



**MINISTRY FOR EDUCATION,
NATIONAL HERITAGE, CULTURE AND ARTS,
YOUTH AND SPORTS**



**2012–2014 EDUCATION SECTOR
STRATEGIC DEVELOPMENT PLAN**



OUR VISION

**“Quality Education for Change,
Peace and Progress”**

OUR MISSION

**“To provide a holistic and empowering
education system that enables all children
to realize and appreciate fully their
inheritance and potential
contributing to peaceful and
sustainable national development”**

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FOREWORD FROM THE MINISTER FOR EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS, YOUTH AND SPORTS.

Education development in Fiji is aligned towards the Peoples Charter for Change, Peace and Progress, the Roadmap for Democracy Sustainable-Socio Economic Development 2009 – 2014 and international conventions that Fiji has ratified. Its ultimate goal which emanated from the People's Charter is to affirm a knowledge-based society.

From the outset, I wish to state how pleased I am to note that most targets prescribed in the last Ministry of Education Strategic Plan (2009-2011) were achieved above expectations despite tremendous challenges.



Apart from the Natural Disasters that the country faced during that period in which properties and (school) infrastructures were lost and damaged, I believe that the most challenging hurdle was the retirement of several very senior and experienced teachers and education officers who turned 55 in 2009. Our critics were expectant of repercussions that the retirement policy will create in our education system, but were disappointed when reforms created new changes instead. Reforms are not easily acceptable by all because they push people out of their comfort zones, but they are meant really to bring changes and improvement.

Perhaps the greatest achievement of all in the education sector is the reformation of tertiary education in which six state institutions were amalgamated forming Fiji's national university. This has changed the face and context of higher education in Fiji. Furthermore the icing of our current reforms came in the form of initiatives which propel the government closer to achieving its commitments to international movements and agreements such as the 'Education for All' (EFA) and 'Millennium Development Goals'.

Our current vision of upgrading all our secondary schools to Form Seven next year remains focused and stable. That vision is coupled with the readjustment of the secondary curriculum in which students are offered a dual course of integrated programme of vocational and academic subjects to be pursued simultaneously. To that effect, 166 established posts for new teaching positions in the secondary section have been approved by government without much funding implication. This is a clear demonstration of the government's effort to keep education a top priority particularly at secondary school level.

At this juncture, I wish to draw our attention to the future of the Ministry of Education beyond 2014 when this strategic plan ends. According to Alvin Toffler, a contemporary of Modernization Theorist, who said, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn." The statement is an emphasis of the ubiquitous of globalization and technological evolution process that have in tandem increased exponentially over the past fifteen years. Both are crucial in the creation of a Knowledge-based Society. In most developed regions, societies have evolved further into creating a new (knowledge) economy powered by technology, fueled by information and driven by knowledge. Therefore should there be government ministries in Fiji engaged in the discussion on Information Technology for the purpose of creating Fiji a knowledge-based society, the Ministry of Education ought to be one of them.

Already plans to pursue information Computer Technology (ICT) development are in motion indicated by the introduction of E-Learning into schools. This maybe a small step today, but it will become a giant leap tomorrow. Therefore to maximise ICT integration into the education system, we need to continue discussions on the curriculum and pedagogy, institutional readiness, teacher competencies and long term financing amongst other things. The acquisition of technology is the easiest part.

In conclusion, the government in its commitment over the integration of ICT in education will continue to discuss and entertain education policy and planning, infrastructure, capacity building, language and continued financing.

Thank you.



Ambassador Filipe Bole (CBE)

Minister for Education, National Heritage, Culture and Arts, Youth and Sport.



STATEMENT FROM THE PERMANENT SECRETARY FOR EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS, YOUTH AND SPORTS.

Major developments and reforms have occurred in the last three years within the Ministry of Education which testify to the focused and positive approach in education. The Ministry is now showing more commitment in its "Education Sector Strategic Development Plan 2012 – 2014"

The Plan for the next three years will certainly build on the performances and achievements of 2009 to 2011. Achievements included the free text books for students, transport assistance, twelve years of basic education for all students, accessibility of form seven education in rural and remote areas and food voucher for the remote and rural primary students.

The seven major outcomes identified in the plan are the strategic priority areas that the Ministry will focus on in the next three years. The plan manifests the direction stated in the People's Charter, the goals identified in the Suva Declaration as well as the commitment to regional and international agreements.

In the next three years, the Ministry is committed to improving quality education that alleviates poverty, accessible to all students and that the disadvantaged, ECE and those with special needs have access to a relevant and innovative curriculum that promotes development of lifelong skills and good citizenship. There are programmes to develop students' character and address social issues which mean improved counseling and guidance services. It is worth noting that there will be increased recognition of TVET through its integration into the mainstream curriculum.

Furthermore, the Ministry looks forward to strengthened partnerships with communities, stakeholders and donors to ensure that education programmes are responsive and sustainable. The new developments and reforms have had dramatic impacts in the delivery of education services, on community involvement and management of schools.

With the pursuance of excellence in all facets of service within the Ministry of Education, I have no doubt that great things will be accomplished. We are not only planning but also believing that this three years' plan will come to fruition.



Dr. Brij Lal

Permanent Secretary for Education, National Heritage, Culture and Arts, Youth and Sports.



ABBREVIATIONS AND ACRONYMS

CAPS	– Community Awareness Programme Schedule
CATS	– Common Assessment Task
CBA	– Classroom Based Assessment
ECE	– Early Childhood Education
EFA	– Education for All
EIE	– Education in Emergencies
ESD	– Education for Sustainable Development
ESSDP	– Education Sector Strategic Development Plan
FinEd	– Financial Education
GER	– Gross Enrolment Rate
HEC	– Higher Education Commission
IPSP	– Improving Performance in Schools Project
KPI	– Key Performance Indicator
LANA	– Literacy and Numeracy Assessment
LCF	– Leadership Competency Framework
M&E	– Monitoring and Evaluation
MDG	– Millennium Development Goals
MIA	– Ministry of Indigenous Affairs
MOE	– Ministry of Education
NER	– Net Enrolment Rate
NGO	– Non - Government Organisations
NQF	– National Qualification Framework
NSAAC	– National Substance Abuse Advisory Council
PCCPP	– Peoples Charter for Change, Peace and Progress
RDSSSED	– Roadmap for Democracy Sustainable Socio-Economic Development
TCF	– Teacher Competency Framework
TRB	– Teacher Registration Board
TVET	– Technical and Vocational Education



THE EDUCATION SECTOR STRATEGIC PLAN 2012-2014

Introduction

The Ministry's new direction in planning focuses on consolidating all support towards education through the maximum use of government and donor support towards improved educational outcomes.

The planning outcomes are aligned towards the commitments and priorities of the Government of Fiji and the requirements of the various international conventions that Fiji has ratified.

The priority areas in the People's Charter initiatives and vision to make Fiji a knowledge-based society are reflected in this plan. It has also undertaken to advance the commitments and initiatives that were made in the Suva Declaration, a long term visionary document for education reforms in Fiji to the year 2015. The first chapter of this plan gives a brief account of the coverage and content of the plan.

Overview

This chapter outlines the core functions and responsibilities for the Ministry of Education and the roles of the various institutions and controlling authorities that are engaged in the delivery of education services in Fiji from early childhood through to higher education. It also makes special emphasis on the long term vision and mission in education and the principles that continue to guide education delivery in Fiji.

Education Context

The education sector strategic plan highlights the planned programs and activities for the next three years. This is to ensure that the vision is fully realised through the enhancement of the basic indicators in education.

This section outlines the current status of the education system in Fiji and forms the basis on which targets for the next three years are determined.

Challenges and Issues

Fiji has made significant progress towards excellence and quality in education. While much has been achieved, the education system in Fiji is still being confronted with challenges and issues that would require the concerted efforts of the Ministry and stakeholders to address them.

Education Outcomes 2012 – 2014

The 2012-2014 ESSDP takes the previous ESSDP as its baseline guided by national and international goals of education. The plan highlights seven broad outcomes encompassing all major areas in education which will be the main focus of support in education for the next three years.

These goals have incorporated the goals and objectives of the Education for All initiative of UNESCO and the United Nations Millennium Development Goals which are part of the international protocols on education which Fiji is a signatory to.



The Ministry of Education continues to liaise closely with international partners to harmonise developments in education along international benchmarks and goals.

It also provides a plan with strategies, key activities and related indicators that have been costed and which are based upon the goals identified.

Monitoring and Evaluation

The efforts to strengthen monitoring and evaluation is a key priority for the Ministry and a framework will be developed to articulate the process.

The proposed framework will ensure that proper monitoring and quality check systems are developed to monitor the progress of the outcomes.

The education sector plan in collaboration with the developmental partners and key education stakeholders will be reviewed against the agreed performance measures on an annual basis. This will enable key players in the delivery of education in Fiji such as the government; donor agencies, NGOs and communities to be fully informed of the progress and the factors that continue to impact on education in Fiji.

Financing Framework

The Financing Framework is a planning direction that permits for the harmonisation of donor support to address priority areas which are impacted by financial constraints from government.



THE EDUCATION SECTOR: OVERVIEW

The Fiji Education Sector

The Fiji Education Sector oversees the administration and management of educational programs and activities that encompass formal learning from Early Childhood Education to Form 7 in Fiji. This excludes the Department of National Heritage, Culture and Arts as well as Youth and Sports which are part of the Ministry of Education but differ in terms of their core deliverables and alignments.



Education has continued to be a strategic priority area for Government and this is evident in its commitment of the biggest proportion of the national budget towards education every year.

This has ensured the enhancement of education opportunities throughout Fiji in terms of access, retention, alleviation of poverty and the realisation of national and international goals for education.

Our Vision

“Quality Education for Change, Peace and Progress”

The vision articulates the direction of education as expressed by the various documents such as the People’s Charter, the Road Map for Democracy, Sustainable-Socio Economic Development (RDSSED), ‘Education for All’ (EFA) and the ‘Millennium Development Goals’ (MDG) initiatives. The focus now is on ensuring the realisation of quality in regards to the systems, processes and outputs of our education system.

The shared direction is aligned towards realizing national and international goals and improving access and retention in our schools. This is evident in the many initiatives prompted in this regard to fulfill education goals and chart our direction to allow us to front up to the global competitive demands of technological challenges and development.

Our Mission

“To provide a holistic and empowering education system that enables all children to realise and appreciate fully their inheritance and potential contributing to peaceful and sustainable national development”.

Aligned with national and international goals for education, the mission articulates the roles and responsibilities of the Ministry of Education in the education of all students in Fiji and its ultimate aim of contributing to individual and national goals.

Guiding Principles

In education, the child is the centre of everything that we do. In all other services we provide, our customers are of high priority. The delivery of all services is guided by our commitment to:

- Recognise the importance of strong and healthy partnerships with all stakeholders
- Maintain a high level of professionalism in all that we do
- Ensure relevance and responsiveness as required characteristics of all endeavours
- Maintain high levels of quality and excellence



- Improve access, equity, accountability and transparency in education
- Respect the rights and responsibilities of individuals.

Purpose and Roles

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

The core business of the Ministry of Education is the delivery of education and training services for:

- pre-schools, infant schools, primary, secondary schools and stand-alone vocational centres
- students in the years of compulsory schooling from Class 1 to Form 6 and Form 7 including vocational education and training programmes
- teaching personnel
- school managements and controlling authorities.

The Ministry has corresponding responsibilities for:

- the provision of services to the Minister, Statutory Agencies, Cabinet and Government
- the management of resource planning and policy development related to education and training
- the provision of programmes to support education and training institutions
- the regulation and recognition of education and training providers and accreditation of programme delivery
- accounting for the resources allocated by government to the Fiji education system.

The Ministry also ensures that standards in education are met and maintained and the human, physical and the financial resources allocated by government are appropriately directed and expended.

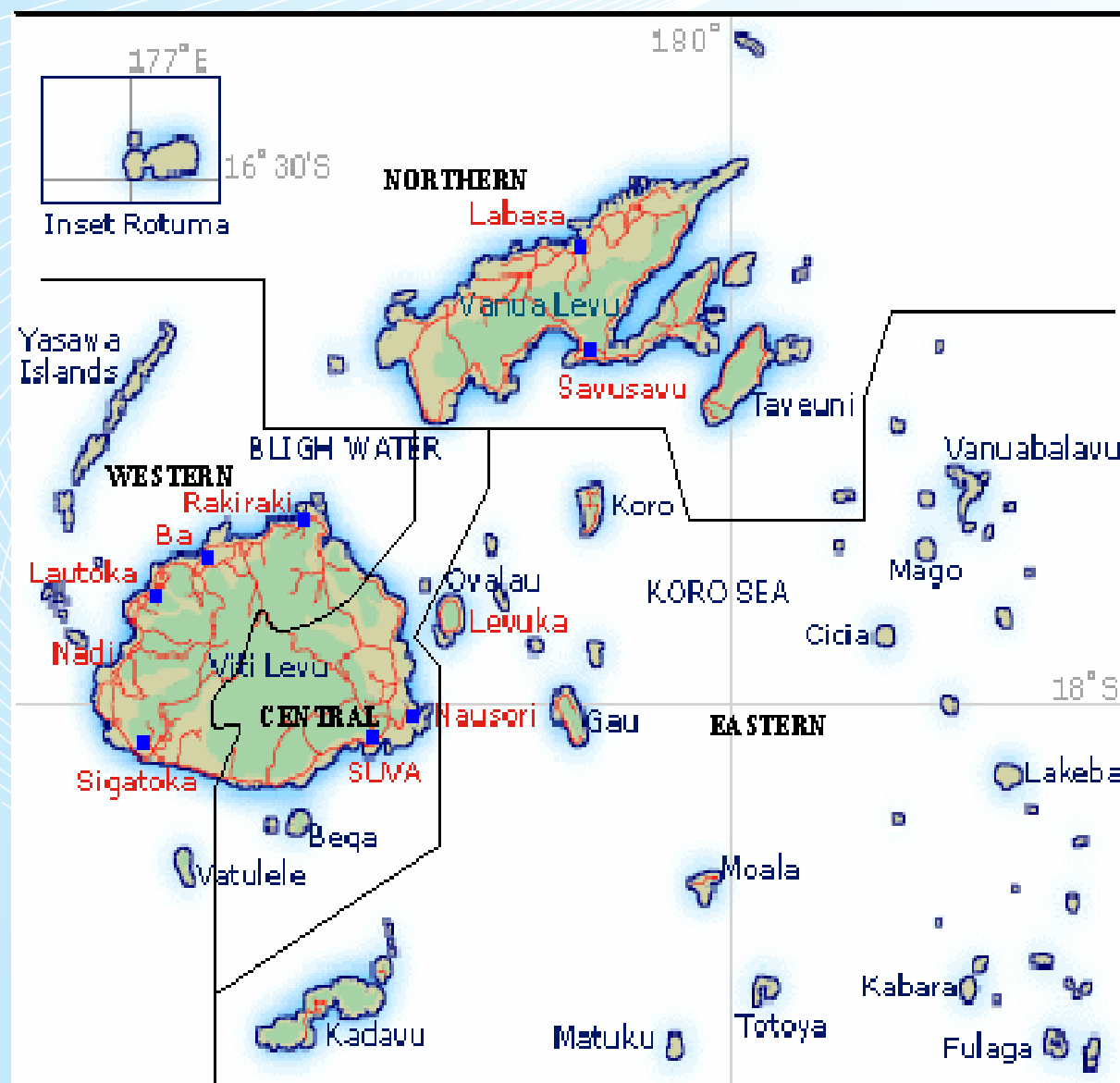


THE EDUCATION SECTOR: CONTEXT

Education and training continue to be the priority for government and this commitment is evident in its annual budgetary provision to education over the years.

With the support of donor agencies and key stakeholders in education, the Ministry has been able to maintain and improve the quality and standards of education in Fiji.

Figure 1: Classification of education structure by Division and District.



Shown are boundaries of the four Education Divisions. The nine District Education Offices are indicated with the blue boxes. The Suva and Eastern Offices are both located in Suva.

SCHOOL INFORMATION

Classification of school types, teachers and enrolment by districts.

The increased migration of students from rural to urban centres for better education services have resulted on the need to strengthen education quality and delivery in rural settings. This has resulted in many initiatives prompted to improve our education services in rural and remote areas such as the issuance of rural allowances and the opening of new primary and secondary schools.

Figure 2: School Types and Enrolment by Education Districts: 2009 – 2011.

Districts	Kindergarten		Number of Schools											
			Primary			Special Education			Secondary			Technical Vocational Education		
	No. of Kinderg.	Attached to Primary	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Ba/Tavua	72	63	62	62	62	2	2	2	14	14	14	7	7	7
Cakudrove	56	40	64	65	65	1	1	1	10	10	10	2	2	2
Eastern	62	62	115	115	115	1	1	1	13	13	13	9	7	7
Lautoka/Yasawa	98	72	85	84	84	3	3	3	24	25	25	11	12	12
Macuata/Bua	78	50	97	97	97	1	1	1	25	25	25	10	11	11
Nadroga/Navosa	46	23	59	59	59	1	1	1	13	13	13	7	6	6
Nausori	130	74	117	117	117	1	1	1	29	29	29	8	8	8
Ra	51	40	40	40	40	1	1	1	6	6	6	3	3	3
Suva	122	18	82	82	82	6	6	6	37	38	38	12	15	15
Total	715	442	721	721	721	17	17	17	171	173	173	69	71	71

▪ Remoteness

The location of schools in the maritime areas and in the remote areas of the large islands give rise to accessibility issues. Many schools are unreachable by roads and shipping services to outlying islands are very unreliable.

Whilst telecommunications is available to most parts of Fiji, actual travel is still difficult with inconsistent modes of transport. This creates a major challenge to education delivery.

▪ School Management

The ownership and management of schools in Fiji is a partnership between the state and the wider community. Most schools in Fiji (98%) are owned and managed by civil societies and non-government organisations. These include faith-based organisations, cultural groups and communities.

Of the 893 schools and about 720 kindergarten centres, government owns and operates only a very small number. However, almost all primary and secondary school teachers are paid by government. Most registered kindergarten centres are also provided with salary subsidies. The range of government's assistance includes tuition fees and grants for infrastructure upgrades and educational equipment.

▪ Private Schools

There is an increased growth in the number and range of private schools in Fiji. These centres offer an international curriculum as well as those focused on religious beliefs. These schools do not receive any form of government assistance.

Disadvantage Index

The recognition of the different levels of disadvantage in our schools across the country has led to the development of a disadvantage index policy. The index policy incorporates issues of social, economic, location and remoteness. The aim is to provide equity in assistance based on this index to provide greater assistance to schools that are highly disadvantaged.

Student Profile

The population of school age children has been quite consistent over the years. Although the table in figure 3 below shows significant variance, the fluctuations are probably due to incomplete data received and entered.

Figure 3: Primary, Special Education, Secondary and TVET Enrolment Figures: 2009 – 2011.

Primary			Special Education			Secondary			TVET Education		
2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
133890	133373	134127	1144	1149	1334	57763	56417	60007	2387	2302	2624

Enrolment

Fiji is on track towards achieving MDG 2 which is achieving Universal Primary Education by 2015. With the improved education access and quality the realisation of this goal is more positive especially with the increasing figures in net enrolment.

The challenge however is in the retention of these students and their progress towards higher education.

Figure 4: Gross, Net Enrolment and Progression rates in Primary and Secondary Education : 2009 - 2011.

	Primary			Secondary		
	2009	2010	2011	2009	2010	2011
Gross Enrolment	106.5	106.6	108.2	96.6	93.8	96.3
Net Enrolment	95.8	95.6	96.8	83.7	85.8	88.1
Progression Rate	99.3	98.4	98.7	81.2	85.9	94.5

*Gross Enrolment Ratio is defined as the enrolment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year.

*Net Enrolment Rate is defined as the enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

*Progression rate is expressed as the enrolment at a specific level expressed as a percentage of the corresponding enrolment of the previous level.

Attendance rate

It is critical to establish attendance as a measure of quality in educational access. Attendance rates for both students and teachers need to be measured as these impacts on educational outcomes.

Retention

Figure 5: Retention Rate of the same cohort for classes 1 to Form 6 level.

	Retention	Dropout of the same cohort	Average Dropout/yr
Cohort of Class 1 -5 [2007-2011]	93.6	1130	226
Cohort of Class 6 -8 [2009-2011]	98.3	288	96
Cohort of Form 3 – 6 [2009-2011]	82.6	2833	708

The retention rate in a cohort of Class 1 in 2007 reaching Class 5 in 2011 is 93.6%. In other words, 16432/17562 of students that enrolled in 2009 remained in the system by 2011. This is equivalent to 16,438. The other 6.4% of students of the same cohort dropped out of the system by 2011. This is equivalent to an average dropout of about 226 students per year.



In a cohort of Class 6 in 2009, a 98.3% retention rate was recorded at Class 8 level in 2011 i.e 16,304 Class 6 students that enrolled in 2009 remained in the system by 2011. 1.7% of students of the same cohort did not complete Class 8. This is equivalent to an average of about 96 students per year.

In a cohort of Form 3 in 2009, at the secondary schools level, an 82.6% retention rate was recorded at Form 6 level in 2011. 17.4% of the same cohort did not reach Form 6.

It must be noted however that the enrolment data for the last three years have not accounted for students enrolled in vocational programmes. It is assumed that they are part of the 17.4%.

Dropouts

Figure 6: Dropout Rates in Primary and Secondary for 2008 – 2010.

	2008	2009	2010
Primary	1.3	1.3	0.2
Secondary	5.0	4.2	0.3

The dropout rate has decreased a lot in recent years. This could be attributed to the many initiatives introduced to address this issue thus realizing the compulsory education initiative.

*Dropout rate is defined as the ratio of students who do not complete a certain level of education by the total number of students enrolled for that same year expressed as a percentage.

$$DR = \left(\frac{\text{Dropout at Primary/Secondary}}{\text{Total Enrolment for Primary/Secondary}} \right) \times 100$$

Examinations

The drive against an examination-driven curriculum has resulted in the abolishment of the Fiji Intermediate Examination (FIE), the Fiji Eighth Year Examination (FEYE) and the Fiji Junior Certificate Examination (FJC).

In its place is the focus on the internal assessment of the students. Internal assessments are formative and diagnostic in nature, totally focused on improving students learning.

Literacy and Numeracy tests are also an assessment that is currently conducted in 704 primary schools in Fiji and the focus now is to continue to use this assessment consistently as a diagnostic tool to improve teaching and learning.



HUMAN RESOURCE

The importance of Human Resources to the achievements of the Ministry's vision and mission cannot be overemphasized. Being a labour intensive service industry, education requires the appointment and retention of a skilled workforce as well as the continual upgrading of their qualifications.

Figure 7: Number of Teachers for Special Education, Primary and Secondary Schools.

Number of Teachers								
Special Education			Primary			Secondary		
2009	2010	2011	2009	2010	2011	2009	2010	2011
111	115	112	5173	4858	5005	4273	4202	4440

The continued increase in the number of students had impacted on the establishments as the Ministry strives to control the teacher-student ratio.

Figure 8: Number of existing teachers by qualification.

Qualifications	Primary			Secondary			Special Education			TVET		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Master's Degree	3	12	14	12	34	45	7	2	3	0	5	7
Bachelor's Degree	238	433	296	2252	2314	2083	12	16	8	95	51	60
Graduate Diploma	252	462	498	1739	1663	1647	6	7	9	242	121	156
Certificate	4498	3970	3863	205	44	222	82	90	44	54	31	47
Completed Form 7 or Lower	N/A	N/A	34	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	N/A
Others	290	69	303	65	147	430	4	0	49	0	4	11
Overall Total	5281	4946	5008	4273	4202	4432	111	115	113	391	212	281

A suitably well-qualified teaching force is essential for the pathway towards quality education and excellence in service delivery.

Apart from attaining a degree, it is important that teachers undergo relevant teacher training. Full recognition of teaching status for primary and secondary teachers will only be realised once an officer has undertaken the necessary teacher training.

Support Services

The Ministry of Education relies on a wide range of support services. These services are in the areas of financial, clerical and managerial services at all levels.

The non-teaching cadre is a vital component of the Ministry's operations. They provide the lifeline in the drive to performing the Ministry's core business of providing education to the children of the nation.

Professional Development

This has been a dominant feature of the Ministry's workforce plan. The need to develop its human resource is due to the demand to improve services at all levels of the education system. It is also to ensure that the succession to posts of responsibilities is smooth and efficient. Professional development will continue to be a prominent feature of the Ministry's operations in years to come.

Community Participation

Partnership in education is paramount to the enhancement of educational outcomes. Since most schools are owned and operated by the various communities, the harmonization of this relationship is highly valuable. The Ministry has engaged in community outreach programmes including leadership and management workshops conducted for the management and leaders of schools to improve the effectiveness of our schools.

Community Awareness Programme (CAPS)

CAPS continue to be a major component of work at both the district and school levels. The regular outreach to communities covering a wide range of topics is designed to improve participation in education through a better understanding of the community and parental roles.

The drive however should be focused on educating parents and guardians and not merely awareness.

Role of Donors

The importance of donors to the development of education in Fiji cannot be overstated. With an annual budget of a little under 20% of the national budget, there has always been a shortfall. This gap has always been bridged by donor funding.

The favourable response from the donors received over the years has enabled the implementation of planned projects and programs as well as the advancement of new initiatives. The present status of education in Fiji can be attributed to the willingness of donors to participate in various educational supported initiatives.

Issues and Challenges

The education sector remains steadfast in ensuring compliance with reforms and ensuring that standards are always maintained. It will continue to focus on current and emerging issues that stand to fulfill or forfeit the achievement of educational goals.

Current issues include student access and retention in schools, dropout rates, student performance, education quality and public and private costs of education. Emerging issues include student behaviour, drug abuse in schools, assessment and curriculum, funding, resources and ensuring inclusiveness and equality.

These current and emerging issues are obstacles to the fulfillment of educational goals and objectives and need to be prioritized to realise the goals of education.

The plan has to take into consideration all these constraints and limitations and turn them into challenges which need to be realistically faced with its existing resources. Opportunities need to be created through the learning programmes and policies in schools to enhance the achievement and at the end of the plan period, it is envisioned that students will be holistically developed.

Good strategic planning is accompanied with a lot of assumptions. It will be important in this respect for Sections of the Ministry to be clear on whatever assumptions are embedded within this plan and provide alternatives or options in the case the assumptions do not materialize.

Furthermore, the plan needs to be flexible enough to changes that can come about through the political environment and also major funding changes provided by government or through donor interventions.



THE FIJI EDUCATION SECTOR STRUCTURE AND LINKAGES

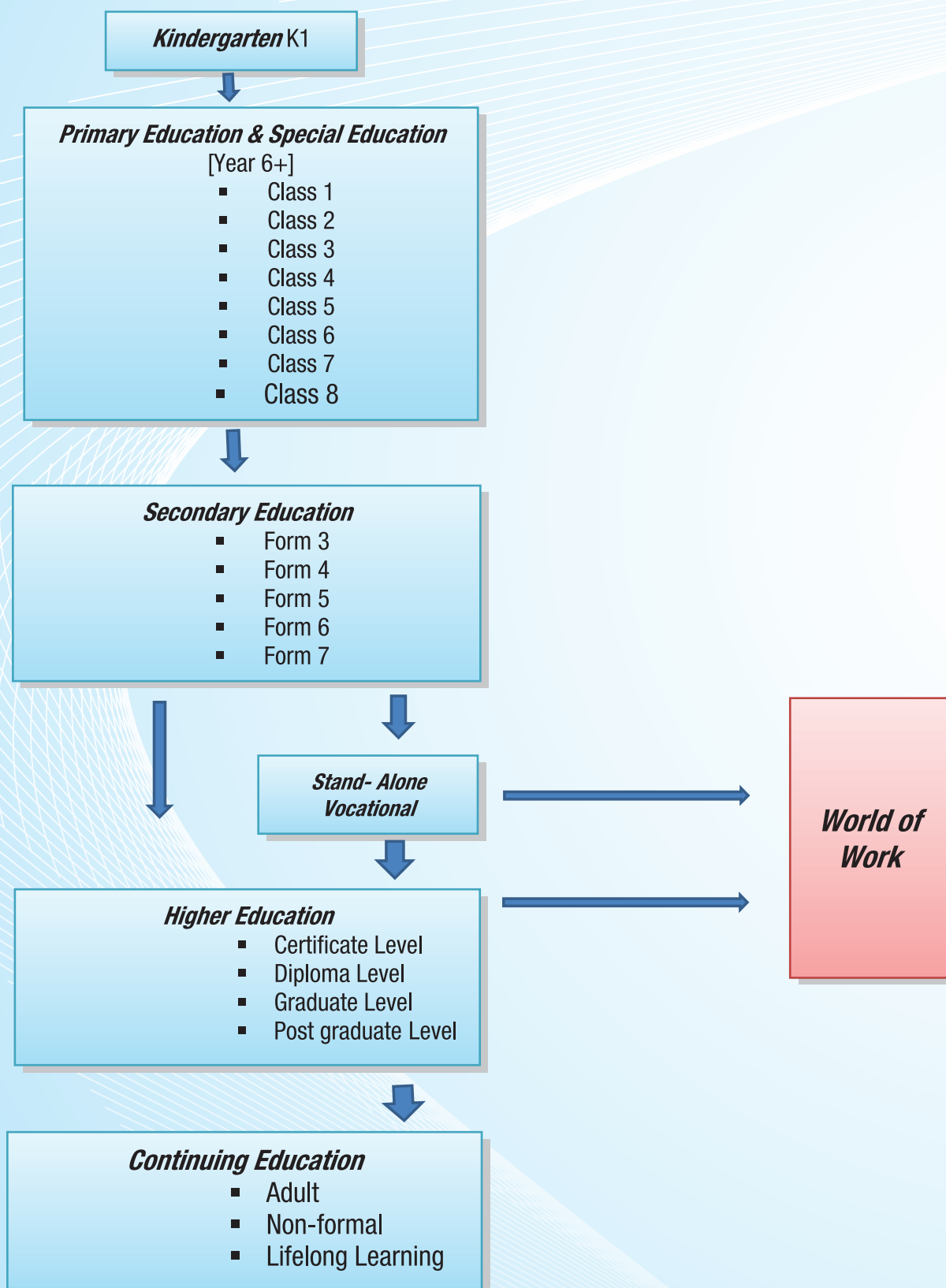


Figure 9: A snapshot of the layout of the Education Sector in Fiji.

Within the breadth of the scope lies also the diversity in the programmes offered at all levels. These programmes need to be aligned towards the holistic development of students and the enhancement of competencies for poverty reduction, labour market and economic growth.

THE EDUCATION SECTOR STRATEGIC OUTCOMES 2012 – 2014

Outcome 1: All students especially kindergarten, disadvantaged and those with special needs will have equitable access to an improving and inclusive quality education that contributes to the alleviation of poverty.

Overall Objectives

Education is a basic human right that endeavors to sustain the social and economic status of students. Its value has reaffirmed Government's commitment through a more equitable allocation of resources to initiatives and opportunities that are inclusive and will enhance access and equal opportunity for all irrespective of gender, ethnicity, culture, beliefs, socio-economic status and geographical isolation.

There has been tremendous progress evident in these areas however, much still needs to be done in improving and monitoring the quality of access and equity in ensuring that policies and programs continue to promote a school environment that will support the safety, health, and care for all children.

To support this critical role, schools need to be developed with standard infrastructure and facilities that are inclusive, OHS compliant and safe from natural and man-made disasters, external pressures and other risks.

Outcome 2: All children especially kindergarten, disadvantaged students and those with special needs will acquire knowledge, develop lifelong skills, religious values and good citizenship through a relevant, responsive, and innovative curriculum.

Overall Objectives

Students are different in their educational needs and aspirations and the focus in curriculum is to ensure a conceptual framework that will holistically recognize and support these individual differences. The current and proposed reforms in curriculum and assessment are consistent with this new direction and should provide continuity of learning from kindergarten to Form 7.

These attributes contribute to a curriculum which is contextualized and supports the development of lifelong skills to prepare students for the world of work. This is further supplemented by the development of a new direction in assessment and reporting that is closely linked to the curriculum outcomes.

There is a need for a clear direction in curriculum and assessment to prepare students to meet the national and global demands of education.

Outcome 3: The welfare of students are promoted and protected through school improvement programmes that build character and bring about social cohesion in an environment that is clean and secure.

Overall Objectives

Schools are fundamental to the readiness and preparedness of students through formal, informal and non-formal teaching and learning processes. Equally important is the recognition of programmes that address issues relating to character development, personal and national identity, social cohesion, social issues and pastoral care.

As centres for educational services to the community, policies and strategies need to be devised to maximize educational opportunities provided by the schools to the communities.

Schools are also expected to continuously monitor and review the quality of school programmes and other initiatives that enhance their performances.



Outcome 4: A productive workforce that reflects gender, equality, appropriately qualified, competent and committed to deliver quality education services with integrity and transparency.

Overall Objectives

A qualified, equal, competent, productive and gender balanced workforce is critical to the delivery of education service to maximize student outcomes. The Ministry continues to be focused on the professional development of its workforce to enhance competence and delivery and ensure short and long term goals are achieved.

In realizing the need to continually up-skill its workforce, the ministry should have in place policies and strategies that are aligned to national goals and effectively and efficiently manage its workforce. A functional human resource management unit guided by its Human Resource Development Plan is critical in this role.

The Teacher Registration Board plays important roles in the effective management of its workforce in ensuring qualification standards are met.

The Fiji Teacher Registration Board (FTRB), the Higher Education Commission (HEC) and the National Substance Abuse Advisory Council (NSAAC) are education bodies that play an important role in the effective management and enhancement of quality education services.

Outcome 5: Students acquire knowledge and skills that form the basis of developing a competent, skilled and productive workforce for sustainable development in Fiji through TVET integration into the mainstream curriculum and the cultivation of entrepreneurial skills.

Overall Objectives

The strengthening of TVET contributes to the development of competencies critical to education achievement, poverty reduction, labour market and economic growth.

The review of the TVET strategic direction to include mainstreaming TVET programmes is important in creating alternative pathways for learning and employment. Strengthening linkages with industry and stakeholders continue to be a priority. With the positive impact this has had to education of children in Fiji and being an integral part of EFA, there is still much needed improvement in terms of resources and manpower needs to ensure quality TVET education.

Outcome 6: Strengthened partnerships with communities, stakeholders and donors to ensure that education programmes are responsive and sustainable.

Overall Objectives

Majority of our schools in Fiji are owned and managed by the communities. Their involvement in the education process and the fostering of this partnership has positively impacted on education outcomes.

Development partners have contributed significantly to the development of the educational needs of students in Fiji. With the limited resources, harmonization of donor support and the formation of a tangible relationship will be the way forward for Fiji in order to enhance national and international goals for education.

Strengthening network and awareness with other key education stakeholders will create better understanding and enhance the delivery of coherent education services.

Outcome 7: Improved delivery of education services at all levels through reforms in internal processes and systems and Public Sector.

Overall Objectives

The Ministry is steadfast in its obligation to practise, uphold and reflect good governance in the administration and management of all service delivery. This affirms government's emphasis on public sector reforms and improving management and accountability of public funds and other resources.

There has been much progress in these areas within the ministry such as reforms in the business systems and processes, legislation, planning, policy and the strengthening of monitoring and evaluation and research will be a priority in this plan. It is envisaged that these recent developments will continue to be strengthened to enhance the quality of education services in the country.

Information management is critical in decision making and planning purposes. The quality and timeliness of the submission, entry and maintenance of relevant data from schools, district and central offices ought to be complete, current and correct.

The ministry has embarked on decentralizing some of its services to the education districts for better access and timely delivery of services to schools and communities. The review of the decentralization process will inform further decisions needed to complete the process in the next three years.



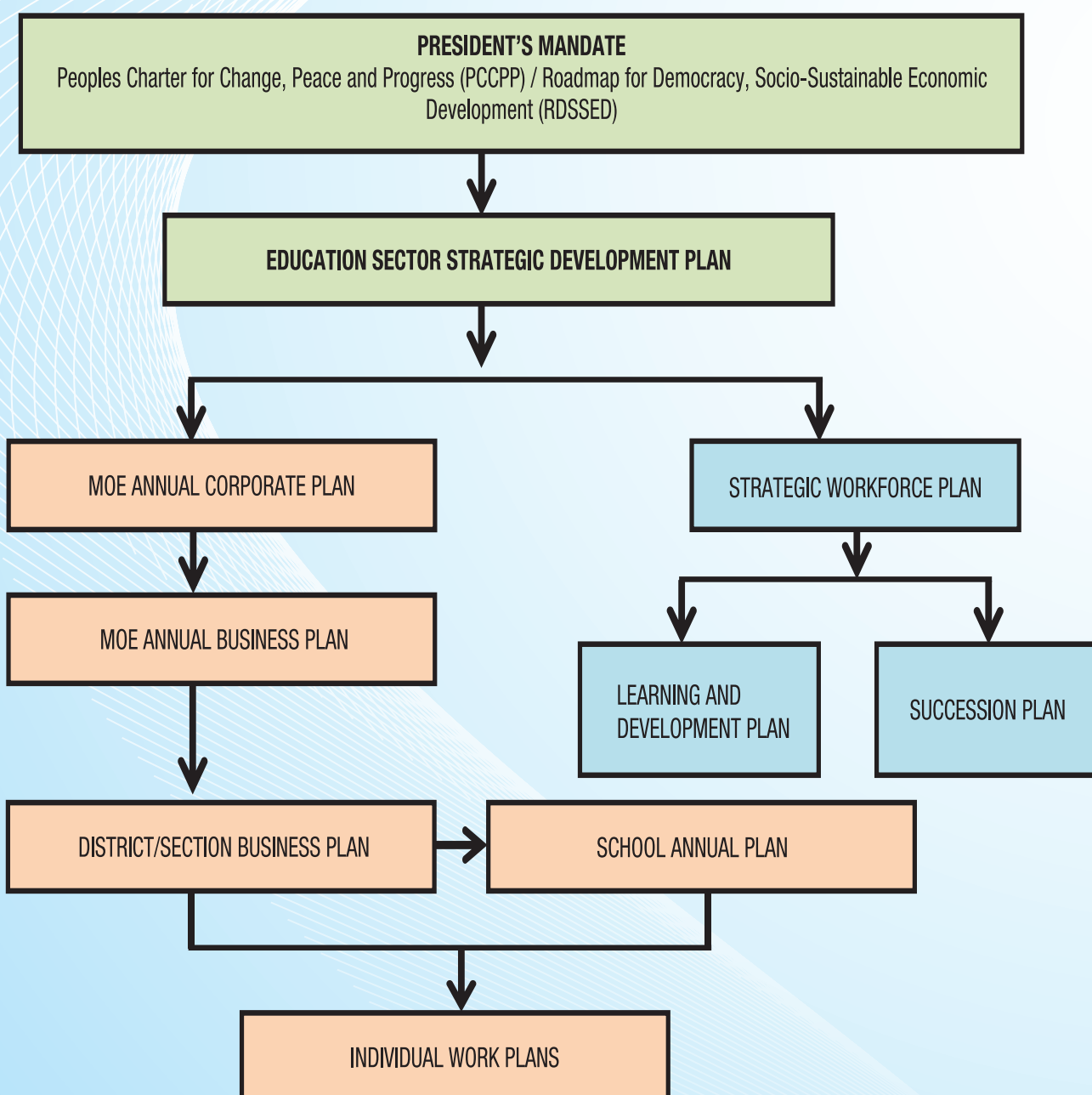
MINISTRY OF EDUCATION PLANNING PROCESS

The planning documents that chart the direction and operations of the MOE are the three-year Strategic Plan, the Annual Corporate Plan, the Annual Business Plan, the Section/District Business Plan and the School Annual Plan.

These important documents are all aligned towards stakeholders and customer needs and government priorities as reflected in the President's Mandate and alluded to in Figure 10 below.

The Strategic Workforce Plan, the Learning and Development Plan and the Succession Plan are the means whereby the Ministry prioritizes key areas in regards to HR and Training to ensure a competent and capable workforce.

Figure 10: Relationship between Ministry of Education plans and related Government of Fiji plans, commitments and requirements



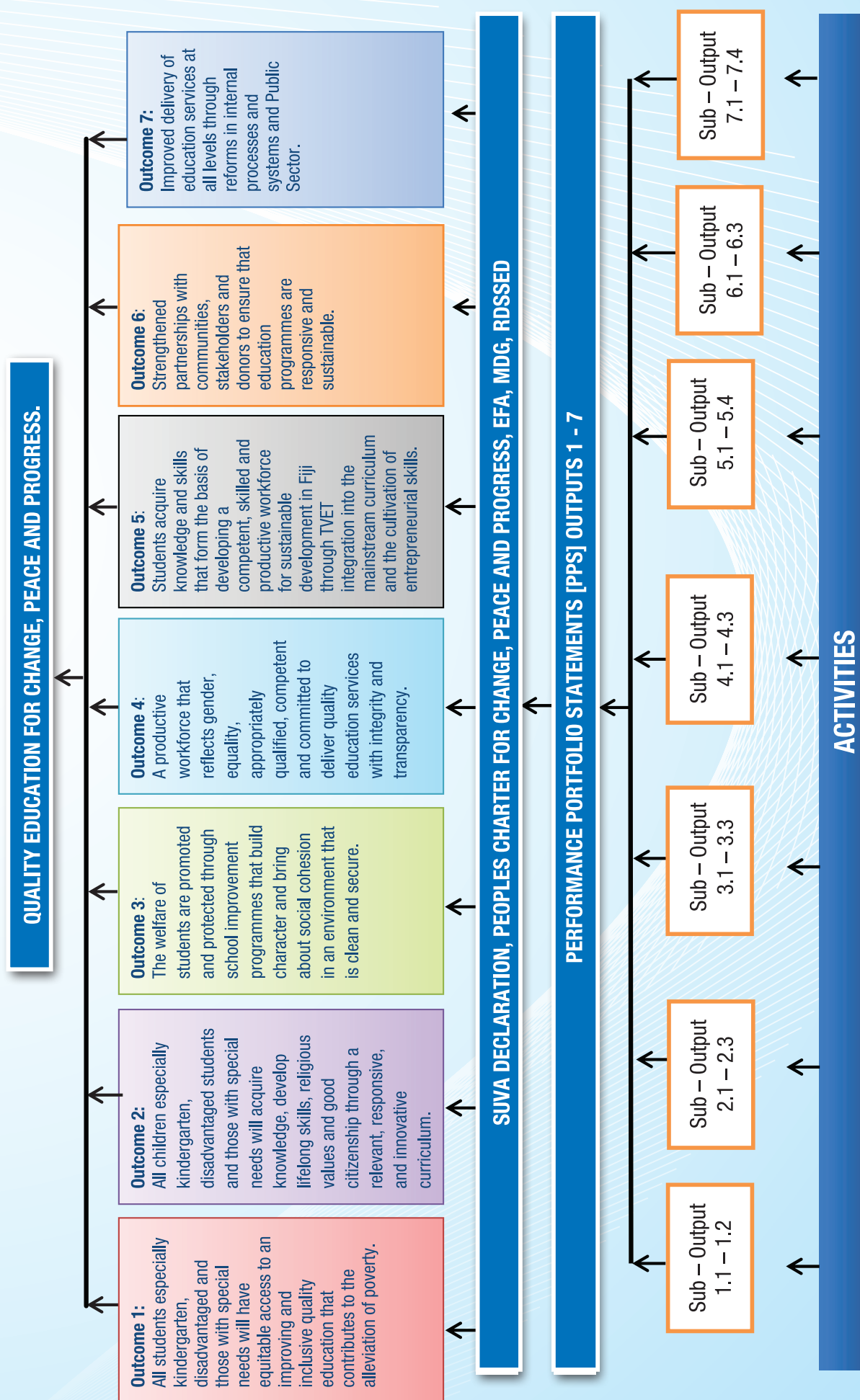


Figure 11: Strategic Framework 2012 – 2014.

STRATEGIES, PRIORITIES AND PERFORMANCE INDICATORS

Identified under each of the major outcomes are the strategic priority areas for the next three years. These performance portfolio statements should be linked directly to the ACP. Cost projections for all strategies have been included also to this effect.

Outcome 1: All students especially kindergarten, disadvantaged and those with special needs will have equitable access to an improving and inclusive quality education that contributes to the alleviation of poverty.

Aligned to the Suva Declaration Goal 1.1 – 1.2, 2.1 – 2.4; Peoples Charter Pillar 9.1 – 9.4; RDSSED

Priorities

- Implementation of poverty alleviation initiatives
- Strengthening of Kindergarten and Special Education initiatives
- Distance Education mode implemented in more schools
- Improve access to technology and ICT in all schools
- Develop standard infrastructure and facilities
- Consolidate all EIE initiatives
- OLPC implementation in Primary schools.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
1.1 Access and retention to education at all levels improved	Strengthen support to all students especially those that are disadvantaged to access a quality education	35,089,000	35,000,000	35,000,000	<ul style="list-style-type: none"> 80% of kindergarten centres attached to primary schools by 2013 Increase kindergarten enrollment by 10% every year for the next 3 years Improve students attendance in all schools Increase number of disadvantaged students that access education Special Education initiatives prompted to enhance access.
	Improve quality of access to ICT education	6, 276, 900	7, 411, 900	7, 231, 900	<ul style="list-style-type: none"> Increase number of schools that access Computer Education, OLPC and E-Learning by 2014 OLPC implemented in 100 primary schools by 2013.
1.2 Safety and care of students in schools improved.	Strengthen education in emergency (EIE) preparedness in all schools	50,000	50,000	50,000	<ul style="list-style-type: none"> EIE Policy implemented in all schools by 2013.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
1.2 Safety and care of students in schools improved.	Improve quality of infrastructure and facilities in selected schools	4,600,000	4,600,000	4,600,000	<ul style="list-style-type: none"> • Three hundred schools supported through the School Improvement project • Improve infrastructure in selected schools • Government schools infrastructure and facilities upgraded by 2014 • Improve the development of rural and outer islands schools • Fifty percent of School infrastructure and facilities audit completed by 2014 • Eighteen Infant schools established by 2014 • Increase proportion of kindergarten centres attached to primary schools upgraded



Outcome 2: All children especially kindergarten, disadvantaged students and those with special needs will acquire knowledge, develop lifelong skills, religious values and good citizenship through a relevant, responsive, and innovative curriculum.

Aligned to the Suva Declaration Goal 3; Peoples Charter Pillar 9.1 – 9.4; RDSSED

Priorities

- Review of the National Curriculum for schools and development of support materials
- National implementation of the new Kindergarten curriculum guidelines
- Implementation of the new Fiji Assessment Framework
- Citizenship Education implementation
- Family Life Education implementation
- Improve literacy and numeracy at all levels
- Strengthening teaching and learning of culture and traditions, arts and heritage.
- Strengthening the teaching of TVET in secondary schools, Primary and Special Education
- Development of Curriculum Guidelines for Special Education
- Implementation of the conversational language policy at all teaching levels
- Implementation of ESD initiatives such as FinEd.
- Develop and trial e-learning resources
- Strengthening of Mathematics and Science

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
2.1 Quality curriculum implemented	Review of curriculum and development of teaching and learning support materials	25,000	25,000	25,000	<ul style="list-style-type: none"> Curriculum reviewed and relevant teaching and learning resources and support materials developed A 3 year Action Plan on the development, review and implementation of Curriculum and Assessment endorsed by the ME by 2012.
	National implementation of the curriculum guidelines in all Kindergarten centres in Fiji.	20,000	20,000	20,000	<ul style="list-style-type: none"> New Kindergarten curriculum guidelines implemented in all Kindergarten centres by 2014.
	Strengthen implementation of IA component of the Compulsory Education programme in all schools	435,000	435,000	435,00	<ul style="list-style-type: none"> Internal Assessment policy reviewed by 2014 Students performance improved in the IA programme IA training and awareness enhanced IA in pre-service strengthened.
	National implementation of citizenship programme in schools	10,000	10,000	10,000	<ul style="list-style-type: none"> Citizenship programme implemented in schools by 2014.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
2.1 Quality curriculum implemented	Family Life Education implemented in schools	10,000	10,000	10,000	<ul style="list-style-type: none"> Revised Family Life Education Curriculum implemented in all schools by 2014
	Develop Curriculum guidelines with support materials for students with special needs in the main stream schools	100,000	100,000	100,000	<ul style="list-style-type: none"> Development and trial of the Special Education Curriculum guidelines completed by 2013.
	Support and monitor implementation of modular approach to secondary curriculum development	10,000	10,000	10,000	<ul style="list-style-type: none"> Impact study of the modular approach to TVET /Secondary curriculum completed by 2014.
	Develop and broaden the teaching of culture, traditions heritage and arts and the core subjects in schools	200,000	200,000	200,000	<ul style="list-style-type: none"> Cabinet Endorsement of a National Language Policy by MIA/MOE Sub-Committee Development of MOE Conversational Language Policy Increased number of schools observing the teaching of culture and traditions.
2.2 Strengthened assessment for, as and of learning to improve students' competencies.	Improve quality of students performance in external examinations	350,000	350,000	350,000	<ul style="list-style-type: none"> Increased number of students attaining quality passes annually IPSP schools demonstrate improved performance in external examinations annually.
	Improve quality of student performance in LANA	150,000	150,000	150,000	<ul style="list-style-type: none"> Increase in the number of schools that are using LANA as a diagnostic tool for improvement.
2.3 Responsiveness of curriculum to ESD initiatives to complement student learning.	Strengthen the teaching and learning of ESD initiatives in all schools	150,000	140,000	140,000	<ul style="list-style-type: none"> Increased number of schools implementing HPS, FinED and other ESD initiatives.
		100,000	100,000	100,000	<ul style="list-style-type: none"> National implementation of FinED by 2014.
	Strengthen teaching and learning of Mathematics and science in schools	200,000	200,000	200,000	<ul style="list-style-type: none"> Increased number of teachers trained and re-trained in Mathematics and Science Increased proportion of pre-service training in Mathematics and Science pedagogy increased.



Outcome 3: The welfare of students are promoted and protected through school improvement programmes that build character and bring about social cohesion in an environment that is clean and secure.

Aligned to the Suva Declaration Goal 4; Peoples Charter Pillar 9.1 – 9.4; RDSSED

Priorities

- Review Standards Monitoring and inspectorate system
- Implement programmes that develop student character
- Implement programmes that develop national identity and social cohesion
- Implement programmes that address social issues such as reproductive health, HIV & AIDs, substance abuse and child protection
- Facilitate a supportive and inclusive learning environment through formal, informal and non-formal education
- Improve counseling and guidance services.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
3.1 Responsiveness of schools to meet students' and national needs improved.	Strengthen character building programmes and counseling services	160,200	160,000	45,000	<ul style="list-style-type: none"> Scouts and Girl Guides implemented in all primary schools by 2013 Counseling positions established in all districts by 2013.
	National identity and social cohesion enhanced in all schools	55,000	55,000	55,000	<ul style="list-style-type: none"> All schools celebrate national and cultural events All schools observe National Anthem, Flag Ceremony and reciting of the pledge.
	Strengthen awareness and programmes on social issues	350,000	400,000	450,000	<ul style="list-style-type: none"> Increased awareness on social issues in schools Reduction in the incidences of drug related cases Increased awareness in HIV & AIDS National implementation of the Child Protection Policy.
3.2 School standards monitored for improvement.	Enhance the quality of school improvement through the schools inspectorate system	200,000	250,000	250,000	<ul style="list-style-type: none"> School Improvement policy reviewed and implemented by 2012 All schools effectively implement and report against their school plans.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
3.3 Administration and management of grants Improved	Efficiency, effectiveness, accountability and transparency in the distribution of grants	10,000	10,000	10,000	<ul style="list-style-type: none"> Timely disbursement of funds Accountability in the management of grants.



Outcome 4: A productive workforce that reflects gender, equality and is appropriately qualified, competent, and committed to deliver quality education services with integrity and transparency.

Aligned to the Suva Declaration Goal 6; Peoples Charter Pillar 9.1 – 9.4 ; RDSSED

Priorities

- Improve qualification of MoE Officers
- Review remuneration for Kindergarten teachers
- Increase in the numbers of school leaders and management trained
- Develop competency framework for the major levels of the ministry
- Improve management for performance (PMS)
- Workforce Plan implementation
- Consolidation of HR functions
- Review of HR policies
- Re-register all practicing, Teacher Administrators and Teacher Educators

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
4.1 Capacity building and professional development improved.	Promote qualification upgrades for all levels	700,000	700,000	700,000	<ul style="list-style-type: none"> Increased number of officers access or take part in the qualification upgrades Increased number of officers successfully complete qualification upgrades.
	Develop competency frameworks for all officers within the Ministry	10,000	10,000	10,000	<ul style="list-style-type: none"> Review LCF and TCF by 2012 Competency frameworks for administration and executive staff developed by 2013.
	Facilitate Leadership and Management training	100,000	150,000	150,000	<ul style="list-style-type: none"> Improved leadership and management in schools Increased number of officers trained for future leadership roles.
	Develop and deliver a range of professional learning programs to improve the competence and capacity of MoE officers	350,000	350,000	350,000	<ul style="list-style-type: none"> Improved competency levels through sponsored and in-house capacity building programmes. Increased number of officers access training or work attachments locally or overseas
	Re-register all teaching professionals	200,000	200,000	200,000	<ul style="list-style-type: none"> FTRB awareness Re-register all teachers by 2014.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
4.2 Workforce management and administration strengthened.	Establish a fully functional Human Resource Management unit	300,000	300,000	300,000	<ul style="list-style-type: none"> • HRD Plans which are ISO certified and implemented by 2013 • Implementation of the National Strategic Human Resource Plan by 2013 • Consolidation of HR functions by 2012 • HR policies reviewed by 2013 • Permanent IT positions established by 2012.
	Strengthen PMS implementation at all levels	10,000	5,000	5,000	<ul style="list-style-type: none"> • Performance Assessment of all MOE officers reviewed and reported annually.
	Strengthen Quality assurance on Teacher Registration	10,000	5,000	5,000	<ul style="list-style-type: none"> • Database development completed by 2012.
	Strengthen support for Kindergarten teachers	15,000	10,000	10,000	<ul style="list-style-type: none"> • Remuneration conditions for kindergarten teachers reviewed by 2012.
4.3 Administration and management of grants Improved	Efficiency, effectiveness, accountability and transparency in the distribution of grants	10,000	10,000	10,000	<ul style="list-style-type: none"> • Timely disbursement of funds • Accountability in the management of grants.



Outcome 5: Students acquire knowledge and skills that form the basis of developing a competent, skilled and productive workforce for sustainable development in Fiji through TVET integration into the mainstream curriculum and the cultivation of entrepreneurial skills.

Aligned to the Suva Declaration Goal 5; Peoples Charter Pillar 2, 4, 9; RDSSED

Priorities

- Mainstream TVET programmes into the curriculum
- Improve effectiveness, responsiveness and relevancy of TVET programme to meet the changing demands of the labor market and students with special needs
- Increase collaborative learning and training for community and industry network and partnership(local, regional and international) for excellence in TVET
- Improve access to ICT in TVET delivery
- Implementation of E-Learning /Distance learning project
- Establish links with Higher Education Commission for recognition of TVET programmes in schools
- Enhance Entrepreneurship education and Enterprising skills in TVET

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
5.1 Strengthen the capability and effectiveness of TVET.	Establish links with HEC for recognition of TVET programmes in schools	30,000	40,000	40,000	<ul style="list-style-type: none"> TVET programmes are registered under the Fiji Qualification Framework by 2012
	Develop/ review TVET policies for relevancy, flexibility and responsiveness to emerging need	20,000	25,000	30,000	<ul style="list-style-type: none"> Relevant policies reviewed and new ones formulated as a response to the needs in relevant TVET areas Scoping study on the Competency Based Training and Assessment completed by December 2013.
5.2 Industry and community linkage, network and partnership strengthened	Promote and advocate TVET through network and partnership.	40,000	55,000	65,000	<ul style="list-style-type: none"> TVET Advisory Board formed and fully functional by December 2012 TVET curriculum rated as responsive and appropriate to individual and industry needs Increased proportion of students successfully completing agricultural training with vocational agriculture competencies
5.3 Improved HR development for TVET	Develop the skill, competency and qualification of TVET Teachers	100,000	130,000	180,000	<ul style="list-style-type: none"> Up-skilling courses for TVET teachers in specific subject areas conducted Increased number of graduate TVET Teachers.
	Develop the qualifications of TVET officers	70,000	70,000	70,000	<ul style="list-style-type: none"> TVET officer's qualifications upgraded to post graduate qualifications.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
5.4 Improved effective programmes, curriculum, technology and infrastructure for quality TVET delivery.	Review of TVET curriculum and programmes to meet the changing demands of the labour market.	50,000	60,000	70,000	<ul style="list-style-type: none"> • A revised TVET curriculum implemented by 2014 • All vocational centres implement Competency Based Training and Assessment by 2014 • Development and implementation of Know About Business (Entrepreneurship Education) at Forms 5 and 6 by 2014 • Development and implementation of Computer Education for Primary Classes 7 & 8 by 2013 • A revised Vocational Agriculture Curriculum implemented by 2013 using the modular approach and aligned to the FQF.
	Quality Equipment and infrastructure to meet industry standard.	230,000	260,000	300,000	<ul style="list-style-type: none"> • Improved quality of infrastructure, equipment and tools that meet industry standard.
	Develop e-learning/distance learning project	200,000	200,000	200,000	<ul style="list-style-type: none"> • Selected schools implement e-learning mode by 2014.
	Support programmes for TVET teachers of students with special needs.	10,000	30,000	40,000	<ul style="list-style-type: none"> • Increase in the number of initiatives that support TVET teachers of students with special needs by 2014.
	Develop Cultural Technology to enhance Traditional Knowledge Systems and Creative Industries.	20,000	30,000	40,000	<ul style="list-style-type: none"> • Increase in the number of TVET initiatives to support National Heritage and Culture and Arts.
	Upgrading of facilities in schools to cater for the mainstreaming of Vocational programmes	500,000	500,000	500,000	<ul style="list-style-type: none"> • Increased enrolment in TVET courses in the mainstream curriculum • Increased proportion of students successfully completing mainstream education with vocational competencies. • Increased employability of students completing vocational programmes from stand-alone centres.



Outcome 6: Strengthened partnerships with communities, stakeholders and donors to ensure that education programmes are responsive and sustainable.

Aligned to the Suva Declaration Goal 7; Peoples Charter Pillar 2, 4, 9; RDSSED

Priorities

- Improve community participation in education activities and programs
- Strengthen partnership and harmonization with donor agencies
- Strengthen network with key stakeholders, NGO's, industries, Government agencies and private sectors
- Increase participation of key education stakeholders in decision-making
- Improve educational services to the community
- Integrated rural development (IRD).

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
6.1 Community awareness, training and support facilitated.	Strengthen school management and community awareness and training programmes	120,000	120,000	120,000	<ul style="list-style-type: none"> • Increase awareness and education of parents/guardian/school management/school committee and the wider community of their roles in the partnership.
6.2 Partnership with and harmonization of donor support strengthened.	Strengthen partnership with Donor Agencies	30,000	30,000	30,000	<ul style="list-style-type: none"> • Increase level of donor partner/harmonization through adherence to ODA and MoF processes • Increased number of donor supported activities completed successfully and sustained
6.3 Partnership with and network with stakeholders strengthened.	Strengthen participation of key stake-holders in education decision making. e.g. educational councils, boards and forums.	100,000	100,000	100,000	<ul style="list-style-type: none"> • Stakeholder involvement and participation in education strengthened. • Increased participation and attendance at forums and meetings • Education Commission established by 2014.

Outcome 7: Improved delivery of education services at all levels through reforms in internal processes and systems and Public Sector.

Aligned to the Suva Declaration Goal 1 - 7; Peoples Charter Pillar 2, 4, 9; RDSSED

Priorities

- Develop and review relevant education policies and legislation
- Improve timeliness and quality of planning and reporting at all levels
- Improve quality of data management at all levels
- Improve accountability and compliances with government regulations and policies
- Strengthen M&E and Research
- Enhancing the positive image of the Ministry at all times
- Implement public service reforms.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
7.1 Effectiveness of policy, plans and legislations facilitated.	Formulate/review relevant legislation	100,000	100,000	100,000	<ul style="list-style-type: none"> Reviewed Education Act implemented by 2012 Draft Examination Board bill developed by 2013 Increased compliance with government policy requirements Review, develop, implement and monitor policies in areas of need Review relevant acts and legislations for NSAAC, HEC and FTRB Develop FTRB Manual.
	Improve quality of planning, implementation and reporting at all levels	30,000	30,000	30,000	<ul style="list-style-type: none"> ESSDP 2012 – 2014 implementation commenced in January 2012 Annual review of ESSDP conducted by September of each year Timely submission of performance reports against Corporate Plan.
7.2 Compliance with public sector reforms and government regulations.	Strengthen financial management at all levels	10,000	10,000	10,000	<ul style="list-style-type: none"> Reduction in the number of audit queries Improved quality and timeliness of financial reporting on accountabilities at all levels.
	Improve quality of service delivery at all levels	10,000	10,000	10,000	<ul style="list-style-type: none"> SEA initiatives implementation evaluated annually Prime Minister's Award commitment acquired by 2014.

Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2012	2013	2014	
7.3 Efficiency of coordination and communication at all levels improved.	Improve access to the media to better inform the community about education training and related issues	15,000	20,000	20,000	<ul style="list-style-type: none"> Improved coordination and partnership with the media, both internal and external media outlets Enhanced public's image of the Ministry through the use of the Media.
	Improve efficiency and effectiveness of coordination and communication at all levels	10,000	10,000	10,000	<ul style="list-style-type: none"> Responds to all communications delivered in a timely manner Increase and improve relationship with the public, stakeholders through various communications strategy.
7.4 Effectiveness of quality assurance and reporting process improved.	Improve quality of data management at all levels	150,000	150,000	150,000	<ul style="list-style-type: none"> Improved quality and efficiency of data collection and management
	Strengthen Monitoring and Evaluation and Research capability at all levels	50,000	50,000	50,000	<ul style="list-style-type: none"> Improved quality of reporting through increased use of evidence based monitoring and evaluation A monitoring and evaluation framework developed and implemented by 2012 New Research policy implemented by 2012.

MONITORING AND EVALUATION OF EDUCATION SECTOR PERFORMANCE

Introduction

The Monitoring and Evaluation of the Sector Plan is important as it provides information on the progress of activities and identifies the need for improvement for efficiency and effectiveness.

Monitoring

Monitoring is defined as a systematic process of gathering, organizing and analysing data to track the progress of activity implementation. This is to ensure that they are on-course and on-schedule in meeting the objectives and performance targets.

Monitoring provides regular feedback that will assist the organization track costs, personnel, implementation time, development, and financial results to compare what was planned to what has been achieved.

Evaluation

Evaluation is the systematic process of collecting and analysing information to determine the merit, value and significance against a set of standards as criteria.

It will allow MOE to analyze the consequences, outcomes and results of its actions or assess their relevance, scope and sustainability.

Monitoring and Evaluation Approach

The strategies and activities designed in the strategic development plan are intended to develop all students holistically and to continuously improve educational quality and relevance.

The intent of the Ministry is to achieve all of its targets beyond expectations as prescribed by the performance indicators in each strategic activity in its plans. This Monitoring and Evaluation Framework system is being designed to continuously measure and track implementation performance against the set targets and goals.

Monitoring Strategies

There will be three levels of monitoring of the Ministry's Plans:

- [a] Monitoring of the Ministry's Strategic Development Plan
- [b] Monitoring of the Ministry's Corporate Plan
- [c] Monitoring of the Sections' Business Plans

[a] Monitoring of the Education Sector Strategic Development Plan 2012 - 2014

- The monitoring of the SDP will be done on an annual basis
- The annual report will be compiled from the accumulative monthly reports of the Corporate Plan
- The costs of achieving the SDP strategies and targets will be compared to the overall costs as per the total Plan

[b] Monitoring of the Corporate Plan

- Each Section will provide their monthly report on the Corporate Plan to the HRM Unit who will compile the Ministry's Monthly Report to be presented at the Senior Staff Meeting.
- Monthly reports from the Sections must include copies of evidences which will be compiled by the HRM Unit prior to verification by the Strategic Framework for Change Coordinating Office (SFCCO).

[c] Monitoring of the Business Plan

- Each officer in each Section will report on their individual performance according to their Individual Work Plan
- Heads of Section will compile all individual reports into the Sections Monthly Report
- Copies of evidence of achievements must be sighted
- The IWP must be reviewed at least three times in a calendar year

When reporting on achievements, it is important to report on both quality and quantity of the achievements with evidences set aside for verification.



FINANCING FRAMEWORK 2012 – 2014

The Financing Framework for education attempts at putting together a medium term financial projection. It is anticipated that this financial projection will reflect the necessary details and priorities for education.

The information provided here is important for development partners in their areas of support. The following table gives a summary of the recurrent financial projections towards education for the medium term 2012 – 2014. These figures have been extracted from budgetary projections. Over time, details will become clearer as sector planning becomes deeply imbedded in our processes.

Financial Projection by Subsector / Key Output Areas

The following gives a summary of the recurrent expenditure projections in each of the major output areas or sub sectors from 2012 – 2014.

Figure 12: Summary of the Recurrent Financial Projections in each of the major output areas or sub sectors from 2012 – 2014.

	2011	2012	2013	2014
Kindergarten				
• Operating grant	50,000	-	50,000	50,000
• Salary grant	1,050,000	1,300,000	1,350,000	1,550,000
• Equipment grant	100,000	100,000	100,000	100,000
Primary Education				
Policy and Administration				
• Personnel emoluments	3,271,200	3,326,900	3,326,900	3,326,900
• Operating Expenses/grants	7,044,600	9,396,700	9,396,700	9,396,700
Government primary school				
• Personnel emoluments	712,500	733,700	733,700	733,700
• Operating Expenses	81,100	84,900	84,900	84,900
Non-Government primary school				
• Personnel emoluments	93,646,300	96,442,100	96,442,100	96,442,100
• Operating Expenses	920,000	1,020,000	1,020,000	1,020,000
Secondary Education				
Administration				
• Personnel emoluments	609,100	614,200	614,200	614,200
• Operating Expenses/Grants	12,063,800	12,063,800	12,063,800	12,063,800
Government secondary schools				
• Personnel emoluments	11,756,600	12,107,100	12,107,100	12,107,100
• Operating Expenses	2,093,000	3,597,400	3,597,400	3,597,400
Non-Government secondary school				
• Personnel emoluments	77,286,800	79,597,400	79,597,400	79,597,400
• Operating grants	805,000	1,005,000	1,005,000	1,005,000
Special Education				
• Operating grant	550,000	554,900	554,900	554,900
• Personnel Emoluments	1,497,000	1,541,000	1,541,000	1,541,000
• In-service training	30,000	30,000	30,000	30,000
• Equipment grant	5,000	5,000	5,000	5,000

	2011	2012	2013	2014
Vocational Education				
• Personnel emoluments	401,600	413,600	413,600	413,600
• Operating Costs	417,500	860,800	860,800	860,800
• Grants	960,000	960,000	960,000	960,000
Policy and Management				
CDU				
• Personnel emoluments	1,210,000	1,246,200	1,246,200	1,246,200
• Operating costs	1,183,400	1,773,900	1,773,900	1,773,900
Special Project [AMU]				
• Personnel emoluments	242,200	249,500	249,500	249,500
• Operating costs	27,900	28,500	28,500	28,500
• Text book Grant	172,000	100,000	100,000	100,000
• Community awareness	20,000	20,000		20,000
Research Development and training				
• Personnel emoluments	259,406	267,200	267,200	267,200
• In-service Training	700,000	700,000	700,000	700,000
• Operating costs	20,700	20,700	20,700	20,700
Examination				
• Personnel emoluments	520,700	536,300	536,300	536,300
• Operating grants	1,429,195	1,023,000	1,023,000	1,023,000
National Heritage, Culture & Arts				
Personnel Emoluments	344,000	354,100	354,100	354,100
Operating Costs	272,400	352,800	352,800	352,800
Grants	1,023,800	1,045,400	1,045,400	1,045,400
TOTAL	222,776,801	233,472,100	233,572,100	233,772,100

CAPITAL FINANCIAL PROJECTIONS

	2011	2012	2013	2014
Equipment for ECE	100,000	100,000	200,000	200,000
Vocational Education	400,000	600,000	600,000	600,000
Maintenance and Upgrade of Schools and Institutions	1,200,000	1,500,000	1,500,000	1,500,000
ECE Building Grant	150,000	150,000	200,000	200,000
Compulsory Education Grant 3-6	100,000	400,000	400,000	400,000
Construction of Infant schools	-	1,380,000	2,000,000	2,000,000
Building Grants to Schools on Heritage Sites	-	200,000	200,000	200,000
Environment Education Centre [Sigatoka Sand Dunes]		388,965	388,965	388,965
TOTAL	1,950,000	4,718,965	5,488,965	5,488,965

GLOSSARY

1. ECE – In Fiji, Early Childhood Education is the formal teaching and care of young children by people other than their family or in settings outside of home from birth to eight years.
 - Kindergarten - a pre- School Education institution for Children from 5 years to 6 years.
 - Pre-School – In Fiji, pre-school refers to the period of time when children aged 3-6 years attend a centre provided for early childhood education
 - Infant – In Fiji, this specifies the period of schooling from Class 1- 3.
2. Inclusiveness – learning programmes and policies developed for students which encompass them all regardless of gender, ethnicity or ability.
3. School – a registered instituton establishment with the Ministry of Education which provides formal education for students at Primary and Secondary level.
4. Primary – the first stage of compulsory education which follows Kindergarten and precedes secondary education
5. Secondary – the stage of education following primary school. Itis generally the final stage of compulsory education
6. Tertiary – refers to post-secondary education
7. Vocational – Vocational education training provides technical education to students focusing specifically on trades for blue collar employment
8. Stand Alone – used to determine an institution that is not attached to a secondary or primary education institution
9. Disadvantage Index – the grants formula which factors in a range of disadvantaged indices and variables aimed at an equitable formula for the distribution of tuition fees and grants to non-governemnt schools.
10. Local – this refers to education dealings or issues within Fiji
11. Regional – this refers to educational dealings or issues within the Pacific
12. Curriculum Guidelines – speicifies the guidelines for the enhancement of the teaching process
13. Government Agencies – refers to the different ministries within the public service
14. Numeracy – represents numbers and other mathematical concepts
15. Disadvantaged – in the context of schools, it implies the state of the school relating to the physical infrastructure, basic amenities, location and the socio-economic status of parents and communities.

APPENDIX 1.0

Strategic Plan 2009 – 2011 Achievements

The evaluation report of the Strategic Plan 2009 – 2011 highlights significant achievements against strategies and targeted outcomes. It summarizes the Ministry's progress in the last three years against the performance indicators identified in the plan.

Outcome 1: All children especially kindergarten, disadvantaged students and those with special needs will have access to an expanding, improving, and inclusive quality education and care.

- The establishment of 153 Kindergarten centres
- The strengthening of access and retention strategies through :
 - Compulsory Education
 - Reduced school Levy costs, free tuition
 - Free textbooks for Primary schools
 - Free bus fare/e-ticketing
 - Food vouchers
 - School Zoning
- The establishment of 2 secondary schools and 2 primary schools
- 28 primary and 5 secondary textbooks were brailled
- Reduction in substance abuse cases
- Increase in the number of deaf and visually impaired students mainstreamed
- 8 Secondary Schools and 9 Primary Schools access Distance Education
- 59 schools have changed names that denotes racial bias
- The differential Resourcing Model policy on grants and staff distribution developed and implemented
- Expansion of Secondary Schools to Form 7
- Development of Textbooks by CDU and TVET.

Outcome 2: All children especially kindergarten, disadvantaged students and those with special needs will have access to a relevant, flexible and innovative curriculum that promotes development of lifelong skills and good citizenship.

- Awareness, training and implementation of CBA/CATS
- Kindergarten Curriculum, 'Na Noda Mataniciva' developed, trialed and implemented
- LANA assessment conducted in schools
- Abolition of FIE, FEYE and FJCE
- Upgrading of assessment/examination for students with special needs
- Citizenship and Family Life pilot in schools
- Pilot and implementation of ESD initiatives.

Outcome 3: All schools are well resourced to offer learning programmes that are responsive to the needs of students and stakeholders

- Improving underperforming schools through the 'adopt' model by senior management
- Strengthening of support towards the review/ inspectorate system to provide support and quality assurance towards school performance and review
- Continuous assistance for infrastructure upgrading
- School Improvement projects (66 primary and 23 secondary school in 2010).

Outcome 4: A workforce that is appropriately qualified, competent, committed and motivated to deliver quality education services with integrity and transparency.

- Future leader's training continued for potential leaders
- Up-skilling of MOE Officers
- Establishment of clusters in education districts
- Increased Professional Development in the schools and registering with PDU.



Outcome 5: The increased prominence of TVET in education and the strengthening and consolidation of its role in developing a competent, skilled and productive workforce for sustainable development in Fiji

- Modular Approach to secondary curriculum finalised and implemented in all vocational subjects
- Establishment of TVET advisory board
- Competency Based Curriculum guidelines for TVET developed
- Alignment of vocational courses to the NQF
- Upgrading of vocational schools
- Development of TVET Text books.

Outcome 6: Communities, donors and stakeholders are responsive to the education and development needs of the students

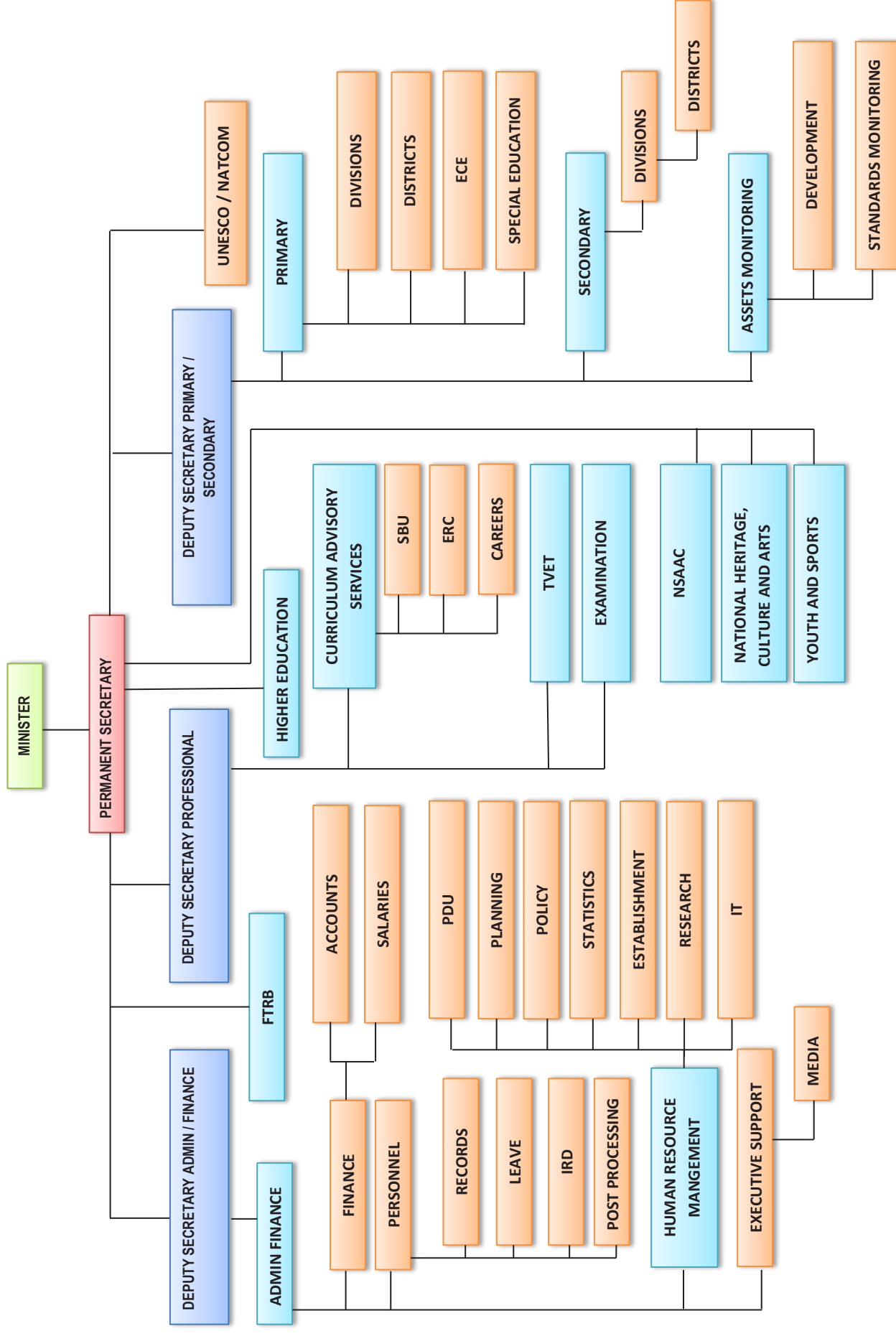
- Strengthened community partnership in the education services
- Continued Donor support in improving quality of education
- Establishment of DSMB
- Increased number of school/community visitation.

Outcome 7: Improved management, accountability, transparency and good governance process

- Education Act reviewed
- 26 policies reviewed or developed
- Ministry's participation in the PSC Service Excellence and winning an 'Achievement Award'.
- Education Sector Strategic Plan 2009-2011 implementation
- Establishment of the Higher Education Commission
- Higher Education regulations approved by Cabinet
- Establishment of the Teacher Registration Board (TRB)
- FESA Enhancements to improve data integrity
- Decentralization phase 1 implementation.

The progressive report also highlights the challenges and emerging issues that the Ministry need to further consolidate in the next strategic plan.

MINISTRY OF EDUCATION STRUCTURE, 2011.





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