

EDUCATION FOR ALL MID-DECADE ASSESSMENT REPORT



FIJI
2008



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Foreword

I am pleased to commend the Education For All Mid-Decade Report for Fiji. We join the EFA coordinators and education stakeholders in celebrating the accomplishments and standards reached in Fiji for the last half decade.

Since 2000, the Government of Fiji has implemented a number of important measures to ensure effective and accelerated implementation of its policies and targets to promote access to quality education, and also of the Education for All goals. The expansion of the Compulsory Education, the development of the Early Childhood Education Policy, the support for the adult literacy related 'Matua' programme and the development of the new National Curriculum Framework are just some of the examples of such policy initiatives.

This EFA Mid-Decade Assessment report represents an important opportunity to assess both the progress made in achieving our Educational goals and EFA goals and targets over the past 5-6 years.

There has been a significant improvement in education standards which has led to the narrowing of the gap in access and the improvement in quality across the country. It is also heartening to see improvements in administrative and professional support towards the management of education programmes which has contributed to the achievements highlighted in the EFA MDA report.

There are however some key issues that need concerted effort. The report identifies some key challenges and gaps in student performances. There is a need to address many of these challenges, in terms of system capacity building, effective targeting of under-performing districts and additional resource mobilization.

The baseline information portrayed in this report will assist us in determining future progress and for setting benchmarks and standards for monitoring purposes. The Ministry is committed to realizing the full potential of our children. We will continue to work with all stakeholder groups such as donor groups but especially with teachers, parents and guardians to ensure that the fullest attention is given to the assessment and monitoring of schools and students especially in their development.

Finally, I would like to take this opportunity to thank the Coordinating team for their supervision of the EFA MDA process and look forward to the cooperation of all stakeholders in the implementation of the recommendations of the report.



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Abbreviations

AusAID	Australian Agency for International Development
CAS	Curriculum Advisory Services Unit
CCTC	Corpus Christi Teachers College
CDU	Curriculum Development Unit
DESD	Decade of Education for Sustainable Development
ECE	Early Childhood Education
EE	Enterprise Education
EFA	Education for All
ESD	Education for sustainable development
EU	European Union
FCAE	Fiji College of Advanced Education
FESA	Fiji Education Staffing Appointment database
FESP	Fiji Education Sector Programme
FILNA	Fiji Island Literacy and Numeracy Assessment
FJC	Fiji Junior Certificate Examination
FNCDP	Fiji National Council of Disabled Persons
FSFE	Fiji Seventh Form Examination
FSLC	Fiji School Leaving Certificate Examination
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HDI	Human Development Index
HIES	Household Income and Expenditure Survey
HIV/AIDS	Human Immune Virus / Acquired Immunity Deficiency Syndrome
IT	Information Technology
JICA	Japanese International Corporation Agency
LTC	Lautoka Teachers' College
MDA	Mid Decade Assessment
MDG	Millennium Development Goals
MoE	Ministry of Education
MP	Member of Parliament
NAC	National Advisory Council
NCD	Non Communicable Diseases
NER	Net Enrolment Rate
NGO	Non Government Organisation
NIR	Net Intake Rate
NSAAC	National Substance Abuse Advisory Council
NSDP	National Strategic Development Plan
NZAID	New Zealand Aid
PRIDE	Pacific Regional Initiative for the Development of Education
RR	Repetition Rate
SDP	Strategic Development Plan
SEO	Senior Education Officer
SIMS	Schools Information Management System
TPAF	Training and Productivity Authority of Fiji

TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	
US	United States
USP	University of the South Pacific

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PART I: INTRODUCTION

Fiji was part of the world forum on Education for All (EFA) in Jomtien, Thailand in 1990 where the EFA initiatives began. It presented its country report on the achievements of the decade 1990 – 2000 called the EFA 2000 Assessment Report at the world conference in Dakar. Due to financial constraints, Fiji was not represented in the world conference in Dakar, Senegal in 2001 where the current six EFA goals were set.

Fiji is part of the Pacific region in terms of EFA work coordinated from the UNESCO Office for the Pacific States in Apia, Samoa. Regular annual meetings of all EFA Coordinators since 2001 have been convened where all countries were briefed on the requirements of UNESCO in the world efforts towards achieving the Dakar goals for EFA.

The first step was for each country to draw up its Action Plan depicting how it will go about achieving the goals of EFA. Fiji through the work of a Taskforce completed its Action Plan together with other Pacific countries in 2003. The EFA Action Plan has been integrated into the Ministry of Education's Strategic Development Plan for the periods that follow. An integral part of the Action Plan was the inclusion of health indicators including HIV/AIDS and international efforts towards the Millennium Development Goals.

The work towards the achievement of the Dakar EFA Goals covers the period from 2000 to 2015. The Mid Decade Assessment (MDA) is due in 2007 and all countries are required to produce an MDA Report showing the status of achievement of the 6 EFA goals.

Fiji setup a Taskforce in late 2005 to put together the Fiji MDA Report. The Taskforce is made up of other government representatives and members of the NGOs and Civil Societies. A strategy and work plan was put together by the Taskforce and forwarded to the Apia UNESCO Office for monitoring purposes.

This report is the result of the efforts of the Taskforce and the EFA Coordinator for Fiji based in the Ministry of Education.

PART 2: EXECUTIVE SUMMARY

The Education for All (EFA) commitment by UNESCO member states is a move to improve basic education provisions in the world, targeting specific groups who are seen to be disadvantaged. Access to basic education is still a major problem in most countries due to cultural, social, conflict situations and economic factors. Fiji has its own problems in regards to basic education with children continuing to face hardships in traveling to schools daily. While some schools have advanced into modern technology, others are still trying to provide basic facilities such as telephone, electricity and water.

Basically the six EFA goals came about after the 2000 assessment reports of countries were analysed and areas that needed continued commitments were prioritized. The six goals targeted the following areas:

- Early Childhood Education
- Access to basic primary education
- Learning and life skills for young people
- Adult Literacy
- Gender parity and gender equality
- Quality of education

Fiji in the development of its Action Plan for EFA prioritized ECE as its priority. The Taskforce that developed the Action Plan believe this area of education has been neglected by government over the past decades. The second priority was the provision of learning and life skills for young people. It was important through the decade to 2015 that young people are taught the skills that will enable them to survive and find useful employment after school. Vocational training in relevant skills was important to be introduced in the school system and partnerships with other stakeholders were important to develop.

There were areas such as gender parity and equality which were seen as a non issue for Fiji. Within the Fiji education system, boys and girls have equal opportunities to all levels of education and government policies require that all scholarships be shared equally between boys and girls. The goal on gender parity and equality was therefore placed on a low priority in the Action Plan.

Analysis of indicators on access has shown that Fiji is well placed in terms of children's access to basic education. However, there is a problem of retention and dropout which need to be addressed within the Plan. The quality of education is an issue that Fiji and all other education systems will continue to face and be challenged with. Educational quality improvement involves various areas such as teachers, infrastructure, equipment and resources, learning environment and community support.

In the efforts towards achieving the targets of the six goals of EFA, there is a need for all partners and stakeholders in education to work together.

Government cannot achieve the EFA goals on its own, other stakeholders need to play their part if Fiji is to realize the targets of EFA by 2015. The UN agencies in the region have been combining efforts in training the EFA coordinators on the methods of assessments of the EFA goals. Data gathering and analysis is a big challenge as most data required for the analysis are not available with the Ministry. Desegregation of data is even more difficult with most indicators since data are not collected according to the categories required in the indicator listing.

The analysis of indicators in this report has been based on data available with the Ministry of Education and other sources such as the Ministry of Health and Bureau of Statistics. While the report acknowledges gaps in the data, it has provided an extensive analysis of the education system which has brought out some significant findings that will help planning and decision making for the future.

The following parts of the report are organized as follows:

- Part 3: Country Profile:** Provides an analysis of Fiji including demographic, socio-economic and other descriptors.
- Part 4: National Educational Policy:** A brief look at developments in education over the last decade with reference to
- Part 5: Analysis of the six EFA goals:** This is the main section of the report as it provides the analysis of the achievements in regards to the six goals.

This is the mid-decade assessment report for Fiji and at the end of 2015, a final report will be done to assess how Fiji has done in terms of the six EFA goals.

PART 3: COUNTRY PROFILE

A. Historical/ Social/Cultural (linguistic, religious), Economic, Political and Geographic Country Background

Fiji lies in the heart of the Pacific Ocean midway between the Equator and the South Pole and between longitudes 174° and 178° West of Greenwich and latitude 12° S and 22° south. Fiji's Exclusive Economic Zone contains approximately 330 islands of which about a – third are inhabited. It covers about 1.3 million square kilometers of the South Pacific Ocean. Fiji's total land area is 18.33 square kilometers. There are two major islands – Viti Levu which is 10,429 square kilometers and Vanua Levu 5,556 square kilometers. Other main islands are Taveuni (470 sq km), Kadavu (411 sq km), Gau (140 sq km) and Koro (104 sq km). 87.9% of land is owned by indigenous Fijians while 3.9% is State land. Freehold land comprises 7.9% and Rotuman land is 0.3%. The capital is Suva and it is one of the two cities in Fiji. The other city is Lautoka and both are located on the island of Viti Levu.



History and Culture

Fiji was first settled about three and a half thousand years ago. The original inhabitants are now called "Lapita people" after a distinctive type of fine pottery they produced, remnants of which have been found in practically all the islands of the Pacific, east of New Guinea, though not in eastern Polynesia.

Unlike other islands of Polynesia which showed a continuous steady evolving culture from initial occupation, Fiji appears to have undergone at least two periods of rapid culture change in pre-historical times. This may have been due to the arrival of fresh waves of immigrants, presumably from the west. Pre-historians have noted that a massive 12th century volcanic eruption in southern Vanuatu coincides with the disappearance of a certain pottery style, and its sudden emergency in Fiji. Fijians are usually called "Melanesians". However, from a cultural stand-point, they are seen to be very similar to the Polynesians as over the centuries, their contact with the neighboring Polynesian islands of Samoa, Tonga and Rotuma have seen the Fijians come to share much of the Polynesian language and culture.

Contact with Europeans

Fijians first impressed themselves on Europeans consciousness through the writings of the members of the expeditions of Cook who met them in Tonga. They were described as formidable warriors and ferocious cannibals, builders of the finest vessels in the Pacific, but not great sailors. They inspired awe among the Tongans, and all their manufactures, especially bark-cloth and clubs, were highly esteemed and much in demand. They called their home Viti, but the Tongans called it Fisi, and it is by this foreign pronunciation, Fiji, first promulgated by Cook, that these islands are known.

For over half a century, Fijian culture enjoyed what has been called its 'golden age', as tools and weapons brought by traders were turned by resourceful chiefs to their own advantage. Canoes and houses were built, confederations formed and wars fought on a grand scale without precedent. Gradually and inevitably, however, the Fijians way of life was changing. As Christianity spread in the islands, wars ceased abruptly and western clothing was adopted. After Fiji was ceded to Great Britain in 1874, epidemics nearly wiped out the population and it seemed as if the natives were doomed. But the Colonial government took the Fijians' side. Land sales were forbidden, health campaigns implemented and the population picked up again. Theirs was not, of course, the culture of the heathen 'golden age', but one modified by the new religious and increasingly the economic order.

Citizenship

Fiji does not recognize dual citizenship. A person may acquire citizenship of Fiji by birth, naturalization or registration. One of the main provisions under the new

citizenship laws is the equal opportunities and privileges given to foreigners who are married to either male or female citizens in acquiring citizenship of Fiji.

Religion

A multiracial, multi-cultural nation, Fiji is represented by all the major religions of the world. This is quickly obvious to the visitors who will see Christian churches, Mosques, Sikh and Hindu temples in towns and the countryside. More than half of Fiji's population are Christians (52.9%), Hindus (38.1%), Muslim (7.8%), Sikhs (0.7%), Others (0.5%).

Language

English is the official language. However, Fijian and Hindi are also taught in schools as part of the school curriculum. Indigenous Fijians have their own dialects and you can tell which province one comes from, from their dialect. Indians, too have their own, and generally speaks a distinctive Fiji-Hindi dialect. This is not the same as the one spoken in India.

Parliament

Fiji's Parliament largely follows the procedures and customs of the British where there is an elected House of Representatives and a nominated Senate. The House of Representatives comprises of 71 members – 25 MP's elected on open rolls, and 46 MP's elected on communal (ethnic) rolls. The candidates for the 25 open seats can come from any ethnic groups. The 46 communal seats are distributed as follows: Fijians 23, Indians 19, Rotumans 1 and others 3.

The Upper House or the Senate consists of 32 members of whom: 14 are appointed by the President on the advice of the Bose Levu Vakaturaga, 9 are appointed by the President on the advice of the Prime Minister, 8 are appointed by the President on the advice of the Leader of Opposition and 1 is appointed by the President on the advice of the Council of Rotuma. The Senate complements the work of the House of Representatives through the scrutiny and revision of Bills coming to it. Whilst the Senate has limited powers in respect to Money Bills, it can guide opinion and clarify issues in general debate and by motions, petitions and adjournment speeches.

B. General Overview of Level of Development

The Human Development Index

The Human Development Index (HDI) is a widely accepted measure of a country's progress in attaining satisfactory levels of education, health and income. Fiji's ranking was 61st in 1997, but its position steadily eroded over the late 1990s and based on the 2005 UNDP Human Development Report, it currently stands at 92nd out of 177. The ranking is based on the value of the

Human Development Index, which is a weighted average of life expectancy, adult literacy and GDP per head. Fiji is included in the Medium Human Development countries category. Although Fiji's ranking has dropped, it remains above the average HDI value for all Medium Human Development countries and well above the average HDI for Low Human Development countries.

Poverty Alleviation

Poverty has many dimensions, one of which is the extent to which people have sufficient food. In the MDGs, this issue is measured by the prevalence of underweight children, and the proportion of the population who are receiving less than the minimum level of dietary intake. The most recent national figures were collected by the 1993 National Food and Nutrition Survey. The survey found a low incidence of child malnutrition. At a national level, the incidence of underweight children was 15%, varying from 5% for indigenous Fijians to 19% for Indians. The UNDP 1996 Poverty Report indicated that almost 10% of households could not afford a minimum nutritious diet. Government has a number of poverty alleviation programmes in place. In 2005, \$62.7 million was allocated for poverty alleviation programmes such as upgrading of squatter settlements, micro-finance schemes and the Family Assistance Scheme. Applications for Government's Family Assistance Scheme have increased over the years, from 13,443 in 2000 to 22,670 in 2005. While the overall Budget for the scheme has doubled since 2000, there are many pending applications awaiting funding. The **Table 1** below shows the percentage of the population that are living under poverty by rural/urban and ethnic groups.

Table 1: Ethnic and Rural – Urban Distribution of Incidence of Poverty

	Rural			Urban			Total
	Fijians	Indians	Others	Fijians	Indians	Others	
Percent of population in poverty	38.0	43.1	41.3	27.2	29.1	17.3	34.4

[Source: 2002/03 HIES Report]

Government's continued assistance toward poverty alleviation focused on ensuring that the poor and disadvantaged have better access to education and training, finance and credit on more affordable terms, and improved social and physical infrastructure. Since 2001, Government has allocated about \$284 million for social safety nets. Coordination and monitoring of all poverty alleviation programmes is essential. A special Unit needs to be established in government to coordinate all poverty alleviation programmes and to implement the National Integrated Poverty Eradication Programme Framework. Government remains committed to funding ongoing poverty alleviation programmes such as assistance for housing and squatter upgrading, microfinance, education assistance and

safety net programmes. This is evident in the increase of the minimum monthly Family Assistance allowance of \$30 to \$60. Rural livelihood development projects, including the proposed Rural and Outer Island Development Project will supplement existing government initiatives towards poverty alleviation.

Health

Government has consistently given priority to health care provision, with sustained increases in resources and manpower provided to health activities. Review of health performance, however, suggests that whilst inputs provided by Government have increased, the resulting outcomes, in terms of improved health indicators, have not increased proportionally. This suggests substantial challenges remain in terms of both the health benefits received by the people and the effectiveness of the health service in delivering improved services. Of the eight Millennium Development Goals, three concern health issues. MDG 4 is to Reduce Child Mortality with targets set for a 2/3 reduction in child and infant mortality and to increase the proportion of 1 year old children immunized against measles. In this respect, progress has not been satisfactory as infant mortality and immunization have deteriorated since 1990 despite the increased resources. For the key under-five mortality rate there was a marginal improvement between 1990 and 1995 but a consistent deterioration since then, so that the present position is very far from the MDG target for 2015. **Table 2** below shows the statistics.

Table 2: Progress to MDG 4 Reduction in Child Mortality

Target	Indicators	1990 Baseline	Status of Progress				2015 Target
			1999	2000	2002	2005	
Reduce by 2/3 between 1990 and 2015 the underfive mortality rate.	Under-five mortality rate per 1000 live births.	27.8	19.4	21.8	22.4	26.0	9.3
	Infant mortality rate per 1000 live births	16.8	14.7	16.2	17.8	20.8	5.6
	Proportion of 1-year old children immunized against measles.	86%	75%	74%	76%	68%	Increase

[Source: Ministry of Health]

MDG 5 is to Improve Maternal Health with the key target set as a 75% reduction in the maternal mortality rate, supported by an increased proportion of births attended by skilled health personnel. Increased Government resources have

ensured that almost all births are attended by skilled health personnel. However, as shown in **Table 3**, this did result in improvements in the early years of this decade but there is currently a significant setback which needs to be addressed. Achieving the MDG target by 2015 will be a substantial challenge requiring a much improved performance in the use of health resources provided by Government.

Table 3: Progress to MDG 5 Improved Maternal Health

Target	Indicators	1990 Baseline	Status of progress				2015 Target
			1995	2000	2002	2005	
Reduce by 3/4, between 1990 and 2015, the maternal mortality rate.	Maternal mortality rate per 100,000 live births	41.1	60.4	57.6	35.3	50.5	10.3
	Proportion of births attended by skilled health personnel.	98%	99%	99%	99.6%	c100%	increase

[Source: Ministry of Health]

There is limited surveillance of HIV/AIDS in Fiji, with three of the six MDG indicators not monitored. The Ministry of Health obtains information about HIV positive cases from laboratory test results and disaggregates data by age, sex, and race. The cumulative number of people with positive HIV/AIDS status was 229 as at September 2006. Fiji has passed the initial stages of the epidemic and is now in the explosive stage. If the HIV infection rate continues at the current pace, it is projected that 6,500 people will have HIV/AIDS in 2015. Government has developed, and is supporting a Plan to prevent, manage and control the spread of HIV/AIDS. Contraceptive use has increased, albeit unevenly, and the urgent need now is to achieve a substantial increase in order to combat the explosive phase of the disease's development.

Of the other diseases specifically monitored in the MDG, malaria is not an issue in Fiji. Tuberculosis is monitored but, as shown in **Table 4**, there is no significant trend for progress. 'Life-style', or Non Communicable Diseases (NCDs), such as diabetes and cardiovascular conditions such as heart diseases, cancer, hypertension and strokes, continue to be a major challenge. NCDs are the commonest cause of morbidity and mortality in Fiji. Changing lifestyles and diet, obesity, declining physical activity, and increasing tobacco consumption are some of the main reasons for these diseases. The performance against the three health MDGs is disappointing given the priority and scale of resources which Government has provided to the health care system.

Table 4: Progress to MDG 6 Combat HIV/AIDS and Other Diseases

Target	Indicators	1990 Baseline	Status of progress				2015 Target
			1995	2000	2002	2005	
Have halted by 2015 and begun to reverse the spread of HIV/AIDS	HIV prevalence among 15-24 year old pregnant women	0.00%	0.01%	0.01%	0.01%	0.04%	0.00%
	Contraceptive prevalence rate	31%	38%	44%	35%	46%	Increase
Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.	Prevalence of tuberculosis per 100,000	Na	21.1 (1997)	18.00	22.00		Reduce
	Death rate of tuberculosis per 100,000	Na	0.37 (1997)	0.37	0.73 (2001)		reduce

[Source: Ministry of Health]

Economic Development

The performance of the Fiji Islands economy since 1999 has been uneven, reflecting the economic consequences of the political and constitutional shocks experienced between 1999 and 2001. The Government has been broadly successful in restoring stability and reestablishing economic growth but the country continues to face an uncertain future. The uncertainties stem partly from the need to resolve political issues such as constitutional reform and leasehold land issues and partly from an economy beginning to experience the impact of restructuring of the agriculture and manufacturing sectors in response to changes in international trading arrangements.

For many years Fiji benefited from preferential quota access to two high-price markets - the US garment market and the EU sugar market. The garment quota was lost in 2005 with an immediate impact on growth, exports and employment - 6,000 jobs were lost in the first few months, with more following as the industry re-sized. Thousands of sugar cane farmers have left the sugar industry in recent

years and thousands more are expected to leave over the next few years as EU price reductions take effect and returns to labour and land in sugar cane production become uneconomic. These figures understate the social impact of these developments. The garment industry provided employment predominantly to women, for whom there is no obvious alternative employment and the contraction of the sugar industry will impact not just farmers but also the thousands of ancillary workers – cane cutters, those transporting cane to the mill and mill workers – as well as all their families.

There have also been positive developments in other sectors, requiring change and economic restructuring. Tourism has grown strongly, providing additional employment in the tourism areas. Foreign remittances have increased sharply, providing critical support to the balance of payments and reserves. Exports of water, the harvesting of newly matured mahogany plantations and non-sugar agricultural exports are all expected to make a growing contribution to export earnings over the next few years. But these, by themselves, may not be sufficient to create the faster growth rate Fiji needs. The future prosperity of the country depends critically upon how Government and private sector respond to the challenges posed by the changing external environment and the weakness of private sector investment.

C. The Role of Education in the Context of National Development

Fiji is on target with MDG 2 *to achieve universal primary education*. Fiji has attained near universal primary education, with primary school net enrolment rates increasing from 95.98% in 2005 to 96.01% in 2006. However there is concern about the growing number of drop-outs from primary school. A slight increase is noted in the percentage of pupils starting Class 1 who reach Class 5 increasing from 91% in 1996 to 96% in 2006. This improvement in retention rates indicate that government's efforts to retain students in schools have been effective, however, such efforts need to be sustained. A major factor to school dropout maybe attributed to educational costs especially for parents in the rural areas.

Access to secondary education is increasing with net enrolments standing at 71% in 2000. Enrolments have been higher for girls (74%). There is concern however, that secondary students have difficulty in getting jobs. The 2002 HIES showed that most of the unemployed population (77.2%) had secondary education.

Ethnic differences are still a concern in terms of examination performance. Indigenous Fijian students lag behind other ethnic groups in major external examinations results such as Fiji Junior Certificate (FJC), Fiji School Leaving Certificate (FSLC) and Fiji Seventh Form Certificate (FSFE). Similar gaps are also evident between rural and urban schools.

A well educated society is able to better contribute towards a wealthy nation. Education remains a major spending priority for Government. Total primary school enrolment has increased from 144,284 in 1999 to 152,426 in 2004. During this period, access to secondary education has also been increasing. Pre-school enrolment increased from 6508 in 2000 to 9197 in 2003, an increase of 41.3%. However, enrolments are still low, with only 16% of the relevant age group in pre-school.

The teacher: pupil ratio has improved slightly and stands at 1:28 for primary education and at 1:19 for secondary education. While actual ratios are higher for urban schools than rural schools, it is important that this disparity be narrowed. Evidences suggest that the quality of teacher and time spent per student are most important factors influencing the quality of student learning outcomes.

Upgrading of rural schools and facilities is being boosted through European Union (EU) funding of approximately \$9 million per year for the next four years from 2005. There is also support of the same nature by JICA. These programmes provide infrastructural support to 300 schools, capacity building for teachers and Ministry personnel, teaching and learning resources for 600 schools and supporting systems and policy development. The AusAID funded Fiji Education Sector Programme [FESP] is also an instrumental programme which contributes to strengthening the education system in Fiji.

Examination performance has been improving. It is of note that Fijian schools performed better in the 2003 external examinations compared to the 2002 results. Similar performance is noted in 2004 as compared to 2003 results, particularly in the Fiji Junior Certificate and Fiji School Leaving Certificate Examinations. However, access to Form 7 education is an area of concern since only about 30% of Form 6 students progress to Form 7. It must be noted that a substantial number of FSLC graduates take other paths including vocational studies, tertiary studies, bridging studies and Foundation studies at USP. A form seven college is also under development to cater for students who prefer to this level.

In 2003 the Ministry of Education, with AusAID support, embarked on a \$10 million three-year Fiji Education Sector Programme (FESP). The programme is assisting the Ministry in improving the delivery and quality of education, especially to children in disadvantaged, rural and remote communities. In terms of education service delivery, the Technical and Vocational Education Training (TVET), Leadership & Management and Enterprise Education (EE) pilots have shown increased benefits to schools, students and the community at large. Such modes of education require further encouragement by having a national policy for TVET, resourcing and coordination between government and agencies with responsibility for TVET.

D. Disadvantaged Groups

The following are the major disadvantaged groups in Fiji and their disadvantaged position is either through their being a minority group, geographical location and social and economic backgrounds.

(a) Religious, linguistic, racial, and ethnic minorities

Fiji is a multiracial nation enjoying a certain degree of harmonious co-existence amongst the different religious and ethnic groups. Ethnic Fijians make up the largest proportion of the population with Indo-Fijians the second largest. There are small ethnic minorities that exist in the country that have been topics of special attention in regards to disadvantaged groups. A National Advisory Council has been established at the national level with smaller District Advisory Councils at the District levels to discuss problems faced by the minority groups and religious bodies. These NAC's come under the Ministry of Multi-Ethnic Affairs which is the government Ministry that looks at the problems of these small minority groups.

A number of small religious groups have sprung up in the country with very diverse ideologies and is a matter of concern when considering their needs. Their diverse beliefs and expectations pose a major challenge to the Ministry of Education in trying to deliver programmes that satisfy all these groups while at the same time meeting the national government vision of social and economic development.

(b) Socio-economic Classes

Socio-economic background of the communities is a marked problem with major differences between the rural and urban dwellers. The rural dwellers have a lot of difficulty in finding income generating activities and if they do, the lack of proper infrastructure such as roads and transportation is another major obstacle faced. In the urban areas, there is an increase in the number of squatters settling in settlements with poor standards of homes and without any formal employment. Government is currently spending a lot of money in trying to alleviate poverty with marked increase in allocation for poverty alleviation programmes.

(c) Women and Girls

Despite non dramatic differences in the educational levels and achievements of men and women and inspite of Government's commitment to gender equality, occupational discrimination and gender segregation are strong and persistent. Disparities against females were identified in the economically effective population. In those groups, women's share of formal employment is significantly lower than men's and women are less often promoted which is a situation also found in the teaching profession. Only about 30% of women in the named

population group are engaged in the formal economy and a large proportion work in semi-subsistence employment and self employment.

(d) Persons with Disabilities or Special Needs

The rights of people with disability are clearly stated in the constitution and in the Fiji National Council of Disabled Persons FNCDP Act. The constitution which prohibits unfair discrimination towards persons with disability and the FNCDP Act that specifies that they have to formulate and periodically review the policy. With this background, the country profile of disability in Fiji still maintains that there is no national registration system to provide information on the number of persons with disabilities.

Wider public awareness on the needs and aspirations of persons with disabilities has been achieved through the mere active involvement of persons with disabilities themselves, working through their respective Non-governmental Organizations (NGOs) in awareness raising, fund-raising and organizing sporting programmes.

Except for some help being provided by the Family Assistance Scheme, a lack of preparation, and job opportunities are some of the obstacles that persons with disabilities still currently face.

Lack of extra funding for access facilities such as ramps is a common constraint to town municipalities even though access provision is highlighted in the Town and Country Act (Caption 139).

(e) Residents of remote, rural areas

The rural population in Fiji has been seen to be continuously shrinking for the last 20 years and is predicted to continue that way in the years to come as it drops from a current figure of about 60%. Although dropping, this figure indicates that more than 50% of our population still dwells in rural and remote areas showing the need to further address the plight of these people.

The major development challenges for rural development are to:

- provide basic services such as water, sanitation, electricity and telecommunications to the rural communities;
- conduct a water needs assessment survey to determine the water supply requirements of rural areas, to ensure safe drinking water is provided to all communities and to better address drought problems.
- develop rural businesses and commercial agriculture; and
- planning and coordination of rural development initiatives.

Government will continue to improve access to basic services and increase the number of economic activities through development of rural business in the rural

areas. A total of 922 rural electrification projects have been installed since the project started in 1994.

With an annual budgetary provision of \$6 million since 2003, a total of 357 schemes have been implemented till 2005.

The establishment of rural fisheries centres and rural collection centres will enhance income-earning opportunities to these communities.

Education remains critical for the development of the rural areas. Building the capacity of the rural population will be facilitated greatly by the EU-funded rural education project over the next two years, covering both the formal and non-formal sectors.

(f) Street Children

The problem of street kids has been a topical issue in Fiji with reports of increasing number of children taking to the streets for various reasons. Non-Governmental Organisations have been active in looking at the problems of street kids while on the other hand, government is looking at ways in which to work with NGOs and Civil Societies to tackle the problem of street kids.

(g) Working children

There have been reports of children being used for labour rather than being in school. Concerns have been raised by some school heads regarding continuous absence of students who, in some cases, have been reported to be used as labourers in the sugar cane areas and coconut cutting. Parents for economic reasons, prefer their children to work in such circumstances and bring income to the family at the end of the day rather than sending them to school.

(h) The very poor

There are children in Fiji who come from very poor family backgrounds and are facing problems in schools or are not attending school at all. In some areas problems of unemployment of parents have given rise to the poor status of families. Government is trying its best to increase subsidies to education to assist the very poor to send their children to schools. Legislations are being introduced to streamline levies charged by schools so that education is affordable to all families.

PART 4: NATIONAL EDUCATIONAL POLICY

A. Trends in Educational Development

Historical origins of present structure of education system

While the provision of education in formal institutionalized settings for Fiji Islanders had its earliest origins only at the beginning of this century, there has been a long tradition of local community education supporting the transmission of knowledge and skills necessary for cultural maintenance and economic survival. The continuing strong community basis and demand for education in Fiji attests to this and is acknowledged as one of the greatest potential strengths of our education system.

The independent system of education practiced in Fiji today has evolved significantly from the external colonial system on which it was originally based. Although recognizing the foundation of schooling established by our foreign partners the peoples of the Fiji Islands have striven to develop a system of education and a curriculum which is responsive to local needs and which is indelibly stamped with its own local content and context.

In 1969 the Fiji commissioned Education Report outlined a set of proposed directions for education in Fiji to support the country in its first steps as an independent nation. Reflecting the knowledge, understanding and needs of education at that time, the commission provided an invaluable analysis of the most requirements in education and provided impetus to a series of significant reforms and innovation. Teacher training was improved and extended, a locally based curriculum was developed and introduced and a reliance on overseas examinations replaced with an internal system which can hold its own in selection for further education and training both within the country and abroad.

Alongside the recommendations of the Education Commission our system of education was also responding to the emerging needs of Fiji as an independent nation. Significant financial resources of government were directed towards the improvement of access to education for all citizens of Fiji through increasing contributions to the basic educational costs for students at both primary and secondary level and a substantial increase in the number of schools to ensure basic education coverage for all.¹

In 1970, there was an uneven situation of education provision. Apart from the small number of government-run institutions, communities and civil society

¹ Education Fiji 2020 draft

organizations owned and managed most schools. The result of this was that poor rural communities had schools that were often small and ill equipped. Communities with more resources were able to put more into their schools. There was also diversity in ethos, as different religious, cultural and community groups operated the country's schools.

Between 1970 and 1999, the primary roll increased by approximately 18%, whereas the secondary roll increased by a massive 327% for the same period. This rate of expansion, especially at the secondary level, put both quantitative and qualitative strains on the system. The dramatic increase in Secondary enrolment indicate that more students gain access to secondary education and this points to a nagging fact of continuous high attrition rate in the system. The 1969 Royal Commission Report however cautioned against excessive expansion of secondary schools, especially ones of poor quality. This was met with continuous demand for secondary places which saw the further expansion of this sector until today.

The development of a junior secondary school policy allowed the establishment of schools offering forms 1 to 4 in rural areas was aimed at delivering secondary education to as many children as possible. By the late 1970s many of these schools had added forms 5 and 6. This trend of establishing new junior secondary schools and further expanding existing ones is still practiced today. Establishment of forms seven in the 70s is also a present practice in school structures.

The current structure of our curriculum started in 1968 with the establishment of the Curriculum Development Unit (CDU). Since that year the CDU has progressively revised the various curricula at different paces in different periods and recently the National Curriculum Framework initiated through the AusAID funded Fiji Education Sector programme. In most of these changes the focus was mainly aimed at localizing the curriculum at all levels.

The continued existence of two examinations at Primary level and three examinations at secondary level was seen as a recurring cause for concern as they tend to 'drive' the teaching and learning process allowing little scope for broadening into non-examinable areas. They have also been used for screening purposes.

Expansion of government-financed education to various categories of learners

In the last five years the Ministry of Education receives an average of 20.41% of the national budget which is the highest portion of the National budget. The highest portion of this allocation goes to primary education programme increasing from just over \$110m in 2003 to over \$120m in 2006. This is an indication of our commitment to provide continuous support for basic education and for UNESCO goal of universal primary education.

The Ministry of Education and the government of Fiji recognises the need to achieve universal primary education as indicated by this biggest cut of the Ministry's budget being allocated to Primary Education. Although the amount of money going to Primary Education between 2006 and 2007 declined its percentage of the Ministry budget increased. There were also drops in allocations for Secondary Education, the University of the South Pacific, General Administration, Fiji Institute of Technology, Research and Development Section, Special Projects, Curriculum and Examinations and Library Services. Within these Programmes as they are called in the budget, the highest amount is allocated to personnel emoluments, which is mostly the salaries of teachers, professional and administrative officers. More than 90% of the allocation to Research and Development is for building grant which indicates the Ministry's commitment to upgrading schools infrastructure and facilities. From 2005, the Ministry was privileged to gain support from European Union for the development and upgrading of infrastructure. This time a Disadvantage Index, which classifies schools according to their level of disadvantages as determined by their location, water supply, electricity supply and conditions of utilities and so on was used.

Development of Education since Dakar

Our development in Education with respect to the 2000 Dakar framework is what the Mid Decade Assessment Report is reflected on as it is measured against the six goals enshrined in Dakar. We have however recognised that the Dakar framework for action is a re-affirmation of the vision set out in the world declaration on Education for all in Jomtien which was a decade before that. While there were challenges in achievements under the six goals there were also vast developments showing our effort in putting them into action. One of the major developments since Dakar was the realization of our achievement of universal primary education. There were also developments in Early Childhood Education with the main highlight being the support by Pacific Regional Initiative for the Development of Education (PRIDE), a facilitator and coordinator for funding projects in the Pacific. One of its main initiatives which started in 2005 was the development of the first ever curriculum framework and contents for Early Childhood Education. Early Childhood Education in the rural areas has been enhanced through the commitment by the ministry to support the establishment of ECE centers in rural areas. This was coupled with professional development programmes for ECE teachers which were mainly through the collaboration of PRIDE and AusAID funded Fiji Education Sector Programme (FESP).

The strengthening of compulsory education programmes in rural areas through increasing infrastructure development especially with the EU funded donor programme for education which focuses on building development and provision of resources for the most disadvantaged schools in Fiji.

The elimination of gender disparity and the improvement in every aspect of quality in Education have always been the top of the agenda in Fiji. Results of this commitment have been realized through parity in enrolment and increases in number of females in leadership positions.

This therefore indicates our recognition of the six goals as guides to the development of Education in Fiji.

B. Educational Policy, Laws and Legislations

National EFA Programme/Action plan

In order to achieve the EFA goals, the Ministry of Education concentrated mainly on the following:

- Implement the national EFA Action Plan for Fiji as developed by the EFA forum;
- Revise the EFA Action Plan in line with international developments and concerns;
- Monitor and report on the progress of the implementation of the action plan; and
- Coordinate with donors funding for the implementation of progress in the Action Plan.

Indicators for the review of the six goals of EFA have been discussed with the institute of Statistics in Canada and will be used to evaluate the implementation of the Action Plan. Work has also been undertaken with the Fiji Education Sector Programme (FESP) to coordinate a set of educational indicators for Fiji's Education System.¹

National Constitution

The Constitution of the Republic of the Fiji Islands was adopted on September 23, 1988, last amended on July 25, 1997 and became effective from July 28, 1998. Section 39 is Education and it states the following:

Every person has the right to basic education and to equal access to educational institutions

Every religious community or denomination and every cultural or social community has the right to establish and maintain places of education and to manage them, whether or not it receives financial assistance from the State.

The admission policy to a place of education, referred to in subsection (2) may be administered on the basis of the need to maintain its special character but, subject to that, those concerned in its management must ensure that it is open to all qualified students without discrimination on any ground prohibited by this Constitution.

¹ MoE Annual Report 2005

Nothing contained in, or done under the authority of, a law prescribing standards or qualifications for educational institutions is inconsistent with this section to the extent that the requirements of the law are reasonable and justifiable in a free and democratic society.

National Policies, Laws and Legislations

The Ministry of Education in Fiji is responsible for the delivery of Education and Training Services to schools, pre-schools and training centres. These include among other things, the provision of policy guidelines. A policy that the Ministry of Education adopts is the Affirmative Action programme whereby the Ministry is tasked with improving rural education standards, enhancing Fijian and Rotuman Education and the Education opportunities of disabled students and out of school youths. The Ministry as a portfolio is responsible for the following legislations:

- Education Act (Cap. 262)
- Compulsory Education Act
- Examination Act (Cap. 262A)
- Fiji Institute of Technology Decree 1992
- Substance Abuse Advisory Council Act 1998
- University of the South Pacific Act (Cap. 266)
- Libraries-Deposit of Books Act (Cap. 109)²

Part XI of the 1978 Education Act which is on Compulsory Education and amended later stated as an order the following:

1. The Minister may, with the consent of parliament, by order, specify any area or areas of Fiji in which all children of such age or ages as may be specified in such order shall be required to attend a school.
2. When any order has been made under the provision of subsection 1, the Minister may make regulations to secure that every child of the age specified in such order shall receive education in a school.

The 1978 Education Act has the following other parts:

Part II	Central Administration
Part III	Education Forum
Part IV	Curricula and Examinations
Part V	Religious Instructions
Part VI	Management of Schools
Part VII	Control of Schools
Part VIII	Teachers
Part IX	Fees
Part X	Medical Inspection
Part XII	Regulations
Part XIII	General

² Portfolio Performance Statement for the Ministry of Education

In 2007 there were instructions given by the government to the Ministry of Education to review the Education Act. As a strategy, the Ministry of Education immediately formed three taskforces that would look at different components of the Act. In February 2008, the Minister for Education approved the detailing of a Higher Education Policy that would guide the newly established **Higher Education Advisory Board**. Also in the pipeline for the year are the drafting of the **Higher Education Bill**, **Teacher Registration Bill** and a bill on the **Examinations Board**.

International Treaties

Fiji is part of the global community and by virtue of this link, it has international responsibilities. The country has made commitments to international bodies such as the United Nations, AusAID and the European Union. At the regional level, the country holds close ties with organizations such as the Pacific Island Forum through bilateral and multilateral agreements. Fiji is also part of the EU/NZAID Pacific Region for the Delivery of Basic Education (PRIDE). It has commitments and connections with the Fiji Education Sector Programme (AusAID and EU) and of course with UNESCO's Education For All (EFA).

Of importance also is the Government's commitment to the UN Millennium Declaration and the achievement of the 8 Millennium Development Goals.

Fiji's new educational plan should feature the commitment by the Government to the Decade of Education for Sustainable Development (DESD) 2005 – 2014. It will identify itself with the vision of DESD which is "a world where everyone has the opportunity to benefit from education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation".

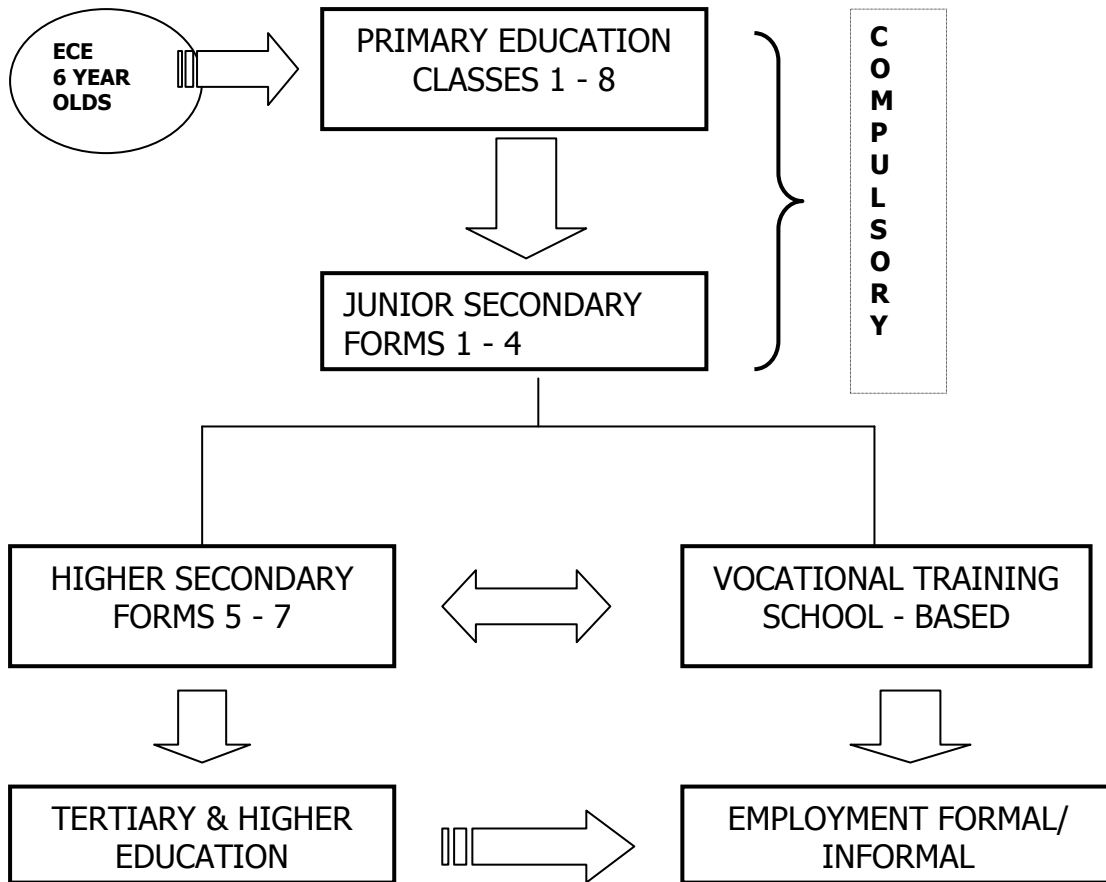
The Ministry of Education gives assurance to the Government that it will develop policies that reinforce the Government's effort to international commitments.³

C. Education Structure

The Ministry of Education in Fiji has always been committed to setting strategies that would strengthen the delivery of education services in Fiji. In line with this commitment, the Ministry goes about in strengthening and streamlining the services and responsibilities that go with them. This has led to the establishment of new positions and sub-sections of the Ministry of Education that would take up new organizational responsibilities or to strengthen existing ones. Because of the intensity of such changes in the last few years there have been numerous revisions of the Organisational structure of the Ministry of Education. The latest structure which was used in our Annual Report for 2006 is now under review

³ Ministry of Education – Building a Strategic Direction for Education in Fiji 2006 - 2015

again especially with the establishment of the Higher Education Advisory Board and the Teacher Registration Board as two newly established units. However, an Education structure that has always been used practically and accepted to be more descriptive of the responsibilities that go with the positions is portrayed below:



With all the changes in the structure, there is one hierarchical structure that is more related to the Job Evaluation Review description of the Ministry. The hierarchy of this structure starts with the Permanent Secretary for Education then Deputy Secretaries, Directors, Divisional, Principals, Senior Education and Administrative Officers, Education and Administrative Officers then clerical officers and personal assistants. There are of course different sub levels that exist within these levels. The school system levels are Principals, Vice Principals and Assistant Principals, Heads of Departments for assistant teachers for secondary schools and Head-Teachers, Assistant Head Teachers, Executive Teachers and Assistant teachers for Primary Schools. Again there are different sub levels that exist within these levels depending on the size of the school.

D. Education Financing

Structure of financing of education by central government, state/provincial government and local government/community

Government provides funding to the education sector through the annual budget process. This funding includes allocations to institutions such as the University of the South Pacific (USP) and the Fiji Institute of Technology. Donor funds are also included within the annual budget provisions to provide an overall budget estimate for the Ministry.

Local funding is also provided by the local communities who own the schools through fund raising activities. Such funding sources are organized by the school managements and target specific projects within the school or contribute towards recurrent costs.

Other donor funds or private funding also go to the schools at the initiatives of the funding agencies following their conditions and regulations.

Percentage of national budget

For 2008 the total government budget allocated to the Ministry of Education, National Heritage, Culture & Arts comes to \$296,494,300 against a total national budget of \$1,527,907,000. The percentage of the education budget against the national budget is 19.4%.

Percentage from government, private sector, donors

The percentage from government is 19.4%. The total assistance from donors (aid-in-kind) during 2008 is \$25,464,900 and this brings to a total of \$321,959,200 the budget for the Ministry of Education. The percentage of the donor component of the budget is 7.9% of the total education budget. The private component of the education budget is very difficult to calculate as data is not available with the Ministry of Education.

Financing for disadvantaged groups (grants, scholarships, incentives, special programmes)

The Ministry of Education has a special provision in its budget to special education schools. The Ministry in its Affirmative Action Programmes has also prepared an Action Plan for Special Education. Scholarships to special education are mostly provided by donors such as JICA. The Ministry of Education has also prioritized children living under difficult circumstances in its Action Plan for EFA.

Standard school income sources (government subsidies, fees, community, NGOs, international donors, etc) and cost breakdown (absolute and percentage)

The main income sources for primary and secondary schools are the government grant in the form of tuition fee assistance. For the primary schools, the government allocates \$4.2 million as grants to primary schools based on a per capita formula. It also provides a salary grant to pre-school teachers totaling \$550,000.

The Ministry also provides \$12,089,000 as grant to secondary schools based on a per capita basis. Apart from this grant allocation there is also an allocation for hostels to assist schools pay for food for boarding students.

As mentioned in the previous sections, private sources for funding to schools are difficult to calculate as data is not readily available.

E. Barriers to Education

Government policy, legislation, or budget

The budget provided to the Ministry of Education by the Government determines to a large extent how the Ministry implements its plans on education. New initiatives are usually put on hold due to non-budgetary allocations. The lack of appropriate legislations has also limited the Ministry of Education's powers in enforcing school attendance and retention of students in schools. A major problem in the Fiji school system is school dropouts, Students' retention in the school system can be improved through legislation to force parents to play their role in this respect.

Economic factors

The financial status of families in Fiji is another barrier to basic education. Most families find themselves under severe financial constraints and could not afford school levies, lunches and bus fares for their children. The Ministry is trying its best to subsidize school costs, but parents still find education costs high.

Social and cultural factors

A major problem associated with Fijian parents in Fiji is their lack of understanding about the importance of education when weighed against other commitments such as social and religious commitments. A major work being undertaken by the Ministry of Education in Fiji is community awareness which targets the roles of parents and communities to education. In communities where the parents have total commitment towards their children and schools, the

schools can be seen differently from other schools where the communities and parents do not have the same commitment.

Legal factors

Proper legislations need to be put in place to strengthen basic education provisions in the country. The roles of parents need to be legislated to commit themselves towards their children's education.

Geographic factors

A major challenge to the education system in Fiji is the geographical isolation of schools. With a lot of primary schools located in the small outlying islands and remote areas of the main islands accessible only by boats and poor roads, administration problems are challenging. Students in those areas are facing problems of traveling to school daily and most stay in hostels which are not usually in good condition.

Teachers are reluctant to be posted to these schools because of poor living conditions and lack of proper infrastructure and utilities. Many times these schools are without teachers due to transportation problems.

Language

English is the official language of instruction in schools in Fiji. There are two other major languages which are Fijian and Hindi which under the new language policy have become compulsory in all schools. Language maybe a barrier to education as English is the second language to most students in schools. At the primary level, most teachers find it convenient to teach in the students' mother tongue for greater understanding at the beginning stages of primary schools. Transition to the English language can come at a later stage in the primary school level.

English is still a major challenge to most students at the secondary level and is a compulsory subject in all examinations within the school system in Fiji.

School factors (facilities, human resources, teaching resources)

Most schools in Fiji are owned by the communities and other organizations such as religious organisations. The communities and school owners are expected to provide for all the facilities required for the teaching and learning process. In most schools the facilities are poor and in most instances essential equipment and textbooks are not available. This is a major contributor to poor performance and poor quality of education. The Ministry provides grants to schools to assist them in improving their facilities and also to purchase essential resources for teaching and learning.

Risk factors (HIV/AIDS, drugs, prostitution, etc)

The use of substances such as drugs, yaqona, cigarettes and other illegal substances in schools is becoming a major threat to the education system in Fiji. A survey done in schools on drug and substance abuse show that the ages of students using such substances is getting lower. The threat of HIV/AIDS and prostitution amongst students is becoming real and the Ministry is doing its best in terms of putting in place the programmes that will make students aware of the dangers associated with drug use and other illegal activities. Education for Sustainable Development (ESD) is being pursued as an important programme to be put in place in Fiji schools.

Political unrest and conflict

Political unrest and conflict will affect basic education in not only Fiji but the Pacific region as a whole. When families face economic hardships brought about by conflicts and political uncertainty, children's education is affected as parents cannot afford to pay educational costs. The process of education is usually affected and schools at times have to close as experienced in the past.

PART 5 ANALYSIS OF THE SIX EFAGOALS

'While most of our countries have made great strides in their effort to improve the quality of their education, there is growing concern amongst the regional and international education community that all is not well in our education sectors. Available data show very compellingly that large numbers of male and female school-leavers who have gone through our education system lack in basic life skills or possess insufficient skills, knowledge and attitudes to enable them to either progress to further training or to secure a job, or to make a living for themselves' (Pongi, 2004)

EFA GOAL 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

A. National Action Plan/Education Reform Programme

Description of EFA goal 1 and specific national targets

The national target for Fiji in terms of ECE is to expand ECE provisions to all parts of the country especially to the rural areas. ECE is currently concentrated in the urban areas benefiting the urban children. This goal has been prioritized by Fiji showing its commitment towards this important area of education.

Strategies to achieve the goal

The Ministry continues to recognise the importance of these early years of a child's development. In its brief policy statement, it affirms its intention to continue encouraging private organizations to develop and manage pre-schools.

Some strategies put up by government to achieve this goal are:

- Teacher training at the Lautoka Teachers' College for teachers in ECE;
- Provision of salary grants for teachers in ECE to assist local communities in setting up their own ECE centres;
- Community awareness programmes to help parents understand the importance and role of ECE in the overall educational development of children; and
- Coordinate donor assistance to design curriculum frameworks in ECE.

Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

The budget plan includes:

- Continuation of LTC training
- Continuous in-service training for teachers
- Payment of salary grant to ECE teachers
- Curriculum framework for ECE

The above are being met from government funding and donor sources (PRIDE and AusAID)

B. Implementation of EFA goal

General policies and programmes

A policy on Early Childhood Education was developed in 2005 and currently being monitored and evaluated for implementation.

There are programmes for parents and guardians in which they are involved in Early Childhood Development awareness programmes, development of policies and guidelines for Early Childhood Education and a new curriculum framework

Policies mentioning specific target groups (disadvantaged groups)

A specific target on ECE described in the Ministry's Strategic Development Plan states that Pres-school enrolment to reach the 10% increase in rural areas by 2007. This programme specifically targets the pre-school age students in rural areas who are at a more disadvantaged position because of the lack of development in this area.

Legislation and legal framework

The relevant piece from the Education Act is stipulated in Part VII on Control of Schools as stated in the box below:

Classification and nomenclature of schools

15.— (1) The Permanent Secretary may adopt a system of classification with appropriate nomenclature for distinguishing—

(a) different types of schools according to the nature or form, or highest form, of education provided therein respectively; and

(b) different classes, standards or forms within schools according to the stage and nature of education provided therein respectively.

From this it is confirmed that Early Childhood Education is a level of school approved by the Permanent Secretary for Education in Fiji.

From the Ministry of Health portfolio related legislations may include the following:

- Public Health Act (Cap. 111) and
- Pure Food Act (Cap. 116)

Responsible agencies and coordination of implementation

The Ministry of Education is primarily responsible for the establishment and monitoring of Early Childhood Education and its management is under the responsibility of their respective controlling authorities or school management.

The Ministry of Health and the Ministry of Works and Energy are other government agencies responsible mainly for the monitoring of indicators on child health and improved water source

Budgeting and financing: resource mobilization and allocation

Budget on Early Childhood Education is sourced directly from Primary Education which is Programme 2 of the Ministry of Education budget. This involves the mobilisation of resources into personal emoluments and other regular operating and capital expenditures.

There are of course budgetary allocations from the Ministry of Health and Ministry of Works and Energy that are set for improvement in terms of indicators of Health and Access to improved water source.

Quality assurance monitoring and evaluation

The Senior Education Officer (SEO), Kindergarten is primarily responsible for the monitoring and evaluation of pre-school curriculum, programmes and initiatives. There are other stakeholders who are very much important and they include the education officers from the Districts, the Lautoka Teachers' College and most importantly the teachers. They are very important in driving quality assurance into preschool education. Of special mention would be the Curriculum Advisory Services Unit (CAS) whose officers are working directly with the SEO Kindergarten in the development and implementation of the new Curriculum framework for Pre-School Education.

C. Progress in achieving EFA goal (using disaggregated indicators to show patterns of change)

Early Childhood Education (ECE) experiences in Fiji aim to promote the total learning and development of the child, namely, social, emotional, physical, spiritual, language and cognitive skills. Such a holistic approach will ensure the child's optimum learning development. At the same time ECE experiences will equip young children with the necessary knowledge and skills for later schooling

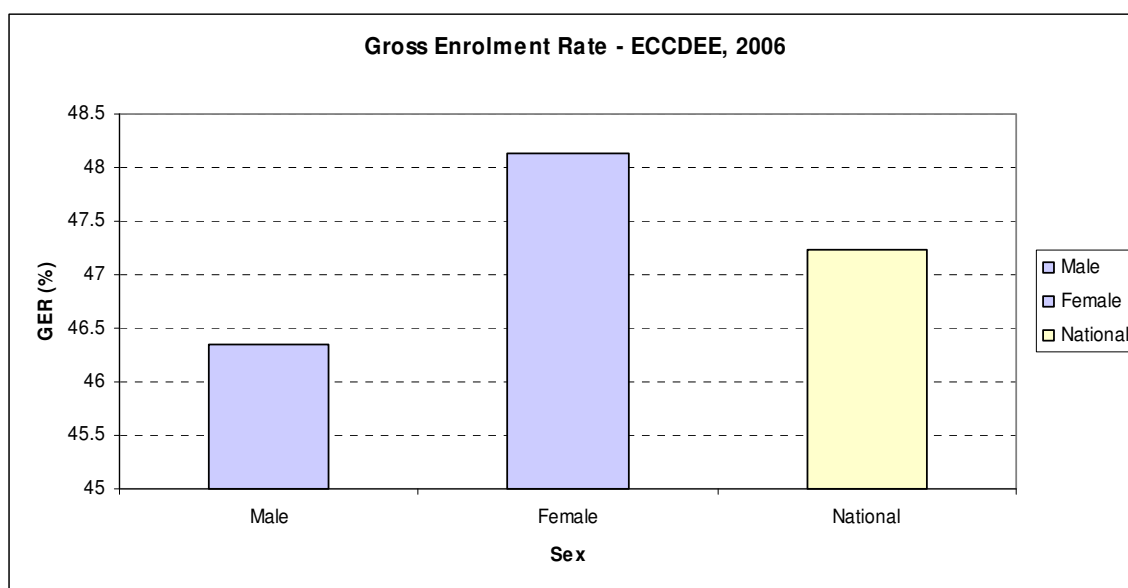
and life long learning. ECE centres are managed by school management committees who are also responsible for the selection and recruitment their teaching staff. There are 559 centers which are each supervised mostly by a single teacher. There is currently a major shift towards the Ministry of Education taking up the responsibilities of the training of ECE teachers and the development of the ECE curriculum.

Table 5: ECE Enrolment by sex, 2006

	Male	Female	National
Roll	4308	4320	8628
Pop. (5 Yrs Olds)	9294	8973	18267
GER ECCE	46.35	48.14	47.23

Source: SIMS, Ministry of Education, Fiji / Bureau of Statistics

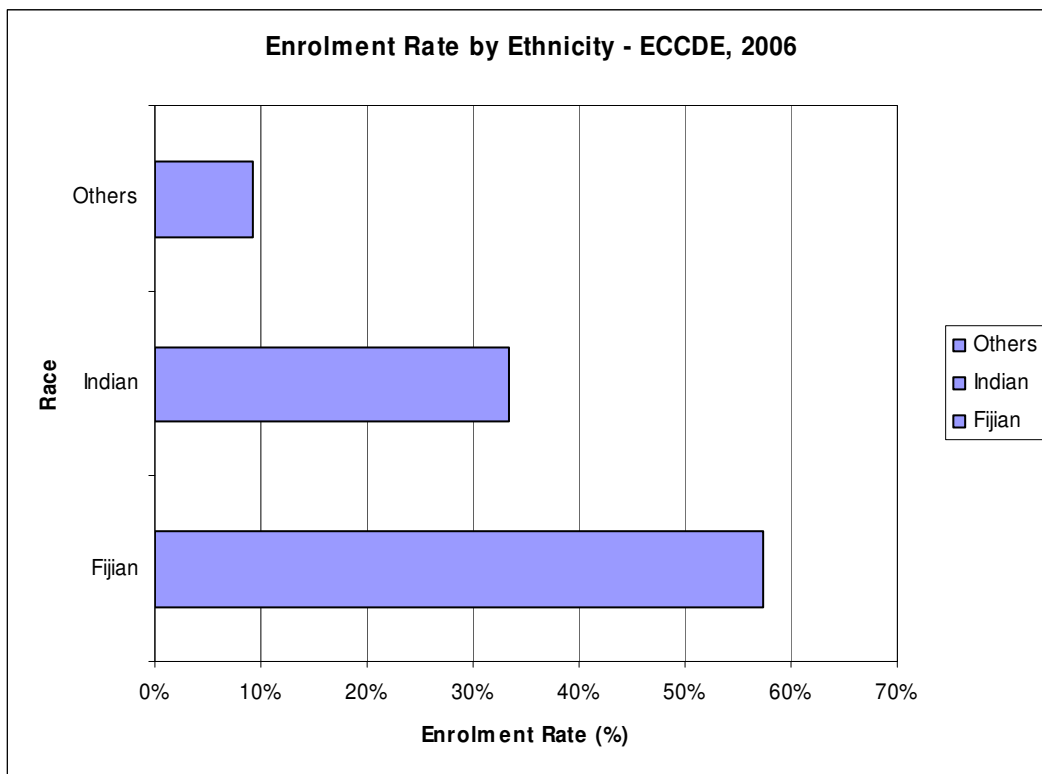
Figure 1: ECE enrolment by sex



Source: SIMS, Ministry of Education, Fiji

The above data shows that there are still less than half of the 5 year olds in the total population that are attending pre-schools in Fiji. Of those attending, there are slightly more girls than boys.

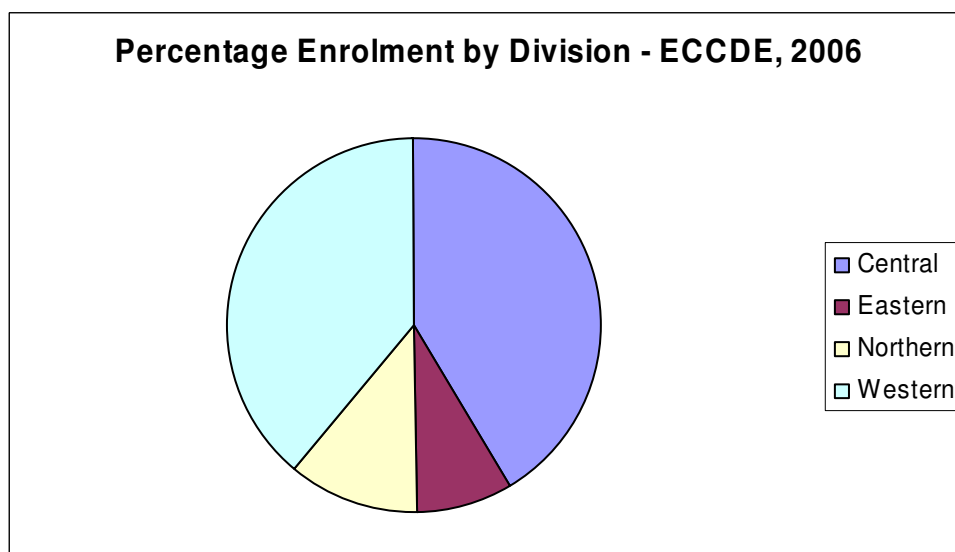
Figure 2: ECE enrolment by ethnicity



Source: SIMS, Ministry of Education, Fiji

The above Figure depicts that there is a larger proportion of Fijian children who are 5 year olds that attend pre-school education.

Figure 3: ECE enrolment by Divisions



Source: SIMS, Ministry of Education, Fiji

The above Figure shows that there the most number of children who attend pre-school education are in the Central Division. This proves that most pre-schools are in urban centres which characterizes the Central Division.

Table 6a: Entrants to Class 1 with ECCE, 2006

Division	Fijian	Indian	European	Chinese	Others
Central	45	55	100	100	100
Eastern	60	44	100	92	53
Northern	16	40	100	31	100
Western	40	69	58	100	100
Total	39	59	89	128	99

Source: SIMS, Ministry of Education, Fiji

Table 6b: Percentage of Class 1 Entrants who attended ECE, 2006

Division	Male	Female	Total
Central	49	53	51
Eastern	60	59	60
Northern	25	28	27
Western	49	53	51
Total	45	49	47

Source: SIMS, Ministry of Education, Fiji

The above table shows an interesting trend, the largest proportions of the students who enter Class 1 that have gone through pre-school education are in the Eastern Division. While Central division has larger percentage of enrolment the eastern Division has a comparatively higher percentage of entrants to grade 1 with ECCE experience

Additional Indicators

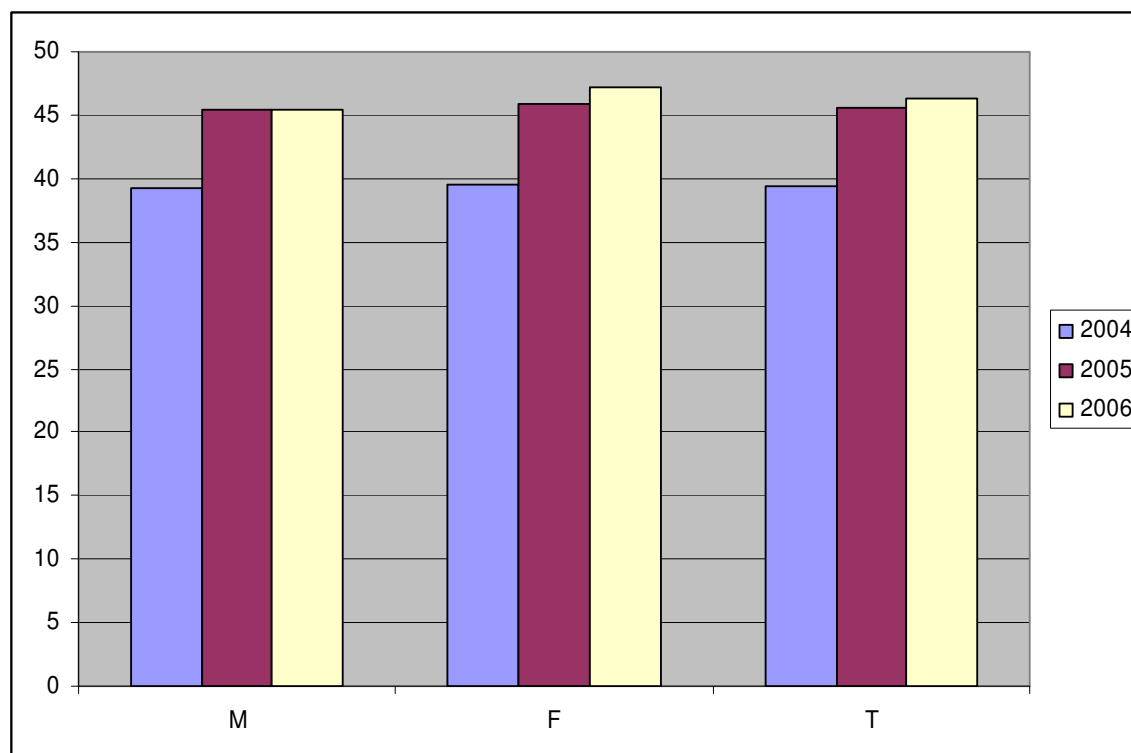
Table 7: Health Indicators, 2005

Statement of Indicator	Indicator	Calculated Value
Under 5 mortality	Rate	22.52 per 1000 live births
Nutrition and Stunting Indicators	% of infants with low birth weight	9.84
Micronutrients Indicators	% of household consuming iodised salt	95%
Immunization Indicators	DPT 3	74.52
	Polio OPV 3	84.25
	OPV 4	79.20
	Measles	68.85
	Hepatitis (HBV3)	75.36

Source: Ministry of Health

The above indicators are additional indicators which looks at the status of infant health in countries.

Figure 4: ECE Gross Enrolment Trend, 2004 - 2006



Source: Ministry of Education Annual Reports

The above Figure indicates that in Early childhood Education there has been an increase in enrolment for both males and females thus leading to an increase total enrolment.

EFA GOAL 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory education of good quality

A. National Action Plan/Education Reform Programme

Description of EFA goal and specific national targets

In Fiji, we do not have any problem regarding the education of girls since both girls and boys have equitable access to education. Data for 2000 shows that in primary education there were just slightly more boys than girls in schools (boys = 73,937, girls = 68,975), however in secondary schools there were more girls than boys (boys = 32,231, girls = 34,674). We do not have any major problem regarding the education of ethnic minority groups. The ethnic minority groups have managed to provide good quality education to their children through establishing their own schools and have included in their curriculum aspects of their culture. The government provides assistance to such schools in the form of tuition and per capita grants. Therefore in this goal we have focused on the education of children with disabilities and in difficult circumstances.

Fiji is striving towards compulsory and free education for all children. The participation of children in education in rural areas is a priority. Providing equality in education is highlighted in the Ministry's plans and policies.

A specific NSDP² target states that net enrolment rates for secondary schools rise from 77% to 90% of the cohorts from form 1 by 2010. Another states that the proportion of pupils who start class 1 and reach class 5 to be not less than 95%

Strategies to achieve the goal

The related strategy from the NSDP states the enhancement of rural education programme through establishment of appropriate infrastructure, building standards and piloting of distance education programme. It also highlights MDG Goal 2 which states that Education and training need to address the goals of universal primary education (UPS). It further states that class 5 survival rate is 95.2%, which indicates that drop-out rates need to be further addressed to ensure that all students enrolled in class 1 reach at least class 5.

² From the National Strategic Development Plan 2007 - 2011

Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

The bulk of the costs are provided by the government with \$4.2 million for primary tuition fee assistance and \$12 million for secondary tuition fee assistance.

There is a budget of \$400,000 allocated for compulsory education which is currently extended to forms 3 and 4 levels. This allocation had extended from the primary education level to secondary education.

Quality aspects in regards to Professional Development of teachers and the curriculum are assisted through our AusAID funded Fiji Education Sector Programme.

B. Implementation of EFA goal

General policies and programmes

Compulsory Education policy was introduced to ensure that all school age children have access to basic education.

There are various strategies that have been highlighted in the 2006 - 2008 Strategic Development Plan (henceforth be called SDP) which are stated as follows:

- Develop a curriculum that is grounded in local culture, values and lifelong skills
- Develop inclusive education,
- Integrate students with special needs into regular schools
- Establish centers to pilot Distance Education Programme
- Expand Compulsory Education Programmes to all schools

Policies mentioning specific target groups (disadvantaged groups)

In the SDP the first outcome aligns itself by stating in Outcome 1 that children and adults of Fiji, especially those in 'disadvantaged groups' will have access to a quality education.

Legislation and legal framework

Compulsory Education is Part XI of the Education Act and stated as given in the next box:

Order applying compulsory education

28.—(1) The Minister may, with the consent of Parliament, by order, specify any area or areas of Fiji in which all children of such age or ages as may be specified in such order shall be required to attend a school.

(2) When any order has been made under the provisions of subsection (1), the Minister may make regulations to secure that every child of the age specified in such order shall receive education in a school.

(Section amended by Order 7th October, 1970.)

Responsible agencies and coordination of implementation

The Ministry of Education is primarily responsible for the facilitation of access to formal schooling. This is done through the Heads Teachers and Principals of schools and to some extent the Ministry staff at central and district levels through their awareness and community outreach programmes. Other stakeholders such as parents, school managements and controlling authorities also play a major part in improving access to education.

Budgeting and financing: resource mobilization and allocation

Budget is once again sourced mainly from Primary Education which is programme 2 of the Ministry of Education budget. The Asset & Monitoring Section is responsible for capital development which is targeted at improving access to Primary Education and of course access for other levels.

Quality assurance monitoring and evaluation

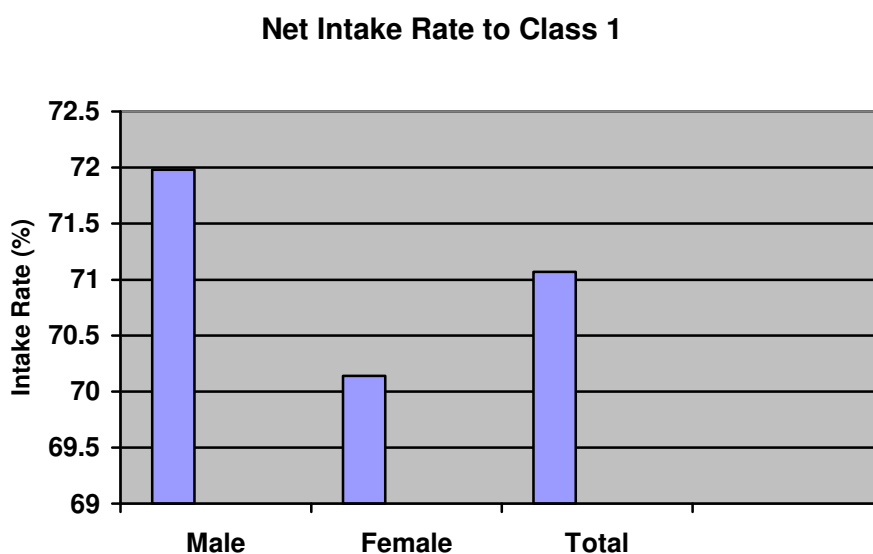
Monitoring and Evaluation is mainly the responsibility of Primary Section of which all District monitoring units come under. The Assets and Monitoring Unit plays a major role in ensuring access is improved together with quality assurances in respect of ensuring high standards of buildings for schools.

C. Progress in achieving EFA goal (using disaggregated indicators to show patterns of change)

[i] Net intake rates:

Intake rate is a measure of the percentage of the official entry age to primary school that are in class 1 during any year. In Fiji official entry age to class 1 is 6 years, so the rate is the proportion of 6 year olds in class 1 against the total 6 year olds in the population.

Figure 5: Net Intake Rate into Class 1 by Sex

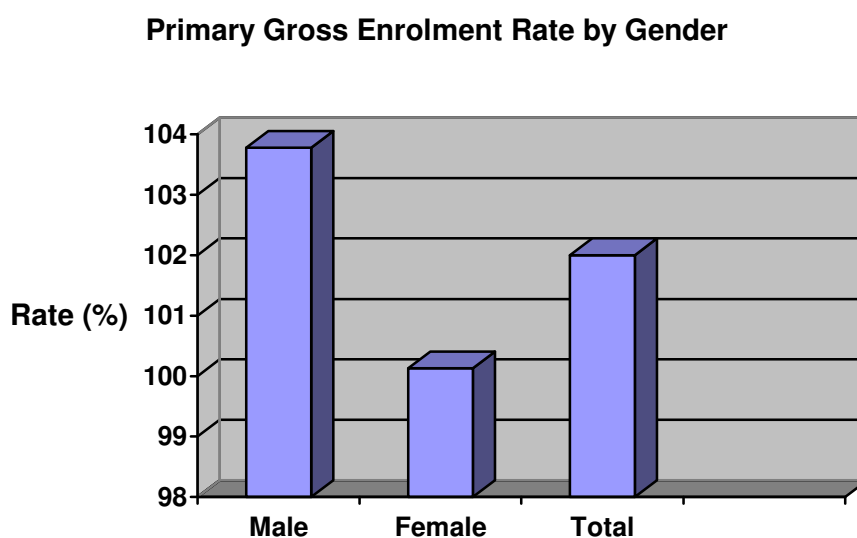


Source: *Ministry of Education Annual Reports*

The above Figure shows that 71.07% of the 6 – year olds in the total population enter class 1 in 2006. The other 29% may be either out of school or are already in class 2. There is a higher intake rate for boys than girls.

[ii] Primary gross enrolment rates

Figure 6: Primary Gross Enrolment Rate by Sex



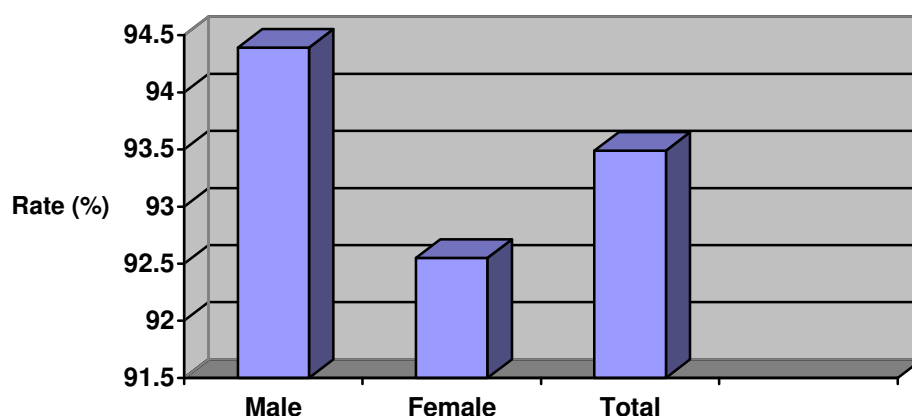
Source: *SIMS - Ministry of Education, Fiji*

From the above, it can be seen that the gross enrolment rate for primary schools class 1 – 6 is above 100%. This shows that there are students who are below 6 years or above 11 years that are still in class 1 to 6.

[iii] Primary net enrolment rates

The net enrolment rate for class 1 to 6 is as follows:

Figure 7: Primary net enrolment rates by gender, 2007



Source: SIMS - Ministry of Education, Fiji

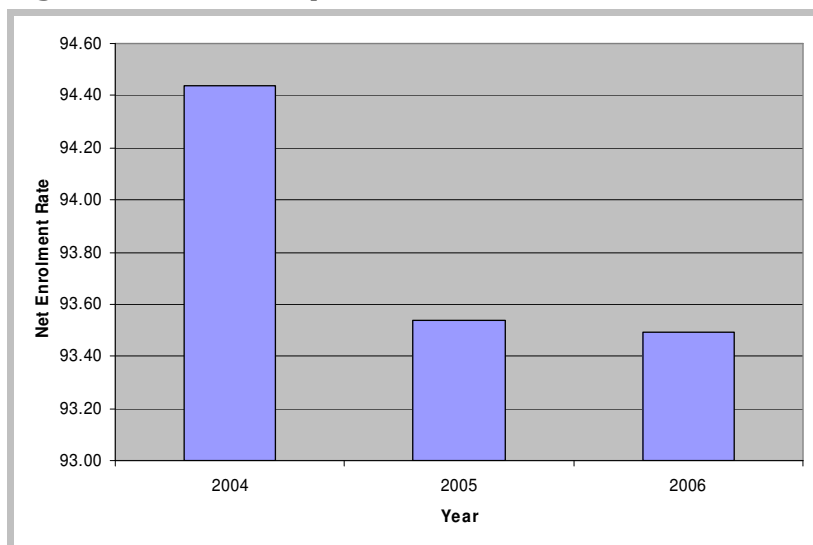
The figures above show that 93.49% of 6-11 year olds in the total population are in primary schools. The rest of the 6-11 year olds may have progressed to class 7 or Form 1 or are still out of school. There is a lower net enrolment rate for girls compared to boys.

Table 8: Primary Net Enrolment

Year	2004	2005	2006
Net Enrolment Rate	94.44	93.54	93.49

Source: SIMS - Ministry of Education, Fiji

Figure 8: Primary Net Enrolment Rate, 2004 - 2006

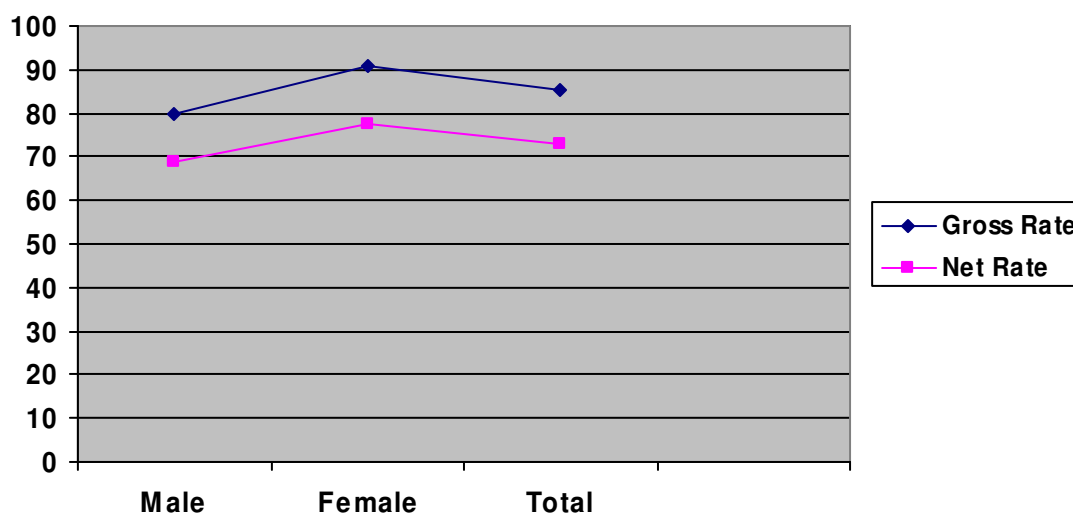


Source: SIMS - Ministry of Education, Fiji

The trend in the net enrolment rate as depicted in the above table and Figure and indicates a drop during the last three years. This is due to the drop in both total primary enrolment and the population of the age group which could be a result of social changes such as the drop in family sizes and increase in migration.

[iv] Secondary gross and net enrolment rates (Form 3 – 6)

Figure 9: Secondary gross and net enrolment rates



Source: SIMS - Ministry of Education, Fiji

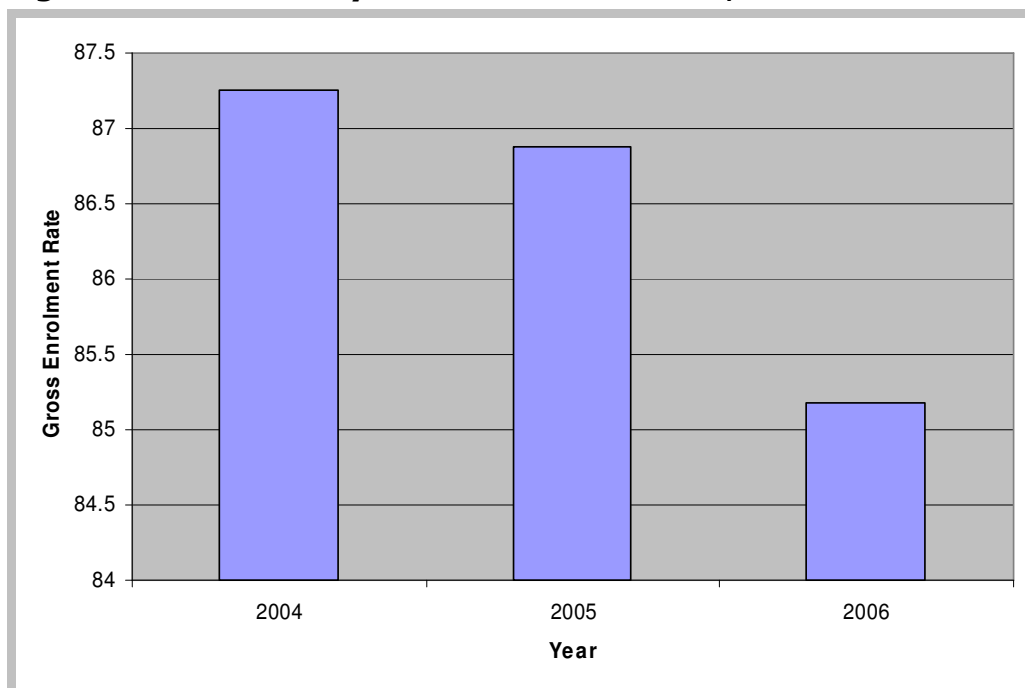
The gross enrolment rates above show that 85.17% of students out of the total number of 14 – 17 year olds in the population are in secondary schools. The remaining 14.83% are either still in primary or Forms 1 & 2 or have progressed onto Form 7 or dropped out of school. The figure for males are much lower than females showing that boys have a problem of dropout at the secondary level as always mentioned.

The net enrolment rates above show the proportion of 14 – 17 year olds actually in secondary schools against the same age group in the whole population. It may show that Fiji has a problem of getting students through the education system in the specified time in accordance with the age of students. This has a lot of effect on the costs of education both to government and parents.

The enrolment rates as shown above for both primary and secondary provide a measure of access to education in the country. Fiji has a high access rate to primary education as shown by the high gross enrolment rates. It needs however to improve on retaining students at the official age at the right class or level.

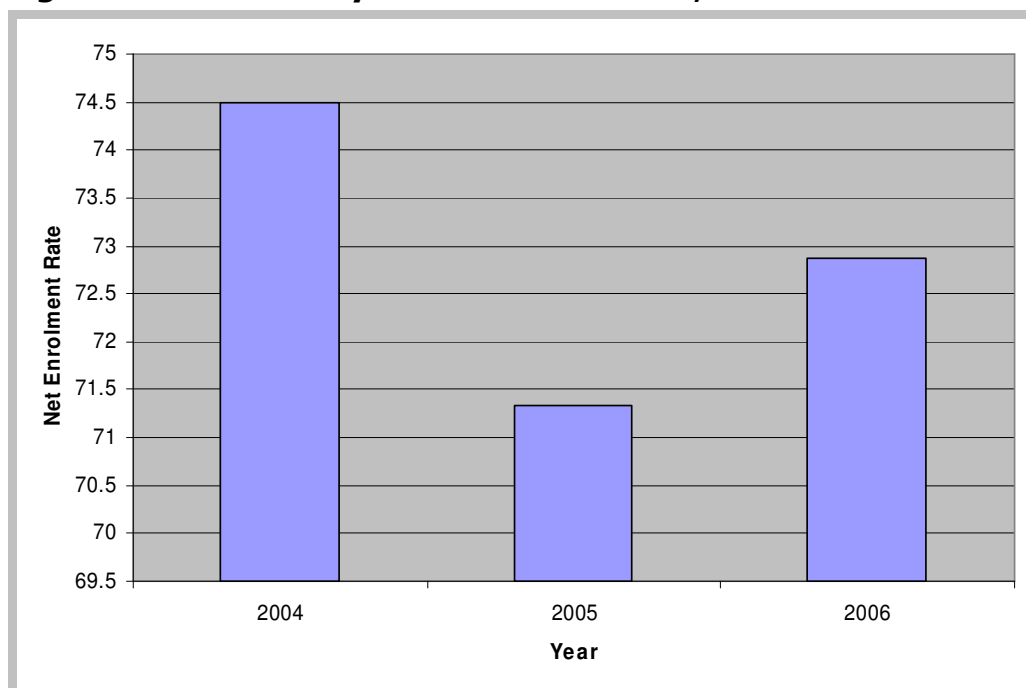
There is a differential in access for boys and girls at the secondary level which need to be looked into.

Figure 10: Secondary Gross Enrolment Rate, 2004 – 2006



Source: SIMS - Ministry of Education, Fiji

Figure 11: Secondary Net Enrolment Rate, 2004 - 2006



Source: SIMS - Ministry of Education, Fiji

The Gross and Net enrolment rates indicate decreases between 2004 and 2006. Although the net enrolment rate shows a slight increase between 2005 and 2006 the Gross Enrolment Rate shows a further decrease between the two years. This difference may indicate that the rate of increase in enrolment in secondary education is slower than the rate of increase of the population.

[v] Promotion rate primary

Table 9: Promotion rate Classes 1 – 5 by gender

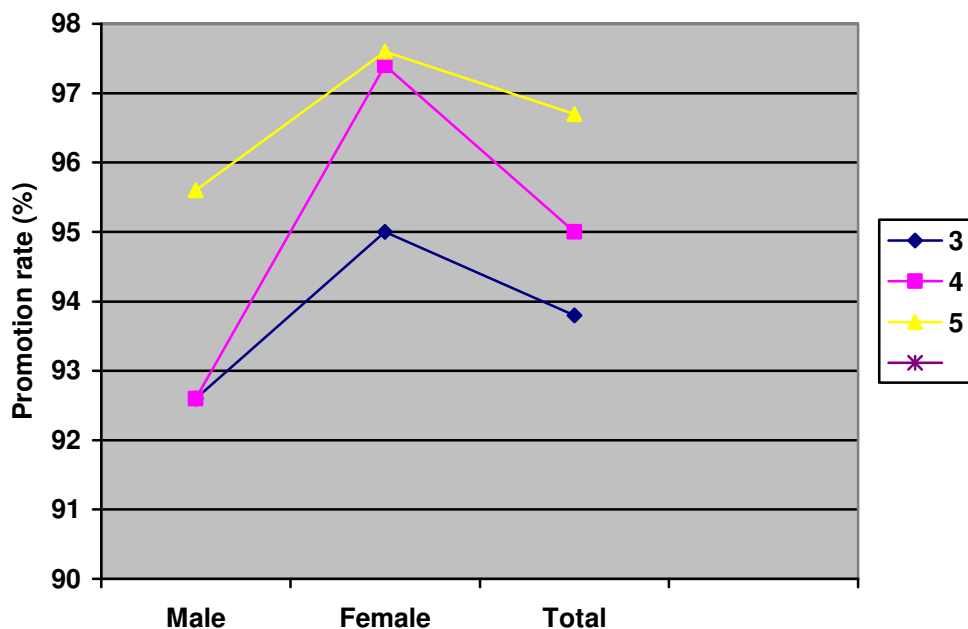
	Class 1			Class 2			Class 3			Class 4			Class 5		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Promotion rate	94	89	92	98	99	98	104	102	103	101	100	100	99	101	100

Source: SIMS - Ministry of Education, Fiji

The promotion rates for classes 3 to 5 are high showing that either there are repeaters at those classes or new entrants.

[vi] Promotion rate secondary

Figure 12: Promotion rate Forms 3 – 5 by gender



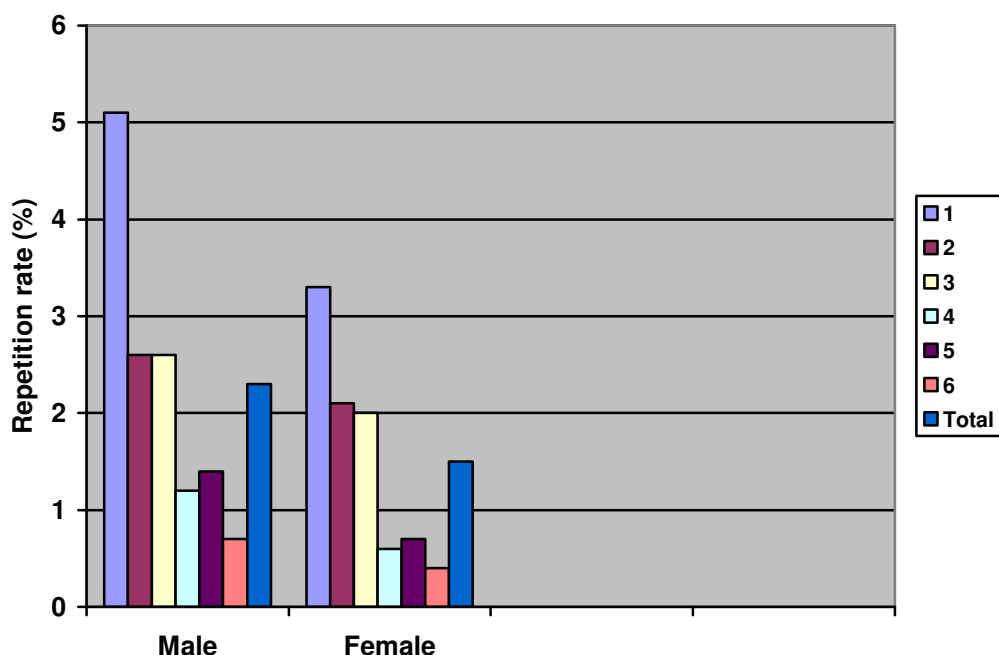
Source: *SIMS - Ministry of Education, Fiji*

The above Figure shows that the promotion rate for females at all secondary levels are higher than that for males. This is a concern that is confirmed by actual enrolment figures at secondary level where the numbers for females are much higher than that for males.

[vii] Repetition Rate (RR)

The repetition rate is the proportion of pupils who repeat a grade. It measures the rate at which pupils repeat grades. A high repetition rate implies high wastage ratio. It blocks access to schooling for other children since the school space is occupied by repeaters.

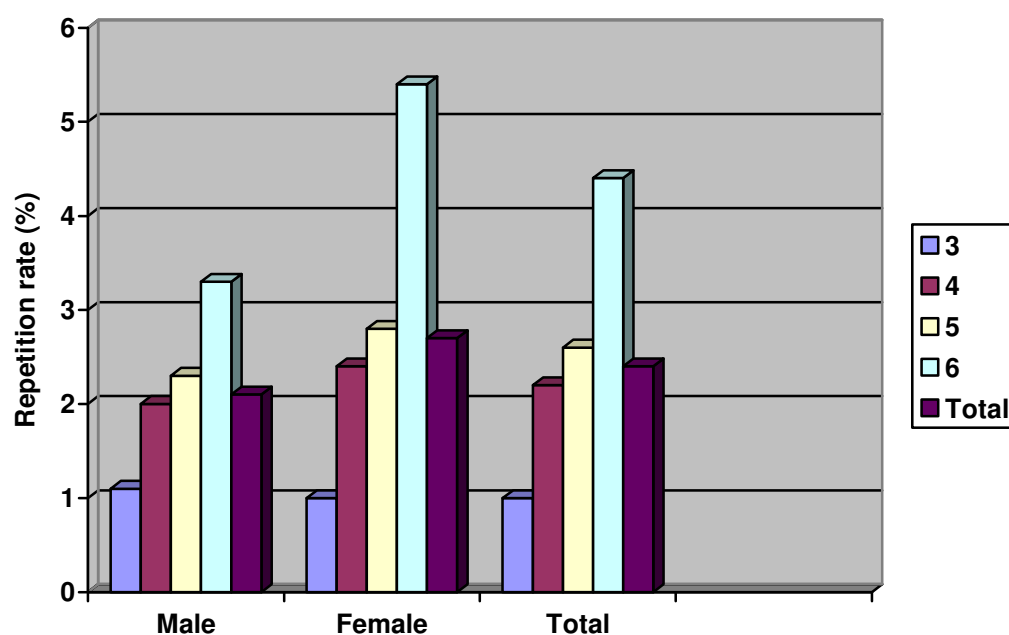
Figure 13: Primary Repetition Rates Classes 1 – 6 by gender



Source: SIMS - Ministry of Education, Fiji

The Figure above shows that the repetition rate for girls is lower than that for boys at the primary level. This could be a factor in the large number of girls at secondary level since they move faster through the system than boys.

Figure 14: Repetition rates Forms 3 – 6 by gender



Source: SIMS - Ministry of Education, Fiji

The above show an interesting feature that girls have a higher repetition rate than boys at secondary level. Girls have a particularly high repetition rate at Form 6 level. The lower repetition rate of girls at primary followed by their higher rate at secondary level could be explained by the theory that boys develop at a slower rate than girls thus a higher repetition rate for boys at the lower levels.

[viii] Dropout Rates

The dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. It shows the extent to which students drop out from school. High dropout rates imply high input-output ratios and hence lead to low internal efficiency.

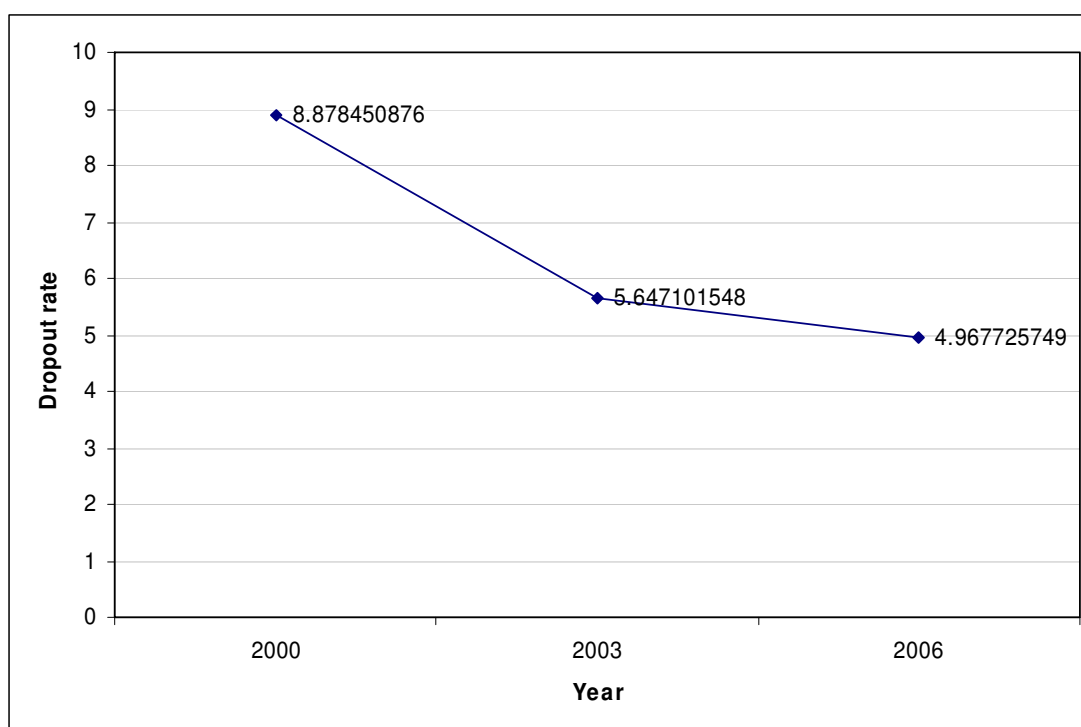
Table 10: Primary and Secondary Dropout Rates by gender

	M	F	T
Primary	0.8	1.8	1.3
Secondary	6.6	3.4	5.0

Source: SIMS - Ministry of Education, Fiji

There is a lower dropout rate overall at primary level than secondary. At the secondary level there is a marked difference in the dropout rate between boys and girls with a higher dropout rate for boys. There are definitely a number of socio-economic factors that lead to the higher dropout rate for boys.

Figure 15: Secondary Dropout Rate – 2000, 2003, 2006



Source: SIMS - Ministry of Education, Fiji

The above Figure shows a marked drop in the dropout rate for secondary between 2000 and 2006.

[ix] Survival Rate

Survival Rate for Fiji, 1994(Cl.1)-2006(Fm.7)

Survival rate by grade is the proportion of a cohort of pupils who reached each successive grade expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. This indicator is used to show the extent to which the school system can retain pupils, with or without repetition, and indicates the dropout rate. It is also used to measure the impact of repetition and dropout on internal efficiency.

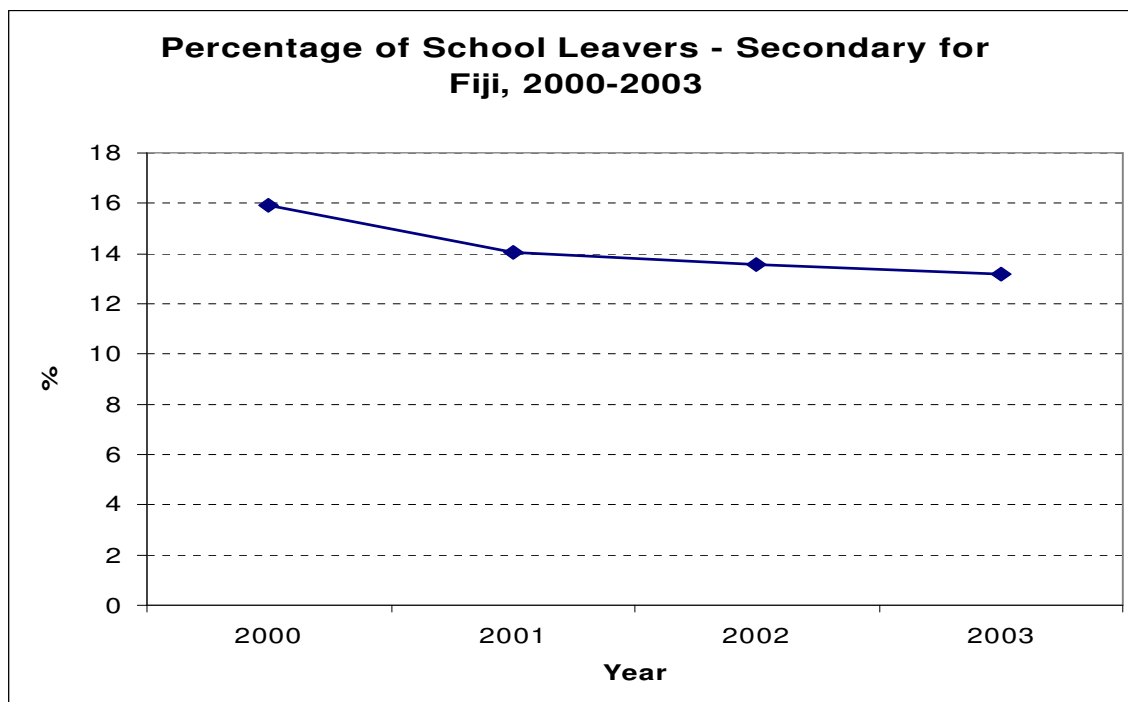
Table 11: Survival Rate from 1994 Class 1 cohort

Grade	1	2	3	4	5	6	7	8	Fm 3	Fm 4	Fm 5	Fm 6	Fm 7
M	100%	94%	94%	92%	92%	87%	85%	81%	70%	64%	53%	56%	16%
F	100%	98%	97%	98%	98%	94%	94%	92%	82%	78%	64%	67%	17%
T	100%	96%	95%	95%	95%	90%	90%	86%	76%	71%	58%	61%	17%

Source: SIMS - Ministry of Education, Fiji

The above table shows that only 61% of the cohort of students that started Class 1 reached Form 6 with 67% of them girls and 56% boys.

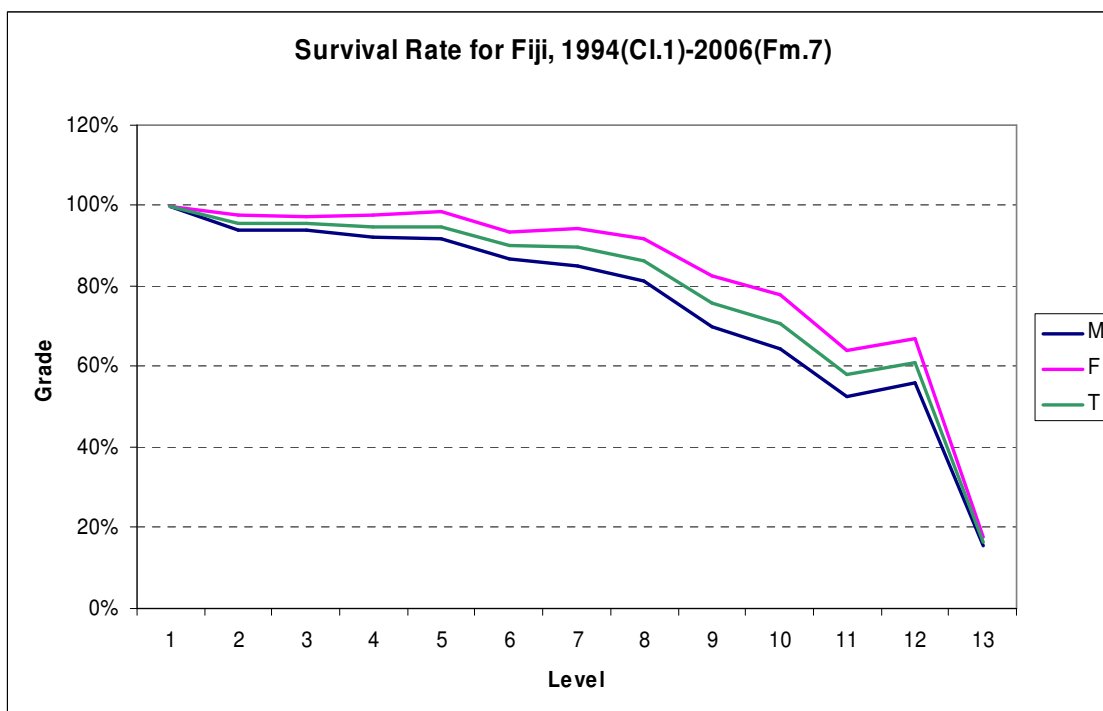
Figure 16: Percentage of Secondary School Leavers 2000 – 2003



Source: SIMS - Ministry of Education, Fiji

The dropout rate is also an indication of survival rate. The drop in dropout rate shows the improvement in survival rate.

Figure 17: Survival rate for Fiji for a cohort of students (Class 1 – Form 7)



Source: SIMS - Ministry of Education, Fiji

The Figure above shows the survival rate for a cohort of students starting from class 1 and reaching Form 7. The survival rate for girls is higher than that for boys. This is also related to the broader range of alternative pathways that boys can access. The lower survival in school does not necessarily mean they have exited the learning opportunities.

[x] Transition Rate

Transition rate is the proportion of students that progress from the final grade of one level to the first grade of the next level, expressed as a percentage of those enrolled in the final grade of the preceding school year. It indicates the degree of access to the next higher level, measuring the upward mobility in the educational hierarchy. Viewed from the lower cycle or level of education, it is considered as an output indicator. Viewed from the higher educational cycle or level, it is considered an indicator of access.

Table 12: Transition Rates by gender, 2006

	M	F	T
Prim to Sec	93.8	97.9	95.9
Lower to Upper Sec	90.4	94.7	92.6

Source: SIMS - Ministry of Education, Fiji

The table shows that the transition rate for girls is higher than that for boys in both primary and secondary levels.

EFA GOAL 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

A. National Action Plan/Education Reform Programme

Description of EFA goal and specific national targets

All young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills that will enable them to develop their capacities to work, to participate fully in their society, to take control of their own lives and to continue learning.

A key performance indicator from our NSDP targeted that proportion of students successfully completing TVET courses to be not less than 90% in order to meet current and future demand

Strategies to achieve the goal

For the targets highlighted in the Ministry's SDP the following strategies were highlighted:

- Values, virtues and citizenship education are incorporated into the curriculum.
- Expand assessment and reporting tools that will effectively measure student learning including those with disabilities
- The introduction of standards monitoring process
- Develop and implement training programmes that target community resource utilization, promoting lifelong learning and enterprise education, in order to meet the needs of the labor market, entrepreneurship, business community and provincial development.
- Enhance partnerships with school management committees to provide student counseling services

Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

Tertiary Technical Education is one of the eight programmes of the Ministry of Education in Fiji that is budgeted for. It receives about \$1.5 million. There are of course portions of the budget of other Ministry programmes and activities that support the achievement of this EFA goal. There are also donor aid programmes such as the AusAID funded FESP that also has TVET as one of their key focuses and UNDP supported Citizenship studies.

B. Implementation of EFA goal

General policies and programmes

The Ministry's SDP highlighted the following targets that are once again more or less policies and programmes related to this goal. They are:

- Arts and Culture subjects integrated into the school curriculum.
- The new Fiji Island Literacy and Numeracy Assessment (FILNA) and internal assessment in FJC is expanded
- Improved pass rate at the three external examinations
- Increased number of schools that pilot standards monitoring process
- Community/private sector resources are used to promote life-long learning
- Appointment of school counselors

Outcome 7 of the Ministry's SDP specifies numerous targets or programmes related to TVET. The outcome states that quality partnerships and links to industry, higher education institutions, communities, businesses and provincial councils will be enhanced and strengthened. TVET related programmes also include alternative pathways and establishment of National Qualification Framework.

Policies mentioning specific target groups (disadvantaged groups)

Related policy from the SDP states the improvement in the number of Fijian and disadvantaged students that achieve high quality passes in the FJC, FSLC and FSFE examinations. The emphasis of traditional and cultural skills being reflected in the national curriculum framework and Arts and Culture subjects integrated into the school curriculum are evidences of certain races being identified as being a disadvantaged state

Legislation and legal framework

From the Education Act, there Part IV on curricula and examination specifies legislations that could support the addressing appropriate learning skills. This is described in the box below:

PART IV—CURRICULA AND EXAMINATIONS

Curricula and examinations

- 10.—(1) The basic curricula in all registered and recognized schools shall be as laid down or approved from time to time by the Permanent Secretary.
- (2) The Permanent Secretary may from time to time institute such examinations as he shall deem necessary, and may make rules concerning the content and conduct of such examinations.
- (3) The Permanent Secretary may, in his discretion, establish committees on a temporary or permanent basis, comprising such persons as he may think fit, to advise him on any curriculum and any examination.

Responsible agencies and coordination of implementation

The Ministry of Education is primarily responsible for the facilitation various programmes, curriculum and student assessments and necessary changes in them. There are a number of forums and other government agencies who have taken up the responsibility of forwarding ideas for improvement in this area. The Ministry of Health is primarily responsible for the National HIV/AIDS prevention programme and they work very closely with the Ministry of Education's HIV/AIDS officer which is a position that has recently been newly established.

Budgeting and financing: resource mobilization and allocation

The Curriculum Advisory Services Unit manages curriculum development which is Programme 4 of the budgetary allocation of the Ministry. The development of the new curriculum framework 2005 was a collaborative initiative between the Ministry and AusAID FESP that was grounded in the local context and certainly a shift from teacher centred to child centred curriculum thus taking into context aspects related to this particular goal.

The Examination and Assessment Unit manages Programme 8 and apart from other expenses, they are responsible for expenses of examinations. Through AusAID FESP support, the unit was able to establish the Fiji Island Literacy and Numeracy Assessment programme which is a tool for measuring individual student literacy and numeracy levels.

Technical and Vocational Education and Training (TVET) unit manages programme 5 or Tertiary Technical Education. They are also involved in the development of the new curriculum framework on technical and vocational education.

The National Substance And Advisory Council (NSAAC) is a section that was established to educate and create awareness on students on the prevention and control of drug use. It is a section that is funded by the Ministry through Policy and Administration or Programme 1 of the budget.

Quality assurance monitoring and evaluation

Quality assurance has been targeted through the new initiatives and programmes such as the new curriculum framework and FILNA. In 2007 NSAAC was expanded through the inclusion of the HIV/AIDS position.

The monitoring and evaluation is conducted by respective units and reported through the required format as produced by the monitoring team that looks after the overall business of the Ministry.

C. Progress in achieving EFA goal (using disaggregated indicators to show patterns of change)

[i] Psycho-Social Skills

(a) Unemployment figures and rates

Table 13: Distribution of unemployment by age and sex: 2002 projection

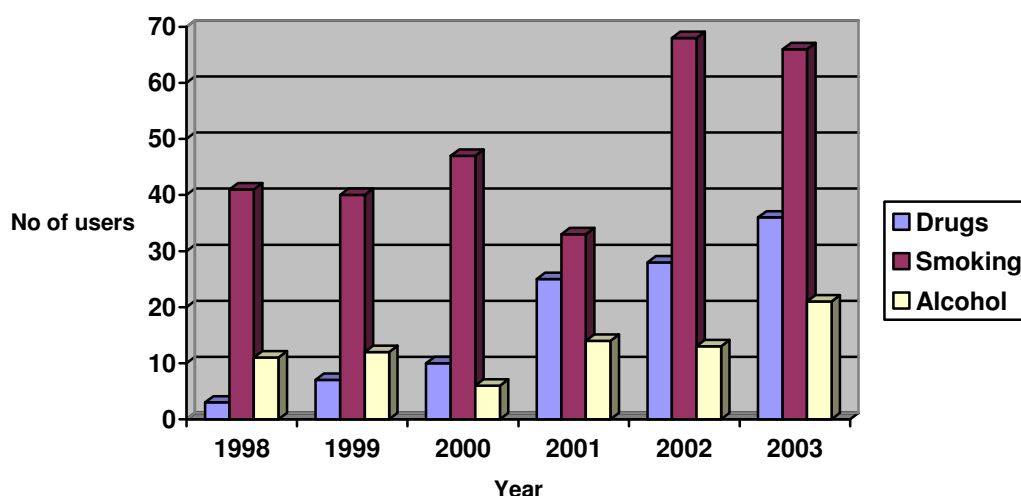
Age Group	Males			Females		
	Economically active	Unemployed	%	Economically active	Unemployed	%
15-19	16503	2448	14.8	7935	1854	23.4
20-24	27668	2532	9.2	14745	1934	13.1

Source: Bureau of Statistics, Fiji

There are a larger number of females that are unemployed in Fiji within the age group 15-19 compared to the proportion of economically active males that are employed. It may show a need for more programmes to be set up for females that will not only allow them employment in the formal sectors of the labour market but also in the informal sector.

(b) Drug and Substance Abuse

Figure 18: Substance use in primary schools



Source: SIMS - Ministry of Education, Fiji

Figure 18 shows an alarming increase in the use of drugs in schools and incidences of smoking. Drug awareness campaigns need to be strengthened in schools to curb the increase and make students aware of the problems of drug use.

(c) Crime rate

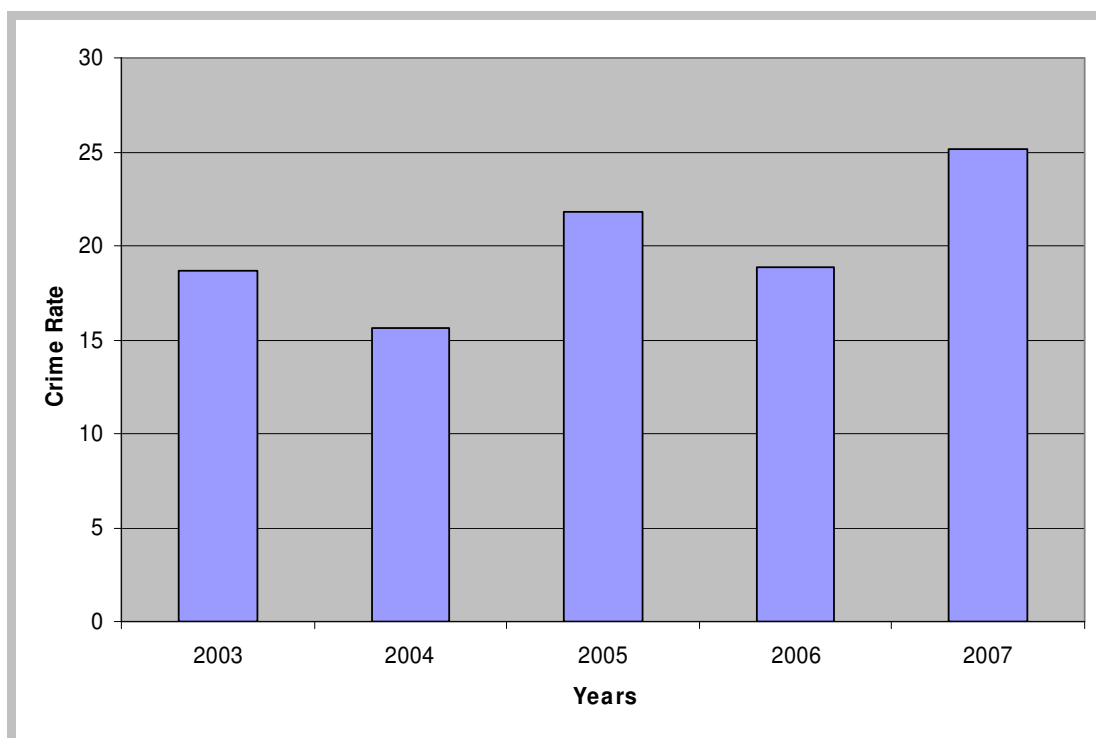
Table 14: Crime Figures for 2006

	10 - 16 Years	17 - 24 Years
F	37	417
M	179	3184
Total	216	3601

Source: Police Department of Fiji

According to the Table above more older youths (17 – 24 years) are offenders and it is very interesting to note a higher level of crime in females in both age youth groups.

Figure 19: Crime Rates, 2003 - 2007



Source: Police Department of Fiji

Crime Stoppers in Schools:

The Crime Stoppers in Schools programme is a multi pronged approach to fighting crime. It was aimed at teaching children to recognise and act against criminal activities in schools, to inform them of how they can be part of the wider crime fighting network and also reduce incidences of criminal activity in schools. It also acts as a safety net and intervention for students who may have been neglected and face a high risk of falling into the wrong path.

Since its inception it has grown considerably. Of the 166 Secondary School in Fiji, the table below has the numbers from the district that have joined and now have crime stoppers committees working. These are closely monitored and supported by the police with regular meetings. The growth in the number of schools that now have crime stoppers committees is indicative of their success.

Table 14: Number of Schools with Crime Stoppers Committees in Education Districts:

Education Districts	Number of Secondary with Crime Stoppers Committees
Suva	5
Nausori	6
Sigatoka	11
Nadi	11
Lautoka	10
Ba	9
Tavua/Vatukoula	5
Ra District	5
Labasa	8
Total	70

Source: Ministry of Education / Police Department of Fiji

[ii] Practical / Contextual Skills

[a] HIV/AIDS

Table 15: HIV/AIDS estimates

Figures	Value	Year
Estimated number of HIV cases (Adults and children)	<1000	2005
Adults (15 – 49 years)	<1000	2005
Women (15 – 49)	<500	2005
Children
Estimated number of deaths due to AIDS	<100	2005
Estimated number of AIDS orphans

Source: HDR 2004, UNAIDS Global Report

The report indicates that Fiji is the only country in the region that has provided specific budget lines for HIV/AIDS and a 100% increase from \$150,000 in 2003 to \$300,000 in 2004 is a reflection of government's commitment in the fight against HIV/AIDS.

[b] Schools counseling services

The Ministry of Education is providing 29 student counselor positions to the very large secondary schools. In most secondary schools, there are religious teachers who provide counseling services to students and teachers.

[c] Technical/Vocational Certification

There are 63 secondary schools that offer two-year vocational programmes preparing students for the employment market. The following courses are offered at these centres with total enrolment:

Table 16a Vocational Programmes, Enrolment by Sex 2006

Subject	Males	Females
Automotive Engineering	822	0
Carpentry and Joinery	577	0
Catering and Tailoring	201	661
Beauty Therapy		
Welding and Fabrication	42	0
Maritime Studies	Not Started	
Forestry Studies	18?	
Vocational Agriculture	85	8
Vocational Office Technology	0	172
Total	1685	841

Source: Ministry of Education, Fiji - 2006

At the end of the two-year programme, students are provided with a certificate awarded by the Ministry of Education. Hopefully this will give them better opportunities for employment either in the formal labour market or self-employment.

Enterprise Education is another initiative provided by the Ministry of Education which targets specific skills and setting up small business enterprises in schools with the purpose of providing income to the schools and students.

There are also a large number of private vocational schools that offer vocational courses and provide accreditation for the achievements by students. Other larger providers for TVET courses are the Fiji Institute of Technology (FIT) and the Training Productivity Authority of Fiji (TPAF).

Technical and Vocational Training subjects are now firmly embedded in the curriculum of Fiji Schools. This emphasises the importance placed on life skills and learning. To facilitate this there have been many programmes to increase the number of qualified teachers in TVET subjects.

Teacher supply is not an issue as there is concerted and constant attempt to ensure this. In times of shortages the Ministry has used untrained experienced and qualified professionals. Teacher training has been conducted in an in service mode. This training has been conducted on the job as well. This is on going as the table below shows there are still a few untrained teachers in the system. Most of these were absorbed at the time of rapid expansion or exodus and the resultant teacher shortages occurred. However the number is much smaller now. In some subject areas there are oversupplies of teachers in the system.

Table 16b: Technical Vocational Education And Training Teachers Classified By Qualifications As At 31 May 2007

QUALIFICATION	GOVERNMENT SCHOOLS						NON-GOVERNMENT SCHOOLS						TOTAL			TOTAL		GRAND TOTAL
	FIJIAN		INDIAN		OTHERS		FIJIAN		INDIAN		OTHER		FIJIAN	INDIAN	OTHER	M	F	
Ethnicity																		
Sex	M	F	M	F	M	F	M	F	M	F	M	F						
Bachelors Degree or Higher																		
Trained	10	10	7	7	-	-	34	31	97	70	4	4	85	181	8	152	122	274
Untrained	-	-	3	-	-	-	8	2	13	6	-	-	10	22	-	24	8	32
Diploma	30	13	8	1	-	-	173	146	164	92	5	8	362	265	13	380	260	640
Trained	3	4	-	-	-	-	13	20	15	2	-	-	40	17	-	31	26	57
Untrained																		
Certificate or Completed FVI																		
Trained	3	-	-	-	-	-	47	14	15	--	-	1	64	15	1	65	15	80
Untrained	1	1	-	-	1	-	16	5	4	-	1	-	20	4	2	23	6	29
Completed FVI or Higher																		
Trained																		
Untrained	1	-	-	-	1	-	2	21	2	-	-	-	24	2	1	6	21	27
TOTAL	48	28	18	8	2	-	293	239	310	170	10	13	608	506	25	681	458	
GRAND TOTAL	104						1035						1139			1139		1139

EFA GOAL 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

A. National Action Plan/Education Reform Programme

Description of EFA goal and specific national targets

Literacy is a key determinant for long-term human development and a significant factor to the social and economic improvement of individuals and a country.

Adult and continuing education must be greatly expanded and diversified, and integrated into the mainstream of national education and poverty reduction strategies. The vital role literacy plays in lifelong learning, sustainable livelihoods, good health, active citizenship and the improved quality of life for individuals, communities and societies must be more widely recognized. Literacy and continuing education are essential for women's empowerment and gender equality. Closer linkages among formal, non-formal and informal approaches to learning must be fostered to respond to the diverse needs and circumstances of adults.

The adult literacy rate in Fiji was 93% in the year 1996. It is estimated that this rate still remains high in the year 2001. However, there seems to be a slight difference between male and female's rates of literacy, with the former being slightly higher (males = 94, females = 89). Therefore, in this priority we identify functional literacy (abilities required to successfully function in the workplace) and continuing education for adults as the problems.

The NSDP emphasized under the Education and Training sector of the need to have a literate nation. It also specifies under its target the need to reduce disparities. The actual definition of Literacy as used by the Bureau of Statistics is Persons aged 15 years and over who have completed 4 years of primary education.

Strategies to achieve the goal

The related strategies to the targets above are:

- Expand the concept of 'Matua' programme to other strategically located and relevant secondary schools.
- The matching TVET strategies include:
 - Establish national standards for qualifications
 - Students accessing vocational pathways

- Strengthening links with industry, higher education institutes, communities, businesses and provincial councils and
- Review of TVET curriculum and assessment system to incorporate relevant changes in specific areas of community needs and development of students.

There are also strategies that include expansions of compulsory education programme to all secondary schools and create alternative pathways for learning and employment opportunities for students and early school leavers.

Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

As in goal 3, budget for goal 4 is sourced from the TVET allocation and donor funding especially when it involves work on establishing pathways and national qualification framework.

B. Implementation of EFA goal

General policies and programmes

From the SDP, a performance target that would definitely improve adult literacy is the expansion of the 'Matua' programme. The 'Matua' programme is a bridging programme for former secondary school students who dropped out due to various social reasons. The Matua programme comes under the outcome on increased participation in education for adults. Outcome 6 emphasises enhanced equity for those in rural areas, women, persons with disabilities and other disadvantaged groups all targeted at improving literacy.

Policies mentioning specific target groups (disadvantaged groups)

The main disadvantaged group being targeted here are school leavers who were unable to continue their education due to social problems or pressure such as teenage pregnancy, inability of parents to continue support on education, etc.

Legislation and legal framework

The Education Act once again covers the need for improving literacy and numeracy at all levels by considering all levels of Education as specified in the next box:

Schools shall be classified into the following categories:—

Intermediate schools, being schools in which full time instruction is given to the pupils in the seventh and eighth or the sixth, seventh and eighth years of formal education;

Cap. 262 Ed. 1978 Education Subsidiary Legislation

(d) middle schools, being schools in which full time instruction, mainly of a practical nature, extending over a period of two or three or four years, is given to pupils who have completed the sixth year of formal education;

(e) secondary schools, being schools in which full time instruction is given in general, technical, commercial and/or agricultural subjects, extending over a period of from two to six years, to pupils who have completed the full primary school course; and in which instruction may also be given to part time pupils;

(f) technical institutes, being schools in which full or part time instruction is given in general, technical or commercial subjects up to trade, sub-professional or professional level;

(g) craft centres, being schools in which full or part time instruction is given in handcraft and homecraft subjects;

(h) vocational schools, being schools in which full or part time instruction is given in general and vocational subjects; (i) teachers' colleges, being institutions for the training of teachers.

Responsible agencies and coordination of implementation

Once again the Ministry of Education is primarily responsible for ensuring that parity literacy rate is reached. This could be achieved through the realization of such targets as girls to boys ratio reaching 1:1. Even the Matua programme which allows mostly females who were forced to leave school due to pregnancy and other social and economic problems would have the opportunity to re-attend. Even boys who have dropped out at the higher levels of secondary education are given a second chance through the academic stream or even through other educational pathways such as TVET. For all these parity related targets, the Ministry plays a major role through its awareness programmes and other strategies that could improve access. The Ministry of Youth and Sports which has from this year merged with the Ministry is just as very much responsible for education programmes for school leavers and this is mainly through schools that they are co-managing and community programmes that are more incline towards non-formal mode of education.

Budgeting and financing: resource mobilization and allocation

Parity initiatives are conducted through the awareness and monitoring programmes of the Ministry and this is sourced from Programme 2 Primary Education, Programme 3 Secondary Education, Programme 5 Tertiary Technical Education and Programme 6 Research, Development and Training.

C. Progress in achieving EFA goal (using disaggregated indicators to show patterns of change)

[i] Youth Literacy Rate

The definition for literacy rate is the percentage of people aged 15-24 who can, with understanding, both read and write a short, simple statement related to their everyday life.

Table 17: Youth Literacy Rate in Fiji between 1980 and 2004

Year	1980	1985	1990	2004
Youth literacy rate (%)	95.0	96.8	97.8	99.0

Source: UN Common Database (UNESCO)

Fiji has been having a high youth literacy rate with males and females having equal literacy rates.

Table 18: Adult Literacy Rates in Fiji 2000 – 2004

Adult literacy rate (%) – Male	94
Adult literacy rate (%) – Female	91
Total Adult literacy rate	93

Source: UN Common Database (UNESCO)

The above figures show that the adult literacy rate is lower than the youth literacy rate in Fiji. With adults, the literacy rate for women is lower than that for men. There might be a need for literacy programmes for both women and men in the communities to bring their literacy levels up.

There are also roles that the media, school and national libraries and NGO's play directly and indirectly in the improvement of literacy in Fiji. Given next are information on these three areas:

i): Access to Media:

Fiji is well served through the various forms of media. This is indicative of the level of literacy present in the population. It also serves to broaden literacy as availability and exposure will develop literacy levels.

The print media has a wide range of publications. There are dailies and periodicals as well targeting specific readership audiences. These range from school students to sports people as well as those interested in lifestyles, fashion

and gender issues. The three dailies have a very large readership. However, the cumulative circulation statistics may not reflect on the exact level of literacy as often the same people are buying more than one newspapers daily.

The three English language dailies are read widely. At least the three main islands have the papers available daily. This is where about 90% of the population live. The papers in the other languages also have quite a large readership as they are weekly publications. There are a number of other publications that make their circulation on a number of other issues.

There are two radio broadcasting companies. Their reach is extensive. Both companies broadcast in the three main languages, English, Fijian and Hindustani. Both radio stations broadcast on three stations each. Broadcasts are on a full 24 hour basis.

Of the two television stations, Fiji Television Limited is very well established. It has a free to air channel broadcasting all the time. The reach for this throughout Fiji is extensive with only a very small section of Fiji yet to have access. As well as this there is a paid satellite service that has Fiji wide and international reach. Mai TV is presently on trial but without doubt will add to the growth of literacy at various levels.

Table 19: Print/Broadcast in Fiji, 2006

Print Media				Radio Stations	Television Stations	
Weekly	Dailies (Eng.)	Monthly	Quarterly			
Nai Lalakai (Fijian)	Fiji Times	Islands Business	Living in Fiji	Fiji Broadcasting Corporation Limited	Fiji Television	
					Free to Air Chann el	Sky Pacific
Nai Volasiga (Fijian)	Daily Post	Vitiana	Teivovo (Rugby)	Communications Fiji Limited	Mai TV (on trial)	
Shanti Dut (Hindi)	Fiji Sun	Marama /Turaga				
Kaila (English- Students')		Mai Fiji				
		Fiji Living				

Source: Ministry of Information.

There is a wide range of media publications and broadcasts. These have assisted in the development and expansion of literacy levels and have been

ii) Access to Libraries, Archives and Internet:

Fiji has a government run archives. This has a wide collection both in terms of range and also span of years. It is located in Suva and presently undergoing expansion. Apart from this there are private archives that many institutions hold.

Libraries are a part of towns and cities and they hold a wide range of reading material both fiction and non fiction. Apart from this there are libraries in most secondary schools as there is a strong component of secondary school curriculum involving the library. There is a library services unit within the Ministry of Education, Culture, National Heritage and Arts that oversees the work of libraries throughout the country.

Internet usage has risen sharply in the recent past. With mobile internet now possible access is theoretically possible almost throughout the country. There are three major providers.

Table 20: Internet providers and type, 2006:

Provider	Service Types:
Connect	Dial up, Wireless Broadband
Unwired Fiji	Wireless Broadband
Kidanet	Wireless Broadband.

Source: Ministry of Information.

The availability of internet has risen with the emergence of many internet cafes throughout the country and the increase in band with brought about by the introduction of broadband and also the new fiber optic cable link. Mobile phone internet use is still limited by costs. However with declining costs accessibility is rising quickly.

iii) Role of NGO's in literacy.

Many NGO's are actively involved in the procurement and distribution of library books and other learning aids. These are normally targeted towards those unable to afford them. Although most of these are used, they have been well utilized by those who have been lucky to have had them. Some of these NGO's have been supporting students also with school fees, stationary, bus fares and lunches.

Table 21: NGO's Types of donations made.

NGO's	Types of assistance made
Lions Club of Suva East	Library books, Used Computers
Lions Club of Suva North.	Library Books, Computers
Rotary Club	Library books and Computers
Soroptimist International	Fees assistance

Save the Children	Stationery, School fees, Bus fares and lunches.
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Source: Ministry of Information.

Apart from these there are many organizations aligned with the various churches that provide literary related materials and assistance to schools.

EFA GOAL 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equity in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

A. National Action Plan/Education Reform Programme

Description of EFA goal and specific national targets

To measure progress towards achieving Goal 5, it is necessary to look at both gender parity, as indicated by the Gender Parity Index (GPI) in educational indicators, and at gender equality. Gender equality includes ensuring equity in access to education, learning processes, learning outcomes, and job opportunities.

International agreement has already been reached to eliminate gender disparities in primary and secondary education by 2005. This requires that gender issues be mainstreamed throughout the education system, supported by adequate resources and strong political commitment. By creating safe and gender-sensitive learning environments, it should be possible to remove a major hurdle to girls' participation in education. Increasing levels of women's literacy is another crucial factor in promoting girls' education. Comprehensive efforts therefore need to be made at all levels and in all areas to eliminate gender discrimination and to promote mutual respect between males and females regardless of age. To make this possible changes in attitudes, values and behaviour are required.

Again there is a need to highlight outcome 6 of the SDP which states the need to have enhanced equity for those in rural areas, for women and other factors.

It would be good to highlight once again here as in the previous EFA goal the NSDP goal of disparities in passes between males and females to be reduced from 3% to 1%

Strategies to achieve the goal

The immediate strategies to the above targets are as follows:

- The review of the curriculum to incorporate relevant changes that enhances the development of students and addresses the needs of the communities.

- For women leaders, the provision of more training for women educators who aspire to leadership positions

The NSDP highlighted that gender parity is almost achieved and is on track to achieving this Education for All goal.

Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

The budget on compulsory education is also geared towards the elimination of gender disparity. The Education Aus-AID programme, FESP is committed through its cross cutting measure to have gender as among issues that need to be addressed so they are without doubt committed financially to this.

B. Implementation of EFA goal

General policies and programmes

Policies and programmes to address literacy and gender disparity are specified in various policy documents of the Ministry. The Ministry's SDP target states the need for primary and secondary girls to boys ratio reaches 1:1. Another target is the number of women in leadership positions in schools to increase.

Again there is a need to highlight outcome 6 of the SDP which states the need to have enhanced equity for those in rural areas, for women and for other disadvantaged groups.

Policies mentioning specific target groups (disadvantaged groups)

The above policies actually target females as the disadvantaged group that need to be assisted for further development. Males could also be considered to be a disadvantaged group at upper secondary because they tend to drop out from school at lower levels of secondary education.

Another disadvantaged group are the illiterate population and those who are not privileged enough to have access to resources (textbooks and other curriculum materials) and to highly qualified and competent teachers. This resulted in the initiation of policies such as the declaration that all children have access to 12 years of education and community/private sector resources being used to promote lifelong learning.

Legislation and legal framework

Since the part of the education act that addresses compulsory education also applies here as it does in goal 2, the other part that might be worth highlighting here is the one that covers teachers. Part VIII of the Education Act is titled 'Teachers' confirms that the Permanent Secretary is able to decide on the

composition of male to female teachers as indicated from the captions of the Act in the next box:

Issue and cancellation of certificates or licences and appeals against cancellation

22.—(1) Subject to any regulations made under the provisions of this Act, the Permanent Secretary may issue to any person a certificate or licence authorizing such person to teach in any school or classification or type of school or may recognize a teaching certificate awarded elsewhere

Approval of appointment of teachers

23. The appointment of teachers (other than public officers) in any school shall lie with the manager of such school, but every such appointment shall be subject to the prior approval of the Permanent Secretary.

The only other main Act for education in Fiji is the one on examination and is called the Examination Act. This Act ensures that examinations at all levels are conducted fairly and with integrity.

Responsible agencies and coordination of implementation

Once again, as in the other goals the Ministry of Education is primarily responsible in the coordination and implementation of this goal. There are other coordinating and implementing agencies, government and non-governmental that contribute directly through educational institutions that they manage or through their support programmes such as provision of scholarships and so on.

Budgeting and financing: resource mobilization and allocation

There is no direct allocation from the budget that is geared towards the achievement of gender parity but in all budgeted programmes gender is always an issue that is continuously considered during the planning and implementation stages.

Quality assurance monitoring and evaluation

Quality assurance is through data analysis of educational data and curriculum materials.

C. Progress in achieving EFA goal (using disaggregated indicators to show patterns of change)

[i] Gender Parity Index (GPI)

The gender parity index is used to assess gender differences. The GPI is calculated as the ratio of the selected indicator value for girls divided by the

indicator value for boys. A value of less than one indicates a difference in favour of boys; a value above one indicates a difference in favour of girls; a value close to one indicates gender parity.

Literacy Gender Parity Index

The literacy gender parity index for youths is 1, showing that the literacy rates for females equal that of males. However with adults, the literacy parity index is 0.96. This shows that the literacy rate for adult females is only 96% that of males.

This shows that with the youths, there are sufficient learning opportunities for both females and males to give them equal literacy rates. This may not be true with adults.

Gender Parity Index for enrolment in 2006

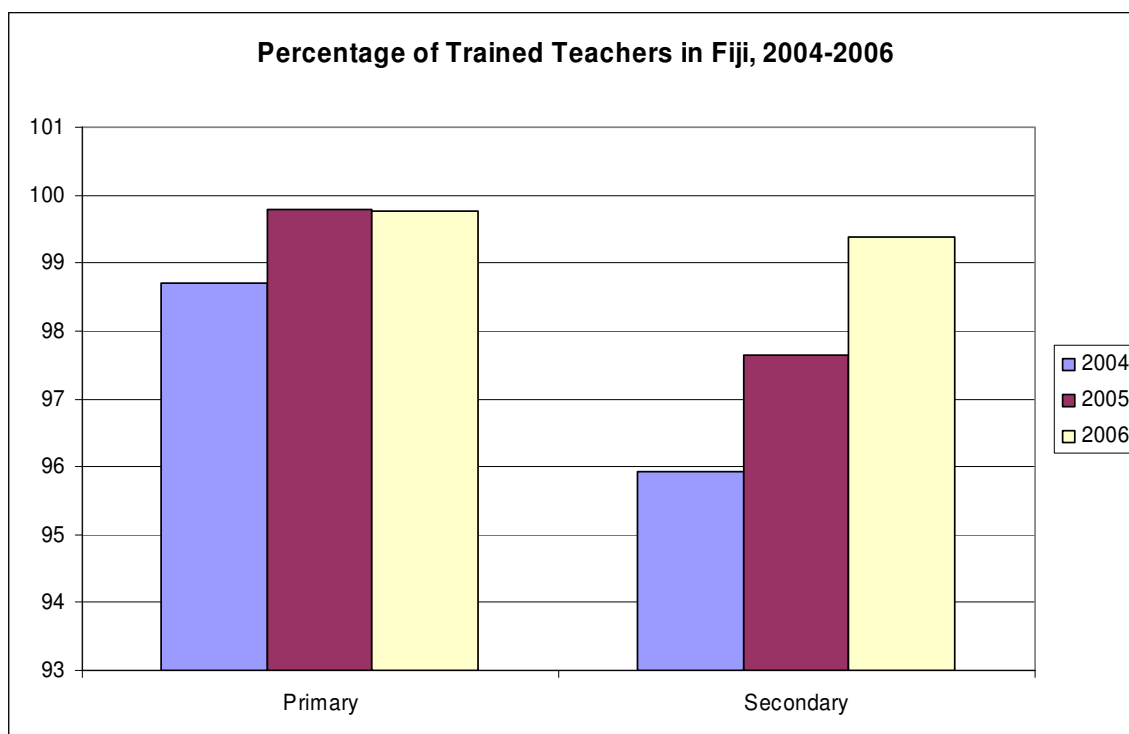
GPI for Primary Net Intake Rate (NIR)	=	0.97
GPI for Primary Gross Enrolment Rate (GER)	=	0.97
GPI for Primary Net Enrolment Rate (NER)	=	0.98
GPI for Secondary Gross Enrolment Rate (GER)	=	1.13
GPI for Secondary Net Enrolment Rate (NER)	=	1.13

Gender parity is in favour of boys at the primary level and in favour of girls at the secondary level. As has been mentioned in the calculation of other indices such as repeater rates, conclusions need to be made with care when forming reasons for such disparities.

[ii] Teachers

Teachers play a vital role in education and in Fiji, education is the major employer in the civil service. In teacher recruitment processes, equal numbers are given to male and female when allocating scholarships for teacher training in both the primary and secondary training institutions.

Figure 20: Percentage of Trained Teachers in Fiji: 2004 - 2006



Source: Ministry of Education, Annual Reports

The above Figure shows that Fiji has a well trained and well qualified teaching force in both secondary and primary levels. Primary school teachers are trained from the teacher training institutions graduating with a diploma in primary teaching.

Secondary school teachers are trained from the teacher training institutions and universities. The slightly lower numbers is due to the lack of degree qualifications amongst some of the secondary teachers especially in the TVET area. Teachers for TVET are usually graduates of FIT and other institutions without a teacher training certificate.

Table 21: Teacher classification by gender as a percentage of total (2006)

Level	Male	Female	Total
Primary	44.2	55.8	100.0
Secondary	48.6	51.4	100.0

Source: Ministry of Education, 2006 Annual Report

The figures above show that there are more female teachers in schools (primary/secondary) than male teachers. There may be a high attrition rate of male teachers from the teaching force than female teachers.

Table 22: Number of education officers in management positions by gender, 2006

Level	Total	Males	Females	% Females
Executives	4	3	1	25.0
Director	11	7	4	36.4
Principal Education Officers	9	6	3	33.3
Senior Education Officers	50	31	19	38.0
Education Officers	35	15	20	57.1
Total	109	62	47	43.1

Source: Ministry of Education, Fiji

The figures above show that out of a total of 109 officers in the administration/professional category, only 47 or 43% are females. There is a need to recruit more female officers into the administration level of education to participate in planning and decision making in policy issues in education.

Table 23: Proportion of male and female participating in school management, 2006

SECONDARY		
	MALE	FEMALE
Principal	85.4	14.6
Manager	91.5	8.5
Total	88.4	11.6
PRIMARY		
Head Teacher	82.4	17.6
Manager	99.0	1.0
Total	90.7	9.3

Source: SIMS, Ministry of Education, Fiji

The proportion of females who take up leadership positions in schools at both secondary and primary is very low. Even lower is the proportion of females who take up school management positions. There is a need to increase the participation of females in leadership and management positions in schools.

EFA GOAL 6

Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

A. National Action Plan/Education Reform Programme

Description of EFA goal and specific national targets

A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living. In terms of improving the quality of education offered by schools in Fiji, there are two important issues to be considered.

1. Improving the efficiency of the education system, i.e. trying to ensure that the returns to education in relation to the inputs into the educational system are maximised. In other words, that the resources that are available to education are efficiently utilised in efforts to increase the learning outcomes of students.
2. Increasing the effectiveness of the system, i.e. trying to ensure that the products of the education system are such that they would make the maximum contribution to the personal, economic and social development of the individual and the country as a whole. The ultimate aim here is to ensure that the education the students receive will better equip them for life and, especially, for earning a living in the local economy.

Poor health and malnutrition result in the loss of millions of school days each year. To consolidate their efforts to increase access and improve the quality of education, schools must serve as a link between students and essential health and nutrition services.

Strategies to achieve the goal

Related strategies to EFA Goal 6 are as follows:

- Improvement in the numbers and quality of competent and motivated teachers and reduction of the pupil-teacher ratio
- Increased use of standards improvement measurement in schools
- Ensure retention of good quality teachers

The strategy of continuing to commit the highest portion of Fiji's Education budget to Primary Education is still maintained.

Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

The budget indicates that \$214,814,300 or about 72% of the 2008 education budget is spent on payment of established staff and government wage earners and of these staff, about 95% are teachers. This budget is topped with funding from donor agencies such as Aus AID, EU, JICA and PRIDE in capacity building and professional development opportunities for teachers. Financing from Aus AID funded Fiji Education Sector Programme (FESP) saw the setup of the Fiji Island Literacy and Numeracy Assessment (FILNA) system that measures how students master literacy and numeracy skills.

On the current public and Ministry of Education allocation on Primary Education, it shows that it (Programme 2) receives \$120,320,000 or 47.13% of the Ministry of Education budget. Table 5 below indicates that Primary Education or Programme 2 receives the highest proportion as compared to other programmes of the Ministry.

Table 24: Budget Analysis By Programme, 2006

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

Source: Ministry of Education, Fiji

B. Implementation of EFA goal

General policies and programmes

The Ministry's SDP is a document that is particularly directed by quality aspects. Outcome 1 specifies the need for all to have access to quality education. Under this outcome the development and implementation of the National Curriculum

Framework (NCF) and the national internal and external examinations and assessments are highlighted as strategies and performance indicators.

The quality of teachers is specifically addressed in Outcome 2 as it states that all staff will be suitably qualified, competent and motivated to deliver educational services. It gives targets such as increased teacher participation in in-service training workshops, excellence in performance is rewarded and appropriately trained teachers.

On the expenditure side of primary education it would be worth highlighting here that outcome 10 specifies the need to enhance partnership with donor agencies. The implementation of strategies and their corresponding performance indicators for this outcome would definitely trickle into the strengthening of financial support for primary education.

Policies mentioning specific target groups (disadvantaged groups)

The main target group here are primary school students, teachers and communities. Outcome 1 of the SDP itself states that children and adults, especially those in "disadvantaged groups" will have access to a quality education.

Teachers who are disadvantaged because of teaching in classes with high enrolment and not having access to proper curriculum materials such as textbooks and other resources are also targeted here and regarded as disadvantaged. These are mostly teachers that are serving in rural areas and in urban schools with high teacher-pupil ratio.

Legislation and legal framework

As in goal 3, the two most relevant pieces from the Education Act are those on the Curriculum and Examination and the one on Teachers. The Examination Act is also very much applicable here.

The caption of the Act that covers disbursement of budget in relation to Primary Education is expressed as follows:

29. The Permanent Secretary, with the approval of the Minister, may make regulations for any purposes for which regulations may be made by him under this Act and for prescribing anything which may be prescribed there-under and otherwise for the purpose of carrying this Act into effect, and in particular, but without prejudice to the generality of the foregoing, may make regulations with respect to all or any of the following matters:—

(b) providing for the grant and withdrawal of scholarships

(i) specifying the time and the manner in which fees for tuition, books, board or sports shall be payable in respect of Government schools and providing for the remission of the whole or any part of such fees;

(j) regulating the manner in, and the purposes for, which fees may be charged in any aided school and fixing the minimum or maximum fees payable therein;

(k) providing for and regulating the making and maintenance of grants in aid of or in respect to the establishment and maintenance of schools, school buildings, school staffs and school libraries and the establishment, maintenance and repair of hostels in connection with schools, and otherwise to assist in promoting the education of the people or any substantial section thereof;

(l) providing for and regulating the compilation and production of proper accounts of income and expenditure of schools and of controlling authorities of schools. *(Amended by 30 of 1976, s. 9.)*

Responsible agencies and coordination of implementation

Apart from the primary role played by the Ministry of Education, the Ministry of Finance and National Planning and the Public Service Commission are just as important in the allocation of Primary Education budget from the National budget.

The Ministry is also primarily responsible for the coordination of the implementation of quality aspects related to teachers, curriculum and resources. The role of donor agencies in this area must also be highlighted too here; for example, FESP Aus AID is currently providing tremendous support in professional development of teachers. There is a Citizenship Education support programme by UNICEF and provision of textbooks and other curriculum materials by the FESP EU.

Budgeting and financing: resource mobilization and allocation

Apart from the high level of coordination on the payment and support for teachers in terms of salaries and in-service training, there are also specific allocation programmes for quality improvement and these main programmes are Curriculum Development, Examinations, Library Services and the Teachers Colleges and their professional development.

The redeployment of budget in order to improve quality of performance at Secondary level and for the establishments of the Teacher Registration Board are current initiatives that are worth highlighting here.

Quality assurance monitoring and evaluation

The assurance of quality is realized through the strength of implementation and their monitoring. This is due to the fact that the target focuses on quality aspect itself. Monitoring and evaluation of schools strategic goals in order to see quality improvement in student performances and other student traits are done by the schools performance taskforces and standards monitoring teams.

C. Progress in achieving EFA goal (using disaggregated indicators to show patterns of change)

[i] Public expenditure on education for 2007

Total budget for Primary Education	-	\$120,320,000
Primary budget as percent of Education budget-		47.13%
National budget	-	\$1,558,509,900
Primary budget as a percent of National budget-		7.7%

Primary education is taking up a substantial portion of the education budget. This is because the largest number of students and schools are in the primary level of education.

[ii] Percentage of teachers with degree qualifications for 2006

Primary:	Male	-	6.9%
	Female	-	5.6%
	Total	-	6.2%
Secondary:	Male	-	49.3%
	Female	-	55.0%
	Total	-	52.1%

Primary teachers only need a teacher certificate from LTC, CCTC or Fulton Teachers College to teach in primary schools. There is an increase in the number of primary teachers who are going back to university to study for a degree qualification.

For secondary teachers they have to have a degree qualification to teach at Forms 5 to Form 7. Some teachers have diploma qualifications from the Fiji College of Advanced Education (FCAE) and the Fiji Institute of Technology (FIT).

There are a greater number of female secondary teachers with degrees than males while at the primary level, there are more males with degrees than females. The target is for all teachers to have a first degree especially in secondary schools. The LTC programme has been upgraded to diploma level and this should contribute to quality of education at the primary level. The courses in the other two private primary teacher training institutions in Fiji are similarly being upgraded to diploma level using the LTC programme as the benchmark.

[iii] Percentage of teachers who are certified to teach according to National Standards.

Primary:	Male	-	99.7%
	Female	-	99.8%
	Total	-	99.8%
Secondary:	Male	-	99.4%
	Female	-	99.5%
	Total	-	99.4%

The above figures show that most teachers in Fiji are well certificated and qualified to teach in schools according to national standards. As measure of quality the qualification of teachers is an important measure of quality of education systems.

Both males and females are well certificated according to national standards to teach in primary and secondary schools. An increasing number of teachers are going for second degrees and the Ministry is encouraging these teachers to continuously upgrade their qualifications as it will impact on the quality of their teaching.

An area of concern at the moment is the Technical/Vocational section where it is difficult to find enough graduates in these areas of study to teach. The Ministry in its training plan is prioritizing teachers in the area of TVET for scholarships. The problem of the lack of TVET graduates is due to the high attrition rate of TVET teachers with most of them moving to the private sector where employment opportunities are more attractive.

[iv] Teacher/Pupil Ratio for 2006

Primary:	Male	-	1:32
	Female	-	1:24.2
	Total	-	1:28.0
Secondary:	Male	-	1:16.1
	Female	-	1:17.2
	Total	-	1:16.6

The above show that the teacher/pupil ratio in both primary and secondary schools is good as compared to universal standards. However there are vast differences in the teacher/pupil ratio between the rural and urban schools. In the rural schools, the teacher/pupil ratio is low due to low enrolment while in the urban schools the teacher/pupil ratio is somewhere around 1:40. This situation is true for both primary and secondary schools.

The teacher/pupil ratio is a measure of quality of education as the number of students in a class can determine how effective a teacher teaches and interacts with the students. With smaller class sizes, the teacher can interact more on a one-one basis with the students while in a large class size, it would be difficult to have one-one interaction.

[v] Improve infrastructure

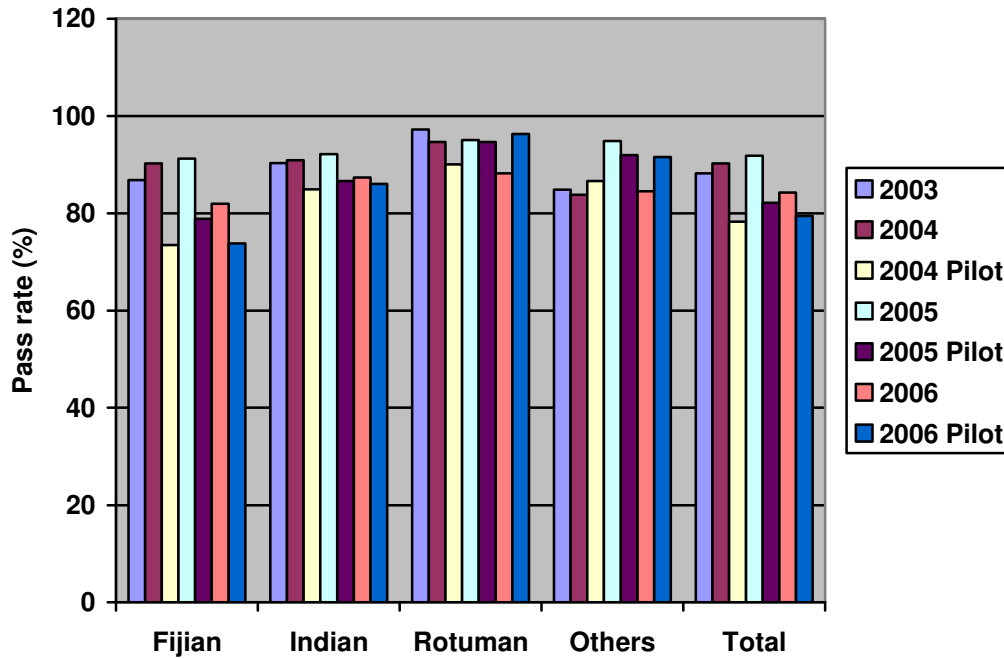
The Ministry of Education allocates around \$1.9 million towards improvement of physical infrastructure in schools. This is for all levels from pre-schools to secondary schools. Improved facilities will mean improved learning environment which is crucial for quality education. Improved infrastructure also includes living conditions for students in hostels and teachers in their living quarters. Assistance is available to rural schools that have to provide living quarters for teachers.

Donor assistance from the European Union is greatly assisting the Ministry of Education to provide better facilities to schools. The EU is providing \$36 million to the Ministry for infrastructural development which includes the provision of resources and teacher training.

Other donor agencies such as JICA also provide funding for infrastructure development as well as private donors from communities and NGOs. Schools have to do a lot of fundraising to carry out improvements to school physical structures.

[vi] Examination results

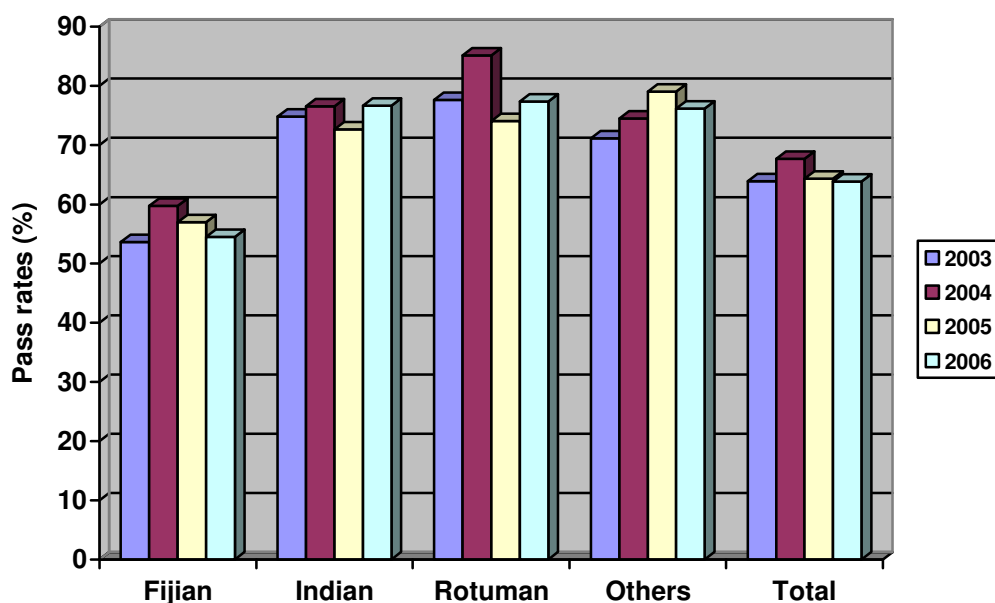
Figure 21: Fiji Junior Results by ethnicity: 2003 – 2006



Source: Ministry of Education, Fiji

The pass rates for the different ethnic groups in the Fiji Junior Certificate (FJC) examination are marginally different from each other. The Rotuman students seem to have a better pass rate than the other ethnic groups.

Figure 22: Percentage pass rate in Fiji School Leaving Certificate by ethnicity: 2003 – 2006



Source: Ministry of Education, Fiji

In the FSLC examination the result for Fijian students is lower compared to the other ethnic groups. This has been a continuing situation in secondary education in Fiji where the Fijian students have been seen to be performing at a lower rate in the Form 6 and 7 examinations.

Efforts by different governments to find solutions to the Fijian Education problem have had no significant effect. It seems that the problem lies more with attitudes than in the teaching and learning process or school factors. There has to be an overall revitalizing of attitudes and views of Fijian communities towards education. The Ministry is embarking on a massive community awareness outreach in Fijian communities and villages to create awareness amongst the Fijian people on the importance of education and solicit their support towards education and their schools.

D. Implementation gaps and disparities (using disaggregated indicators to show disparities)

Identifying gaps and locating the un-reached

This mid decade assessment still show that there a number of communities that are still to be reached with ECE. Only 47% of the children in the ECE age bracket

are attending ECE centres. The target by 2015 is for all 5 year-olds to be attending ECE in Fiji. The percentage of children who enter class 1 in primary schools that have gone through pre-school education also need to be increased. The target to 2015 is for 80% of students who enter class 1 will have gone through pre-school education.

Analysis of differential impact of policy implementation

The impact of policy implementation can be seen in basic education with the introduction of the Compulsory Education Regulation. Introduced in 1996 at the primary level classes 1 – 8 and extended to Forms 3 & 4 in early 2000, the impact of this policy direction can be seen in the increased level of funding to schools. The tuition fee assistance which has now reached Form 7 level has greatly assisted schools to meet their operation and recurrent costs. The intent of the policy was to improve access to basic education by providing facilities which will create places for all children in primary and secondary schools in Fiji.

The policy was also meant to expand the curriculum offered at the Forms 3 & 4 levels so that all students take at least one or two TVET subjects. The rationale behind such expansion was to provide students with relevant skills so that they can make better decisions in their career. Shifting part of the assessment requirement to the schools was also meant to make assessment more meaningful and to broaden the scope of the assessment.

The policies of affirmative action were an attempt to address the underperformance of Fijian students. The Social Justice Act of 2001 covers four areas within the education system which were:

- Improving performance of Fijian students
- Improving rural education and disadvantaged groups
- Development of TVET as an alternative pathway to learning
- Special education

Three of the Social Justice programmes targeted disadvantaged groups which have been assessed to be either performing academically at a lower rate than other groups or missed out on opportunities that other students enjoy or benefit through. The other programme (TVET) was intended to provide alternative learning pathways to students in case they do not make it through the normal academic pathway.

The Ministry of Education is also party to other international conventions which target the safeguarding of children and their rights to education. Basic human rights include the rights of children to education.

The work currently being undertaken in EFA also covers the MDGs that relate to education. The intention is for EFA to encompass the MDGs.

Disparities in social and gender equality

As mentioned and shown by analysis of indicators disaggregated by sex, there are no real disparities in male-female equality in the Fiji education system. Girls have equal opportunities to education as boys and are excelling at the same rate as boys. The analysis show that the differentials exist in the pattern of progress through the system at different levels. At the secondary level for example, girls are repeating at a higher rate than boys. This may be the reason as to why there are a larger number of girls in secondary schools than boys. An in-depth study need to be undertaken to assess the reason for such pattern which may show some disparities in the teaching and learning process.

Another important factor that cannot be measured through indicators is the attitude and attention provided by teachers towards boys and girls. This requires again further studies to provide information on interaction by teachers between boys and girls in the classrooms.

Social disparities exist in Fiji amongst the different communities. Of particular importance is the difference between the rural and urban communities. Such disparity is also manifested in the quality of school facilities and resources which impact on school performance.

Within the urban communities there are disparities due to the rise in squatter settlements and migration of families from the rural to the urban areas. The expiring land leases in the sugar belt areas is also causing internal migration with Fiji. This has a major impact on education services and trying to meet the needs of these migrants in places where they reside.

Social disparity is a major issue which the Ministry tries to address in terms of providing educational equity to all children irrespective of their social background.

Disparities in quality of education across social groups

There are disparities in the quality of education across social groups. The quality of education can be measured in terms of the following:

- Condition of facilities and resources
- Availability of teaching and learning resources
- Teacher/pupil ratio
- Teacher/class ratio
- Academic performance
- Leadership qualities
- Level of commitment of community members and parents
- School management

The quality of education across social groups in Fiji depends on each community's commitment to education and their view towards education. The

commitment of most Fijian communities to education differs from that of other communities such as the Indo-Fijian and Chinese.

E. Successes and remaining challenges in implementation of EFA goal (assessing impact of policy and practices)

Successes and challenges in achieving social and gender equality

Equal opportunities for both females and males are clearly indicated. Compulsory Education programmes allow all students to be able to have access to formal education regardless of gender, rural/urban location or any other sources of disparities. The extension of Compulsory Education to upper secondary can be seen as an achievement by the Ministry in its quest for relevance in education.

The low level of female students in primary and lower instance of male students in upper secondary is a gender equality challenge. This may be due to the instance of high dropout for male students or their option of taking other pathways which is usually vocational.

A huge challenge for the Ministry is trying to control the costs of education in schools as most schools are managed by communities and private organizations. School policies and regulations established by school managements can contradict Ministry policies and efforts to contain education costs. The education sector needs to provide extensive contribution to national efforts to reduce poverty and improve the condition of life for the poor and rural communities.

Successes and challenges in achieving quality education and success stories and good practices to be re-enforced

The quality of teachers is enhanced through increasing emphasis on professional development and in-service training and the phasing out of the Grant in Aid Teacher scheme has brought about greater equity amongst teachers. Increase in support through resources and equipment has been increasingly emphasized. The new curriculum framework and the review of its syllabuses touch on the initiative to improve the quality of programmes. Success stories have been heard in some schools where greater emphasis has been placed on good performance and rewarding good performance.

In order to achieve educational quality, successful schools in Fiji have been seen to be giving more time to actual teaching and learning and have valued such time. Good teaching practices must be passed on to colleagues.

An initiative to pass on good administrative practices has been introduced through attachments of school leaders who have not managed to produce good results to schools that have been performing well academically.

There is still a need to improve the quality of teachers in pre-school and primary in terms of their qualifications. This is due to lack of incentive that would allow teachers especially in rural areas to have access to in-service training.

Expanding distribution of quality equipment and resources from pilot to national level is a problem that may be due mainly to financial constraints. The poor performance of certain schools in the National examinations and assessments programmes could be a reason for diversion of resources from higher quality aspects to those that are still needed to be addressed on this.

F. Recommendations for adjustments

The following recommendations are being made in terms of:

[i] Target settings with specific references to priority groups:

- Gross enrolment rate for ECE to reach 80% by 2015 with greater emphasis placed on boys participation;
- Intake rate to Class 1 of students with ECE experience to be increased to 80% by 2015;
- Promotion rates for the lower primary level (Class 1) to be improved for both males and females;
- Repetition rates for females at the secondary level to be reduced especially at the Form 6 level to less than 3%;
- Further improve on survival rate at the secondary level and reduce dropout rate; and
- Increase the number of graduate teachers in primary schools by 20% in 2015 and increase the proportion of graduate secondary teachers to 80% by 2015.

[ii] Strategies for attaining the unattained and reaching the un-reached:

- Conduct research into the problems of providing better services to the isolated schools;
- Analysis of urban social problems to better assist poor children in the urban areas;
- Re-look at the Social Justice Programmes and effect implementation strategies;
- Coordinate donor assistance and community support for children living under difficult circumstances;
- Use of IT for distance learning to better reach the isolated schools; and
- Literacy Assessment Survey is lacking so there is a need for more literacy assessment

[iii] Schedule of milestone to be reached:

- Full implementation of the Compulsory Education Regulation to give greater accountability to parents for school attendance for their children;
- Make greater impact on changing attitudes of parents and communities especially with the indigenous people;
- Increase the enrolment rate for ECE in the Northern Division to 50%;
- Have equal representation of males and females in administrative positions;
- Increase the participation of females in school management positions and school head positions.

CONCLUSION

This Mid Decade Report for Fiji has been put together by a Taskforce made up of representatives of other government Ministries, NGOs and other stakeholder representatives. The analysis of the indicators has been done in line with those agreed upon by the coordinators in the initial stages of the work towards the MDA review. A major problem is in data desegregation as various categories of data were not available for the desegregation exercise.

It is hoped that as we move into the second half of the decade for EFA, more detailed data analysis can be made to fully comprehend how Fiji has achieved the targets of the Dakar EFA goals.

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