdown.

Government Schools	\$ 45,000.00
Non-Government Junior Secondary School	\$ 15,000.00
Non-Government Secondary Schools	\$100,000.00

About 100 percent of the budget provision was used.

iii) Wastage

The recorded number of resignations shown in the table below is likely to increase before the year ends

NO	STATUS	NUMBER
1	Resignations	144
2	Retirement	23

3	Deaths	9
4	TOTAL	176

iv) FCAE GRADUATES

The remaining 74 graduates from 2007 are still to be absorbed into the teaching force. The table below shows the total number of graduates who are awaiting employment for 2009. Additionally, USP graduates are also waiting to be absorbed.

INSTITUTION	2007	2008	TOTAL
FCAE	74	134	208
USP	51	15	66
TOTAL	125	149	274

V) Training and Staff Movement

The Director Secondary's post was left vacant after My Suliasi Lutubula was appointed the Fiji Ambassador in Malaysia in the middle of the year.

The Acting Director Secondary(Mr Iosefo Volau) during his tenure in June was sent on attachment to the Department of Education and Training in Perth Western Australia .(DETWA) for 2 weeks to look at Staff Management in their education system. The outcome of this attachment is evident in the current review of the Sanction Staffing Formula which will be implemented in 2009.

Joe Hewson Turagasau, the Senior Education Officer, Secondary was part of the Training team for the People's Charter for Progress and Change. He was also involved in the training of secondary teachers and forms 6 and forms 7 students in the Central Division.

Grants and Allowances

Tuition Fee Grants

A total of \$12,089,000.00 was paid for Tuition Fee grants for Form 1 – Form 7 level.

Form	Grants	% paid
Form 1	\$ 302,230.00	100
Form2	\$ 147,636.00	100
Form 3	\$ 2,284,054.00	100
Form 4	\$ 2,225,998.00	100
Form5	\$ 1,993,595.01	100
Form 6	\$ 2,219,824.00	100
Form 7	\$ 1,189,545.00	100
TOTAL	\$ 10,362,882.01	

A Total of \$10,362,882.01 Tuition fees were paid to all the one hundred and fifty (150) non government junior and upper secondary schools.

Another \$1,142,013.75 was distributed to disadvantaged schools around the country bringing the total grant paid to \$11,504,895.01 out of the \$12,089,000.00 budget allocation.

About 95 percent of the total Tuition Fees grant was paid.

Per Capita Grant

	Amount Paid (\$)	% Paid
Junior Secondary	24,320.00	100
Upper Secondary	139,851.00	100
Boarding	122,052.00	100
TOTAL	286,223.00	

Per Capita grant for day schools and boarding schools were paid to all the non government Junior and secondary schools.

Hostel /Boarding Allowances

Boarding allowances of teachers in the 59 out of the 59 schools were paid in term 1. In Term 2 fifty five (55) out of the fifty nine (59) schools were paid boarding allowance and four (4) schools have yet to submit teachers' duty hours.

Remission of Fees

Remission of fees of Hostel fees were paid to all the fifty nine (59) aided boarding secondary schools.

Chapter 7 – CURRICULUM ADVISORY SERVICE (CAS)

There are 5 units in CAS:

Curriculum Development Unit (CDU)

Careers

Education Resources Centre (ERC)

Schools Broadcast Unit (SBU)

Basic Education Management and Teacher Upgrading Project(BEMTUP)

ROLES AND RESPONSIBILITIES

The main functions of the Curriculum Advisory Services Section is to provide, facilitate and promote quality in the curriculum, and excellence in the teaching and learning of all the subjects offered at the primary and secondary school levels (kindergarten to Form 7) and to ensure quality and relevant education for all the children in Fiji.

The specific functions carried out by the different unit were:

CDU

- Curriculum Development
- The development and evaluation of the school curriculum for Kindergarten to Form 7.
- In-service training of teachers
- The mounting of in-service training of kindergarten and primary and secondary school teachers, upgrading them on content and teaching and learning methods
- Advisory Visits to Schools
- Provision of professional assistance to teachers through school visits
- Fiji Junior Certificate Internal Assessment (FJC IA) Programme
- Monitoring and evaluation of the nationally implemented FJCIA programme.
- Training of form 3 teachers on IA tasks.
- National Examinations
- CDU assists the Examinations Assessment Unit by recommending examiners and markers for all national examinations, moderating all national examination papers and attending their review meetings.
- CDU officers also assist the FJC examination through its IA task management.

Careers

- Organise careers seminars for Careers teachers
- Design and distribute resource material
- Organise careers expositions.
- Dissemination of careers information and advice to the schools and public through pamphlets, print media and radio
- Liase with local and overseas tertiary institutions for information and resource materials.
- Network with the public and private sectors to obtain information on the job market
- Visit schools to enhance careers education

ERC

- Plan, print, stock and distribute to schools adequate supplies of textbooks, pupils workbooks, teachers handbooks and other educational materials for the successful implementation of the school curriculum.
- Print and distribute various forms, cards, folders, registers and other educational materials for the efficient administration of schools
- Liaise with the Controller of Government Supplies for the printing of textbooks and the maintenance of an adequate stock to assist school requirements.

SBU

- Research, produce and present educational radio programmes for students and teachers in primary and secondary schools.
- Produce weekly radio programmes for teachers in primary and secondary schools
- Produce audio-visual materials for schools upon request
- Offer educational radio programmes in the area of English, Fijian, Hindi, Social Science and Current Affairs to children in Classes 1 to 8 and Forms 1 and 2.
- Visit schools to evaluate the effectiveness of radio programmes and to foster a positive relationship between the class and the radio teacher
- Network with other government departments, NGOs and statutory organizations for the educational programmes for schools.

BEMTUP

- Teachers , through workshops and school visits, to upgrade their teaching skills and improve the learning taking place in their classrooms.

ACHIEVEMENTS

Policy Advice, Legislations and Regulations

- Two Cabinet papers completed and presented to Cabinet :
- February - on the implementation of the Language Policy
- June - on the National Curriculum Framework (NCF) and
- Implementation of the revised syllabuses.
- Section reports , 2007 Annual report , Monthly and Quarterly reports, mid-term report, submitted on time

Curriculum

Kindergarten

- 2nd draft of the Kindergarten Curriculum Guideline , Na Noda Mataniciva ,was completed in June, given approval by the Permanent Secretary for Education , and published by the USP Media Centre.
- The Kindergarten Curriculum Guideline trial in the western division continued.
- 50 Kindergarten and Class 1 teachers in the western division have participated in train-the-trainer workshops and are delivering workshops to clusters with compositions varying from 3 to 9 schools.

- A total of 183 teachers in the western division were trained through workshops.

Primary

- Final drafts of the revised Classes 3 to 6 syllabi completed
- 117 workshops on revised curriculum , conducted for about 1,000 Classes 3 and 5 teachers
- Conducted one-week workshops in English, Mathematics, Social Science, Basic Science for BEMTUP participants. Cycle 11 participants graduated in November in three centres – LTC, CDU and Labasa Education Office.
- Beginners Level of the conversational Fijian and Hindi programmes piloted in Class 5 of the Central division primary schools.
- Draft of Class 4 literacy and numeracy benchmarks completed

Secondary

- Draft syllabuses developed in all subjects for Forms 3 and 4.
- FJC IA tasks reviewed and reduced for 2009.
- District moderation of 2008 IA tasks and national moderation of 2007 tasks completed.
- Revised Family Life Education (FLE) curriculum piloted in Form 3 in 10 secondary schools . FLE Teachers Guide and training manual developed and refined. Ground work carried out on the development of the form 3 resources.
- Beginners level of the Conversational Fijian and Hindi programmes piloted in Form 3 of the Central Division secondary schools.

Advisory Visits Schools

- Visited the 27 primary schools in the Bua Education District for the provision of professional assistance to teachers. School visit reports completed and sent to the schools.
- Visited 65 secondary schools for advisory and FSLC approval purposes . Visit reports completed and sent to the Principals of the visited schools.
- Visited BEMTUP participants in the Central, Northern and Western Divisions.
- Paid a fact-finding and information-dissemination visit to the 10 schools piloting the revised FLE curriculum.

In-service Training of Teachers

- Workshops conducted in Term 1 for Class 5 and Form 3 teachers of the central division schools , on the Conversational Fijian and Hindi programmes.
- Workshops conducted in Terms 2 and 3 for Class 5 and Form 3 teachers of the Eastern, Western and Northern Division, on the Fijian and Hindi Conversational programmes
- Workshops conducted for BEMTUP participants in English, Mathematics, Social Science and Basic Science.
- One-day awareness and consultation workshops conducted for Principals of secondary schools in the Northern and Western Divisions.
- Environmental Education workshops conducted for primary and secondary school teachers in the Central, Northern and Western Divisions. Workshops co-organised by the NGO Live and Learn Environmental Education.
- 3-day workshops organized for teachers of secondary school subjects. Workshops conducted for English, Mathematics, Accounting, Economics, History, Geography, Chemistry, Physics, Biology, Urdu, Hindi and Fijian

National Examinations

- Names of persons recommended to set and mark all national examinations submitted to Director, Examinations and Assessment Unit.
- Moderated all national examination papers
- Attended review meetings of all national examination papers.
- Coordinated moderation of FJCIA marks. Moderated 2007 FJCIA marks submitted to Director, Examinations and Assessment Unit.

Student Career Counselling

- 10 Careers expositions organised throughout the year, involving a total of 90 secondary schools. An average of 24 exhibitors at each expo.
- Visits made to 20 secondary schools, with a mobile Careers team
- Organised weekly talk- back shows, on careers issues, with Radio Fiji One .
- Conducted community outreach programmes

Schools Broadcast

- CDs dubbed and special recordings made for the piloting of the conversational Hindi and Fijian in the Central Division schools
- A total 29 weeks of school broadcasts organised
- Audio-visual resources produced and dispatched to schools on requests

Resources for Schools

- A total of 150,000 items printed- textbooks, prescriptions, teachers guides , forms and other documents
- An average of 130 dispatches to schools in one month

CHAPTER 8 – TECHNICAL VOCATIONAL EDUCATION AND TRAINING

ROLES AND RESPONSIBILITIES

Technical Vocational Education and Training [TVET] is directly responsible to the Deputy Secretary [Professional] in carrying out the following functions:

- Assist the Ministry of Education in the formulation of its Strategic, Corporate and Business Plans in alignment to government national strategic directions and priorities.
- Develop both long and short term plans for the future development of TVET in alignment to the Ministry of Education vision and priorities.
- Assisting the ministry in the preparation of cabinet papers and reports.
- Formulation of policies related to the implementation of TVET initiatives.
- Plan and prepare budget submissions for funding TVET programmes and initiatives for the enhancement of education and training for students taking TVET programmes.
- Appoint and post new TVET teachers under the current staffing establishment policy and transfer serving teachers between schools as they may request in line with the ministry procedures and guidelines.
- Assisting in the design, development, review, implementation, testing and monitoring of TVET curriculum and its alignment to the NCF.
- Conduct of visits to schools for advisory, outreach and TVET promotion.
- Conduct of professional development through training and workshops on the following:
 - Induction and professional development for all teachers
 - NCF awareness in all secondary schools
 - moderation of practical work at the 3 main external examination levels
 - professional development for TVET staff at HQ
 - The moderation and review of all coursework for all TVET examinable subjects.
 - The conduct of market research, purchase and issue of equipment and tools and other Teaching and Learning resources to schools with urgent needs.
- Management and distribution of in centre grants to vocational centres and schools and preparation of Acquittal Detail reports.
- Attend to the general administrative needs of the ministry particularly on matters relating to the development of TVET programmes.
- Conduct research and survey for new initiatives related to the general development of TVET.
- Examination and assessment – selection of examiners and markers panel, moderation of external examination papers.
- Liaise with other NGO's and government departments in promoting partnership in the development of technological knowledge, skills and attitude for students in schools.

ACHIEVEMENTS

Policies, Legislations and Regulations

Cabinet Paper

- Develop a cabinet paper on the 'Redirection of Funding Allocation on the Upgrading of Vocational Centres' towards the upgrading of Industrial Arts and Home Economic facilities. The fund was reverted to its original purpose as approved previously by Cabinet.

Policies

- Production and Implementation of the Policy on the Establishment and Operation of Vocational Centres
- Development and launching of the Nutrition Policy for Schools in Fiji.
- Assessment of the recommendations as contained in the 'Review of the functions of FIT, TPAF and other TVET Providers'.

Cost Cutting Strategies

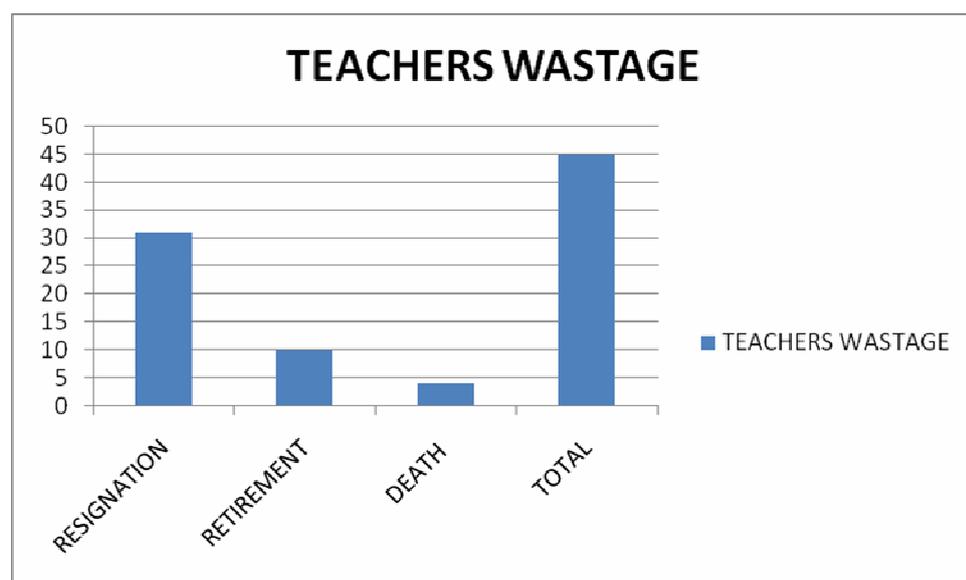
- Proposed Structure on the merger of CDU and TVET.
- Proposed Structure on the merger of TVET and Youth and Sports.

Staffing Analysis

Temporary Civil Servants (TCS)	377
Civil Servants on Probation (CSP)	162
Civil Servants (CS)	377
TOTAL	1145

124 TCS absorbed into Civil Servants in 2008

Wastage



Curriculum

- Completion of Primary Enterprise Education Curriculum including resource materials [Classes 3 & 4].
- Revised IA Task Assessment completed and sent to schools.
- Completion of Business Technology Curriculum for forms three and four.
- Completion of Competency-based training curriculum for Vocational programmes – Certificate II – Automotive Engineering, Certificate II - Construction studies and Certificate II - Hospitality Basic Operations.
- Completion and piloting of Marine Studies modules at Vunisea Secondary School.
- Feed back on prescriptions received and implemented via the work of the Curriculum Working Committee
- Revised Form Seven Introduction to Technology and Technical Drawing & Design Prescriptions with the Curriculum Working Committee
- Compilation of F5,6&7 Agricultural Science Teachers notes/guide
- Meetings & Site Visit to the vocational Quality Vocational Centres
- Completion of renovation of RKS vocational Centre as part of the QVTC project
- Pathway Meetings for replication of Nadi College Pathway to other centres
- Editing of Form three and four Teachers Guide for Agricultural Science
- Compilation of Compulsory Education Modules for Home Economics.
- 2 new schools approved for FIT franchised programme – Mulomulo Secondary and Ra Provincial High School.

Programmes

	AGR	COMP	H/EC	I/A	OT	VOC. AE	VOC. C&T	Voc. C&J	Voc. AGR	Voc OT
No. of Programmes	147	104	145	113	38	29	33	26	10	13

Training

- Training and workshops for Canteen operators and teachers working with the OPIC Project.
- NCF awareness on changes to IA Tasks for all the Education districts
- Professional Development for teachers. Workshops conducted in all districts except Eastern. Eastern teachers were invited to attend the Suva workshop
- Training of primary school teachers on the new NCF
- In-country workshop on Competency Based Training conducted by CPSC
- 5 TVET officers attended various training/workshops overseas
- 6 TVET officers were trained and awarded Certificate IV in Training and Assessment funded by FESP
- Competency Based Training for 3 Vocational Officers and 19 Teachers was held at Novotel in Nadi funded by FESP
- Advanced Computing training at TPAF for OT officer and 4 teachers funded by FESP
- 6 workshops were conducted by Vocational Officers (4 – Nadi and 2 in Suva) – 25% of teachers were trained
- Planning workshop for TVET officers on Strategic and Business Plan at the Lagoon Resort funded by IHRDP

Advisory Visits

- 98% of the selected schools (based on the external examination results) were visited
- 9 officers were part of the Ministers Task force for IPPS and visited a total of 34 schools (13 schools in the Central Division, 9 schools in the North, 6 schools in the Eastern Division and 6 schools in the West)
- 15% of Vocational Schools were visited for advisory and monitoring purposes.

Examination and Assessment

- Sample paper was prepared due to the change in the Agricultural Science FJC Format.
- Advisors participated in the moderation and review of all the examinable subjects at all levels.
- Advisors participated in the moderation of all internal assessment projects at all levels.
- Assessment marks were all processed using the moderation software and marks were finalised at TVET section before submission to the Examination Unit.

Advocacy & Awareness

- A TVET EXPO was held in July in the Central, North and Western Division for two days where a total of 40 schools participated and more than 7,000 students and members of the community were recorded attending the expo at the three venues.
- Launching of Making Cents Magazine as part of a partnership. arrangement with a publishing company – ‘57 Creative’.
- Two-day Symposium was held at the JJ’s on the Park.
- Printing of TVET Bags, pens, book markers, banners etc.
- Production of promotion DVD’s on Vocational Programmes.
- Media coverage of TVET success stories.
- 20 Industries were visited and surveyed using questionnaire and about 30% expressed satisfaction with the level of skills demonstrated by TVET graduates.

Other Achievements

- Formulation of the 3 Year Strategic Direction Plan (2009- 2011)
- A 3 Year Plan has been drawn up highlighting 12 major strategies to be implemented in the next 3 years.
- Completed upgrading work for RKS Quality Vocational Centre workshops.
- Procurement of Tools and Equipment for QVTC project.
- External Review in the Savusavu district as part of M&E was conducted with TVET staff involved.
- 6 TVET officers were part of the Fiji Business Excellence Award evaluators.
- All in – centre grants distributed to all the vocational centres.
- All funding allocations were used for the purchase of tools and equipment for the teaching of TVET subjects in schools.
- Two TVET advisory board meetings were conducted during the year.
- A new chairperson, Mr. Jone Usamate, the Director General [TPAF] was nominated and approved to chair the TVET Advisory Board.

Chapter 9 – Examinations and Assessment Unit (EAU)

ROLES AND RESPONSIBILITIES

The Examinations and Assessment Unit (EAU) is responsible for coordinating the conduct and general administration of five national examinations and ensuring the timely release of examination results and certificates. The 5 examinations are the Fiji Intermediate (FIE), Fiji Eighth Year (FEYE), Fiji Junior Certificate (FJCE), Fiji School Leaving Certificate) and Fiji Seventh Form Certificate (FSFCE) Examinations. It is also responsible for the administering of the Fiji Literacy and Numeracy Assessment (FILNA) in classes 4, 6 and 8.

ACHIEVEMENTS

Assessment and Examinations of students

Fiji Islands Literacy and Numeracy Assessment (FILNA)

Table: FILNA Enrolment Figures 2004 - 2008

YEAR	2004	2005	2006	2007	2008
No. of Students	3 050	15 618	21 335	24 288	25 203
No. of Schools	33	201	341	433	472

Table: No of FILNA schools in each Education District and total number of pupils registered in each class for 2008.

DISTRICT	NO. OF SCHOOLS	CLASS 4	CLASS 6	CLASS 8	TOTAL CANDIDATES
Ba-Tavua	53	979	1 023	450	2 452
Cakaudrove	38	751	702	78	1 531
Eastern	89	830	845	145	1 820
Lautoka-Yasawa	46	1 853	1 887	333	4 073
Macuata-Bua	70	1 373	1 413	173	2 959
Nadroga-Navosa	35	777	741	264	1 782
Nausori	65	1 648	1 677	597	3 922
Ra	28	488	434	269	1 191
Suva	48	2 362	2 335	776	5 473
Total	472	11 061	11 057	3 085	25 203

- No. of class 8 Pilot schools administering FILNA in 2008 have been extended from 30 to 120
- 2008 FILNA test papers finalised and dispatched for printing on 26/03/08.
- Printed, packed and dispatched FILNA test papers to 472 schools around the nation.
- Liaised with District Education Staff and Appointed FILNA supervisors.
- Administered FILNA test successfully to schools nation wide on the 3rd June.
- Processed, released and dispatched FILNA reports (on 25/09/08) to schools that participated in the test. Reports sent to schools include - Individual Results Report, Item Analysis Report and the Student Class Report.
- Conducted the following FILNA awareness presentations/workshop: -
 - For teachers of Vuci Methodist Primary School on 15/02/08.
 - To 23 Head Teachers from the Eastern Division on Friday 27/06/08 while attending a workshop organized by NSAAC at the Peninsula Hotel.

- During the FESP workshop for Deputy Secretaries and Director Primary and Director Secondary on Monitoring and Evaluation on 25th September at the Tanoa Hotel.
- For Teachers of Dudley Intermediate School on 30th September.
- Worked in collaboration with FESP, SPBEA and CDU in establishing FILNA benchmarks and a reporting template to be used by senior managers and stakeholders.
Overall about 67% of Primary Schools in the country participated in the Fiji Islands Literacy and Numeracy Assessment.
All national external examinations conducted successfully in accordance with regulations

Processing of Examination Scripts:

- Processed and released Examination results for the 2007 FJCE (11/01/08) and FSLCE (17/01/08) according to our internal scheduled dates of release.
- Printed Results Notices and dispatched them accordingly to candidates and to schools for 2007 FSFCE, FJCE & FSLCE.
- Received and processed recount applications of scripts for 2007 FSFCE (1,384 scripts), FJCE (743 scripts) and FSLCE (1,744 scripts).
- Appointed 2008 Coders, Checkers, Check markers, markers (in consultation with CDU & TVET), facilitated markers meeting, data entries and processing and release of results. Results were released as follows: FIE – 08/10/08; FEYE – 31/10/08. For upper Exams we anticipate to release the 2008 results on the following dates: FSFCE – 30/12/08; FJCE – 09/01/09 & FSLCE – 17/01/09.
- Confirmed 2007 FSFCE, FJCE & FSLCE results, 2008 FIE & FEYE and printed Certificates for All candidates and dispatched them to schools accordingly after a lapse of 30 days after the date of release of provisional results for the respective Exams.

Registration:

All aspects of Registration procedures and processes were followed for all the 5 national external Examinations. These include all correspondences between school heads and EAU. Registration data were received entered into our database which generated the following reports:

Table: 2008 Fiji Intermediate Examination Enrolment Report

	NO OF SCHOOLS	NO OF CANDIDATES
Fiji Intermediate Examination	232	5 522
Fiji Eighth Year Examination	673	16 445
Fiji Junior Certificate Examination (Normal)	12	105
Fiji School Leaving Certificate	153	11 561
Fiji Seventh Form Examination	99	4 597

Examination paper preparation:

Appointed Examiners (in consultation with CDU & TVET), Submission of Draft papers, moderation and Review Meetings (facilitated by DSP) were done according to our internal schedule and all papers were prepared and dispatched on time to the Printer for printing. The total number of papers or subjects prepared for each Examination were: FIE – 8 papers; FEYE – 8 papers; FJCE Normal – 14; FJCE Pilot – 17 papers; FSFCE – 18 papers and FSLCE – 21 papers.

Printing, Packing & Dispatch:

- All Examinations administration papers for 2008 were printed as scheduled by the Printer. Printing, packing and dispatch Examination scripts were done according to the sequence of the examination dates during the year.
- All dispatches to the various centres including Tuvalu & Rotuma were made successfully before the commencement of each Examination. Appointed 10 casual workers as Packers.

Administering of Examinations:

Appointed Supervisors (in consultation with District Education Officers), Liaised with heads of police stations around the country & postmasters on safe keeping of Examinations scripts prior to each Exam, monitored and attended to issues arising during the Examination. The Examinations were held on the following dates as scheduled: FIE – 10th July; FEYE – 6th & 7th August; FJCE – 29th October to 6th November; FSFCE – 3rd to 14th November; FSLCE – 11th to 24th November.

Processing of Claims:

- Processed the following claims for all the five Examinations – Examiners, Supervisors, Markers and Check-markers.

Workshops conducted:

- Lelean Memorial School on 11/06/08 on the following topics:
 - Examinations & Assessment Overview;
 - Processing of External Examinations
 - Marks including scaling;
 - overall and individual subject analysis of the Lelean 2007 FJCE, FSLCE & FSFCE Results.
- Naitasiri North FTA Branch on 10/07/08 and topics covered were:
 - Overview of EAU Organisation & Function;
 - Examinations & Assessment Overview;
 - Processing or Scaling of Examinations Marks;
 - Examination Issues and
 - General Discussions.

Works pertaining to all the five national Examinations administered in 2008 have been achieved as scheduled and hence our target of 100% has been achieved.

Analysis of performances in examination and assessment

- Schools' Statistical Reports for 2007 FEYE, FJCE, FSLCE and FSFCE were completed and sent to all schools that presented candidates for the respective Examinations and also the Senior Staff of the MoE including Divisional/District Education Officers.
- Examiners Reports for the 2007 FIE, FEYE, FJCE, FSLCE and FSFCE were completed have been disseminated accordingly.
- 2007 Annual Reports for FIE, FEYE, FJCE, FSFCE & FSLCE have been completed and disseminated to ME, PSE and ALL senior staff of the MOE.
- 2008 FIE Statistical Reports completed and despatched to schools.
- TITAN (Test Item Analysis) data entries completed and reports generated for all 2007 Examinations including FIE, FEYE, FJCE – Normal & Pilot, FSFCE and FSLCE.

Monthly issuance on Certified Copies of Examinations results are tabulated below:

MONTH	TOTAL COPIES
January	720
February	518
March	323
April	356
May	193
June	285
July	384
August	250
September	396
October	339
November	248
December	280
Total	4 292

Security

Additional security of the examination papers was provided by the Fiji Police Force during the printing at the Government Printers (5 Officers), storage at the Exams Office (3 officers) and the packing and despatch to various examination centres.

Assistance from the Donor Agencies

Fiji Education Sector Programme (FESP) AusAID

The following assistances were provided by FESP AusAid from January to June 2008:

- Enhancement of our current FILNA software.
- FILNA Benchmarking work in progress.
- Further enhancement and modification of our current FILNA software and database.
- FILNA Benchmarking work continues – organized and conducted series of meeting on 14/07 & 4/09 and workshops on 4th, 5th August & again on 8th September.
- Work on developing a FILNA Report for stakeholders begins.
- South Pacific Board of Educational Assessment (SPBEA)

The following assistances were provided by SPBEA during the year:

- Conducted & facilitated a 3 day workshop from 26/03/08 to 28/03/08 in collaboration with CDU & EAU on “Development of Examination Paper” for Examiners and Moderators.
- Conducted a three day ATLAS workshop from 26/05/08 to 29/05/08 where three officers from EAU were invited.
- Conducted & facilitated a 3 day workshop from 18/06/08 to 20/06/08 in collaboration with CDU & EAU on “Classroom Assessment Practices to improve the Quality of Education” for Primary and Secondary Teachers from around the Suva, Nausori and Navua corridor.
- Ongoing Technical assistances were provided on our current ATLAS software on some enhancement required and also during processing of results.
- Working in collaboration & consultation with FESP AusAid, CDU and EAU in the development of FILNA benchmarks.

Fiji China e-Government Project

The EAU has been working in collaboration with ITC and consultants from Singapore on the Functional Design Specifications on the Examination registration & results management System. We had a series of consultative meetings from the 13th to 16th May discussing our specification requirements. Consultation has been ongoing and design to be completed by December. It is expected that the online services would be available early in 2009.

Approval of the amended copy Functional Design Specifications on the Examination registration & results management System were given and submitted to ITC for progress into the next stage of the project.

Chapter 10 – ASSET MANAGEMENT UNIT (AMU)

ROLES AND RESPONSIBILITIES

The Asset and Monitoring comprises of the Asset Section and the Monitoring Section. The Unit is responsible in ensuring the better management and monitoring of capital projects, existing assets educational resources and continuous improvement in performance in schools, through sound and vigorous self assessment, planning reviewing and reporting.

The major functions of the Unit are::

- Enhance quality of education through provision of grants for new buildings and facilities and upgrading and maintenance.
- Provision of hostel grants to primary and secondary schools.
- Improve performance of schools through the Standard Monitoring in Schools [SMIS] Policy Framework.
- Enhance Leadership and management of schools.
- Provision of education resources to schools in rural and disadvantaged areas.
- Targeted outreach programme in rural and disadvantaged communities.
- Minister's **Improve Performance of Schools Project [IPSP]** Initiative for Secondary Schools:

ACHIEVEMENTS

Improve Performance in Schools Projects [IPSP] Assistance

- The Minister for Education, National Heritage, Culture and Arts initiated the Improve Performance of Schools Project [IPSP] for Secondary Schools that involved:
 - identifying the under-performing schools that scored below 50% in the Fiji Junior, Fiji School Leaving Certificate and Fiji Seventh Form Examinations in 2007.
 - establishing specific Task Forces to visit the 72 identified under-performing secondary schools and assess the needs of the schools for assistance to improve the students' academic achievements in the 2008 public examinations.
 - re-direct funds to fund the Improve Performance of Schools Project [IPSP].
- The Unit was directed to set aside the following grants for the IPSP:
 - Building Grant : Secondary and Junior Secondary [\$1,250,000]
 - Boarding Grant : Secondary and Junior Secondary [\$400,000]
 - Textbooks for Fijian Schools [\$150,000]
 - Fijian Language Textbooks [\$80,000]
 - Compulsory Education [\$400,000]
 - An additional \$266,000 was provided by the European Union for 19 schools.
- The 72 Identified IPSP schools were as follows:

Northern Division	9
Western Division -	23
Eastern Division	5
Central Division	35
- The schools were assisted as below:
 - Junior Secondary Building Grant [\$550,000]
5 Junior Secondary Schools assisted
 - Secondary School Building Grant [\$700,000]

34 schools assisted

These assistance included new buildings, repairs and maintenance, workshop upgrading and photocopiers.

- Secondary School Hostel Grants : [\$200,000]

8 Secondary schools assisted.

- Textbooks : [\$230,000]

72 schools assisted

An additional 23 Primary School and 2 Secondary Schools not included the Minister's IPSP were assisted.

- Other Educational Resources

52 schools assisted with Science Equipment [\$101,000]

27 schools assisted with TVET Tools [\$78,000]

20 schools to be assisted with Computers [\$100,000]

Progress Reports for Capital Projects and Capital Purchases

Four Quarterly (First, Second, Third and Fourth Quarters) Programme Progress Projects [QPPR] were submitted to the National Planning Office.

School Grants and Assistance

Building Grants

- Early Childhood Education Centre [Kindergarten] [\$100,000]
32 Centres assisted
- 6 Primary Schools : [\$400,000]
24 schools assisted [7 New Projects, 17 Upgrading]

Hostel Grants

- Secondary School Hostel Grant : [\$200,000]
8 Secondary schools assisted

Renewal of School Lease Premium : [\$250,000]

- 14 schools issued with NLTB Offer Letters
- 9 schools have been re-assessed by Ministry of Lands and submitted for payment
- 5 school leases re-assessment with Ministry of Lands
- RKS School Lease paid : [\$100,000]

Maintenance & Upgrading of Government Schools and Institutions [\$1,200,000]

9 Government Schools and 3 Institutions assisted.

SCHOOLS/ INSTITUTIONS	PROJECT	COST [\$]
Adi Cakobau School	- Upgrading of Dormitory 48	150,000
	- Cyclone gene damages repair	5,251
Ratu Kadavulevu School	- Upgrading of Teachers Quarters * Qrts 71A & B, 33 & 84	150,000
	- Workshop Upgrading	245,000
	- Plumbing Works	56,250
	- Hostel water pipes	10,587
Queen Victoria School	Upgrading of Teachers Quarters * Qrts 12 & 13, water pipes & sewer lines, kitchen/dining hall	100,000
Bucalevu Secondary	- Upgrading of HE Room	100,000
	- Electricity hook-up with Waiyevo Power Station	15,679.55
Natabua Primary	Sh eltered concrete walkway	118,000

Levuka Public	Electrical repairs	9,741
Labasa College	Cyclone Gene damages repair	8,323
Nasinu Secondary	Science Equipment	3,000
Suva Grammar	1 x 3 Classroom Block	231,446
Education Resource Centre	Upgrading of bookstore	80,000
Western Regional Library	Cyclone Gene damages repair	1,004
Lautoka Teachers' College	Relocation of hostel electrical switchboard and minor works	12,400

Community Awareness & Adult Education : [\$30,000]

Leadership Training for School Management and Community Awareness conducted in 230 schools in Cakaudrove, Macuata, Bua, Rotuma, Rabi, Kadavu, Koro, Ra, Nadroga/Navosa, Tailevu, Rewa, Naitasiri, Vatulele, Yasawa, Ogea and Fulaga.

Standard Monitoring in Schools : [\$30,000]

School Review Awareness conducted in 25 schools per Education District. 92% of the 100 schools were reviewed. More than 160 schools with their communities were visited for community outreach towards school improvement.

Establishment/ Recognition of Schools

- No approval for establishment of new schools because of the Cabinet Decision.
- new Private Vocational Schools were granted recognition.

Academic Research Proposals

18 applications received and 15 approved to conduct academic research.

Chapter 11 – LIBRARY SERVICES OF FIJI (LSF)

Library Services of Fiji serves culturally and socially diverse reading communities and aims to make its collections accessible to all. The programmes and services are developed with an emphasis on public accessibility.

ROLES AND RESPONSIBILITIES

The main functions of the Library Services of Fiji are:

- To provide library resources to primary schools, secondary schools and to 7 public libraries.
- To promote and support the Ministry of Education's objective to develop students' ability to become self-directed learners.
- To broaden the learning base and needs of students by creating access to an increasing range of quality reading and library resources.
- To contribute pro-actively and imaginatively to the development of reading for enjoyment and for information gathering among students using the resources in their school libraries.
- To support the Fiji national school curriculum through the provision of relevant fiction and non-fiction books.
- To support and promote the drive to achieve optimum and functional literacy among students and adult readers.

FUNDING

The core operational funding provided for in the 2008 budget is for the acquisition of library resources. The breakdown of budgetary allocations is as follows:

Primary Library Scheme	\$200,000
Secondary Schools	\$ 20,000
Fijian Secondary Schools	\$ 30,000
Public Libraries	\$ 30,000
TOTAL	\$280,000

ACHIEVEMENTS

Collection Management

The collections are the libraries major asset on which many of its services and programmes are based.

Library resources for schools are closely linked to the curriculum and assigned research projects. Resources for public libraries are collected with a view to accommodate varied library user groups, and to support after school programmes.

In 2008, the Ministry of Education reviewed its assistance prioritization to schools in light of the poor performance of 72 secondary schools in the major external examinations. The review decision dictated that funding for library resources were to be directed to the 72 secondary schools. As a consequence, our set targets and overall outcome were shelved.

A total of \$280,000 was expended on books, library shelves, tables and chairs for school libraries.

6,025 new titles were accessioned in 2008. 19,186 books were catalogued, classified and fully processed for the library shelves. Retrospective cataloguing is an on-going activity at Library Services due to the backlogs dating back to 2004 and the staffing of the Technical Services Division by temporary relieving officers

184 schools (both primary and secondary) received varying numbers of book assistance from Library Services. 56 schools received basic library furniture, that is, at least 2 bookshelves, 1 reading table and 6 chairs. This is a gratifying experience for poorly furnished school libraries in 2008. The assistance also sets the platform for the standardization of school library furniture which we hope to pursue in 2009.

Again, we wish to place on record for 2008 that our book acquisition processes have been greatly delayed by the inability of the Ministry of Finance to keep a timeline on the processing of Book Tenders. From the tender closure to the actual approval to purchase library books, it took the Ministry of Finance at least 7 months to process the tender documents. The bureaucracy has disadvantaged our library users, especially the schools who are denied use of these resources during the school terms, the small local book suppliers who have had to re-order for new stock in a very short time space to meet the quantities quoted, as well as Library Services of Fiji in not being able to deliver services on time.

Information Services

The provision of information services includes meeting the needs of library users for quick and easy access to our collections and other resources.

Reader Services

A total of 59,004 library transactions were made in public libraries in 2008. This represents an increase of 18,759 transactions from 2007.

Professional Training and Technical Assistance

In line with the assistance given to the 72 secondary schools for performance improvement, Library Services of Fiji was fully engaged in training school librarians on library management skills and improvement to the school library environment. 106 schools were assisted (74 secondary and 32 primary) through training and library environment improvement. A further 39 schools have requested similar assistance and would be considered for 2009.

The School Library Improvement programme culminated in a week long training workshop for school and public librarians. The training focused on two major objectives.
How to use library resources as tools for learning; and

Information Literacy skills for Lifelong Learning.

The training also highlighted that librarians need to work closely with teachers in their lesson plans by preparing resources kits to support teaching. As an outcome from the School Library Improvement Programme, schools will now expect to have a new breed of enlightened school librarians operating their school libraries. A follow-up workshop to evaluate on skills practice in the workplace is planned for early February 2009.

Book Box Scheme

68 Book Box Stations operated in 2008. Again, because of funding deployment we could not increase the number in 2008. 4,383 titles were distributed through the scheme.

National Library Week

The week was co-launched with the Memory of the World Fiji Bureau at the Museum on 29th August 2008. The activities for the national library week were planned to coincide with the Suva Carnegie Centennial Celebrations which was held from September 1st to 6th. The theme "Libraries: Oasis of Discoveries" presents libraries as places for learning discoveries for anyone who wants to discover the world through books and other library resources.

School – based programmes were organized in schools. Activities include poetry writing, essay competitions, art and craft modeling based on the week’s theme, oratory contests and role playing. Library Services assisted schools with prizes. Essays and poetry collected from the week’s celebrations are compiled into kits and will form part of the children’s collections in public libraries.

Chapter 12 – TEACHER TRAINING COLLEGES

There are two teachers colleges managed by the Ministry of Education – Lautoka Teachers College and the Fiji College of Advanced Education

LAUTOKA TEACHERS COLLEGE (LTC)

ROLES AND RESPONSIBILITIES

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

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

ACHIEVEMENTS

2008 has been an eventful year despite the many challenges facing the college. Inflation and the rise in food prices were of concern to the college but we managed to contain the costs and operate within the budget by reducing wastage and prioritizing the areas of expenditure without affecting the quality of services.

Roll of Students

344 students were enrolled in the various programs in 2008. The details are show below.

	MALE			FEMALE			TOTAL
	INDIA N	FIJIAN	OTHERS	INDIAN	FIJIAN	OTHER	
1 st Year	36	32	02	36	47	06	159
2 nd Year	30	42	06	31	51	-	160
Early Childhood	-	01	-	10	14	-	25
TOTAL	63	75	08	77	112	06	344

Programmes

This is our third cohort of trainees to graduate with Diplomas since the programme was upgraded. For the Early Childhood program, this will be the fourth group of students to graduate with an Advanced Certificate in ECE. The college programmes have been re-accredited by a group of educationist both local and overseas. Our programmes are current and in keeping with best international practice.

The Ministry of Education as a matter of policy had declared that the college programmes are to be used as the benchmark by other teacher institutions if these institutions wish to have their qualifications recognized.

Recognition by USP

The college programmes are recognized by the University of the South Pacific. Students who have completed the Diploma programme will be able to get 10 units cross-credited to the USP Bed Primary programme. Students graduating with the Advanced Certificate in Early Childhood will have seven units cross-credited towards the Bed (ECE) programme.

LTC Upgrade Programme

The college is extremely fortunate in that AusAID continued to provide assistance to the college in the area of information technology by providing a consultant and helping in upgrading of staff qualifications. However, the funding will cease at the end of this year.

The Upgrade Project provided equipment, teaching resources such as library books, upgrading staff qualifications, enhancing skills in curriculum and resource development as well as assistance in enhancing the overall management of the college. The sustainability of these resources provided to the college by donor agencies will be a major issue that will need to be addressed either through budgetary provisions or income generation activities by the college.

Enrichment Programmes

Apart from the rural home-stay programme, there are other activities constituting the enrichment programme. They encompass a wide range of personal and professional development activities aimed at exposing students to a variety of skills they will need for effective participation in the communities in which they would be placed.

Red Cross activities have been strengthened at the college and some 65 students went through a basic First Aid, HIV Aids and Natural Disaster management programme. All the 26 ECE trainees have also completed a basic First Aid Course prior to graduation.

A group of staff and students went through a unique swimming programme developed by the famous Australian Swimmer Shane Gould (winner of 3 Olympic gold medals) and Mr Milton Neims. The programme was developed to assist trainees to learn swimming techniques which enable swimmers to remain afloat longer and swim longer distances without becoming tired too quickly.

Human Values Workshop

A group of students underwent a one day workshop on Human Values Education also known as Educare. A distinguishing feature of Educare is the philosophy that helping students develop a good character is equal in importance to fostering the development of skills that will help them to earn a good living. Such programmes help to provide a balanced education where the emphasis is on Education for life and not merely for making a living.

Teaching Practice

The Diploma students spend a total of 16 weeks over the two year period on teaching practice. One of these practicum's involves trainees living in a rural school for six weeks which have multiple-class teaching. They would be posted to rural schools. It must be realized that multi-class teaching is the norm rather than the exception in many of our schools.

Strategic Plan

The college had developed a strategic plan for 2008-2010. The leader group has been progressively implementing the plan. The leader group consists of senior staff as Chairperson who are responsible for the implementation of the different parts of the plan.

Sporting And Cultural Events

The college is mindful of its role in developing sporting talents in our people as well as inculcating habits in children which in time will provide a means for recreation as well providing a sound foundation for those wishing to pursue a career in sports.

This year the college invited the Fiji Football Association to run a junior coaching course from 2nd to 6th October. Some 35 students and staff successfully completed the first stage of the course which is recognized all the Oceania region.

Conversational Hindi and Fijian Languages

The learning of these languages have been strengthened and the college is working closely with the CDU to ensure that our graduates go with these languages skills to enhance their effectiveness as teachers as well as assisting them in meeting one of the major challenges in Education which is “learning to live together” as highlighted in the Delor’s Report.

In this regard, a day every week at the college has been dedicated for prayer and all staff and students are encouraged to participate. The collage also has multi-faith prayer sessions on Monday of every week during the Flag ceremony. Students and Staff are also encouraged to attend Easter service and Diwali celebrations to foster cohesiveness and inclusiveness.

Graduation

152 trainees graduated with a Diploma of Primary Education while 26 trainees graduated with an Advanced Certificate in Early Childhood Education at the end of 2008.

Constraints

The college faces a number of challenges which needs to be addressed.

The college hostels, classrooms and institutional quarters are in need of urgent maintenance. A planned programme needs to be put in place by MOE so that buildings are maintained on a regular basis.

A large number of lecturers are on acting positions. These positions need to be substantively filled to retain staff who had received special training in teacher education.

The allowances paid to ECE graduates upon employment needs to be reviewed to reflect the contribution these graduates are making towards the development of education in the country.

FIJI COLLEGE OF ADVANCED EDUCATION (FCAE)

The Fiji College of Advanced Education is in existence for 17 years and is the only government institution, which trains secondary school teachers. So far, 14 batches of students have graduated comprising a total of **2141** who are now qualified as secondary school teachers. So far 942 degree holding teachers have completed their secondary teacher training certificate course from college on an in-service mode during school breaks.

The Fiji College of Advanced Education is 18 years old and is the only government institution, which trains secondary school teachers. So far, 14 batches of students have graduated comprising of a total of 2280 who are now qualified as secondary school teachers. It is also pleasing to note that 942 degree holding teachers have completed their secondary teacher training certificate course from college on an in-service mode during school breaks

In 2008 65 trainees enrolled for the diploma program.. The college mounts a 1-year and a 2 year Diploma programme.

The one-year diploma programme prepares teachers to teach Industrial Arts and Agricultural Science subjects.

The 2 year diploma programme prepares students for teaching in the following subjects:

- Accounting and Economics
- Mathematics and Science
- English and Social Science
- Counselling/Fijian Studies
- Counselling/Hindi Studies
- English and Fijian Studies
- English and Hindi Studies
- Physical Education/Music, Art and Craft
- Home Economics

ACHIEVEMENTS

Intake 2008

TABLE: YEAR ONE INTAKE BY PROGRAMME, ETHNIC & GENDER YEAR 2008

PROGRAMME	FIJIAN /ROT		INDIAN/O		TOTAL
	M	F	M	F	
ACCOUNTING/ECONOMICS	1	4	2	1	8
Maths/Science	1	6	1	2	10
English/Fijian Studies	4	7	1	-	12
English/Hindi Studies	-	-	2	8	10
PE/Music	4	1	3	-	8
PE/Art & Craft	3	1	3	-	7
TOTAL	13	19	12	11	55

INTAKE 2008 - ONE YEAR PROGRAMME

PROGRAMME	FIJIAN/ROT		INDIAN/O		TOTAL
	M	F	M	F	
INDUSTRIAL ARTS	6	1	3	-	10
TOTAL					10

Developing New Programmes

In 2007 Counselling/Fijian Studies and Counselling/Hindi Studies was introduced as a new programme at the college. A total of 31 students enrolled in Counselling/Fijian and Counselling/Hindi graduated in 2008. There were no intake for the students in Home Economics and Agricultural Science programmes in 2008.

Cross-Credit Awards

FCAE graduates will get cross-credit award of USP courses for a Bachelor of Education programme in the following disciplines:

10 courses are being cross-credited to FCAE graduates majoring in English/social science

13 courses in maths and science,

8 courses in accounting and economics and 7 courses in home economics.

In 2008 USP has given a further cross-accreditation in a Fijian course -

This is a clear recognition of the quality of the programmes that we offer at FCAE.

Teaching Practice

In 2008 all year 1 and year 2 students went out for 7 or 5 weeks of teaching practice covering Suva/ Navua/ Nausori /Nasinu /Tailevu, western and northern divisions

over the years all year 1 and year 2 trainees did their teaching practice in urban and semi-urban schools due to budgetary constraints. 183 student teachers undertook their teaching practice in 49 secondary schools throughout Viti Levu and Vanua Levu.

this practicum gives them an enriching and rewarding experience which prepares them well to take up the challenges of teaching in urban/rural schools after their graduation.

FCAE has maintained a good reputation in producing quality teachers with diploma in education serving the country for more than a decade. The college has responded to the changing needs. Because this institution is a teacher training institution, its orientation, attitudes and modes of shaping behaviour are understandably different from other tertiary institutions. We operate on a strict code of ethics and conduct and we believe in shaping trainees into worthwhile citizens. To achieve this, we have a compulsory core subject called culture and values education.

We have in place various training programmes that offer students a wide range of experiences like communication courses, computer course and pacific studies. In the enrichment area we offer music, art/craft and physical education because the college values skills in the context of life-long learning.

Participation in Sport, Cultural and Social activities

The college does not only excel in academic performance but also excels in sporting, cultural and social activities.

FCAE was also involved in Fiji Week celebration. This was infact a huge success. Everyday of the Fiji Week started with a national anthem and flag raising ceremony. During breaks students took part in cultural activities throughout the week.

The college took part in the inter-tertiary sports competition which was organised by the student association. World Teachers Day was celebrated here at FCAE. The chief guest for the occasion was the acting Director Secondary, Ministry of Education Mr Volau who addressed the lecturers and students on the world teachers day theme “teachers matter”.

Another highlight for 2008 was music performance night when year 2 students doing music enrichment course entertained the college with the skills they have acquired during the year in terms of singing and dancing.

A memorandum of understanding was signed at the beginning of 2008 between FCAE and Fiji Police Band where they reciprocate one another when the need arises.

In 2008 the school of PEMAC in particular the Music Department Combined with Fiji Police Band for enhancing students skills in their specific areas and in this case, use of brass instruments.. In 2008 members of police band took part in the graduation ceremony.

This is the first year since the inception of the college when the School of Languages and Literacy staged 3 drama productions. The Fijian drama were selected from form 3 upto form 7 syllabus of the secondary school. The Fijian drama staged was “Buna, Bola made”.

The Hindi students staged 3 plays – *Deep Daan*, *Sikandar* and *Yaksh Prashn*. The students studying English staged two plays a villa on venus & a different kind of woman. The college would also aspire to construct the Fijian bure opposite the dining hall to cater for the cultural expectation protocols in the Fijian studies courses.

15 PEMAC specialists took part in the bamboo orchestra workshop called “anklung and the arumba”. This workshop was organised by Indonesian Embassy.

In 2008 the students also went on educational field trips around the country. Counselling/Fijian , Counselling/Hindi, English/social science and industrial arts students spent 3 days travelling around Viti Levu to visit various cultural/religious and other educational places. The science students also went on excursion tours to assist the trainees with their projects that is part of their internal assessment.

Environment Week and Library Week

These were celebrated with poster displays.

To reward our trainees for their academic excellence of the year the head of schools have awarded trophies to their best academic student in their disciplines. This is the 6th time the college awarded trophies for academic excellence. We are proud that the honourable minister Mr Filipe Bole has donated a trophy for leadership award in 2008 and it would be called “mr filipe bole leadership award” . This trophy was awarded to the trainee with the best leadership quality. This award definitely motivate the students aspire to become good leaders.

The school of Mathematics was fortunate to have a JICA senior volunteer in mathematics education Ms Mitsue Arai. The college is grateful for her contribution to the college.

Sharing of Resources

Another highlight is the establishment of form 7 college at FCAE premises at the beginning of 2008. Form 7 college is sharing some of the facilities here at FCAE – that is the computer labs, science lab, home economics lab, library, industrial arts workshops and agricultural science tools and other facilities.

Future Plans and Vision for FCAE.

There are four key areas that we envisage diversifying into:

Upgrading of our diploma in education to a bachelor of education qualification in the near future. While BEd program is on our minds this course requires prudent planning. It is possible to upgrade to BEd with the existing infrastructure and resources currently under the ownership of FCAE.

A further future plan is to provide in-service training for secondary school teachers in their areas of specialisation. This will contribute towards keeping the teachers in the field updated with current developments and skills. This could be achieved through distance mode of study. The college is looking forward to introducing a diploma programme in mathematics and computer studies and upgrade the one year program for industrial arts and agricultural science to 2 year program.

We also are planning to introduce an environment and community education program as an enrichment course to all the students at FCAE. However, all of the above depend on the availability of finance.

Library is another area that needs upgrading . It needs networking all library computer, ensuring that the FCAE library database is accessible to other libraries and other education institutions and developing the audio visual and the pacific collections.

Chapter 13 - Output Specification and Performance Measure

The Ministry of Education contributes to the National outcomes through thirteen outputs groups as follows:

- Portfolio Leadership Advice and Secretariat Support
- Education and Training - Early Childhood Education
- Education on and Training - Primary Education
- Education and Training - Secondary Education
- Provision of Library Services to schools
- Advisory Services to schools and communities
- External Examination Services
- Education on and Training - Special Needs students
- Indigenous Development - Education Support
- Preservation of Natural and Cultural Heritage
- Cultural Enhancement Program
-
- This chapter of the Annual Report outlines the level of performance in the different Outputs against targeted outcome for the year 2008

Output 1: Portfolio Leadership Policy Advice and Secretariat Support

PPS Output 1: Portfolio Leadership & Policy Advise

MoE Policy advice, Legislations and Regulations

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS
Formulate policies, legislation and regulation to ensure consistency with Government Policy, with developments in education, and in keeping with the mandate of the Interim government	Number of Cabinet papers submitted to Cabinet	10	14	Fully achieved
	Production of 2007 Annual Report	Submitted to Cabinet by March 31	Achieved	Pending finance statement from MoF
	Establishment of TRB secretariat	By June 30	Established	
	Establishment of HEAB secretariat	By June 30	Established	
	Number of policy diskettes dispatched to schools	500	500	
	Survey on use of policies in schools.	conducted by August 30	>95% complete	Conducted by Professional Development Unit

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS
	Stakeholder consultation and review of High Education Bill and Teacher Registration Board Bill	Cabinet Paper tabled on outcome of consultations on Teacher Registration Bill by August 30	Draft versions prepared	TRB Bill will be tabled in Cabinet by 30 July
		Cabinet paper tabled on outcome of consultation on Higher Education Bill by October 30	50% complete	Draft version in the final stages for submission to Crown and consultations
	Review Policy on Examination for the purpose of the establishment of an Examination Board	Submit Cabinet paper on the policy framework for the Exams Board by end of Feb	100%	
		Draft Bill on Exams Board is tabled for review by first Parliamentary Counsel by July 31	70%	
	Stakeholder consultation for better advice on review of FIT Act 2006	Minister receives the report on the review of functions of FIT and TPAF by end of Feb	100%	
		Policy advice compiled on review of FIT Act by August	50%	
	Finalise Higher Education Policy Framework to guide Higher Education Advisory Board's work	Minister approves the detailed Higher Education Policy by end of February	100%	Ready for submission to Crown Law office
		Draft Higher Education Bill endorsed by Parliamentary Counsel by June	100%	

Improved Responsiveness and Effectiveness in

Administrative processes and support

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS
Greater client satisfaction to ministerial performance and delivery	Percentage of client responses that rate service delivery as satisfactory	60%	70%	Most rated our performance as good
	Development of Training Needs Analysis for Administrative and Professional staff	Completion by the end of June	80% complete	PSC deadline moved to September
	Development of Training Plan for Administrative and Professional staff	Completion by September 30	Training plan prepared and under review	
	Budget 2009 prepared and completed	Budget submission by June 30	Being finalized so about 90% complete	

Greater Transparency and Accountability

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS																							
Strict compliance to Government procedures and regulations	Improved compliance to procedures and regulations	Reduction in number of audit queries	Significantly Reduced																								
	Number of Ministerial responses and media releases for public information	200	176 (78 Ministerial responses and 98 media releases)	<table border="1"> <thead> <tr> <th></th> <th>Releases</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>18</td> <td>9</td> </tr> <tr> <td>Feb</td> <td>21</td> <td>13</td> </tr> <tr> <td>Mar</td> <td>20</td> <td>16</td> </tr> <tr> <td>Apr</td> <td>16</td> <td>13</td> </tr> <tr> <td>May</td> <td>7</td> <td>16</td> </tr> <tr> <td>Jun</td> <td>16</td> <td>11</td> </tr> <tr> <td>TOT</td> <td>98</td> <td>78</td> </tr> </tbody> </table>		Releases	Responses	Jan	18	9	Feb	21	13	Mar	20	16	Apr	16	13	May	7	16	Jun	16	11	TOT	98
	Releases	Responses																									
Jan	18	9																									
Feb	21	13																									
Mar	20	16																									
Apr	16	13																									
May	7	16																									
Jun	16	11																									
TOT	98	78																									

Alignment to Government Reforms and Restructure

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS
Proposals for	10% reduction	Proposal	Proposal	

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS
adherence to PSC reforms submitted	strategy of Ministry submitted	submitted upon demand	submitted – 100%	
	Reforms and restructure for cost effectiveness and improvement of service	Action Plan tabled to Cabinet by April 30	100% complete	
	Develop and complete 2009 to 2011 Strategic Development Plan	Completed by December 31	Consultation in progress	

PPS Output 2: Education and Training, Early Childhood Education
Provision of Qualified and Trained ECE Teachers

PERFORMANCE INDICATOR	PERFORMANCE MEASURES	TARGETS	ACHIEVEMENT	REMARKS
Increased number of trained ECE teachers	Percentage of ECE teachers graduating from LTC and finding employment during the year	70%	100%	24 out of 24 posted - All graduates
	Percentage of ECE teachers/school management participating in at least one professional development workshop during the year	50%	More than 50% of teachers / school management reached	CDU and District staff conducted Professional development

Curriculum Framework and Guidelines

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	PERFORMANCE TARGET	ACHIEVEMENT	REMARKS
Level of development of ECE curriculum	New ECCDE curriculum draft 1 & 2 completed	Completion by May	Drafts 1 and 2 completed and trialed	
	Drafting of training materials	December 31	Drafting of training materials are in progress	
	Develop a sample support material about	December 31	60% complete	Target for December is on line

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	PERFORMANCE TARGET	ACHIEVEMENT	REMARKS
	the curriculum for the teachers			
	Pilot of draft 2 in the Western Division	December 31	Pilot in progress. 70% complete	
	Number of pre-school teachers trained in the new ECCDE curriculum guidelines in 2008	175	24/24 Graduates posted to rural and disadvantaged pre-school centers	
	Develop and Trial a manual for Kindergarten Management	December 31		

PPS Output 3: Education & Training, Primary Access and Retention

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Improved Access and Retention Rates at Primary level	Reduction in dropout and non-attendance at Primary level (Classes 1-6)	99% net enrolment	Primary net enrolment currently stands at 93.5% while the gross enrolment is more than 100%	This figures are acquired from the completed EFA Mid Decade Assessment report
		Dropout rate 1-6 of not more than 15%	Primary dropout is 1.3%	

Human Capacity Building & Development

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Schools are provided with adequate and professional teaching force	Percentage of schools that are adequately staffed	90% by the end of term one	90% appointments completed	Worked with payroll to identify the vacancies
	Percentage of primary teachers that undergo in-service training and professional development conducted by the Ministry	30%	388 for Inservice and PD through PDU and 510 through the Curriculum roll out programme which brings it to 17% altogether	This does not take into account professional development conducted by other sections.

Provision of Grants that would Facilitate Access

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Timely administration of grants	Percentage of school grants paid out in a timely manner in term 1	90%	24 out of 30 earmarked schools have been supported so far. This is 80% altogether	
			514 out of 734 schools have received their grants which is 70% schools received	
	Percentage of primary schools meeting criteria for the release of grants in terms 2 and 3.	70%	100% of schools earmarked to receive the grant have met the criteria	

Programmes and Curriculum

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Extent of development and implementation of new curriculum initiative	Number of class level syllabi developed for classes 3-6	7 key learning areas to be developed for each of the 4 classes by December	The 7 key learning areas for the 4 classes have been developed.	Classes 7 and 8 syllabus are now in progress
	Number of schools and teacher training colleges piloting the new Citizenship Education programme during the year	20 schools 4 TTC	Trialing has started in the 20 schools for classes 3 and 4 materials	
	Extent of development and implementation of new language policy at Class 5	Piloting to start in term 2	All class 5 students in the central division have started conversation teaching of Hindi/Fijian language as a pilot for the 'beginners level'	
	Review Primary Education policy for inclusion of ECE	Request for AusAID support is tabled by end of Feb ECE policy is approved by Minister in September	Include ECE in Primary Education policy	

PPS Output 4: Education & Training, Secondary

Capacity Building & Professional Development

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Schools are provided with adequate and professional teaching force	Percentage TCS teachers absorbed into CSP	327 appointed CSP by end of Feb	489 appointments for probation as civil servant	
	Percentage of staff re-deployed for the purpose of optimum utilization during the year	5% of staff re-deployed	60 teachers have been redeployed out of the 100 identified	
	Percentage of potential school leaders identified and trained in leadership and management during the year	60% of potential school leaders identified through the Ministry Succession Plan trained by December 31	109 principals which is about 64% so far	
	Percentage of trainees and stakeholders that rate professional development training as satisfactory or better	70% of those that attended the Professional Development workshops	At least 90% of teachers rate the training as satisfactory or better	
	Percentage of schools that are adequately staffed	90% by the end of first term	Redeployment of teachers to replace exiting ones has dropped the number of teachers on the ground to be less than required establishment (4512) by 58 (pay 14) from a surplus of 158	

Provision of Grants to Facilitate Access

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Timely administration of grants	Percentage of secondary schools submitting financial audited account by March 31	80% of all Secondary schools in Fiji	61 schools (35%) submitted their audited financial	The 29 pending schools that are yet to receive their grants have not submitted their AGM report
	Percentage of school grants paid out	80% of secondary schools paid all grants by November 30	32 grants have been paid so far after receipt of their Financial Audited Accounts	

Programmes and Curriculum

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Underperforming schools are supported and facilitated for the purpose of improving their examination results	Completion of survey on Underperforming schools	Cycle of survey completed by end of term 1	The 70 schools to be surveyed was completed and monitoring is on-going	
	Number of underperforming secondary schools assisted with resources	70 schools by July	Provide resources for under performing schools based on their needs analysis	Under performance taskforces
	Monitoring of improvement strategies of the 70 underperforming schools	All 70 schools visited twice by end of term 2	More than 90% of schools have been monitored	Under performance taskforces were distributed to the 70 schools
Language policy on Fijian and Hindi languages implemented	Primary and secondary schools pilot the Fijian & Hindi language curriculum in accordance with the language policy	Piloting commences from term 2 in Central Division	Form 3 students in the Central Division have started conversation learning of Hindi/Fijian language as a pilot for the 'beginners level'	
Improving educational opportunities for students and youths	Number of students enrolling in the Mature programme	400 students	39 students are currently participating	This is a programme that is fully initiated by interested schools
	Establishment of Form 7 College	Classes commence by February	Structuring and organization of Form 7 College commenced from February	
New TVET initiatives are implemented	Development of quality vocational centres	RKS and Nawaicoba receive assistance by July 31	Upgrading of TVET centres	
	Number of referrals made for work placements/ apprenticeship programmes	3 referrals by December 31	Strengthen TVET Advisory Board for industry work placements	
	Number of schools approved during the year to offer franchised courses	5 TVET schools to be approved by December 31	Upgrading school facilities to meet standards of franchised programmes	
	Percentage of clients expressing satisfaction with the level of skills demonstrated by TVET graduates	80% of total number of clients that answer survey questionnaire	Conduct survey and analyse results of clients' views	

**PPS Output 5: Provision of Library Services
Increase Access to Library Services and Resources**

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Schools are provided with adequate library resources and library schemes & projects	Number of schools provided with library books and related resource materials during the year.	100 schools by December 31	63 schools received their EU sponsored books for 2007. 7 schools received specifically requested reading materials	Totaled 6,555 titles
	Number of school libraries that organise and coordinate various schemes and projects earmarked for the year	60 schools by December 31	-	Money diverted to School Improvement Project

Improve Quality of Service Delivery

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Strengthen effectiveness of services delivery	Percentage of scheduled library related training workshops that are rated by participants to be satisfactory or better	80% of participants that attend library workshops give satisfactory or better ratings	100%	Conducted 1 workshop in Suva which was attended by 17 librarians from the Public Libraries. Visited 60 schools and trained their school/teacher librarians.
	Percentage of clients that rate the ICT and/or IT systems used in servicing library initiatives as satisfactory or better and timely.	80% of clients serviced with ICT and IT systems	90% were satisfied	These users used internet services through 12 e-community centres.
	Public rating of library week 2008	80% of those surveyed give their ratings of library week as good or higher		Library Week will be launched on August 29

PPS Output 6: Consulting Services Advisory Services to Schools and Communities

Advisory Services For Teachers and Schools

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
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Teachers benefiting from training workshops	Percentage of teacher attendees that rate workshops as benefiting students during the year	80% of teachers that attended the workshops rate them as beneficial during the year	Workshops have been conducted in various secondary subjects – English, Physics, Chemistry, Biology, Hindi, Rotuman, Urdu, Geography, History, Accounting. There have also been workshops in Environmental Education	Evaluations of workshops to be analysed
	Number of professional development workshops for Education officials, school leaders and teachers conducted	193 workshops for teachers and 12 for administrators by December 31		
	Number of peer education workshops conducted	3 workshops by April 30	5 workshops conducted	

Advisory Services for the School Management

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Workshop for management in targeted areas conducted	Number of professional development workshops for school management	70 for school management and 23 for committee members	1. Conducted School Management Workshops to schools in Natewa, Nakobo, Wailevu East and West, Savusavu and Navatu. 2. Conducted a School Management Workshop for 36 Nadroga/ Navosa Primary Headteachers and School Managers at Nadave Training Centre	21 schools in Districts: Wailevu West – 1 Wailevu East - 4 Natewa - 4 Tunuloa - 5 Koroalau - 3 s Rabi - 1 sl Navatu - 2 s Savusavu - 1 s PCDF sponsored this Workshop
	Percentage of school management sharing information on HIV/AIDS to their communities	20%	7 Drug & HIV AIDS Awareness Workshops were conducted in targeted Districts. 11 schools in the Suva Nausori Education Districts are actively sharing information on HIV AIDS to their school communities as a result of HIV AIDS Workshop	Targeted Districts: 1. Namataku–Navosa 2. Suvavavou–Rewa 3. Bau–Tailevu 4. Saivou–Ra 5. Nasinu–Ovalau 6. Wailevu–Macuata 7. Lau Eastern

Advisory Services with Communities

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Community awareness conducted	Percentage of schools reached through community awareness programmes	60% of all schools	1. Conduct Community Outreach in Natewa, Nakobo, Wailevu East and West, Savusavu and Navatu in Cakaudrove and Cautata Village, Tailevu. 2. Conduct training and carry out the relevant evaluation.	Community Outreach in villages conducted after hours after the School Management workshops
Regular release of information to the general public	Number of ESU releases submitted to PM's Office	80	34 releases submitted	
	Increase in overall enrolment	90% enrolment average		Community awareness programmes to parents and strengthen EFA strategies
	Regular consultation with Education stakeholders	Quarterly meetings of Education Forum, Divisional Management Boards and JCC unions		Coordinate and chairs quarterly meetings

PPS Output 7: External Examination Services Examination and assessment of students

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
External examinations conducted effectively in a timely manner	Percentage of primary schools successfully implementing FILNA as an assessment methodology	60%	Conduct survey. Liaise with district offices in carrying out FILNA tests. Results processed and reported on.	In 472 schools around the nation. 25,204 candidates enrolled for FILNA Class 4: 11 062; Class 6: 11 057; Class 8: 3 085
	All national external examinations conducted successfully in accordance with regulations	100%		Printed and dispatched FIE and FEYE papers to respective Examination centres. Appointed FIE and FEYE Supervisors and Markers. Completed registrations for FIE & FEYE. FIE – 5 521 candidates with 231 schools. FEYE – 16 491 candidates with 672

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
				<p>schools.</p> <p>Commence registrations of FJCE (closed on 27 June) and FSFCE. Candidates enrolment report sent to those schools registered.</p> <p>Completed almost all FJCE review meetings and papers are ready for Printing (14/14 normal; 15/17 Pilot papers – only Chinese & French yet to be reviewed)</p> <p>Commence Review meetings on FSFCE (completed 12 out of 18 papers at 30 June).</p> <p>Received 18 out of 21 draft FSLCE papers from Examiners and scripts are under going editing and moderation before presented for review.</p>

Analysis of Performances in Examination and Assessment

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Completion of Examination Analysis and Reports	Examination reports on all facets of examination processed and produced	All exam reports available by June	Compiled and despatched annual reports, examiners' reports and statistical reports for the 2007 FJCE, FSFCE & FSLCE to all senior staffs on the MoE.	

PPS Output 8: Education and Training, Special Schools Programmes and Curriculum

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Improved access to special education programs	Percentage of students with disabilities included in inclusive, education programmes	50%		
	Number of schools benefiting from the Project Heaven	20	34 primary and secondary schools from the Eastern Education District.	A total of 8,972 students were screened, with 534 referred to the medical officers for their eyes and

	programme		20 schools from Vanua Levu which could not be screened last year, were visited at the beginning of this year.	829 for their ears problems. Project Heaven achieved a milestone of testing 300,000 children on May this year
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PPS Output 9: Indigenous Development – Educational Support
Provision of resources and infrastructure

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Improved Resources and Infrastructure in schools	Number of schools assisted with books	70 Secondary Schools	Assistance to Primary and Secondary Schools on hold	MoE's Directive – priority to 72 Secondary Schools in the IPSP visited and needs assessed by Task Force Teams
	Percentage of boarding schools assisted with boarding facilities to improve standard of living of students	50%	28 Primary and 9 Secondary schools' boarding school grants approved	
	Percentage of building grant projects completed	60%	ECE Centres – 78% Pri – 62.5% Projects completed	Building Grant approved for 32 ECE Centres and 24 primary schools 16 Govt schools and Institutional Quarters assisted under Capital Projects

Programmes, Schools and Community Awareness

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Increased stakeholder participation in school improvement processes	Percentage of schools assessed through Standards Monitoring system rated as satisfactory or better	80%	School Monitoring Team visited 35 schools in Yasawa, Cakaudrove and Bua.	Yasawa - 7 schools Cakaudrove - 21 schools Bua - 7 schools
	Percentage of clients rating the outreach programmes conducted during the year to be satisfactory or better	60%	SMT visits to schools in the above areas also involved Community Awareness.	Community Awareness in villages conducted after hours after the SMIS Awareness Workshop in Schools.

PPS Output 10: Preservation of Culture and Heritage for Current and Future Generations

Sub-output 10.1 Research and develop policy papers on issues relating to the preservation and promotion of Fiji culture and heritage

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Policy recommendations and initiatives developed and commitments implemented	Prepare overarching national Culture and Heritage policy with stakeholder consultation	Minister and PS endorsement by 31/12/08 Budget secured for 2009 by 30/11/08	Development of policy framework guidelines prepared. Policy paper awaits endorsement of Fijian Affairs Board.	Policy formulation funding submitted for 2009 budget
	Develop Policy paper for National recognition of Living Human Treasures.	FAB endorsement by 30/06/08 Cabinet endorsement by 31/12/08	Policy paper yet to be produced awaiting the finalisation of the piloting of the programme	7 more provinces to be visited to finalise pilot testing of LHT framework
	Prepare cabinet paper for establishment and endorsement of indigenous Label of Authenticity trade mark.	FAB endorsement by 31/06/08 Cabinet endorsement by 31/12/08	Policy paper awaits endorsement of Fijian Affairs Board	FAB is yet to meet.
	Prepare nomination document for listing of Levuka as World Heritage site	Project staff employed and salaries secured Management Plan consultants hired by 01/05/08	Completed Completed Consultants selected (2 local officers appointed for the Project Awaiting signing of contract

Sub output 10.2: Develop legal frameworks for the protection and promotion of Fiji's culture and heritage

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Formulate legislation and regulations to ensure consistency with	Development of legislative framework for heritage protection of	Legislation complete by 31/12/08	Legal Officer appointed and already commenced duties	Work in progress

government policy and developments in National Heritage	World Heritage sites			
	Develop legislative framework for Living Human Treasures & National Awards of recognition	Assessment of legislative requirements by 31/12/08	Legal Officer currently working on reviewing existing legislation	Work in progress
	Initiate development of legislative framework for Fiji's Label of Authenticity.		Legal Officer currently working on the draft legislation	
	Active participation in the development of protected areas legislation with Department of Environment and NTF	100% attendance at meetings as reflected in meeting minutes	100% attendance	DCH representative attended first 2 meetings

PPS Output 11: Cultural Enhancement Programme

Sub-output 11.1: Encourage interaction between ethnic groups.

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Interaction with ethnic groups observed	Ensure representation of ethnic groups in National & regional events such as Fiji Day celebrations, festival of Pacific Arts etc.	Ethnic groups represented in at least 2 national/regional events during 2008	Selection of the 90 member Fiji delegation completed and currently finalizing all travel detail	Fiji delegation comprises different ethnic groups in Fiji.
	Secure funding for participation in Arts festivals government is committed to attend	Delegation sent to the Festival of Pacific Arts in American Samoa 20/07/08	Support FAC as lead agency for delegation preparation	Delegation departs on 17/7/08
		Funds secured for ACP Festival to be held in Fiji in 2009	Cabinet Paper prepared by 30/04/08 Funds secured by 30/11/08	
	Monitor National Art and Craft Exhibitions by Fiji Arts Council	Art & Craft Exhibition conducted annually	2 Craft Fairs conducted in the Central Western Divisions in first quarter	2 more Craft Fairs to completed by December – Northern and National

Sub-output 11.2: Improve monitoring system for all grants made to DCH and other grant aided bodies

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Level of completion of completion and maintenance of database of projects and grants	Develop database of projects submitted for culture sector from individuals, private and public bodies for funding application.	Annual summary report produced for inclusion in annual report by 31/12/08	Data base update in process	Little progress due to staff shortage currently existing. Officer responsible resigned & 1 TRCO terminated with no replacement yet. Another TR CO on inpatient sick leave
Grants are completely processed.	Process requests for Cultural Grants and BACC grants and maintain database	Cultural Grant fully expended in 2008	Cultural Grant guidelines under review 3 meetings of Cultural Grants Committee conducted as at 15/7/08	Guidelines under review
Level of client and stakeholder collaboration with UNESCO Fijian Trust Fund and government on grant provision.	Maintained links with UNESCO National Commission to meet international obligations and maximize funding support for culture sector.	100% attendance at UNESCO National Committee meetings attended as reflected in meeting minutes	100% attendance	Desk Officer assigned and regular communications with UNESCO Nat Com Chair
	Monitoring of UNESCO funds released for project implementation	100% of culture sector reports for UNESCO funded projects submitted on time	Require fund recipients to provide regular progress reports	
	Strengthening of existing links with Fijian Trust Fund	Review of Fijian Trust Fund application processes by 31/12/08	Meetings with FTF and Ministry of Indigenous Affairs	Ongoing support provided
	Monitor MOUs with, and Government grants to, Fiji Arts Council, National Trust of Fiji and Fiji Museum	Grants fully acquitted and all terms of MOUs met by agencies in 2008	Liaise regularly with, and provide timely advice and support to agencies.	

Sub-output 11.3: Strengthening of Cultural sector and Infrastructure development.

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Level of development establishment and upgrading of culture and arts structures and resources	Prepare proposal for refurbishing of the ITC building as Fiji's National Art Gallery	Project proposal completed by 30/09/08 Budget secured for 2009 by 30/11/08	Arrangement made with PSC for the lease to the ITC building. Budget prepared for the scoping work	Budget proposal submitted to HQ

	Support Provincial Councils to establish cultural committees and develop guidelines	6 Provincial Council Cultural Committees established by 31/12/08	Guidelines yet to be completed. Awareness made to 4 Provincial Councils. Presentation made to 4 provincial council meetings	Guidelines will be finalized in October 2008
	Development of best practice tourism standards for cultural resources use.	100% attendance at meetings with Ministry of Tourism on Green Fiji accreditation system as reflected in minutes of meetings	1 staff assigned and made 100% attendance so far	Presentations made to Tourism organized meeting
	Support Fiji Museum in the upgrading of the Museum complex and Thurston Garden.	Fiji Museum operating more successfully by 31/12/08 as shown by increased visitor numbers and at least 1 new exhibition	Thurston Garden issue addressed with maintenance undertaken by SCC	Funding for one Marketing Officer for Fiji Museum requested in 2009 Budget

Sub output 11.4 : Culturally inclusive curricular included into the formal primary and secondary system.

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Cultural programs and initiatives integrated into education curriculum and other educational programs and initiatives.	Collaborate with CDU and relevant stakeholders for development of culturally inclusive education in curriculum	One stakeholder meeting held in 2008	Discussion in progress	
	Facilitate publishing of Fijian Book for secondary school text books with retired Fijian Teachers Association.	1 book (600 copies) published in 2008	Completed	Funds released from Fijian Trust Fund for the project

Sub-output 11.5: Consolidated Human Resource Development plan for the sector

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Integration of culture and arts programs and initiatives at higher education level.	Advocating for tertiary training courses offered in Indigenous Studies and Archeology at USP and	At least one presentation to each university during 2008	Completed	Submission made to the Ministry of Indigenous Affairs for inclusion in 2009 scholarship award areas on

	University of Fiji.			Conservation Architect, Heritage Management, Archeology etc
	Ensure continuous award for Scholarship through PSC ,FASU & Multi Ethnic Affairs for Arts, Culture, Design, Anthropology, Archeology, etc with success rate statistics recorded	One statistical report produced in 2008	Statistics compiled from PSC, FASU, and Multi-ethnic Affairs	
	Community skills revival workshops on cultural practices conducted with FAC in Fiji and Rotuma.	Identify workshop needs in 4 communities	Visit communities and prepare workshop recommendations	

Sub-output 11.6: Awareness raising activities

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	TARGET	ACHIEVEMENT	REMARKS
Increased community awareness programs	Attendance and presentations at meetings with the community, provincial councils, government organizations, and non-government organizations	14 communities, 6 Provincial Councils, 6 Government Ministries and 10 NGOs visited, presented to or met with in 2008	Presentations made to 4 Provincial Councils	Presentations to 4 Provincial Councils, 27 villages
	Continuous update of DCH website.	DCH website updated by 31/12/08	Assign a desk officer and work with ITC	
	Publication of brochures on specific topics.	2 brochures published in 2008	600 brochures on world heritage distributed around villages of Ovalau.	Posters on World Heritage ready for printing

PART III – REPORT OF DONOR AGENCIES

Chapter 14: The Fiji Education Sector Program (An Australian Government, AusAID Initiative)

The Fiji Education Sector Program [FESP] an Australian Government, AusAID initiative, is an AU\$25M program which commenced in June 2003. FESP is assisting the Ministry of Education National Heritage, Culture and Arts, [MoE] to deliver quality education services to children especially in disadvantaged and remote communities. The major initiatives of FESP program interventions are to enable MoE to enhance the quality of education for children in Fiji through the provision of a flexible, responsive support mechanism which improves:

- Curriculum relevance and flexibility,
- Planning, management, provision and monitoring of education services; and
- Teacher capacity to deliver quality education to their students.

MoE now assumes ownership of a number of FESP supported initiatives including planning, policy development, leadership and management induction, enterprise education, Fiji Islands Literacy and Numeracy Assessment (FILNA) and revision and re-accreditation of teacher training courses. This is a positive sign in terms of sustaining the benefits of activities in the future.

Financial sustainability of FESP supported activities is demonstrated by MoE's continuation and expansion of activities that have been handed over. The FESP sustainability adviser has trained counterparts to promote sustainability, induct advisers and implement strategies in their own work areas. These counterparts now brief and monitor advisers with respect to sustainability issues. For each initiative, advisers and counterparts develop, implement & monitor sustainability strategies. The sustainability adviser and counterparts examine and report on sustainability issues annually.

Replication strategies are developed for pilot initiatives for MoE's use in planning. Sustainability is built into the design of new initiatives through increased efficiencies which reduce MoE costs.

Major achievements are outlined within the following four major components of FESP support to the education sector in Fiji:

1. Building Leadership and Management capacity

FESP is assisting the MoE build leadership and management capacity at all levels, at the senior management level and with increasing support to school heads and school management committees. The activity also focuses on strengthening monitoring and evaluation capacity and continuing support to the establishment and consolidation of newly established work units. These are in key areas such as corporate services, human resources and the Professional Development Unit (PDU).

Leadership and Management

In 2008, the Professional Development Unit (PDU) assumed the coordination role of Leadership and Management training. 46 MoE Officers from District offices and Heads of Schools have been trained as trainers.

The Heads of Schools and Managers from the Eastern and Western Divisions participated in workshops on school planning, policy and change management. More than 90% of Heads of Schools attended. The training focused on aligning school plans to MoE strategic direction and policy objectives. Follow up workshops on Financial Planning were completed in the Central and Northern

Division. Additional training was provided to 51 primary schools identified as schools needing additional support. The School Leaders Handbook was completed and endorsed by the Permanent Secretary.

The School Review policy was reviewed, and endorsed by MoE. Nineteen Education Officers from the Central and District Offices have been trained as External Reviewers. Awareness workshops were conducted at the Central office and District level for better understanding and streamlined school review processes. School Review was piloted. The Standards Monitoring Unit (SMU) Business Plan and database has been developed.

Work Attachment

Five work attachments to the Western Australian Department of Education and Training successfully completed in 2008. The attachments covered early childhood education, differential resourcing, Professional Learning, Leadership and Management and curriculum development. The five Officers who undertook these work attachments have been implementing skill development plans relevant to the context of Fiji from learned experiences that are improving work performance.

Building Policy and Planning Capacity at the Central Office

FESP support in this area focuses on building capability within the senior levels of MoE in policy development and planning. The Ministry continues to develop policies in identified priority areas using an established policy framework. Best practice in strategic, corporate and business planning is a strong feature of the work in this component. The program recognises the importance of MoE having the capacity to monitor and evaluate its own activities. FESP has therefore continued support through training of senior officers with the key central databases; Fiji Education Staffing Appointments (FESA), FILNA and School Information Management System (SIMS). Training has contributed more effective monitoring and evaluation and more informed, evidenced-based decision making.

Planning and Policy

FESP support in planning is minimal as the Planning Unit is now capable of developing strategic, corporate and business plans effectively. The Human Resource Management Unit (Human Resource Management [HRM], planning, policy, statistics and research) has now successfully assumed the role of planning and policy development within the Ministry. Training was provided to the unit in workforce planning, contemporary human resource management and the development of the Strategic Initiatives 2008 Business Plan. Policy work was sustained through the development of another five system policies during the year.

FESP has supported a number of units within MoE that have been grouped under a strategic initiatives area. These have included policy and HR units. In 2008 support included the development of unit business plans, training of unit staff in contemporary human resource management and workforce planning.

FESP supported MoE to undertake a situational analysis of the Administration and Finance section and the CDU and scope options to improve organisational alignment in these areas.

Data Collection and Analysis

A training program in new data collection, analysis and reporting processes has been developed and implemented with all Directors, Divisional Education Officers and District Senior Education Officers to enhance evidence - based planning and reporting. Evidence-based reporting is embedded in the reports from senior officers of MoE.

Training was conducted to build capacity of officers to effectively manage the data and have ownership of the process. Evidence of improved data integrity has been realised.

A skill development program was implemented with statistic unit staff to effectively quality assure data collection, analysis and reporting and to support data management at the division and district offices.

Human Resources and Records Management

In the past, FESP has supported the MoE to build a staffing establishment, leave and records management system (FESA) and undertake training of users. Business processes in the area of staffing and records management have been enhanced. In 2008, the software tool has continued to be deployed to all central and district offices. Specialist SQL database training has been conducted with IT Unit staff. IT staff are maintaining FESA independently. Basic IT maintenance has been conducted with IT coordinators in all sections. Staff are being recruited and appointed to schools in a more efficient manner utilising more effective business processes and the FESA database as a management tool.

In 2008, the Public Service Commission (PSC) has undertaken a project to place all civil servants onto FESA.

Monitoring and Evaluation (M&E)

In 2008, training conducted with MoE Senior Executive Staff and Directors in extracting useful data from the corporate information systems and applying to their accountability areas. Local counterparts have been trained to support M&E activities at the Ministry. IT and Statistics Unit staff were trained in evidenced based planning and reporting to support reporting against accountability requirements of the Ministry.

Improving curriculum relevance and flexibility

FESP has supported the development of a new National Curriculum Framework [NCF] for Fiji that has been approved by the Curriculum Council and satisfies the long held need for curriculum reform. The NCF articulates, Fiji's philosophy and beliefs about education, details the key learning areas, supports the needs of all children including those in remote, rural and disadvantaged schools in primary, secondary and Technical Vocational Education and Training (TVET) sectors of education (Kindergarten to Form 7). The major focus of the activity has been on curriculum development and at the school level in the delivery of professional development and training programmes for heads of schools and teachers. All school heads and management committees have had awareness training. The first phase of syllabus and curriculum materials development has focussed on early childhood and primary school. Early Childhood Care Development and Education Guidelines have been developed and are being trialled.

Assessment

Support provided in 2008 focused on empowering the IT Unit to carry out enhancement required in the Fiji Islands Literacy and Numeracy (FILNA) system and included enhancement to student examination design and the development of additional reports. FILNA expanded to 471 schools in 2008.

A review of assessment training module and teacher assessment guide pilot was completed. A standard student's assessment reporting template was developed to enhance reporting of student progress for schools and parents.

Professional development was provided to teacher and leaders in schools on the application of contemporary internal and external assessment strategies in schools.

The FILNA item bank was reviewed to better reflect the new syllabus for Classes 3 and 4 and allow for detailed reporting of student achievement and the development of benchmark at Class 4 level in literacy and numeracy.

National Curriculum Framework

A key component of FESP support was the completion of the National Curriculum Framework. Work progressed on the development of Classes 1-6 and Forms 3-4 syllabi in all KLAs.

A Distance Education pilot in Class 3 reading was implemented. The draft Distance Education material was reviewed, refined and implemented through broad consultation. A monitoring and evaluation study was completed in 2008. FESP has built capacity within the CDU to write Distance Education materials.

Draft 2 of the Kindergarten curriculum guidelines completed. Trainers selected from Kindergarten and Class 1 teachers in the Western Division. A train the trainer program developed, and workshops conducted, in the Western Division in collaboration with LTC ECE lecturers and EC Steering Committee. The focus of the training to build capability in training kindergarten teachers on using the new curriculum guidelines.

Review of KLA based curriculum modules for Classes 3 and 4 completed and trialled in 14 schools. The evaluation of the trial conducted and informed further revision of the curriculum support materials.

Western Australian Teachers

To enhance teaching and learning in support of the new curriculum, twelve WA teachers conducted workshops in the Central and Western Division. The workshops focussed on student centred learning to provide opportunities to experience teaching and learning in alignment with the NCF.

Technical Vocational Education and Training

FESP support in TVET continued to focus on establishing a more strategic direction for technical and vocational training in schools. The TVET Strategic Plan 2008 – 2013 implementation started. Industry-school agreements (formal agreements for active participation in TVET for mutual benefits) in tourism and hospitality, forestry and marine studies developed. Implementation of alternative pathways in two remote schools at Lakeba and Kadavu were supported to implement forestry and marine studies in 2008.

HIV/AIDS

An HIV and AIDS officer was appointed to MoE, Train the Trainer training was conducted and workshops to raise awareness with teachers and school heads in a cross sectoral approach with partners such as Health Department and Pacific Regional HIV and AIDS Program. The training of trainer model approach has built the capacity of trainers for a wider reach in the awareness program.

Support materials have been developed for teachers and students to assist with the implementation of the HIV and AIDS training and awareness in the schools and the community.

Enhanced Primary Teacher Education at Lautoka Teachers College (LTC)

An impact study on the effectiveness of activities at LTC was conducted indicating the success of the programme of support over the past five years.

Information Technology

A substantial, robust and self sustaining IT network has been established. IT staff at LTC and at Central Office have the capability to maintain the system. Staff and students have been trained to utilise the LTC network and associated applications including an information management system for the library. The network has assisted staff and students in research, publishing, organisational skills and professional communication with internal, external MoE and international colleagues.

Chapter 15: The European Union Funded Fiji Education Sector Programme

The Fiji Education Sector Programme (FESP) funded by the European Union continues to provide assistance to the Fiji education system through its various Key Result Areas as defined in the Project Document. In 2008, a number of areas of assistance have come to an end as the goals have been achieved in 2007. Project implementation has not been easy as unforeseen problems continue to arise especially in the construction of new buildings. However the commitment of the project officers especially the engineers have managed to rectify such issues and projects corrected to ensure sound structures are put in place.

The Project has been implemented bearing in mind the commitment to provide a more conducive learning environment for students and greater access to education for the rural students building on Fiji's commitment to the MDGs and EFA goals. The progress and status of each of the Key Result Areas are as follows:

Key Result Area 1: Improving schools' infrastructure and facilities

The FESP assistance continued in 2008 with its work plan with a number of new constructions being undertaken and completed. A key feature of this KRA has been the allocation of \$1,050,000 being provided to the Ministry for the upgrading works in 35 schools which have been successfully completed. Other major works during the year include the following:

- 75 new buildings have been completed in 55 schools.
- 41 new buildings currently under construction in 29 schools.
- Tender for 117 new buildings in 79 schools have been called and processed for commencement of construction in January 2009.
- 46 schools have undergone renovations in 2008.
- Contract agreement for the construction of the double storey hostel at RKS has been signed between the Public Works Department to start in 2009.
- Tender for satellite distance learning facilities was called and processed for installation in a studio and three pilot schools.

Key Result Area 2: Increasing the capacity of teachers, principals and Ministry Officials

The support by FESP for the training of student - teachers at LTC and FCAE was discontinued in 2008. Similarly, the support towards the awareness campaign for the National Curriculum Framework was discontinued in 2008. However, continued support were provided for the following:

- Overseas training for two Ministry officials in Raising of the Quality of Education.
- Training of TVET teachers in Competency Based Assessment systems.
- 79,000 copies of the 2009 Fiji Student Diary were produced and launched and which will be distributed to all secondary school students and teachers in January 2009.
- 510 out-of-school youths and unemployed adults have received training in tourism, construction, agriculture, computing and technical and vocational programmes.

Key Result Area 3: To provide school resources and materials

FESP has provided assistance to most primary and secondary schools in terms of teaching and learning resources and office equipment. The main assistance remaining under this KRA is the supply of locally manufactured furniture (30 sets of desks and chairs) to all newly constructed classrooms.

Key Result Area 4: To strengthen the Ministry's processes and mechanisms

The FESP has greatly strengthened the Ministry's capacity for monitoring and outreach to schools by providing four - wheel drive vehicles to the District Education Offices and three aluminium boats for the Education Districts that supervise maritime schools. Another four - wheel drive vehicle was provided this year to assist head quarters staff in monitoring school projects.

Key Result Area 5: Community building through education and partnerships

The Non State Actors (NSA) component of the Project continued to work with NGOs and Civil Society organizations on implementation of projects in schools and communities. It was encouraging to note the partnership between the Ministry's component of FESP and the NSA component whereby the NSA component has taken up some of the works in the 300 schools under KRA 1.

In 2008, 28 NGOs received grants to conduct community education and training programmes. A further 25 Non State Actors received have received training in financial management as pari of capacity building for NGOs.

Chapter 16: Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE)

The PRIDE Project is based at the Institute of Education, University of the South Pacific. The Project is co-funded by the NZAID and EU with a total of approximately \$21 million. Fiji's share of this fund comes to \$1,595,053 which is divided into the various subprojects that have been submitted for funding.

The table below shows the subprojects that have been approved for Fiji with the level of funding:

SUB – PROJECT TITLE	AMOUNT APPROVED (\$)	SECTION RESPONSIBLE	REMARKS
Development of Early Childhood Education Curriculum Guideline	387,735	ECE	Subproject implemented with FESP – AusAID providing consultant. Project is going on very well.
Drug Awareness Education	40,000	NSAAC	This project has been completed successfully.
Establishment of Distance Education Centre	183,000	TVET/DSAF	Consultancy work completed for scoping study. FESP EU tendering for equipment.
Community Awareness Workshop and Adult Education	102,975	AMU	Complement funding provided for community awareness programmes.
Leadership Training for Succession	123,624	PDU/FESP	Targeting future leaders in school leadership positions.
Drug Awareness Workshops for Head Teachers and Principals	100,000	NSAAC	Training of trainers in schools.
Leadership and Management – Current Leaders Training	116,300	PDU/FESP	Training of current school leaders.
Education Production Project	201,190	Fiji TV/MOE	Capturing school productions on TV
Consultancy on Review of Education Act	\$50,000	Administration	Consultation on the review of the Education Act
Library Training	\$83,460	Library Services	Training of Librarians in schools
Language Policy	\$191,000	CDU	Piloting of the Language Policy in Central Division

The funding provided through the PRIDE Project have greatly facilitated work by the Ministry which have been listed in the Strategic Development Plan but not funded through the budget. The Language Policy which involves the teaching of Fijian and Hindi to Classes 5 and Form 3 was able to be piloted in 2008 through the PRIDE funding. The Ministry can now implement the policy nationally in 2009 through its own budget provisions.

The PRIDE Project will be winding up according to its timeline at the end of 2009 and hopefully some definite directions for its future will emanate from discussions at appropriate forums.

Chapter 17: The Embassy of Japan and Japan International Cooperation Agency (JICA)

The Embassy of Japan: Infrastructure Development

	PROJECT IN JFY2008 (APR/2008-MAR/2009)	AMOUNT (US\$)
1.	The Project for Upgrading of Nakaikogo Sanatan Dharam School	65,518.00
2.	The Project for Upgrading of Lomary Catholic Primary School	88,436.00
3.	The Project for Upgrading of St John Bosco Primary School	86,229.00
4.	The Project for Upgrading of Toga District School	74,952.00
5.	The Project for Upgrading of Valebasoga Secondary School	87,659.00
6.	The Project for Upgrading of Vuci Methodist Primary School	80,978.00
7.	The Project for Upgrading of Lomawai Secondary School and Vocational Centre	83,183.00
8.	The Project for Upgrading of Rambisessar Chaudhary Memorial Primary School	82,169.00
9.	The Project for Upgrading of Naitasiri Bhartiya School	44,247.00

JICA: Technical Cooperation

1 Special Education Programme

- a) Short-Term Training
 - 4 participants in the training course in Japan, the Human Resource Development in the Field of Social Welfare.
- b) Volunteer Dispatch
 - 5 volunteers were working at Special schools. Their specialties were Special Education, Speech Therapy, Sewing and PEMAC.

2 Basic Education Programme

- a) Volunteer Dispatch

JICA has been putting the emphasis on PEMAC Education. 8 volunteers were working at primary schools for the PEMAC subjects. 3 of them were attached to the District Education Office to go around various schools. Art & Craft Exhibition was organized on the Fiji Day and PEMAC workshops were conducted for primary school teachers.

2 Mathematics Education programme

- a) Short-Term Training
 - 1 participant in the training course in Japan, Mathematics Education in primary and secondary schools.
- b) Follow-Up Cooperation
 - F\$ 12,000 was allocated to support in-service training workshops proposed by the ex-participants of the training courses in Japan. The workshops were for mathematics teachers from 6 pilot schools in Suva and Nausori areas.
- Volunteer Dispatch

- Short-term Volunteers (Senior 2, Junior 2) were dispatched to 6 pilot schools mentioned above to improve the quality of Mathematics lessons at Secondary Schools.

3 TVET Programme

- a) Short-Term Training
 - 6 participants in the Training Program for Young Leaders for South Pacific Countries.
- b) Volunteer Dispatch
 - 5 Volunteers were working for Automobile Section at Secondary Schools. 1 volunteer was teaching Carpentry at a Secondary School. PC Instructor was also placed at a Secondary School.

4 Infrastructure Programme

- 1 SV at Research and Development Unit, MoE.

Chapter 18: Fiji National Commission for UNESCO

ROLES AND RESPONSIBILITIES

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

- ensure proper co-ordination and consultation between the National Commission and all local and overseas stakeholders
- follow up and ensure the proper execution of UNESCO programmes, and maintain proper records of the same
- maintain contact with, and help facilitate UNESCO projects organized and/or funded by the Organization or sponsoring agencies
- organize in-country UNESCO workshops/meetings for Pacific and Asia/Pacific Member States, including logistical arrangements for participants and resource personnel
- locally promote the objectives of the Organization
- liaise and work with all stakeholders and especially with the five local Programme Committee Chairpersons and National Commission members, attend their quarterly meetings, co-ordinate the twice yearly National Commission meetings, Fiji's participation at the biennial General Conference and the Executive Board and other UNESCO-funded initiatives
- ensure the efficient day-to-day running of the office

ACHIEVEMENTS

- Preparations for Fiji's representation at the April and September UNESCO Executive Board meetings; in attendance were our Ambassador in Brussels and his staff as Permanent Representative to UNESCO, as Pacific representatives for the 17 Pacific Member States of the Organization
- Arrangements for officers from within UNESCO's five Major Programme Areas to attend UNESCO-funded meetings, workshops, overseas training
- Representation on various committees including Levuka World Heritage, Committee on Child Labour and Fiji Children's Day and EFA Reference Group
- Continued assistance to schools in the Associated Schools Project (ASP), the Mondialogo contest and other UNESCO-funded initiatives such as the Education for Sustainable Development (ESD) Mural Competition for schools and the community
- Preparations for Fiji's representation at the 2nd ACP Education Ministers' meeting in Brussels where Minister for Education was represented by Mr Josefa Natau (Director TVET) and staff at the Fiji Mission in Brussels
- Preparing for and convening of the 2008 Fiji National Commission meeting
- Assistance to Ministry's Management staff on speeches, messages and briefs
- Continued preparations for the proposed Fiji UNESCO Day
- Assisted with Fiji's preparation of Fiji's delegation for the Asia/Pacific Non-Formal Education conference in Seoul
- Assisted in preparations for our officer to attend the 8-month Educational Planning course in Paris from September this year

Chapter 19: The Citizenship Education Project

The Citizenship Education Project is a joint partnership between the Ministry of Education, UNDP and NZAID. It , proposes to strengthen the development of our young people to be well informed of the issues and challenges of modern living, committed to whatever they are tasked with, and to be responsible citizens. Democracies are only sustained by citizens who have the requisite knowledge, skills and dispositions towards it. The teaching of Citizenship Education curricula in schools will play a major role in this, and is part of the broader framework of the Fiji Government's Good Governance Programme. As such, efforts in schools must be complemented by parallel efforts in the wider community, as they complement each other.

In 2008 the main object was to trial the citizenship education curriculum in 20 schools and to continue with the development of materials for other classes/forms..

OUTPUTS

The main project output is the integration of the Citizenship Education Curriculum into the formal school syllabuses. A better understanding of the issues on rights and responsibilities, democracy, peace and justice, sustainable development, cultures and beliefs and values and attitudes will help develop our children to be better informed, committed and be responsible citizens.

ACHIEVEMENTS

In its effort to meet the overall project output (the integration of the Citizenship Education Curriculum into the formal school syllabuses) the project was able to achieve the following activities in 2008.

Activity 1: Citizenship themes identified for teaching; A framework and schedule of Citizenship curricula developed.

- Themes for classes 3 & 4, classes 5 & 6 and Forms 3 & 4 were identified and/or integrated into the syllabuses.

Activity 2: Draft curricula: Teaching and learning resources developed, trialled and evaluated

- Materials for classes 3 & 4 were pre-tested, trialled and finalised to be ready for printing.

Activity 3: Training-the-Trainer: Training provided for current teachers in the teaching of Citizenship Education curricula. Capacity developed in teacher training institutions to train future teachers.

- 35 Classes 3 and 4 teachers attended a two days workshop to prepare them for the trialling of the citizenship education curriculum materials in 9 schools in the Western Division and 11 schools in the Central Division.
- 11 teachers attended a 3-days curriculum writing workshop for Forms 3 & 4.
- 1 meeting conducted with lecturers of Lautoka Teachers College in attendance.

Activity 4: Teaching and Learning Resources published and distributed.

- Draft materials for Classes 3 & 4 citizenship education curriculum were printed and distributed to all the 20 trial schools.

Activity5: An active learning/advocacy network for teaching and advancement of Citizenship Education formed

- The project was able to establish and strengthen networks with local, regional and international organisations and institutions. The project team who attended workshops and meetings were able to establish links and to advocate for the project.

Activity 6: Project management and monitoring and lessons learned codified for future reference.

- The Citizenship Education Project Board was able to meet three times to be informed of the project update and for the Board to guide and advise the project accordingly. Quarterly Reports were submitted and the Ministry of Education and UNDP and NZAID were regularly updated.
- The delay in the submission of the 2007 Audit Report was a matter for concern which caused some delay in the release of project funding. However, funding was released later in the year.
- The project recruited 2 curriculum writers and an executive officer to assist the project team.

CONCLUSION

Although the project was affected by a number of administrative issues, a great deal was achieved at the end of the year. The success in the trialling of the classes 3 & 4 materials and the drafting of the classes 5 & 6 and Forms 3 & 4 materials were the major achievements for 2008.

The project started in July 2006, however, with some delays, the Project Manager signed his contract and was appointed to the job on the 01/08/2006. Following his appointment, the Project Manager was involved with the setting up of the project office, purchasing equipment and furniture and in partnership with UNDP personnel, advertised for the position of a Curriculum Assistant and the Curriculum Specialist (Consultant). The position of the Curriculum Consultant had to re-advertised, since there were no qualified candidates to select from after it was first advertised. The position was finalised and filled by the suitable candidate during the second quarter of 2007.

Chapter 20: Family Life Education (FLE) Project

Funds Approved USD 80,000.00

Amount Spent

UN Partner Agency UNFPA, UNICEF

Implementing National Partner Secretariat of the Pacific Community (SPC) in collaboration with the Fiji Ministry of Education

Brief Description of the Project

The Ministry of Education through the Curriculum Development Unit is in the process of developing the Family Life Education Programme which is to be taught as a compulsory subject starting at the primary level (in-built into health) right through to secondary school.

The project is a long term strategy for institutionalizing Family Life Education with a strong focus on Sexuality/Reproductive Health education in schools, thus contributing to the prevention of STI and HIV, unplanned teenage pregnancies, sexual abuse and other youth related problems.

The intention of the programme is that schools will effectively contribute towards the holistic development of students beyond academic achievements, to help them make informed and responsible decisions. The curriculum comprises ten core elements and includes HIV and AIDS, sexuality and reproductive health, society & gender, relationships, health, safety and life skills.

In a joint effort, UNFPA and UNICEF are collaborating with SPC and the MOE in the planning and implementation of FLE activities under this project. The ultimate outcome is the establishment of a life-skilled based FLE programme to be taught as a compulsory subject in secondary schools.

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In the move towards institutionalizing FLE, work activities in 2007 revolved around both Phases 2 - Syllabus development and Phase 3 - support for Syllabus. These include scoping and sequencing content for age appropriateness; syllabus development; consultation and awareness; conducting workshop for teachers, principals, MOE officials, counselors; resource search and development of support materials for syllabus.

The introduction of the revised FLE into the schools in 2008 began with trialing of the F3 curriculum in the following 10 schools with subsequent activities:

- Natabua High School
- Nadi Muslim College
- Nadroga/Navosa Provincial High School
- Sigatoka Andhra College
- Ballantine Memorial School
- Dudley High School
- Nabua Secondary School
- Assemblies of God High School
- Muaniweni High School
- Rewa College

Key Activities

The key activities include:

- Development of the 2008 Work-plan and budget.
- Introduction of the Revised curriculum through piloting, which included the following:
- Meet with Principals of the 10 schools
- Training of 20 teachers from the 10 Pilot schools
- Reference Group Meeting
- Monitoring Visits – Enabling Environment
- Revisiting the Scope & Sequence & Syllabus
- Awareness & Consultation Workshops for Principals of all schools
- Development & Refining of the Teachers Guide and Training Manual
- Ground work for development of F 3 support resources.

Detail of major work activities

MAIN ACTIVITIES	INDICATORS & TARGETS	STATUS
2007 Work plan & Budget developed	Work plan in place at SPC & CDU	Completed Jan, 2007
Workshop 1: A group of teachers were trained to develop draft syllabus	18 teachers, both primary & secondary participated. The focus of the training was capacity building in Core Areas 6 – 10. Presenters were from UNICEF, NSAAC, MOH, UNIFEM	Completed 15-17 Feb, 2007
Workshop 2: Training of curriculum writers and commencement of syllabus writing	12 teachers attended (Secondary school teachers only) Draft 1 of F1 – F7 syllabus. The documents were in their very early stages and needs a lot of further work, by the FLE team at CDU and the consultant.	March-April, 2007
Continue to review F3 & F4 draft syllabus, consultation with different groups of people and amendments	Draft F3 & F4 Syllabus developed. Finalise the F3 and F4 syllabus, ready for piloting	April – December
Development & Search for resources to support the FLE syllabus	Source materials from internet Develop draft Teachers Guide Develop Sample Resource File	April – December
Recruitment of the FLE Consultant to review the scope and sequence and Syllabus	TOR was developed and Consultant recruited.	May-April, 2007 for 15 working days
Workshop 3: Awareness/ Consultation Workshops	20 Principals of Sigatoka, Nadi & Lautoka schools attended. Eventhough many schools were not represented for various reasons known only to them, the discussion and interest shown	26-29 July

	by those that were present were encouraging indeed.	
Workshop 4: For Counsellors and FLE teachers in Suva	25 schools were represented. Workshop was enriching for all	6–7 September
Workshop 5: For Counsellors & FLE teachers in Nausori, Tailevu, Naitasiri and Rewa schools	9 schools were represented. Participants expressed their concern about the challenges that they now face in schools, thus the need and the urgency to have FLE in schools.	25–26 October
Workshop 6: For representatives from other Key Learning Areas (KLA)	16 CDU Officers attended. Overlaps were sorted out as well as content appropriateness. In a way this was also for awareness and soliciting for their support. We were happy with the outcome of the workshop.	November
Workshop 7: Combined MOE Workshop for those of us who do similar kind of work	13 participants attended. It was the first meeting of this kind, particularly for those of us doing similar kind of work. A chance to hear each other out and to know what they are actually doing in their area. Have collectively agreed that we will now work together for better utilization of resources.	19 December, 2007.

PART V – CONTINUING PROFESSIONAL DEVELOPMENT AND INTERVENTION

Chapter 21: Professional Development Unit (PDU)

The unit was established in mid 2007 with FESP funding and technical support, which was extended to 2008. Its initial focus was on professional development all across the MoE and its Steering Committee initially identified 5 areas of scope:

- Leadership
- Teaching
- Professional Administrators
- Clerical Administrators
- Committees

The following table summarised the evidence of progress in each area

Area of scope	Previous Activity	2008 Activity
Leadership	Current Leaders (L & M) focus by FESP	Current Leaders managed by PDU Future Leaders commenced by PDU
Teaching	Various sections of MoE Some scholarships	Various sections – no change Major focus on NCF roll out Scholarships – no change LTC pilot course attempted, did not proceed (decisions pending)
Professional Administrators	Through IST and Government Training Centre	No change
Clerical Administrators	Through IST	No change
Committees	Current Leaders (L & M) focus by FESP Community Awareness through AMU	Current Leaders (L & M) managed by PDU, conducted by districts AMU with PDU assistance

This report focuses on the two major areas of activity – PD coordination all across the MoE and the Leadership Program managed by the unit.

Professional Development (PD) across MoE

Comparison of trends in access to PD is provided by data collected by the PDU's introduced systems. The 2007 data is limited with all data being sourced from FESP funded PD within MoE. In 2007 there were 166 recorded workshops (collated by the PDU) compared to 264 workshops registered with the PDU in 2008. Participant statistics can be compared in the two tables below. No further comparisons have been made due to the incomplete nature of any data prior to 2008.

2007 MoE PD Participation data

	NUMBERS		PERCENTAGES	
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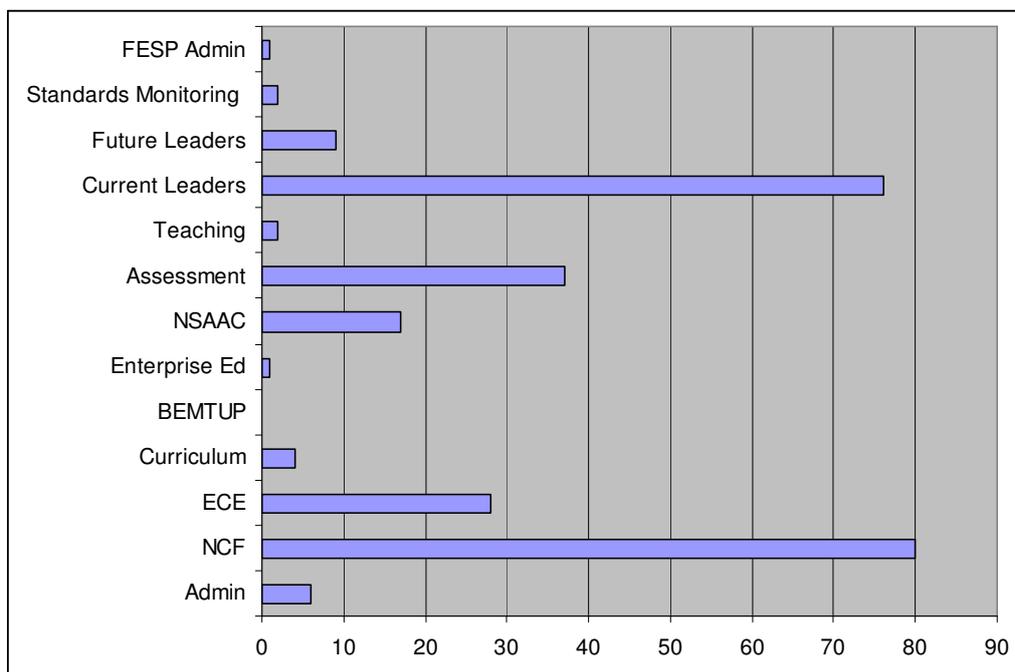
	MALES	FEMALES	TOTAL	MALE	FEMALE	TOTAL
Fijian	2621	2425	5046	40%	37%	76%
Indian	968	438	1406	15%	7%	21%
Other	69	88	157	1%	1%	2%
Total	3658	2951	6609	55%	45%	

2008 MoE PD Participation data

	NUMBERS			PERCENTAGES		
	MALES	FEMALES	TOTAL	MALES	FEMALES	TOTAL
Fijian	3500	2458	5958	39%	27%	66%
Indian	1279	860	2139	14%	10%	24%
Other	488	392	880	5%	4%	10%
Total	5267	3710	8977	59%	41%	

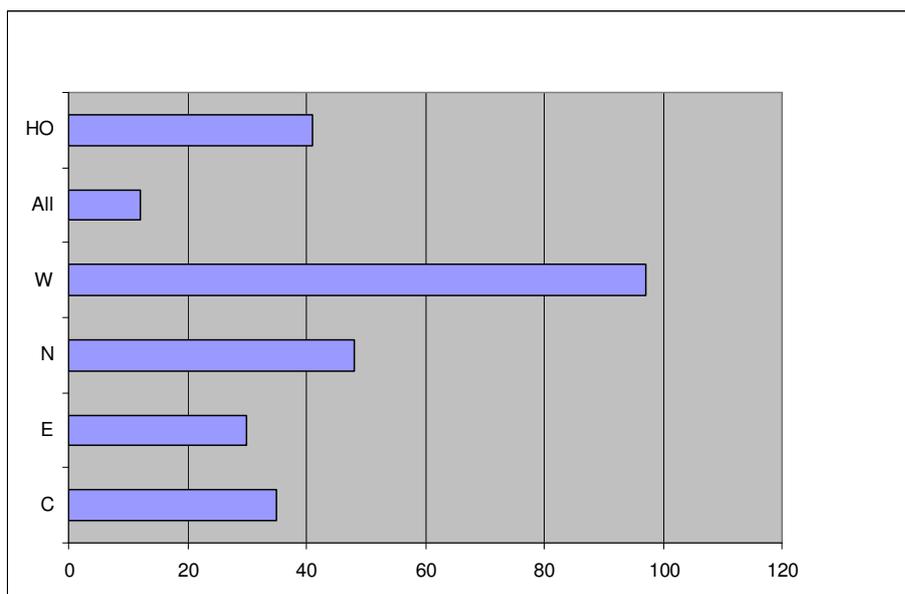
Although more comprehensive data was collected in 2008, the collation process of PD attendance and other statistics across all of MOE is in its infancy and may have a measure of inaccuracy. It is likely to underestimate the complete data as many activities may have not been registered with the PDU. Furthermore, some registered activities did not return post PD statistics.

2008 MoE PD Provision by Focus Area



The above data provides an overall picture of the number of workshops conducted during 2008 and categorised by the area of focus. It can be clearly seen that activity in the National Curriculum Framework (NCF) area, combined with associated work in assessment and Early Childhood Education combine as a significant bulk of activity, with 55% of all activity in these areas. The leadership area involved approximately 30% of all activity. It should be noted that around 85% of all PD activity is conducted through district offices and many of the PD organisers make requests of district office staff to undertake some involvement. In the case of the Leadership program a significant contribution from district office staff was undertaken.

Number of Workshops by Division



It needs to be noted that the L&M Phase 3 focused on the Western and Eastern divisions only; it will move on to the Northern and Central in 2009. PD activities in the first two categories involved those held centrally for participants from all over the country.

Number of participants based on their work site

	SCHOOLS/ WORK SITES	
Urban	1425	43%
Rural	992	30%
Remote	913	27%

Access to PD across geographic locations appears to be spread with more participants from rural and remote areas. However no analysis of actual schools and staff has been undertaken.

The Leadership Program

In 2008 the PDU took ownership of the area of school leadership development. This is the first time that the MoE has had a section with dedicated focus of this area. The Unit has developed, managed, supported and co-ordinated a comprehensive program of professional development in the area of Leadership. The Unit organised this program into two areas; Current and Future Leaders. The Future Leaders program was identified as a priority area by MoE late in 2007. This program was funded by PRIDE.

The delivery of the Current Leaders program retained a similar model to the Leadership and Management (FESP) model, conducted by district trainers. However this year it was managed directly by PDU with trainers support coming from the PDU also. FESP continued to provide technical support for this program but funding support was provided from PRIDE.

In 2008, 79 workshops were conducted in Leadership area, as shown in the table below. A special workshop was called for school authorities to brief them of the new initiatives being undertaken by the MoE in the schools.

TABLE: NUMBER OF WORKSHOPS IN LEADERSHIP PROGRAM 2008

EDUCATION DIVISION	CURRENT LEADERS (L&M) PHASE 2 "SCHOOL IMPROVEMENT AND PLANNING"	CURRENT LEADERS (L&M) PHASE 3 "CHANGE MANAGEMENT AND PLANNING"	FUTURE LEADERS	TOTALS
Central	18	1*	4	23
Eastern		10		10
Northern	14		2	16
Western		26	4	30
	27	36	10	79

* School Controlling Authorities workshop

TABLE: TOTAL PARTICIPATION DATA IN LEADERSHIP PROGRAM 2008

	No of participants			Percentages		
	Males	Females	Total	Males	Females	Total
Fijian	1619	548	2167	53%	18%	71%
Indian	609	158	767	20%	5%	25%
Other	64	34	98	2%	1%	3%
Total	2292	740	3032	76%	24%	

Participant numbers show the volume of work undertaken across the leadership area. A full report on the outcomes of the Current and Future Leaders programs can be found in the M&E Reports for both programs for 2008.

Other Highlights

Aligned to its role, the PDU successfully developed and implemented numerous systems and processes to enhance the coordination, promotion, recognition and recording of PD across MoE, as well as undertaking priority roles. The following is a summary of successful areas of work and is evidence of progress:

Funding guidelines for conducting workshops

A clear and concise overview of all allowances and recommended maximum costs associated with conducting PD. It is designed to minimise overall cost of PD. This document was prepared in consultation with key MoE personnel and referred to Government Orders and most recent PSC guidelines relevant to provision of PD

MoE PD Register

A database registering all PD activities from all sections of MoE is designed to provide easy access to available PD on offer. This was collated and distributed to all of MoE and published on the PDU website.

MoE PD Attendance database

A record of all PD attendance across MoE data can be analysed based on numerous key attributes.

FESA PD module to capture all PD from 2009 onwards

An additional module was developed for the FESA database ready for use in 2009. This PD module will be able to record all PD registration and attendance but have the added advantage of capturing individual staff members PD record and significant areas of expertise within the MoE. This database should replace the separate register and attendance systems developed for 2008.

PDU website

A website was developed and published on the MoE site during 2008. This site includes a copy of the 2008 register of PD and will be updated with relevant information.

PD by DVD trialled

A trial using DVD technology as an additional tool to supplement in-service was conducted for 11 schools from the most remote locations in the Eastern Division.

Produced draft Leadership Competency Framework

Developed a framework for school leaders self assessment against key areas of work. This framework is intended to be used as the basis for a training needs analysis for school leaders. It should be available to all school leaders in 2009.

Supported trainers network

Provided mentoring and coaching for 42 leadership trainers from all nine districts. Further future developments include networking all trainers within the MoE.

Chapter 22 –Fiji Teachers’ Registration Board

BACKGROUND

The Fiji Teachers’ Registration Board [FTRB] is to be established by law under the Fiji Teachers’ Registration Board Promulgation 2008, as an independent professional body representing all members of the teaching profession. The FTRB is established to enhance the status of the teaching profession by facilitating the professional growth and development of teachers throughout their careers and operating a regulatory system.

Many stakeholders of education have always known that the quality of the teacher is one of the most critical components, if not the most critical, of how well students achieve, in school, and how well their characters are moulded. Students who have effective teachers greatly outperform those who have ineffective teachers.

At the moment, there is very little that we can do to review the performance and the behaviour of teachers once they are recruited into the public service. The establishment of the FTRB has been mooted to strengthen and to enhance teacher quality.

In supporting teachers, the FTRB will : register qualified persons; keep teacher registration in Fiji under continuous review and make reports and recommendations; confer and collaborate with employing authorities, teacher institutions, the teaching profession, teacher organizations and the general community in relation to standards of courses of teacher education; undertake relevant review and research projects; promote the teaching profession; develop, formulate and improve professional teaching standards attuned to the needs of students and of a professional work force; develop, formulate and maintain a code of professional ethics for the teaching profession; make recommendations to the Minister with respect to special projects not consistent with its other functions, including funding required to undertake such projects.

The FTRB has the powers to collect prescribed fees, investigate complaints and institute disciplinary action, produce materials in the performance of its functions. The purpose of the FTRB is to maintain the highest standards of teaching in all schools and to raise the status of teaching.

The establishment of the FTRB has been the subject of some public discussions, publications and debate :

LEGISLATIVE BASE

The FTRB will be set up through the ***Fiji Teachers’ Registration Board Promulgation 2008***, to be executed by His Excellency the President around October/November 2008. It is a professional body similar to those of doctors, nurses, lawyers, psychologists and other important professions in the community.

When the legislation comes into effect, all teachers new to the profession will be required to register before they undertake a teaching role. All existing teachers will be required to register [provisional registration – Section 48] with the FTRB over a period of three months. No person shall be permitted to teach at a school in Fiji unless the person is a holder of a ***Certificate of***

Registration.

A person who is aggrieved by a decision of the FTRB has the right to appeal to the FTRB Appeals Board.

CATEGORIES OF MEMBERSHIP

To be eligible for **Provisional Registration** as a Teacher, the FTRB must be satisfied that the applicant has not complied with the qualification and experience required for full registration, has the qualifications and experience the FTRB determines, as necessary for the requirement of provisional registration or is able to obtain the qualification and experience required for full registration, and the person is of good character. The period of provisional registration is up to 3 years.

Registration as a Teacher will be available to a person that

has successfully completed an approved course and qualification relating to teacher education and training from a recognized institution, and at least one year of full-time teaching;
has contributed to educational practice and has the qualification and experience;
has complied with any requirements of the Board during any period of provisional registration;
has the prescribed qualifications and experience for full registration as a teacher;
is of good character;
is fit to be a teacher.

Renewal of registration: application must be accompanied by satisfactory evidence of ongoing competence or any professional development undertaken and good character. Renewal of registration may be considered for a period not exceeding 3 years, subject to payment of fees.

Limited authority to teach: Board must be satisfied that the person does not meet the requirements for full registration or provisional registration but has the appropriate skill or experience that is not attained by a registered teacher, or is a teacher trainee recommended by a recognized teacher education college or by PSE, and is of good character. Applicable for a period of up to 2 years, but may be extended by the Board.

DISCIPLINE AND INQUIRIES

The FTRB may caution a teacher, suspend the teacher's registration for any period or cancel the teacher's registration if the teacher is convicted of an offence. A person has the right to complain about any provisional registration and must state the complaint in writing to the Board.

The FTRB has the power to hold an inquiry on any matter relating to the registration of a person and any complaint received. FTRB may hold an inquiry and appoint a committee (2 members of the FTRB and 3 other persons, 2 of whom are registered teachers) and make recommendation to the Board.

Unregistered persons are not to be employed and any registered teacher whose registration is cancelled has a duty to report the same to the Board. The Board must be notified about any sexual allegation involving a student and a teacher and providing false or misleading information is an offence.

BOARD OF MANAGEMENT

The Board of the FTRB consists of fourteen (14) members, including the Chairperson. Nominations by the key stakeholders in education are to be as follows – the Permanent Secretary for Education (3 members – 1 primary schools representative, 1 secondary schools representative, 1 MoE representative) 1 FTA, 1 FTU, 1 LTC representative, 1 FCAE representative, 2 who are practicing teacher educators to be nominated by the institutions of higher education, 2 representatives of school managements, 2 representing parents.

The FTRB may establish committees to look after teacher registration, teacher education, code of professional ethics, professional teaching standards, finance and management, discipline and any other committee(s) it considers necessary for the purpose of the FTRB Promulgation 2008.

The Ministry shall provide for such number of public officers necessary for the administration of the FTRB. The Permanent Secretary for Education has the power to designate a senior staff of the Ministry to be the Secretary of the Appeals Board.

Part VIII [Sections 21 (Certificate of licence to teach, 22 (Issue and cancellation of certificate or licence and appeals against cancellation), 23 (Approval of appointment of teachers), and 24 (Offences)) of the **Education Act (Cap.262)** is repealed.

SCHEDULE A

(Section 12(1), 15, 16(1), 18(1), 19(1), 20(1), 42(2))

TABLE: TEACHER REGISTRATION FEES

Regulation	Type of Fee	Amount F(\$)
6	Registration fee for an overseas applicant	\$100
6	Annual Registration Fee	\$30
6	Fee for renewal of a registration	\$30
6	Late Penalty for Renewal	\$30
6	Inspection of Register (Local)	\$20
6	Inspection of Register (Overseas)	\$100
6	Lodgement of Registration	\$10

SCHEDULE B

Section 12, 15, 16(2), 24(3), 32

TABLE: FEES FOR VERIFICATIONS OF QUALIFICATIONS AND REPLACEMENTS

Regulation	Type of Fee	Fee (\$)
8(2)(b)	Verification of Local Qualification	25
8(2)(b)	Verification of Overseas Qualification	200
9	Replacement of lost, damaged or destroyed certificate	25
10(a)	Basic application fee for Limited Authority to Teach (Individual)	60
10(a)	Basic application fee for Limited Authority to Teach (Teacher Training Institutions)	250
32	Complaint Fee	20

Secretariat of the Fiji Higher Education Commission

Functions

The functions of the Secretariat of the Fiji Higher Education Commission include the following:

- Develop the Higher Education Promulgation 2008 and its subsequent regulations and policies;
- Conduct consultations with higher education stakeholders on the draft legislation;
- Assist in the establishment of the Fiji Qualifications Authority;
- Facilitate the establishment of the Fiji National Research Council;
- Facilitate the Commission's role in the recognition, registration and review of higher education institutions;
- Develop a website for the Higher Education Commission;
- Facilitate meetings of the Commission.

Achievements

By the end of 2008, the following had been achieved:

- Consultations with stakeholders on Higher Education Bill completed in all major divisions;
- Promulgation of the Higher Education Bill on 15th October;
- Draft Higher Education Regulations completed and submitted to the Solicitor General for scrutiny;
- Draft Higher Education policies completed;
- Fiji Qualifications Authority Bill drafted;
- Interim Fiji National Research Council established with first meeting in December;
- Fiji National Research Council Bill drafted;
- Quotations for website development secured;
- 6 meetings of HEC held and one of the Interim Fiji National Research Council.

DEPARTMENT OF CULTURE AND HERITAGE

In late 1999, Cabinet approved the creation of a Department of Culture and Heritage to facilitate and coordinate the activities of the different Ministries and Departments and that of the non-governmental organisations that currently protect and manage the arts, culture and heritage in Fiji. The new department was therefore established in 2000, however, it was not until 2001 that the Department became fully operational and came under the Ministry of Women and Social Welfare. When the new government came to power in 2001, the department was restructured and came under the Ministry of Tourism and Transport. Since 16 September 2002, it merged with the Ministry of Fijian Affairs under the new Ministry of Fijian Affairs Culture and Heritage.

OVERVIEW OF THE DEPARTMENT AND STATUTORY ORGANISATIONS.

The primary role (purpose) of the Department of Culture and Heritage is to coordinate activities in the cultural heritage sector. In essence the department was established in 2000 with immediate priorities of formulating cultural policies, promoting cultural education, raising awareness and mobilizing participation in traditional custom and multiculturalism including support for creativity.

The department is currently and directly responsible for three (3) key heritage agencies through the provision of grants. These are the:

(i) Fiji Museum

The Fiji Museum houses and preserves the nations collection of artefacts which exhibit's them in a bid to educate the general public of the progress of our societies past, present and future. To educate the public on matters relating to the collection archaeology and other fields relating to culture.

(ii) National Trust

The national trust is responsible for the conservation, protection, sustainable management and research of Fiji's natural and cultural heritage for the benefit and enjoyment of the peoples of fiji, pacific islands and the world.

(iii) Fiji Arts Council

A charitable organization responsible for the preservation, revitalization and promotion of living heritage and arts.

GOVERNING ACTS AND LEGISLATIONS

While the establishment of the department is yet to be legislated under the proposed overarching legislation for the cultural sector, four major acts of parliament that govern the protection, management, and promotion of Fiji's cultural heritage are in existence. These are;

- The national trust act 1970.
- National trust of Fiji amendment act 1999
- Fiji museum act 1929
- Preservation of Objects of Archeological and Palaeontological Interest Act 1940

FUNCTIONS

- Provide strategic policy advice to government in the area of culture and heritage including tangible and intangible, moveable and movable cultural heritage.
- To implement a coherent national cultural policy.

- To provide coordinated and integrated government and non-government programs in the culture and heritage sector.
- To develop partnership between government and non government and the private sector , to preserve, develop, promote and generate the creation of jobs and incomes
- To provide means to attract investment for culture and heritage infrastructure and development.

ACHIEVEMENS

- Development of Policies and Legislations
- Strategy for formulation of the cultural policy in 2009 completed
- World Heritage policy undergone stakeholder consultations
- Listing of Levuka as World Heritage Site Project
- Real progressed in the nomination of Levuka was experienced in 2008 through the enabling funding from government. With the availability of funding the appointment of 3 Project Officers were made and selections of two consultancy teams to work on the Management Plan and the World Heritage nomination was completed.
- Another major step forward in the Nomination process is the endorsement of the vanua of Ovalau and the Chiefs on the Universal Value of Levuka, the identification of the Core Zone and Buffer Zone in the month of November to December.. The community support was encouraging possibly through our awareness programs at village level and the cultural mapping program that was undertaken throughout the Vanua of Ovalau by the Institute of Fijian Language and Culture of the Ministry of Indigenous Affairs in March through to June 2008.
- Work on the World Heritage Legislation progressed through the appointment of the Senior Project Legal Officer who has commenced working on the legislation.
- 2008 Festival of Pacific Arts
- 10th Festival of Pacific Arts 20th July - 2nd August 2008
- Fiji was successfully represented in the 10th Festival of Pacific Arts held in American Samoa in July 2008. A 90 member delegation was headed by the Minister for Education National Heritage Culture and Arts Mr. Filipe Bole and the Turaga Tui Macuata as Traditional Leader. The other high government official includes the Deputy Secretary for Education Mr. Filipe Jitoko and Director of Culture and Heritage Mr Peni Cavuilagi, Fiji's representation at the festivals was on the following categories;
- Traditional dance by the two traditional groups of Fijian and Rotuma;
- Contemporary dance groups comprising of mix performers of different ethnic groups in Fiji;
- Applied Arts – includes Masi making weavers and wood carvers;
- Traditional canoeing;
- Visual and applied design;
- Fabric and textile production design and decoration; and
- Music Concerts by the famous Black Rose group.
- Fiji displayed a high level of Artistic creativity and performance and was highly rated as the best during the festival.
- Cultural Enhancement Program
- All projects for 2008 cultural grants processed for funding by the cultural grants committee
- Attend all meetings by UNESCO national Commission
- Attend all meeting of the Council of National Trust, Fiji Museum and Fiji Arts Council.
- Support Provincial Councils in the setting up of the Provincial Councils Cultural Committee to assist in the promotion of Cultural Heritage in the provinces. Successful in 6 of the 14 provinces. These are Kadavu, Lomaiviti, Tailevu, Ra Cakaudrove and Rewa.
- Draft guidelines for the committee completed for implementations in 2009

- Represented in all Cultural Tourism workshops and reemphasized the importance of best practices in the use of cultural resources for tourism enhancement program. Workshops held in Taveuni, Yasawa, Moliuva, and Bua.
- Facilitated the publication of Fijian Text Book by the Fijian Teachers Association
- Advocated the inclusion of culture and arts in the provision of 2009 scholarship by Ministry of Indigenous Affairs and PSC.
- Conducted community skills revival workshops in Nakavu, Moliuva, Levuka Tikina and Tikina of Nasinu in Ovalau.
- Completed awareness programs in the provinces of Namosi, Serua, Rewa, Bua, Cakaudrove, Macuata, Lomaiviti Tailevu, Serua. Presentations made with all 4 Tikina of Ovalau. Tikina Lovoni, Nasinu, Levuka, Bureta. Presentations made to Fijian Teachers Associations, Multiethnic groups of Levuka.
- Produced brochures and posters for the World Heritage issues to assist in the awareness campaign.

PART VI - APPENDICES

1. ANNUAL FINANCIAL STATEMENT - 2008

2. TRAINING WORKSHOP REGISTER

3. STATISTICAL TABLES

4. ORGANISATIONAL STRUCTURE

APPENDIX 1

ANNUAL FINANCIAL STATEMENT - 2008

