2015 – 2018 EDUCATION SECTOR STRATEGIC DEVELOPMENT PLAN

MINISTRY OF EDUCATION, HERITAGE AND ARTS

VISION

QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS

MISSION

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

VALUES

The Ministry values are derived from Fiji's 2013 Constitution and are relative to Administration, Citizenship and Character traits.
Accountability, Transparency, Fairness, Honesty, Integrity, Commitment, Impartiality, Loyalty, Teamwork Patriotism, Peace, Perseverance, Compassion, Cooperation, Respect, Tolerance, Civic pride, Environment ethics.

1.0 Content Page

2.0 FOREWORD FROM THE HONOURABLE MINISTER

Bula, Namaste and warm greetings to you all.

This Education Sector Strategic Development Plan is important to the Ministry of Education , Heritage and Arts because it provides a sense of direction and outlines measurable goals. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward.

The year 2015 - 2018 will be demanding and challenging for the Ministry as new reforms will be undertaken to elevate the level of quality in every aspect of the education system. The reforms will ensure that the education system in Fiji is robust and dynamic and reflect on the core business of education which is teaching and learning.

It is well established in economic growth literature that education and training is critical for growth and development as well as poverty alleviation. Policy makers in the past had accepted and acknowledged this fact but despite this, not much has been done to reduce the growing inequity between the rich and poor in their quest for obtaining higher education. In the economics literature of Human Capital theory, expenditure on education is treated as an investment and not as a consumer item as some tend to think when asking "how will we pay". An individual acquires this human capital in schooling and post-school investment and on the job training. Those countries who have increasingly emphasized this have also noted that highly trained and skilled manpower is the pivotal element for real and balanced development.

Education should allow people to think outside box, dream about the impossible and pursue such dreams and it should permit people to acquire the required wisdom to build a just society that is firmly built on solid religious foundations and philosophical reasoning. In this journey of building a just society, we have to take stock of our heritage, our diverse culture and build pathways to ensure we all embrace an inclusive society, one which appreciates the goodwill of the diversity amongst us.

We are indeed blessed with a diverse ethnic and natural heritage, culture and arts which gives us our true identity. We have a mine of raw talents which requires a small but significant professional guidance to get them to make a mark in the world scene. We intend to further align our civic education in primary and secondary schools so that those graduating have thorough understanding of our constitution, heritage, diverse culture and arts.

This Strategic Plan is an essential document to ensure productivity and order in the work of the Ministry of Education, Heritage and Arts. I am with the firm belief that we will unite and work towards the common vision of delivering Quality Education for Change, Peace and Progress.

May these four years be a fruitful, rewarding and productive one as we embark towards a better Fiji for all Fijians.

Thank You, Dhanyavaad and VinakaVakalevu.

Dr. Mahendra Reddy
Honourable Minister for Education, Heritage and Arts

3.0 STATEMENT FROM THE HONOURABLE ASSISTANT MINISTER

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela.

Education is the key to eliminating gender inequality, reducing poverty, creating a sustainable planet, preventing needless deaths and illness and fostering peace. In a knowledge economy, education is the new currency by which nations maintain economic competitiveness and global prosperity.

Education is an investment, and one of the most critical investments we can make. This is true not only for Fiji, but for countries around the world.

The Vision of the Ministry of Education Fiji is Quality Education for Change Peace and Progress. In realizing this vision the Fijian government is committed to the development of the nation by investing a substantive percentage of its budget towards the education sector. This is testimony to the fact that government is committed to making education accessible, affordable and equitable to all students in Fiji.

The Ministry in an unprecedented initiative has provided fee-free ECE, Primary and Secondary school Education for all Fijian children amongst other major developments like the free textbooks scheme, the provision of free transport assistance and the free milk initiative for Year 1.

Furthermore, all Fijian students will be able to realize their education dreams, as the state has made available education scholarships and fee provisions for tertiary study through the 600 Toppers Scheme and the Tertiary Education Loan Scheme (TELS).

All these are to ensure that our education system is highly dynamic, vibrant, responsive and relevant to meeting the increasing aspirations of our people. I believe that in the not too distant future, Fiji will have a very high literacy level and a competent andhighly qualified workforce equipped to overcome the challenges of the 21st Century.

I am adamant that the Education Sector Strategic Development Plan (ESSDP) 2015-2018 will boost the quality of Education in Fiji and prepare our students to be successful and contribute positively to economic growth and nation building.

Honourable Vijay Nath
Assistant Minister for Education, Heritage and Arts.

4.0 STATEMENT FROM THE PERMANENT SECRETARY

The Ministry of Education has been going through major developments and reforms to better its systems and most importantly to provide the best service it can render to students, parents, stakeholders and the public at large. There is obviously great commitment in the "Education Sector Strategic Plan for 2015 – 2018".

Whilst the Ministry will continue with the initiatives of the last three years like the fee free grant; free text books; transport assistance scheme, there will be other major reforms which will certainly lift the education standard of the country to another level.

In the next four years, the Ministry of Education is committed to aligning itself to the 2013 Constitution of the Republic of Fiji and other umbrella legislations; the priorities of government and the regional and international agreements that Fiji has ratified.

The establishment of Technical Colleges around the country will provide an alternative Career pathway for students. This will contribute immensely to a 'fail-free' education system.

The Ministry is also committed to the holistic education of students and towards addressing the physical, mental and spiritual development of students. Early Childhood Education and Special Education do have significant reforms that will further promote the advancement of lifelong skills and good citizenship.

The nine major outcomes of the Strategic Plan highlight the priority areas of the Ministry and to help fulfill this, the Ministry will partner stalwartly with civil societies; communities; donors and stakeholders to enhance educational goals.

With the concerted effort of the dedicated Officers at the Ministry, I have no doubt that the "Education Sector Strategic Development Plan 2015 – 2018" will be achieved beyond expectations.

Kelera Taloga (Mrs)
Acting Permanent Secretary for Education, Heritage and Arts

5.0 ABBREVIATIONS AND ACRONYMS

APQN - Asia Pacific Quality Network

AQA - Australia Qualifications Authority

AQEP - Access to Quality Education Programme

CAP – Community Awareness Programmes

ECE – Early Childhood Education

ESD – Education for Sustainable Development

ESSDP – Education Sector Strategic Development Plan

FBEA – Fiji Business Excellence Awards

FEMIS – Fiji Islands Management Information System

FHEC – Fiji Higher Education Commission

FQF – Fiji Qualifications Framework

FTRA – Fiji Teachers Registration Authority

GER – Gross Enrolment Rate

HKQA - Hong Kong Qualifications Authority

LANA – Literacy and Numeracy Assessment

M&E – Monitoring and Evaluation

MB – Malcolm Baldrige

MOEHA – Ministry of Education, Heritage and Arts

MQA - Malaysian Qualifications Authority

NAAC - National Assessment Accreditation Council

NER – Net Enrolment Rate

NZQA - New Zealand Qualifications Authority

PD – Professional Development

PLC – Professional Learning Communities

QMS - Quality Management Systems

SAQA - South Africa Qualifications Authority

SEA – Service Excellence Awards

TEST – Technology and Employment Skills Training

TNA – Training Needs Assessment

TOTS – Training of Trainers

TQF - Trans National Qualification Framework

UNESCO – United Nations Educational Scientific and Cultural Organization

WHS – World Heritage Site

6.0 Preface

The Fiji Education Sector's Strategic direction is designed to yield a high quality Education system for the next generation of students with the avenues to challenge and nurture them to reach exponential standards and at the same time realize and push beyond their full potential.

Students will be armed with the proficiencies and attributes to keep abreast with the knowledge based economy and most importantly stamp their mark in the competitive world of work.

The Ministry's strategic initiatives will be the vehicle to realize this dream and further equip students to become competitive global citizens and spiral towards Quality Education for Change, Peace and Progress.

7.0 PHILOSOPHICAL STATEMENTS OF THE FIJI EDUCATION SECTOR OVERVIEW

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8.0 GUIDING PRINCIPLES OF THE MINISTRY

The Guiding Principles define the Ministry's focus towards enhanced outcomes in the Education Sector.

Access	We provide the ability, support and motivation for all school aged children to enter the education system.
Accountability	We hold our processes, systems, finances and personnel accountable, transparent and liable to any education query or answer.
Customer Service	We treat and engage our Customers with paramount importance and priority.
Equitable	We ensure that every student is provided with the unconditional benefit of high-quality learning opportunities regardless of gender, ability, disability or ethnicity.
Inclusiveness	We provide all students with a conducive learning environment regardless of location, culture or learning need.
Innovativeness	We are committed to ensure new learning opportunities are provided through research and innovation to warrant continuous improvement for learning and teaching.
Professionalism	We ensure the setting of high standards, work ethics and behavior at all times.
Quality	We are committed to ensuring quality standards are evident in all spheres of the education sector to ensure enhanced returns.
Relevance	We ensure things are applicable, relevant and appropriately contextualized.
Responsiveness	We answer and are prepared to react readily to current and emerging circumstances.
Stakeholder Partnership	We respect and positively engage with society partners to boost education delivery.
Student-centred	We keep the student at the centre of everything that we do.

Fig 1: The 12 Guiding Principles of the Ministry

9.0 ATTRIBUTES FOR STUDENTS

The academic and technical curriculum of the Ministry of Education, Heritage and Arts, Fiji, will foster attributes for students as they complete the years of academic schooling. These attributes stem from the seven (7) Major Learning Outcomes of the Fiji National Curriculum Framework listed below and which increases in level of complexity at the different grade levels:

- Be active learners
- Communicate effectively
- Conduct investigation
- Make responsible decisions
- Select and use information
- Apply learning
- Understand change, balance and relationship

The key attributes for a student completing formal academic schooling in Fiji are listed below.

- Literacy and numeracy excellence
- Critical thinkers
- Being Innovative
- Openness to new ideas
- Moral and ethically driven
- Effective interpersonal skills
- Understand and appreciate social, cultural, and linguistic diversity
- Respect human rights and dignity
- Team Player
- Entrepreneurial driven
- Problem solvers
- Patriotic with high respect for civic affairs
- IT proficient
- Make wise social choices
- Understand and participate constructively in their career and vocational pathways
- Productive with high self-esteem.

9.1 MOEHA Staff Attributes

The Ministry's commitment to its Vision and Mission demands the following attributes from its workforce.

- Loyalty, Commitment and dedication
- Honesty and integrity
- High standards and professionalism
- Student centred focus in learning and teaching
- Creativity and innovation
- Teamwork and collegial cooperation
- Client-centred focus on service delivery
- Thorough knowledge of respective subject area for learning and teaching
- Respect for diversity and heritage
- High drive towards excellence
- Health and work-life balance.
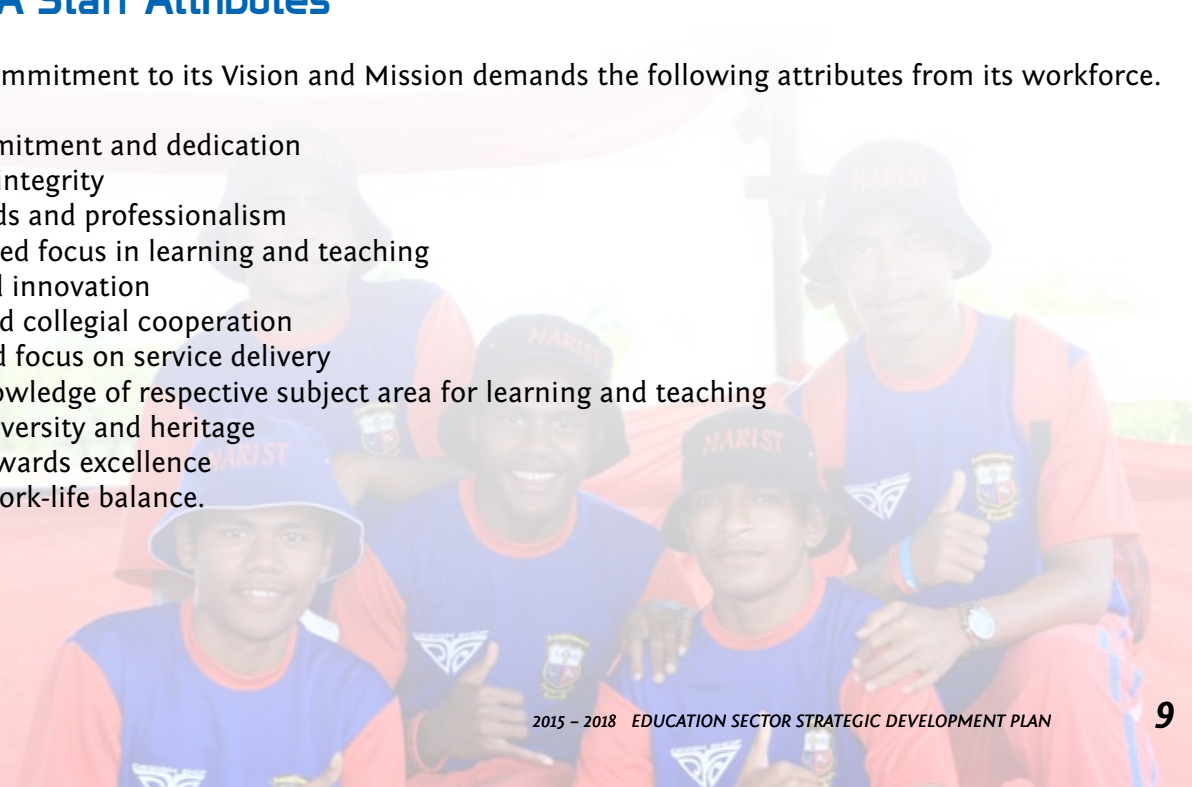
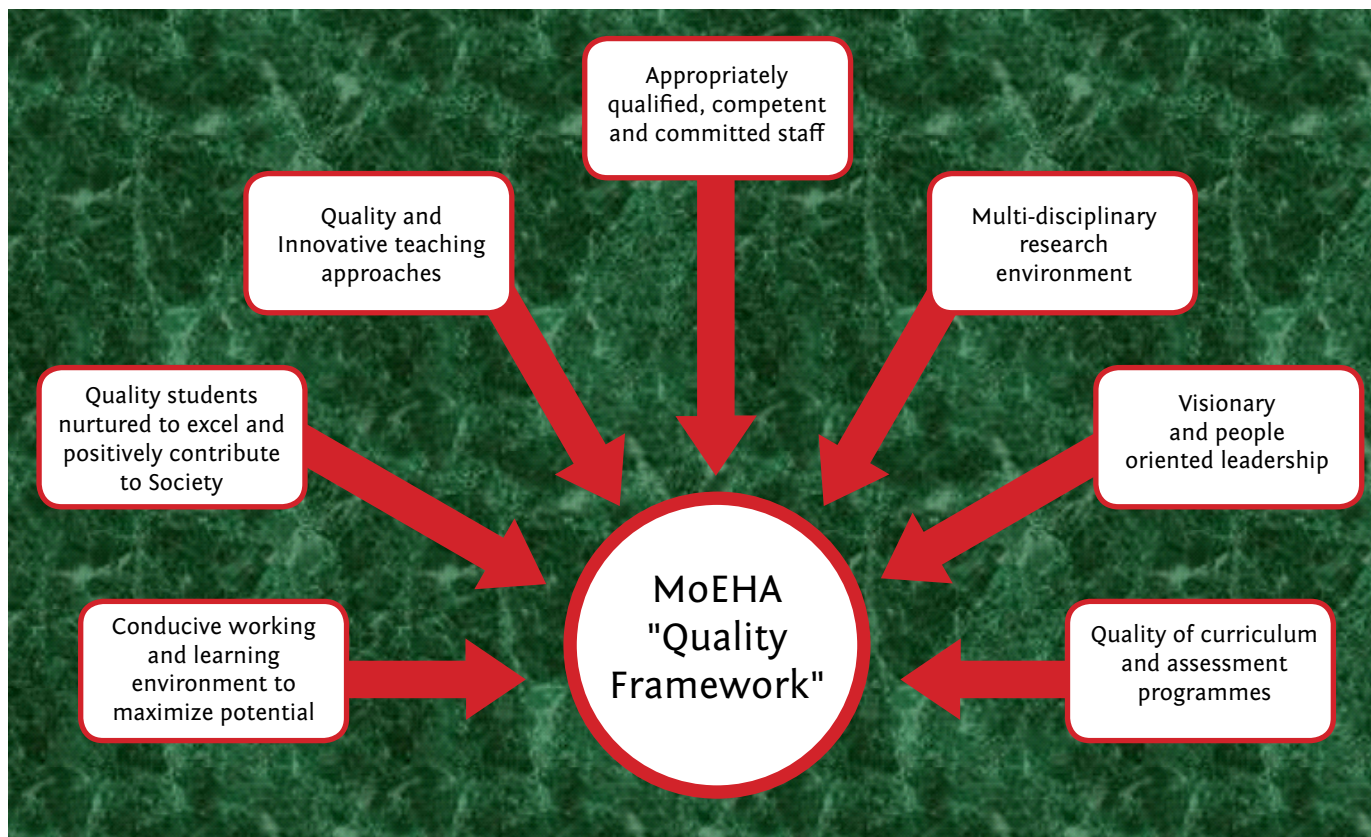# 10.0 SUCCESS ENABLERS AND RUBRICS OF SUCCESS FOR THE PLAN

Fig 2: The 7 pronged Ministry of Education, Heritage and Arts Quality Framework of enablers.

In implementing the operational strategies, the Ministry resources will be targeted to ensure the 7 pronged Ministry Quality Framework of enablers is realized. This will be through the structured and synchronized organization of resources, competencies and capacities in a coherent, rational and transparent manner towards the realization of educational attributes and outcomes. The framework identifies the success enablers as environment, students, teaching approaches, qualified and competent workforce, research, leadership and curriculum.

The 2015 – 2018 ESSDP is designed to further enhance the Ministry's reputation for Education Excellence. The diverse ranges of initiatives though seemingly ambitious are quite achievable and realistic. It is envisaged that these initiatives would enhance education quality and provide the platform for a new culture which is outstanding and internationally recognized.

The rubric for the success of the plan is aimed at further enhancing the reputation for excellence through the range of initiatives outlined previously.

The strategic initiatives will establish a new organization culture and a truly international and outstanding Education System.

To ascertain the success of the plan, a concerted effort is required from the various levels as depicted on the human resource pyramid, a concept borrowed from the 'STI Human Resource Pyramid' Rahman (2013:16)[1] .

The pyramid shows the different levels required to work in co-existence towards the success of the plans from the Champions to the Practitioners or Implementers.

The champions classed here would be the gate keepers in the Education Sector who would regularly move the agendas on the planned activities as specified.

The Popularisers are those responsible for disseminating and creating awareness on the planned programmes and other relevant information to the general public. This role will be conducted by a cross section of individuals at the Education Offices and at the central Office.

Fig 3: Pyramid of Human Resources channeled for the success of the Plan

The Planners and Managers are the Ministry Officials who will manage and monitor the plans. This will be conducted at various levels internally and externally and will be relative to the degree of achievement. The planning Office will continue to monitor the progress based on identified M&E rubrics and prompt the necessary reviews.

The Educators will focus on the training of Practitioners and Implementers to ensure the delivery is standardized and effective. This will be conducted through workshops and other capacity building activities.

Practitioners and Implementers are the Ministry Officials who will be implementing the plans at shop floor level. It is important that they fully understand the role and advocate positively towards the fulfillment of all identified strategic objectives.
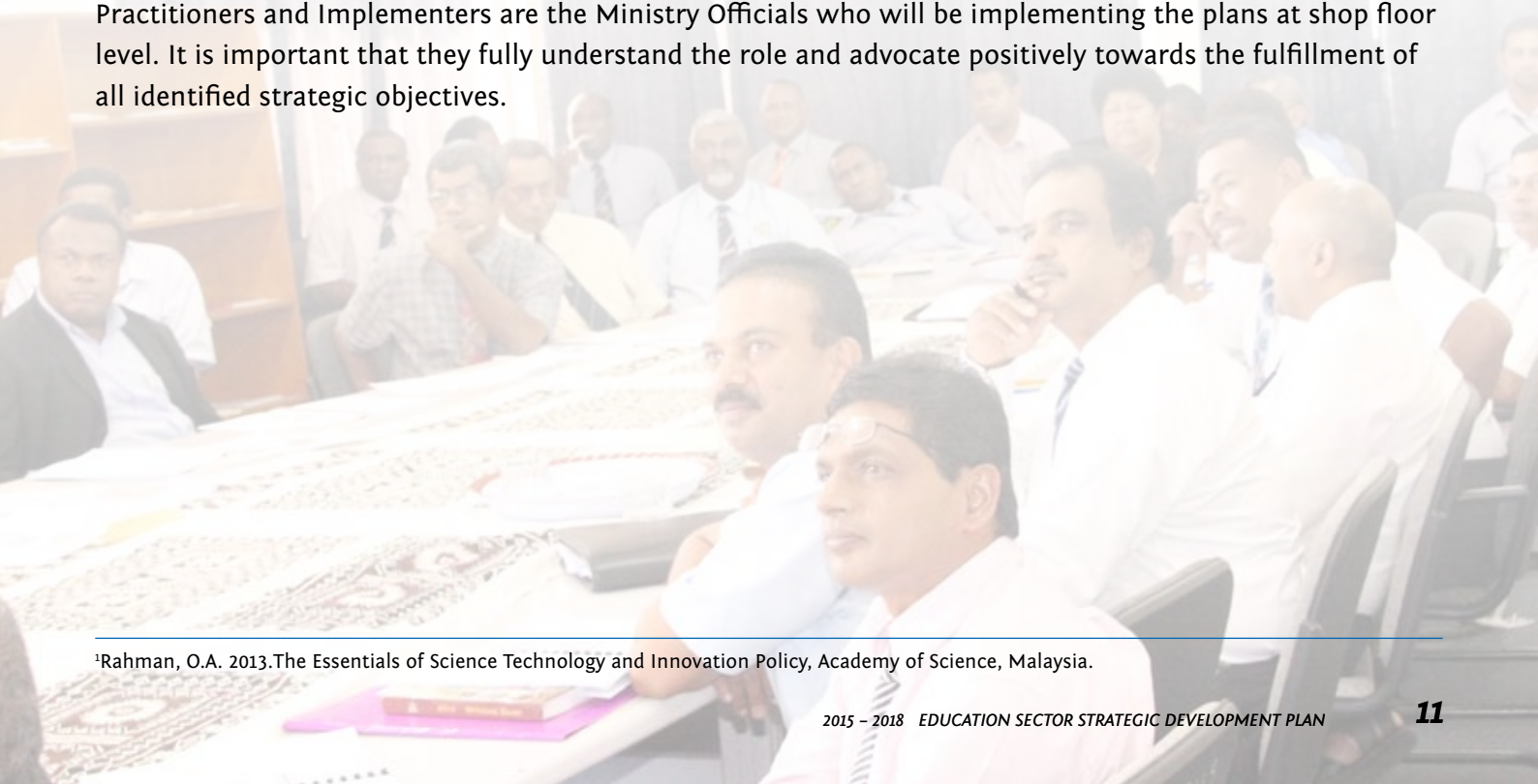
[1]Rahman, O.A. 2013.The Essentials of Science Technology and Innovation Policy, Academy of Science, Malaysia.

11.0 THE EDUCATION SECTOR STRATEGIC OUTCOMES 2015 – 2018 KEY STRATEGIC INITIATIVES AND PRIORITY AREAS

In the pursuance of Quality, the Ministry has identified nine overall outcomes for the next Strategic Direction and they are focused on:

1. Access and Retention
2. Curriculum
3. Student welfare
4. Workforce
5. Technology and Employment

6. Stakeholder Partnership
7. Processes and Systems
8. Heritage and Arts
9. Higher Education

Each Outcome has Specific Objectives, Sub-Outputs, Strategies, Priority areas and Key Performance Indicators.

OUTCOME	OUTCOME OBJECTIVE
1: All children will have equitable access to a progressive, inclusive and quality education that contributes to socio-economic advancement and open pathways to regional and international opportunities.	Education is a basic human right that is critical to enhancing the social and economic status of students. The Government in supporting this underlying principle has continued to make the commitment in providing a better and an improved learning environment through the provision of equitable resources to support inclusive education and initiatives targeting access, retention and completion for all students irrespective of gender, ethnicity, culture, beliefs, socio-economic status and geographic isolation. The enhancement of this outcome is heavily dependent on proper planning, implementation and monitoring of programmes to support, promote and sustain a quality education system that is internationally recognized.
2: All children will acquire knowledge and wisdom, develop lifelong skills, cultural, moral and religious values that contribute to good citizenship through a relevant, responsive, innovative, inclusive and quality curriculum.	The Fiji National Curriculum Framework is meant to address students' differences in importing knowledge & wisdom, promoting life- long skills and moral & religious values for all students from all walks of life and ethnic backgrounds. The drive to ensure school curricula develops the knowledge and skills necessary for work and life in the 21st century led to new levels of effort to identify, develop and assess a broader range of skills and attributes within the school curriculum. Embedded within the FNCF are broad categories of skills: ways of thinking (including creativity, critical thinking, problem-solving, decision-making and learning); ways of working (including communication and collaboration); tools for working (including information and communications technology and information literacy); and skills for living in the world (including citizenship, life and career, and personal and social responsibility). This is further strengthened, supported and supplemented by the development of an internal continuous assessment and reporting manner that is closely linked to the curriculum outcomes. There is a need for a clear direction in curriculum and assessment to prepare students not only to meet national & global demands in education but also to earn a decent and productive life style as an ordinary citizen of this nation.

OUTCOME	OUTCOME OBJECTIVE
3: The welfare of all students are promoted and protected through school improvement programmes that build character, and bring about social cohesion in a conducive learning environment that is student friendly.	Schools being centres of learning must provide conducive and inclusive learning and teaching environments which promote holistic learning for all students. The implementation of student friendly initiatives that enhance character, physical development, personal and national identity, social cohesion, and pastoral care needs to be recognized. All formal, informal and non-formal learning programmes should be monitored and evaluated for continuous improvement to meet the educational needs of all students. The provision of appropriate educational services to the communities for the enhancement of student welfare has to be an integral part of school policies and strategies.
4: A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and passionately committed to consistently deliver effective and efficient education services with integrity, transparency and accountability.	The Ministry recognizes the importance of its workforce and perceives them as the enablers for the achievement of Quality Education in Fiji. The transformation to quality will depend on how the workforce operationalizes the Ministry plans to realize its vision and mission. In ensuring its actualization, the Ministry will embark to ensure it has appropriately qualified, equal, competent, productive and gender balanced workforce. This will be supplemented by further professional development, on the job training and in-service for personnel to upgrade qualifications, competencies and skills. PHD level qualifications will also be prioritized as the Ministry strives to capture quality. The Fiji Teachers Registration Authority (FTRA) will continuously manage and monitor the qualifications of its workforce to ensure standards are met at all times.
5: Students acquire technological entrepreneurial, adaptability and employability, skills through creativity, innovation, quality, learning and competent vocational training that enhance sustainable development.	The TEST programmes at the Ministry will continuously be strengthened with relevant and high-quality programmes that contribute towards inculcating and developing skills, knowledge and competencies. The introduction of Technical Colleges' platforms career pathways with industry competencies to create a competent, motivated and innovative workforce and to contribute towards poverty alleviation, labor market and positive economic growth.
6: Improved public and private partnerships to ensure education programmes are responsive, empowering, innovative and sustainable.	A history of partnership exists between the community and the MoEHA, with the majority of schools being community owned. This will be strengthened by developing a shared understanding of roles and responsibilities for all – students, parents, community, community leaders, School Committees, Teachers, Head Teachers/ Principals and Empowering everyone to play their part in ensuring a responsive and sustainable education system. The vision for education will be shared with all donors to engage their support and mechanisms for coordination. This will ensure the effective distribution of resources for sustainable education services. Public and Private stakeholders (Government Departments, Private Business, Civil Society, Faith Based Organisations etc.) will be engaged to contribute to the education system for cost effective service delivery and to provide direction to ensure that education meets the needs of the 21st century.

OUTCOME	OUTCOME OBJECTIVE
7: Enhance delivery of education services at all levels through strengthening internal processes and systems and implementation of public sector reforms.	The Ministry stands steadfast in its duty to uphold good governance in the administration and management of all its services. The implementation of public sector reforms and accountability of public funds and other resources must be well – guarded. The Ministrys' Information Management System will be enhanced to ensure credible data are available for planning and decision making. Processes and Systems will continuously be considered for re-engineering to allow for efficiency in delivery. Monitoring and evaluation will also be strengthened.
8: Safeguard Fiji's rich cultural and natural heritage environment in its tangible, intangible, movable and immoveable forms.	Culture and heritage is an important contributing factor to sustainable socio- economic development and mutual understanding between individual and different communities in Fiji. The Department and the National Archives of Fiji will continue to provide provisions for an enabling environment to enhance government's effort towards the safeguarding of Fiji's rich cultural and natural heritage environment. The Department and the Ministry will continue to integrate Culture and Heritage into the Education System to enable students to learn and appreciate their cultures and identities. In partnership with agencies and industry stakeholders it will continue to undertake programmes and activities that promote creativity in all its forms and provide avenues for employment and income generating opportunities both in the formal and the informal sector. The strengthening of cultural institutions such as Fiji National Archives, Fiji Arts Council, Fiji Museums, National Trust of Fiji and Multi-ethnic Cultural Centre legislations, policy, infrastructure and human resources will be important for maximized outcomes.
9: A nationally and internationally recognized framework of qualifications that meets the current and future needs of employers, students and providers.	The FHEC will continuously maintain a relevant FQF that supports Fiji's strategic interests for a highly skilled workforce and a knowledgeable society. This will address the skill shortfalls by ensuring that skills, knowledge and attitudes match both current and the future needs of the economy. FHEC will incessantly advocate for the critical importance of quality assured provisions of education and training to ensure increased productivity and socio-economic development of the nation. This will be pursued through a learning environment which is regulated and rooted in quality education and training and continued improvement through the Fiji Qualifications Framework (FQF).
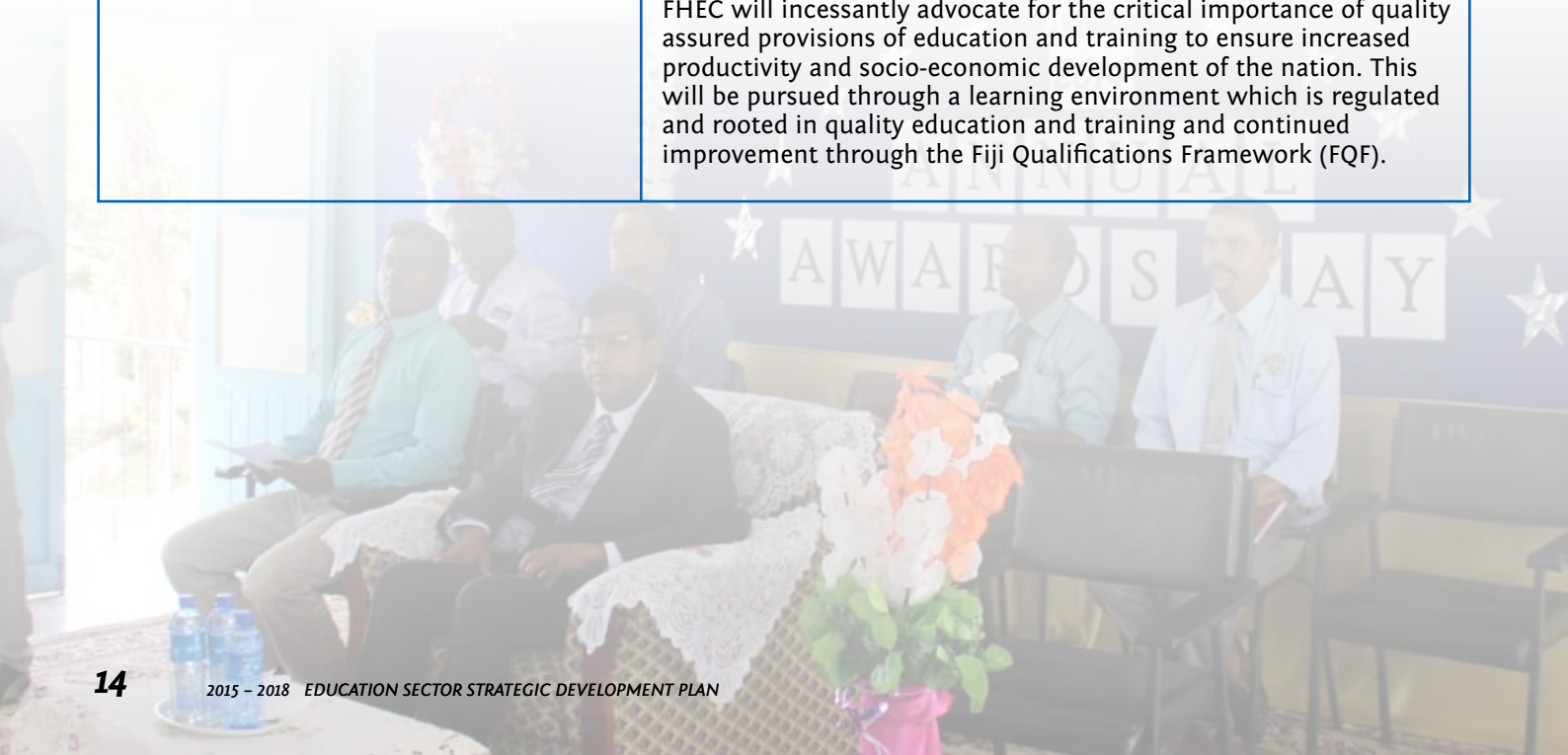
12.0 THE FIJI EDUCATION SECTOR

Education and training which continues to dominate Governments priority and investment in the Education Sector has been unwavering with the largest share of Fiji's annual budget devoted to this enabler. Primarily, the objective is to realise the economic growth literature principle which specifies that education and training is a critical vehicle for growth and development as well as poverty alleviation.

Maintaining and improving Quality in Education is paramount in the Education Sector landscape and the Ministry will continuously devote its resources towards its fulfillment.
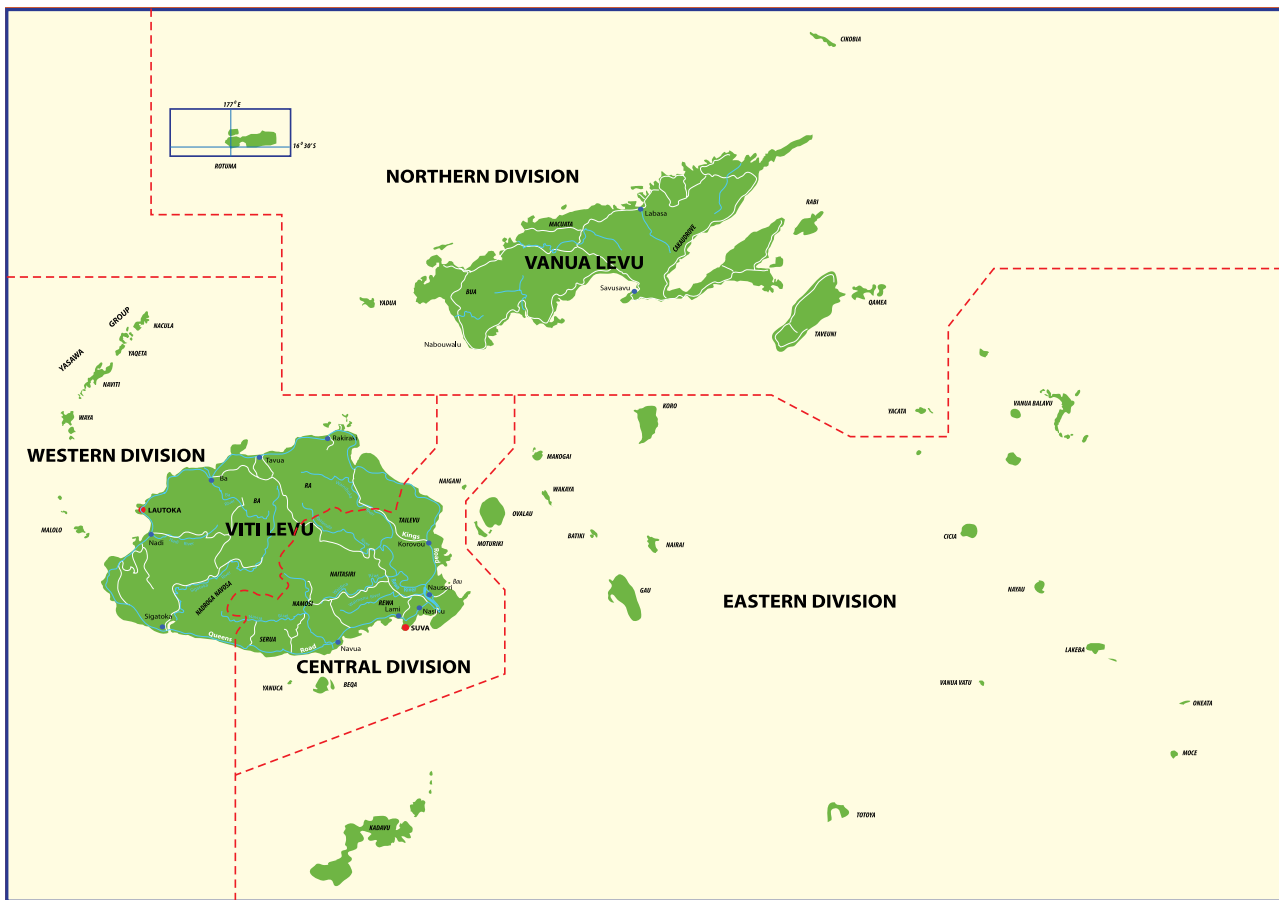
Fig 4: Classification of Education structure by Division and District.

12.1 SCHOOL INFORMATION
Classification of school types, teachers and enrolment by districts.

In its mandate to ensure enhanced education access, retention and completion, the Ministry has introduced reforms and initiatives to steer the education landscape towards the fulfillment of its **Vision** and **Mission.** This is through designed programmes that respond positively to new local and global education standards that address the needs of its beneficiaries.

Districts	Number of Schools																
	Kindergarten		Primary			Special Education			Secondary			Technical Vocational (Attached & Stand-alone)		
	No. of Kindergarten	Attached to Primary	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Ba/Tavua	72	63	62	62	62	2	2	2	14	14	14	9	9	9
Cakaudrove	56	40	62	66	66	1	1	1	13	13	13	3	3	3
Eastern	62	62	115	115	115	1	1	1	13	13	13	8	8	8
Lautoka/ Yasawa	98	72	84	86	86	3	3	3	24	23	23	11	11	11
Macuata/ Bua	78	50	97	97	97	1	1	1	25	25	25	11	11	11
Nadroga/ Navosa	46	23	59	60	61	1	1	1	13	13	14	6	6	6
Nausori	130	74	117	118	118	1	1	1	29	29	29	10	10	10
Ra	51	40	40	40	40	1	1	1	6	7	7	3	3	3
Suva	122	18	82	86	86	6	6	6	38	39	39	14	14	14
Total	715	442	721	729	731	17	17	17	175	176	177	75	75	75

Fig 5: School Types and Enrolment by Education Districts: 2009 – 2011.

Remoteness
The location of schools in the maritime areas and in the remote areas of the large islands give rise to accessibility issues. Whilst telecommunications are available to most parts of Fiji, actual travel is still a challenge for some of the remote rural and maritime schools. This often encumbers the drive towards quality Education delivery in these areas.

School Management
The Ministry partners stalwartly with the Management of schools who own and manage ninety eight percent (98%) of the formal educational school institutions. The commitment includes salary provision for teachers, infrastructure grants and fee subsidies for each Fijian student provisioned towards:
- School Operations and Administration
- Building and Compound Maintenance
- Stationery Levy
- IT, Computers and Vocational Materials
- Library books, textbooks
- P.E , Music, Arts and Science Equipment.

Private Schools
There are a total of 22 private schools in Fiji comprising of 15 Primary and 7 Secondary schools. These centres offer international curriculums and do not receive any form of government assistance.

Private schools are totally independent and non-governmental and are administered by private organizations with their own teachers and curriculum.

Disadvantage Index
The recognition of the different levels of disadvantage in our schools across the country has led to the development of a disadvantage index policy. The index policy incorporates issues of social, economic, location and remoteness and is often referenced by Policy makers to decide the level and scope of assistance to schools.

This initiative is also aligned towards international ratifications in recognizing the disadvantage and ensuring equity.

Student Population

The population of school aged children has been quite consistent over the years depicts a gradual increase at primary, special education, secondary and TVET.

Primary			Special Education			Secondary			TVET Education		
2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
134538	137347	137467	889	726	882	65509	65810	67263	1190	1390	3459

Fig 6: Primary, Special Education, Secondary and TEST Enrolment Figures

Enrolment

The Ministry of Education's MDG commitment has been virtuous with an excellent percentage level of achievement. This is measured quantitatively by the levels of school enrolment, improved access, and the large number of academically qualified people.

In anticipation of the post-2015 Education requirements the Ministry has developed a long-term commitment towards the completion of twelve years of education. The challenge however is in the retention of these students and the progress towards higher education.

Year	Net Intake Ratio		Total
	Gender		
	Male	Female	
2012	95.00%	98.44%	96.72%
2013	95.1%	97.2%	96.2%
2014	98.5%	95.8%	97.2%

Fig 7: Net Intake Rate into Class 1 by gender from 2009 to 2012

The table above shows a steady increase in the enrolment of the 6 years old into Year 1 from 2012 to 2014. There is not much difference between the intake rate for the two sexes and this is indicative of the Ministry's effort in strengthening equitable access to education for all school children in Fiji.

Enrolment	Primary			Secondary		
	2012	2013	2014	2012	2013	2014
Gross Enrolment	105.2%	107.3%	106.8%	92.2%	94.33%	96.2%
Net Enrolment	99.3%	99.7%	99.7%	82.67%	82.30%	82.8%

Fig 8: Gross and Net Enrolment rates in Primary and Secondary Education

The gross enrolment rate for primary schools students from Year 1 – 8 is above 100%. This shows a high degree of participation at the primary schools around the country. The figure may also indicate that there are students below the age of 6 and above 13 who are still in year 1 to 8.

The Secondary GER data has also increased and is indicative of the increase in the number of students being retained or are attending secondary schools between years 9 to 12 over the three year period.The Net enrolment rate for primary education is now almost 100% and indicates a shift towards a universal Primary Education in Fiji.

The increased NER is a result of the Government's commitment towards education as well as its efforts towards the realization of its international commitments such as the EFA and MDG.

For Secondary level, the NER levels off, and this may be the result of student's preference in attending Vocational Schools and Tertiary Institutions apart from those that have migrated or passed on.

Years	2012	2013	2014
Percentage	97.3%	99.5%	98.6%

Fig 9: Transition Rate

The table above indicates that almost all the students in the last year of Primary education moved on to the first year in Secondary level. The difference however could be attributed to migration, death or having completely dropped out.

Cohort year	Retention rate	Number of students not accounted for in the same cohort	Average number of students not accounted for between the specified years
Cohort of Year 1 - 6 [2008-2013]	93.1%	1217	202
Cohort of Year 6 - 8 [2011-2013]	98.95%	333	111
Cohort of Year 9 -12[2009-2013]	83.7%	2510	627

Fig 10: Retention Rate of the same cohort for Year 1 to Year 12 level

The retention rate in the cohort of year 1 in 2008 reaching Year 6 in 2011 is 93.1%. This is equivalent to 16,345. The other 6.9% of students of the same cohort that are not accounted for are those that have migrated, passed on or simply dropped out of the system for various reasons. This is equivalent to an average of about 202 students per year that fall into this category.

In the cohort of Year 6 in 2011, a 98.95% survival rate was recorded at class 8 level in 2013 i.e. 15,940 class 6 students that enrolled in 2011 remained in the system by 2013. 1.057% of students of the same cohort did not complete the last year of primary education. This is equivalent to an average of about 111 students per year.

In a cohort of form 3 in 2009, at the secondary schools level, an 83.7% survival rate was recorded at form 6 level in 2011. 16.3% of the same cohort did not reach Year 12 in 2013.

It must be noted that this 16.3% will include those students that have moved on to Tertiary Institutions, those students that have migrated and passed on, those that have found employment and also includes those that have dropped out of the system. This is an average of about 627 per year.

Examinations

The Ministry is keen on ensuring a results driven education system and has re-introduced the Year 6 and Year 10 External Examinations. This is in addition to the external setting of exam papers for Years 6 to Year 13 to ensure uniformity in all Fijian students with reference to coverage of syllabus and standards.

Internal assessments which are formative and diagnostic in nature like the Ministry's Literacy and Numeracy test will continue to be conducted in primary schools at identified levels.

Human Resource

An effective and efficient workforce is important for the Ministry to attain its strategic objectives. Apart from possessing the relevant competencies for the role, it is important that the Officers possess the required formal qualifications.

The recent endorsement by Government for additional teacher establishments at the Ministry will address the student-teacher ratio and continue to enhance the teaching and learning process by allowing for more focused efforts to support students academically.

An appropriately qualified teaching force is essential for the pathway towards quality and in accordance, the Ministry will continue to lift the pre-service and in-service standards to continuously affirm the quality aspect of education at all times.

Number of Teachers								
Special Education			Primary			Secondary		
2012	2013	2014	2012	2013	2014	2012	2013	2014
111	120	120	5062	5378	5320	4591	4650	4650

Figure 11: Number of Teachers for Special Education, Primary and Secondary Schools.

Support Services
The Ministry's support services in the non-teaching cadre are a vital component of education success. In the areas of finance, clerical and managerial services the Ministry's core business of providing education to the children of the nation are heavily reliant on its harmonized coordination.

Qualifications	Primary			Secondary			Special Education		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Master's	37	66	74	59	86	84	1	0	0
Degree	518	779	658	2449	2648	2570	17	16	16
Diploma	1462	1868	1996	1974	1797	1836	13	43	48
Certificate	3045	2665	2596	109	119	160	64	61	56
Overall Total	5062	5378	5324	4591	4650	4650	111	120	120

Fig 12: Number of existing teachers by qualification.

Professional Development
Professional Development continues to be a priority at the Ministry. Teachers are required to undergo PD equivalent to a minimum of 20 hours per annum. The prime focus of this is to equip them with the latest emerging developments in learning and teaching related areas and to motivate them to continue pushing the frontiers of education.

Community Participation
Partnership in education is paramount towards the enhancement of the Ministry's strategic outcomes. Since majority of the schools are owned and operated by the various communities and faith-based Organizations, the synchronization of this relationship is highly valuable for the Ministry.

Community Awareness Programme (CAPS)
CAPS will continue to be a key component towards the strengthening of the pillars of education. The regular outreach to communities covering a wide range of topics is designed to improve participation in education through a better understanding of the community and parental roles.

Role of Donors
The Government of Fiji is resolute in its commitment to education with the largest budget devoted annually. As a developing country however, funding shortfalls stand to derail the progress of activities and especially new initiatives identified to holistically uplift learning and teaching.

Donors have harmonized these gaps over the years and the improvement of the status of Education in Fiji can be attributed also to the commitment of these well-wishers.
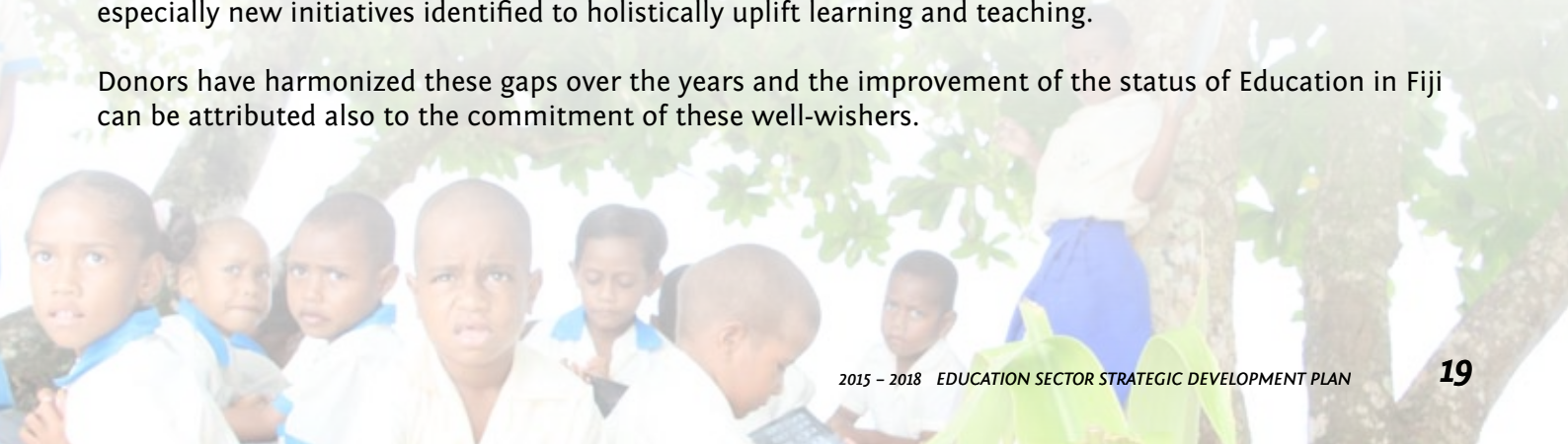
12.2 Tertiary Education

Tertiary Education in Fiji refers to all forms of post-secondary education and training and is accessible at higher education and training institutions.. These include Colleges, Vocational schools, Universities, Institutes or Academies and Seminaries. Such institutions are required by law to be recognized by and be registered with the Fiji Higher Education Commission if they are conferring awards which range from certificates to degrees..

The Fiji Higher Education Commission (FHEC) is mandated to regulate, develop and promote the Higher Education sector in accordance with its eleven mandated functions. This includes regulating the operation of higher education institutions and the programmes that they offer to ensure the delivery of high quality programmes and their resulting qualifications. This, in turn, will enhance the contribution of higher education to socio-economic growth and nation building.

The FHEC also administers the Fiji Qualifications Framework which is an instrument for ensuring consistency in the award of qualifications and the international recognition of such qualifications.

Presently, there are 68 recognized institutions of which 23 are registered, 5 are provisionally registered and 29 whose applications are currently being processed by the FHEC.The FHEC is ensuring that registered institutions engage in quality assurance processes to ensure their continuous improvement.
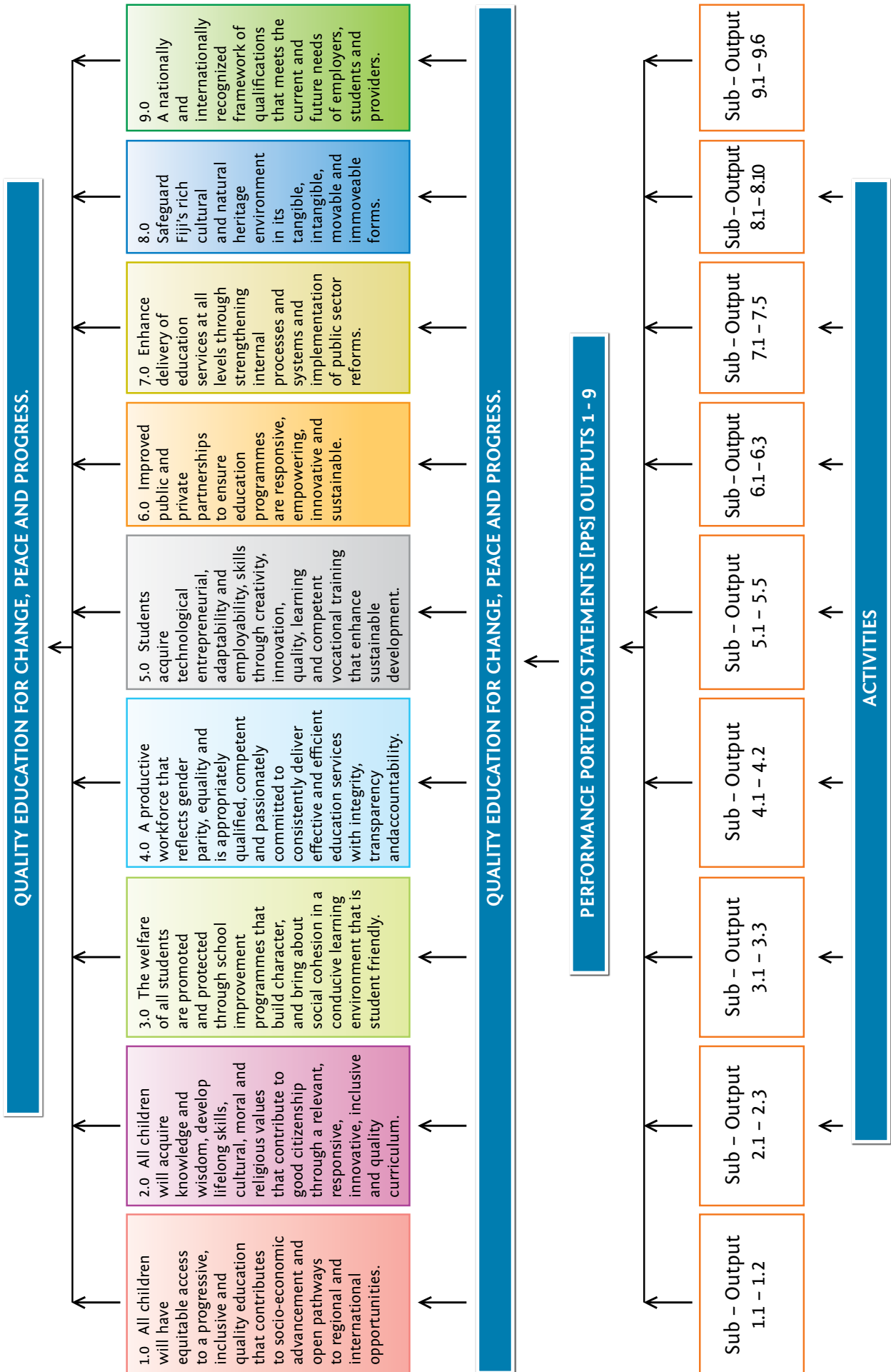
13.0 EDUCATION SECTOR STRATEGIC PLAN FRAMEWORK

QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS.

1.0 All children will have equitable access to a progressive, inclusive and quality education that contributes to socio-economic advancement and open pathways to regional and international opportunities.

2.0 All children will acquire knowledge and wisdom, develop lifelong skills, cultural, moral and religious values that contribute to good citizenship through a relevant, responsive, innovative, inclusive and quality curriculum.

3.0 The welfare of all students are promoted and protected through school improvement programmes that build character, and bring about social cohesion in a conducive learning environment that is student friendly.

4.0 A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and passionately committed to consistently deliver effective and efficient education services with integrity, transparency andaccountability.

5.0 Students acquire technological entrepreneurial, adaptability and employability, skills through creativity, innovation, quality, learning and competent vocational training that enhance sustainable development.

6.0 Improved public and private partnerships to ensure education programmes are responsive, empowering, innovative and sustainable.

7.0 Enhance delivery of education services at all levels through strengthening internal processes and systems and implementation of public sector reforms.

8.0 Safeguard Fiji's rich cultural and natural heritage environment in its tangible, intangible, movable and immoveable forms.

9.0 A nationally and internationally recognized framework of qualifications that meets the current and future needs of employers, students and providers.

QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS.

PERFORMANCE PORTFOLIO STATEMENTS [PPS] OUTPUTS 1 - 9

| Sub – Output 1.1 – 1.2 | Sub – Output 2.1 – 2.3 | Sub – Output 3.1 – 3.3 | Sub – Output 4.1 – 4.2 | Sub – Output 5.1 – 5.5 | Sub – Output 6.1 – 6.3 | Sub – Output 7.1 – 7.5 | Sub – Output 8.1 – 8.10 | Sub – Output 9.1 – 9.6 |

ACTIVITIES

Fig 13: Education Sector Strategic Framework

14.0 THE FIJI EDUCATION SECTOR STRATEGIC OUTCOMES

OUTCOME	PRIORITIES	SUB - OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
1.0 All children will have equitable access to a progressive, inclusive and quality education that contributes to socio-economic advancement and open pathways to regional and international opportunities.	▪ Implementation of poverty alleviation initiatives ▪ Strengthening of ECE and Special education initiatives ▪ Distance Education mode implemented in more schools ▪ Improve access to technology and ICT in all schools ▪ Improve infrastructure and facilities in all schools ▪ Learning Device per Child increased ▪ Increase in number of Infant schools ▪ Improved attendance ▪ Improved Enrolment ▪ Ensuring quality in education ▪ Improved library resources ▪ Inclusive teaching Aids and infrastructure	1.1 Access, retention progression, completion and Quality education at all levels improved	Improve access, retention and completion of quality basic education.	▪ Increase number of ECE Centres recognized and attached to Primary Schools ▪ ECE enrolment increased ▪ Initiatives to improve students' attendance in ECE, Primary, Secondary and Technical Colleges ▪ Increase access for disadvantaged students in schools ▪ Inclusive education initiatives to enhance access, retention and completion ▪ Increase education initiatives to enhance access, retention and completion at all levels ▪ Reduction in school related costs for education ▪ Reduce student to teacher ratio in schools ▪ Regulate students' fees for private schools and ECE stand-alone Centers ▪ Achieve Universal Early Childhood Care and Education ▪ Initiatives to increase school institution readiness ▪ Initiatives for each school to serve as the community education hub and to become a 'model school'.
			Ensure quality in initiatives for access, retention and completion.	▪ Keep abreast with international developments in education and benchmark, contextualize and review all the Ministry initiatives and programmes to ensure continued relevance and quality ▪ Enhancing quality, excellence and relevance through research findings and data analysis at the Ministry ▪ Strengthen data analysis at the Ministry's data banks ▪ Recognition in educational research development and publication ▪ Increase the percentage of students performing at grade levels ▪ Formative evaluation conducted for all education programmes and initiatives ▪ Monitor and evaluate programmes at teacher institutions. ▪ Programmes at teacher institutions accredited
			Improve access of quality ICT education programs.	▪ Distance and e-learning strengthened ▪ Increase support for the design, development and delivery of E-Learning ▪ Increase the number of educational Electronic Learning Devices for teachers and students to enhance the learning and teaching process ▪ Improve resources to support ICT education ▪ Enhanced e-library resources to support learning and teaching. ▪ Harness education through technology and social media

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
1.0 All children will have equitable access to a progressive, inclusive and quality education that contributes to socio-economic advancement and open pathways to regional and international opportunities.	- Implementation of poverty alleviation initiatives - Strengthening of ECE and Special education initiatives - Distance Education mode implemented in more schools - Improve access to technology and ICT in all schools - Improve infrastructure and facilities in all schools - Learning Device per Child increased - Increase in number of Infant schools - Improve attendance - Improve Enrolment - Ensuring quality in education - Improved library resources - Improve/upgrade teaching Aids and infrastructure to be student friendly and inclusive.	1.1 Access, retention progression, completion and Quality education at all levels improved	Improve access to quality school library and services.	- Relevant and quality library resources - Provision of qualified and trained school librarians and school library committees - Improve access to online education resources - Increase and improve library programmes in schools.
			Improve school infrastructure and teaching Aids conducive to learning and teaching.	- Inclusive, OHS compliant and clean hygienic facilities and infrastructure - Teaching aids enhanced with consideration for inclusiveness and student health - Increase number of schools with standard library rooms/buildings - Improve school infrastructure including ECE Centers and Science labs - Increase number of infant schools established - Establishment and strengthening of Technical Colleges - Infrastructure and teachers quarters development and upgrade.
		1.2 Safety and care of students in schools improved	Strengthen awareness and education in OHS and safer school concepts for all schools.	- Increase awareness on Education in Emergencies Programmes & Disaster Management Programmes - OHS recognized schools and offices - Increased number of schools supported through the school improvement programme - Audit of School infrastructure and facilities for standard by qualified officials at the Ministry - Improve safety and access of telecommunication facilities for all schools.
2.0 All children will acquire knowledge and wisdom, develop lifelong skills, cultural, moral and religious values that contribute to good citizenship through a relevant, responsive, innovative, inclusive and quality curriculum.	- Strengthen the implementation of the National Curriculum Framework through development of curricular materials and support resources - Implementing & Strengthening of the new Kindergarten curriculum guidelines - Implementing & Strengthening of the new Fiji Assessment Framework - Strengthen emphasis on values and inclusive education - Strengthen the teaching of curriculum perspectives for holistic educations - Strengthen and monitor of literacy and numeracy at all levels - Strengthen the	2.1 Quality curriculum implemented	Strengthen curriculum development and implementation.	- Development of curricular materials and support resources - Benchmark curriculum with other countries - Close collaboration with teacher training institutions - Strengthen learning and teaching at all levels - Increase M&E of curriculum implementation. - Strengthening of Mathmatic, Science and PEMAC
			Strengthen implementation of the new Kindergarten curriculum guidelines.	- Implementation & Strengthening of the new Kindergarten curriculum guidelines - Capacity building for quality delivery of the curriculum.
			Review of the curriculum assessment.	- Implementation of the Fiji Assessment Framework by 2015 - Capacity building for quality assessment of the curriculum.
			Strengthen emphasis on values and inclusive education.	Development of curricular material and support resources for values and inclusive education.

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
2.0 All children will acquire knowledge and wisdom, develop lifelong skills, cultural, moral and religious values that contribute to good citizenship through a relevant, responsive, innovative, inclusive and quality curriculum.	learning and teaching of culture and traditions, arts and heritage ▪ Policy implementation to support the language development ▪ Implementing e-learning resources at all levels ▪ Strengthen Mathematics and Science/ PEMAC ▪ Implementing external examinations at certain year levels as an effective measure of student competence ▪ Conduct Research ▪ Close collaboration with training and relevant institutions ▪ Improve the quality of assessment processes ▪ Strengthen students registration and reporting on students achievements ▪ Setting standards and benchmark for assessments ▪ Improve management of resources.	2.1 Quality curriculum implemented	Strengthen and monitor literacy and numeracy at all levels.	▪ Increase M&E of curriculum implementation ▪ Strengthen implementation of literacy and numeracy strategies ▪ Literacy and Numeracy Master plan developed for schools ▪ Increase understanding of gender and geographical disparity on students learning outcomes. ▪ Establish literacy standards and benchmarks to guide learning and teaching ▪ Develop and implement intervention strategies to enhance literacy and numeracy skills of target students.
		2.2 Strengthen assessment for, as and of learning to improve student's competencies	Implement e-learning resources at selected levels	▪ Quality resources developed ▪ An Innovative, responsive, holistic and empowering curriculum ▪ Access to updated curriculum research findings.
			Improve the quality of assessment processes	Ensure quality and relevance in assessment.
			Strengthen students registration and reporting on students achievements.	Strengthen registration, reporting and management of students' achievements.
			Setting standards and benchmark for assessments.	▪ Define standards, benchmarks, trends and comparisons on assessment for continuous improvement ▪ Apply Research-based "Best" Practices in Education to Improve the Performance of Students and Schools ▪ Consistently apply tested, proven, scientifically-based and approved approaches and methods to review assessment initiatives at the Ministry ▪ Align and effectively manage all Transformational Initiatives for the enhancement of assessment.
		2.3 Responsiveness of curriculum to ESD initiatives to balance student learning	Improve management of external diagnostic assessments and examinations.	▪ LANA and external examinations systems and processes enhanced ▪ Resources managed effectively and efficiently ▪ Increase the percentage of students positively performing at grade level.
			Strengthening teaching and learning of culture and traditions, arts and heritage.	▪ Development of curricular resources to support conversational education ▪ Language policy implemented by 2015 ▪ Collaboration with the relevant institutions ▪ Increase initiatives for culture education in the curriculum.
			Strengthen teaching and monitoring of curriculum perspectives ad ESD initiatives for holistic education.	▪ Increased number of schools implementing ESD initiatives ▪ Monitoring and Evaluation of ESD programmes ▪ Enhanced networking with the teacher training institutions and stakeholders ▪ Information literacy skills promoted in schools.

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
3.0 The welfare of all students are promoted and protected through school improvement programmes that build character, and bring about social cohesion in a conducive learning environment that is student friendly.	▪ Strengthen Standards Monitoring and Inspectorate System. ▪ Implement programmes that develop student qcharacter. ▪ Implement programmes in schools that enhance social cohesion and national identity. ▪ Strengthen programmes that address social issues such as reproductive health, HIV & AIDS, substance abuse, child protection, elimination of violence against girls and promoting wellness. ▪ Provide a supportive and inclusive learning environment through formal, informal and non-formal education. ▪ Improve/Strengthen counseling, guidance and student support services.	3.1 Effective and efficient responsive-ness of school to meet all students' educational needs	Strengthen character building programme and students support services.	▪ Increased number of schools implementing Scouting and Girl Guide programmes ▪ Cadet and Duke of Edinburgh Award Programmes in selected secondary schools ▪ Strengthen 'Clubs' activities in schools ▪ Establishment of Professional Counseling services ▪ Strengthen student support services ▪ District, Division and National Debates Champion programmes coordinated.
			National identity and social cohesion enhanced in all schools.	▪ National events celebrated in schools ▪ Schools observe flag ceremony and reciting of national anthem in the three languages ▪ Conversational and vernacular language strengthened ▪ Cultural programmes observed in schools ▪ Civic Education programmes strengthened in schools.
			Strengthen awareness and programme on social issues.	▪ Increase awareness on social issues ▪ Wellness programmes promoted ▪ Promoting cyber safety in schools ▪ Increase drug and substance abuse awareness in schools ▪ Monitoring the implementation of Policies related to students' welfare ▪ Strengthening of the HIV/Aids Policy Awareness.
			Strengthen Child development and growth initiatives	▪ Increase initiatives towards enhanced child growth and development
		3.2 Standards monitored for improvement	Enhance the quality of learning institutions and support structures.	▪ School Improvement initiatives strengthened ▪ Strict adherence to all required learning and teaching standards for schools ▪ School and Section Plans developed, reviewed, monitored and reported.
		3.3 Administra-tion and management of grants improved	Efficiency, effectiveness, accountability and transparency in the distribution of grants.	▪ Timely disbursement of Free Education Grants ▪ Strengthen accountability, transparency, monitoring and management of all school grants ▪ Monitoring of school grants conducted.
4.0 A productive workforce that reflects gender parity, equality and is appropriately qualified, compe-tent and passion-ately committed to consistently deliver effective and efficient education services with integrity, transparency and accountability	▪ Qualified MoEHA Officers ▪ Review remuneration for kindergarten, primary and secondary teachers ▪ Development of Leadership capacity ▪ Develop Competency Framework for the major levels of the ministry ▪ Recognition and Rewards Systems based on productivity and meritorious performance	4.1 Capacity building and professional development enhanced	Promote upgrading of relevant qualifications at all levels.	▪ Increased number of officers completing relevant qualifications upgrading through In-Service ▪ Admission requirements and criteria to potential Ministry employees reviewed ▪ Expand Masters and PhD programmes and increase PhD support ▪ Increase in number of OHS and First Aid qualified Officers ▪ Recruit, train, and retain well-qualified educators.
			Develop appropriate competency frameworks and standards for all Officers at the Ministry.	▪ Review and benchmark Leadership and Teacher Competency Frameworks internationally ▪ Develop Guiding 'Fiji Code of Conduct for Teachers' ▪ Relevant Competency frameworks for administration cadre developed.

OUTCOME	PRIORITIES	SUB - OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
4.0 A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and passionately committed to consistently deliver effective and efficient education services with integrity, transparency and accountability.	▪ Workforce Plan, Succession Plan, Human Resource (HR) development plan reviewed and implemented ▪ Consolidation of HR functions ▪ Review of all HR related Policies	4.1 Capacity building and professional development enhanced	Facilitate Leadership and Management Training	▪ School Leadership and School Management training conducted ▪ Increased number of Officers trained for future leadership roles ▪ Quality of Leadership programmes enhanced ▪ Senior Management Leadership Training Programmes coordinated. ▪ Advocating for a corrupt-free education system
			Develop and deliver a range of quality professional learning programs to improve the competence and capacity of MOEHA officers	▪ Quality sponsored and in-house leadership training programmes ▪ Workplace attachment of Senior Management Officials at other Education Systems regionally or internationally for benchmarking purposes and enhancement of Fijian education ▪ Expand sphere of cooperation with tertiary institutions to ensure post 55 programmes/short courses are developed and conducted ▪ Capacity Building and registration of qualified TOTS and OHS trainers ▪ Qualifications required for School Leaders, Teacher Educators and Teacher Administrator leadership positions tagged to Masters. ▪ Approriately qualified graduates recruited
			Register qualified teaching professionals	▪ FTRA awareness conducted ▪ All qualified teachers registered ▪ FTRA guiding document published ▪ All Ministry officers' qualifications verified with relevant institutions.
		4.2 Enhanced Workforce management and adminis-tration	Establish a competent Human Resource Management Unit.	▪ Demarcated and consolidated HRM functions ▪ Formulate a strategy for Human Resource Management that addresses the design and development of appropriate HRM processes, systems, policies, organization and capabilities ▪ Review National Strategic Human Resource Plan ▪ Job Evaluation exercise for all MOE Officers conducted. ▪ Establish a Strategic Management Unit to consolidate all Strategic relevant functions.
			Strengthen PMS implementation at all levels	▪ Annual Performance Assessment structure reviewed.
			Human Resources plans	All HR Plans developed, monitored and appropriately reviewed.
			Quality Assurance at the Ministry	▪ Quality Assurance Unit established at the Ministry ▪ Internal Audit Unit set up at the Ministry ▪ Re-engineering of processes continued ▪ Appropriate TNA conducted for the Ministry Officials.
			Transform the Ministry into a modern high-performing organization	Organizational Restructuring and Institutional strengthening for efficiency and effectiveness.

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
4.0 A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and passionately committed to consistently deliver effective and efficient education services with integrity, transparency and accountability.	▪ Qualified MoEHA Officers ▪ Review remuneration for kindergarten, primary and secondary teachers ▪ Development of Leadership capacity ▪ Develop Competency Framework for the major levels of the ministry ▪ Recognition and Rewards Systems based on productivity and meritorious performance ▪ Workforce Plan, Succession Plan, Human Resource (HR) development plan reviewed and implemented ▪ Consolidation of HR functions ▪ Review of all HR related Policies	4.2 Enhanced Workforce management and administration	Teacher's welfare improved	▪ Teachers remuneration and working conditions improved ▪ National Teachers Conference/Symposiums organized ▪ International Conferences and symposiums to enhance education coordinated
			Recognition and Rewards Systems based on productivity and meritorious performance.	Develop a culture through: ▪ Strengthened employee involvement ▪ Transparency in the change process ▪ Rewards for team work and recognition of individual efforts.
			Induction and retention of knowledge	▪ Succession planning enhanced ▪ Compulsory Induction conducted for all new Officers ▪ Proper transfer of knowledge from retiring Officers coordinated.
5.0 Students acquire technological entrepreneurial, adaptability and employability, skills through creativity, innovation, quality, learning and competent vocational training that enhance sustainable development.	▪ Establishment of Technical Colleges ▪ Strengthen linkages with FHEC ▪ Offering of National Qualification in all Technical Colleges ▪ TEST reform/restructure ▪ Development of the TEST Act ▪ Enhance and strengthen Cognitive, Skills and Entrepreneurial training	5.1 To improve the quality and strengthen the capacity of TEST	Establish links with FHEC for recognition of TEST programs in schools and colleges	▪ TEST programmes registered and recognized under the Fiji Qualification Framework ▪ Collaborate with business and industry to strengthen workforce development and economic viability.
			Develop TEST Act and review TEST policies and legislations for relevancy, flexibility and responsiveness to emerging needs	▪ Relevant polices and legislation reviewed and new ones developed in response to needs in TEST
			Create a unified TEST system to fulfill its general obligations towards the Fijian society	▪ TEST Council established ▪ Reform and restructure TEST at all levels ▪ Inculcate the culture of self-employment and support job creation in the economy.
		5.2 Promote career pathways leading to high-education.	Provide a framework and structure for the training offered by the technical college	▪ Training provided for employment and educational opportunities with basic literacy, numeracy and computer skills ▪ Improved quality of education by connecting and bridging programs with industries ▪ Internal career pathways developed that leads to certification and college degrees ▪ Links established between technical colleges and the regional employment market.
			Appropriate training packages developed	▪ Collaboration with Fiji Higher Education Commission and Industries strengthened ▪ Links developed with industries for internships and permanent placements ▪ Training packages aligned to tertiary education.

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
5.0 Students acquire technological entrepreneurial, adaptability and employability, skills through creativity, innovation, quality, learning and competent vocational training that enhance sustainable development.	▪ Establishment of Technical Colleges ▪ Strengthen linkages with FHEC ▪ Offering of National Qualification in all Technical Colleges ▪ TEST reform/ restructure ▪ Development of the TEST Act ▪ Enhance and strengthen Cognitive, Skills and Entrepreneurial training		Appointment of qualified, skilled and competent trainers	▪ Qualified trainers appointed to meet the industry requirements ▪ Training trainers to meet industry standards.
			Improve student recruitment and retention	▪ Relevant/Marketable programmes offered for better employment opportunities.
			Monitoring and effectiveness of programmes	▪ Relevant assessment criteria developed ▪ Industry attachment feedback analyzed
		5.3 Improved effective programmes, curriculum and technology for quality TEST delivery.	Review of TEST curriculum and programmes to meet the changing demands of labour market locally and internationally.	▪ Development and implementation of quality computer and enterprise curriculum for primary schools by 2017. ▪ Revised TEST curriculum which integrates appropriate technology including ICT and ESD green concepts. ▪ Implementation of a demand driven, internationally recognized curriculum for formal and non-formal education for all TEST programmes. ▪ Revise curriculum to integrate the development of trade skills, entrepreneurial skills and competency based assessment.
		5.4 Improved human resource development for TEST	Develop the skill, competency and qualification of TEST teachers	▪ Up-skilling courses and workplace/ industry experience for TEST teachers in specific subject areas conducted. ▪ Increased number of graduate TEST teachers ▪ Enhance exchange programmes with educational institutes in other countries
			Develop the qualifications of TVET officers/ administrators	▪ TEST officers/administrators qualification upgraded to post graduate and masters level. ▪ Establish links with educational institutes from other countries for work attachment purposes.
		5.5 Improved adequate infrastructure for quality TEST delivery	Quality infrastructure and facility to meet industry standards.	▪ Technical Colleges upgraded to industry standard. ▪ Facilities upgraded to allow accessibility for those with special needs.
			Relevant and quality equipment and tools that meet industry standards.	▪ Improved quality of equipment and tools to meet industry standards.
6.0 Improved public and private partnerships to ensure education programmes are responsive, empowering, innovative and sustainable.	▪ Improve the capacity of school management to run a high performing school ▪ Increase the commitment and contribution of the community to schools ▪ Strengthen networks with key stakeholders	6.1 Community Empowerment	Strengthen Policy, Frameworks, Manuals, Training and awareness.	▪ Increase number of education awareness initiatives such as VuliRoz, CAPS and roadshows to improve attendance, importance of play based curriculum in ECE, inclusion of disability and the role of parents and the community in education ▪ Adapt Access and Quality School Based Management training (AQEP) for all schools towards increased educational outcomes ▪ School Based Management policy, framework and manual revised and reviewed

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
6.0 Improved public and private partnerships to ensure education programmes are responsive, empowering, innovative and sustainable.	▪ Increase participation and support of key education stakeholders in decision making ▪ Build opportunities for communication to stakeholders.	6.1 Community Empowerment	Strengthen Policy, Frameworks, Manuals, Training and awareness.	▪ CAPS framework and Monitoring & Evaluation formulated with policy, manual and training for teachers and school management ▪ Increase number of females from the community participating in school management ▪ Volunteer policy for schools to be more inclusive of parents and the community
	▪ Improve the capacity of school management to run a high performing school ▪ Increase the commitment and contribution of the community to schools ▪ Strengthen networks with key stakeholders ▪ Increase participation and support of key education stakeholders in decision making	6.2 Development Partner Coordination	Strengthen Partnerships and coordination processes	▪ Development Partner Sectoral forums ▪ Centralized Development Partner Coordination System (FEMIS) ▪ Increased number of Ministry initiatives supported by development partners ▪ Policy developed for Development Partner Coordination ▪ Establish new Strategic Partnerships or Cooperative programmes with other education systems ▪ On-Line mechanism for collecting feedback from stakeholders on services and delivery at all levels.
	Build opportunities for communication to stakeholders.	6.3 Public and Private Stakeholders	Strengthen participation of key stakeholders and improve communication	▪ Education Commission to be Commissioned ▪ Partnership with all stakeholders strengthened ▪ Develop a communication policy, strategy and regulation for Ministry, and schools, including social media ▪ Partnership with municipal and community libraries strengthened in schools ▪ Introduction of Professional Learning Committees [PLC's] in schools for enhancement of learning ▪ Increased Civic participation ▪ Surveys conducted on Customer Service ▪ Sustainable exit strategies devised for all donor supported educational initiatives
7.0 Enhance delivery of education services at all levels through strengthening internal processes and systems and implementation of public sector reforms	▪ Develop and review appropriate and relevant education policies and legislations ▪ Improve timeliness and quality of planning and reporting ▪ Improve quality of data management at all levels ▪ Improve accountability and compliances with government regulation and policies ▪ Strengthen research on educational issues in the Ministry ▪ Improve and Strengthen Monitoring & Evaluation of all educational initiatives, policies and processes ▪ Promoting and enhancing the positive image of the Ministry at all times.	7.1 Effectiveness of policy, plans and legislations facilitated	Formulate/review relevant legislations	▪ Education Act reviewed ▪ Examination Board Bill developed by 2016 ▪ Develop Student Teacher ratio Policy by 2016 ▪ Develop an ECE legislation draft by 2016 ▪ Increase compliance to Government Policy and legislations ▪ Review, implement and monitor Ministry Policies ▪ Reports on implementation of policies at the Ministry ▪ Policies developed to address areas of critical importance ▪ Review relevant Acts and legislations for the Examination and Assessment Board (EAB) ▪ Library Deposit Act reviewed ▪ Develop FTRA Manual by 2016 ▪ Communication Policy to be developed ▪ National Research Council established
		7.2 Strengthen Financial Management and compliance at all levels.	Improve quality of planning, implementation and reporting at all levels	▪ ESSDP 2015 – 2018 implemented, monitored annually reviewed ▪ Corporate Plan and Business Plans timely developed and monitored ▪ Strengthening Standards monitoring in schools.

OUTCOME	PRIORITIES	SUB - OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
7.0 Enhance delivery of education services at all levels through strengthening internal processes and systems and implementation of public sector reforms	■ Develop and review appropriate and relevant education policies and legislations ■ Improve timeliness and quality of planning and reporting ■ Improve quality of data management at all levels ■ Improve accountability and compliances with government regulation and policies ■ Strengthen research on educational issues in the Ministry ■ Improve and Strengthen Monitoring & Evaluation of all educational initiatives, policies and processes ■ Promoting and enhancing the positive image of the Ministry at all times.	7.3 Efficiency of coordination and communication at all levels improved	Improve access to the media to better inform the community about education training and related issues	■ Improve coordination and partnership with the media ■ Education and awareness through the use of the Media.
			Improve efficiency and effectiveness of coordination and communication at all levels	■ Timely respond to all communications ■ Increase and improve relationship with the public and stakeholders through various communications strategies.
		7.4 Effectiveness of quality assurance and reporting processes improved	Improve quality of data management at all levels	■ Improve quality and efficiency of data collection and management ■ FEMIS data verified and authentic
			Strengthen monitoring and evaluation and research capability at all levels.	■ Improved quality of reporting through increased used of evidence based monitoring and evaluation ■ A Monitoring and Evaluation framework developed for the Ministry ■ Strengthen Data collection and analysis at the Ministry.
		7.5 Strengthening of processes and systems	Promote Innovations and Best Management Practices to enhance delivery	■ Service wide implementation of the Service Excellence MB Framework ■ Participation in PSC Service Excellence and Fiji Business Excellence Awards ■ Minimum PSC SEA or FBEA recognition be Prize ■ Development of a Framework for annual recognition and rewards at the Ministry. ■ ISO recognition and certification of programmes at the Ministry.
8.0 Safeguard Fiji's rich cultural and natural heritage environment in its tangible, intangible, movable and immoveable forms.	Mainstreaming culture, heritage and arts into national social and economic development planning and policy	8.1. Developing and implementing national cultural policies and legislative frameworks	Develop policies and strategies to preserve, promote and increase awareness of culture for posterity and increase coordination of relevant strategies.	Enhance the development, monitoring and review of legislations, policies, strategies and frameworks to: ■ mainstream culture into social and economic development ■ preserve, promote, protect and increase awareness on culture ■ support the development of intangible and tangible heritage and cultural industries such as heritage conservation, art, fashion, festivals and cultural tourism ■ develop proper records management policies and archival standards.
			Protect and promote cultural rights of all people	Ratification and implementation of international cultural instruments including UNESCO Conventions.
			Assist agencies and other cultural institutions in the implementation of their development policies and strengthen their supporting infrastructure through appropriate Forums established	■ Enhance consultative and advisory sessions with cultural institutions nationally and internationally ■ Seek opportunities to partner with the indigenous community with respect to Arts and Cultural activity

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
8.0 Safeguard Fiji's rich cultural and natural heritage environment in its tangible, intangible, movable and immoveable forms.	Leveraging national sites to international status and recognition.	8.2. Developing measures to protect the natural, tangible and intangible Cultural heritage.	Develop and strengthen Fiji Arts Council, Fiji Museum, Multi-Cultural Centre and National Trust of Fiji to increase their effectiveness	▪ Champion a coordinated approach to arts and cultural services ▪ Coordinating agency partnership through agreements, MOUs and funding ▪ Increase recognition of cultural sites ▪ Leverage cultural festivals to define a strong cultural brand for Fiji and increase its reputation as a significant cultural destination
			Promoting cultural plurality	Champion cultural revitalization, cross-cultural exchange and integration
			Improve awareness of the importance of Fijis Documented heritage	Increase the number of inscriptions on the 1) Local, 2) Regional, and 3) International Registers of the UNESCO Memory of the World Programme
	Acknowledging the importance of Intangible Cultural Heritage, connection to the land, ocean our identity and traditions	8.3. Facilitate and promote research/studies/surveys on impact of current and new cultural programs.	Cultural Research supported and access enhanced	▪ Enhance documentation, archival and access to various cultural data, databases, directories, registers and lists ▪ Promote research on culture
	Culture as a vector for economic development and a means of sustainable livelihood for people	8.4. Culture as a vector for sustainable economic development.	Seeking venture capital and access to credit for small and medium-sized cultural enterprises Contribution of culture to national development and economic growth ascertained	▪ Increase in number of Cultural Projects and Initiatives supported and monitored ▪ Promote conservation and sustainable cultural resource development in partnership with local resource owners ▪ Support and encourage cultural community projects that directly strengthen national and regional arts ▪ Initiatives for increased public access to micro filmed historic records ▪ Quantify the impact of archival heritage in enabling Policy formulation, government decision making and ensuring the rights and entitlements of citizens ▪ Improve revenue generation from Fiji's unique archival heritage ▪ Valuation of the holdings of Fiji's Archival heritage ▪ Advocate to shift the mindset in the public towards culture as an asset and investment ▪ Integrate cultural and economic planning to grow the creative economy and increase the number of creative cultural industries in Fiji.
	Develop and maintain cultural sites, spaces and infrastructure to enhance the promotion of culture and arts.	8.5. Develop and maintain cultural sites, spaces and infrastructure.	Assist Agencies in the implementation of their development policies and strengthen their supporting cultural spaces and infrastructure.	▪ Number of heritage site facilities developed/improved ▪ Assessment of heritage sites and cultural projects ▪ Mapping archaeological sites to meet visitor attraction status ▪ Refurbish and upgrade the facilities of Fiji's Legal Deposit Library
	Mainstreaming art, heritage and culture in the national education curriculum.	8.6. Leveraging national sites to international status and recognition	Conservation work on Levuka as a World Heritage Site facilitated.	▪ Safeguard Levuka's Outstanding Universal Value ▪ Strengthening heritage on Young Hands Programme ▪ National festivals coordinated for Levuka as a World Heritage Site ▪ Projects completed to meet World Heritage Committee conditions for inscription of Levuka as WHS till 2015.

OUTCOME	PRIORITIES	SUB - OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
8.0 Safeguard Fiji's rich cultural and natural heritage environment in its tangible, intangible, movable and immoveable forms.	Data policy analysis, leveraging resources, cultural rights and protection, culture and arts participation	8.7. Mainstream arts, heritage and culture in education and training	Cultural Heritage and arts curricula for primary and secondary education levels for inclusion into the formal education curricula developed	- Enhancing the integration of culture in the formal school curriculum. - National Cultural school programmes coordinated - Use of formalized Cultural Practitioners in cultural classes and programmes - Awareness and visits to cultural and heritage sites (museums/sites/ libraries/ archives) - Increase enrolment in Multi-Cultural Centres around the country - Strengthen integration of heritage and arts aspects of ESD - Integration of culture components at teacher training institutions.
	Data on the situation of culture for tracking progress and focusing action.	8.8. Capacity development and professional management	Professional development programmes.	- Training and capacity building conducted in culture and heritage related fields - Increase in number of scholarship awarded to culture and heritage officials.
	Professional development programmes for education opportunities through scholarships, training and workshops.	8.9. Enhacing partnership with cultural industry stakeholders	Leverage Culture through building partners, networking and information sharing.	Establish partnership with cultural organizations and provide stakeholder awareness, visits and facilitation.
	Capitalize on the use of media and cutting edge digital technology	8.10. Media and digital technology and process automation	Cultural standard-setting tools developed and re-engineered.	- Increased cultural awareness and promotion - Public records digitized for preservation - Automation of the National Archives services to boost useability and increase revenue generation for government
9.0 A nationally and internationally recognized framework of qualifications that meets the current and future needs of employers, students and providers.	- Implement the FQF and Quality Assurance system and ensure their continuing development - Advance initiatives to grow internal recognition of education and training in Fiji - Optimize participation in education and training - Ensure that education and training builds competitive advantage in areas of economic importance to Fiji - Encourage innovation, research, and continuing development to improve performance and create new opportunities for education and training - Continuously develop and improve the performance of the FHEC as an external Quality Assurance Agency nationally, regionally and internationally.	9.1 Quality, relevance and consistency of education and training across the nation is assured	Develop and implement policies and procedures that ensure quality education and training and engender stakeholder's confidence in the FQF.	FQF legislations and policies developed, implemented, reviewed and monitored.
			Register and accredit qualifications and standards on the FQF	Quality assured national standards and qualifications finalized and adopted by institutions.
			Develop, maintain and review quality assurance processes and systems to ensure a culture of continuous improvement.	- Review of registered institutions - Review of the FHEC
		9.2 Education and training that is internationally recognized.	Promote Fiji's interests in international QA forums.	Professional links established regionally and internationally
			Ensure that interests of FHEC's stakeholders are well represented in international forums.	- Professional links established with stakeholders - Representation at international forums enhanced

OUTCOME	PRIORITIES	SUB - OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
9.0 A nationally and internationally recognized framework of qualifications that meets the current and future needs of employers, students and providers.	▪ Implement the FQF and Quality Assurance system and ensure their continuing development ▪ Advance initiatives to grow internal recognition of education and training in Fiji ▪ Optimize participation in education and training ▪ Ensure that education and training builds competitive advantage in areas of economic importance to Fiji ▪ Encourage innovation, research, and continuing development to improve performance and create new opportunities for education and training ▪ Continuously develop and improve the performance of the FHEC as an external Quality Assurance Agency nationally, regionally and internationally.	9.2 Education and training that is internationally recognized.	FHEC responsibilities and functions for Fiji are recognized through agreements with countries and regions that are strategically important for its Fijian stakeholders.	▪ Mutual recognition agreements and operational MOU's in place for agencies such as HKQA, NZQA, MQA,SAQA,ENQA, AQA, and NAAC. ▪ FQF be recognized by Commonwealth countries through the TQF under COL.
			Refine Protocols to facilitate mutual recognition and portability of qualifications.	Establish equivalence and recognition of competencies and qualifications. Number of specific linkages established with national and international agencies representing international standards for specific qualifications.
			Fiji viewed as a desirable destination for education and training.	Recognized HE institutions with international standards registration and recognition.
		9.3 An Informed and progressive Fijian society	Raise awareness of opportunities created by the FQF for pre-employment education and training, for employees, and employers, and for education and training providers.	▪ Increase adoption of the NQs especially Levels 1 to 4 on the FQF. ▪ Increase in number of HEIs registering accredited qualifications on the FQF.
			Foster cooperation at education and training 'interfaces' between schools, TVET providers and HE providers through progression and credit transfer opportunities provided through the FQF.	Increase adoption of Level 2 qualifications by secondary schools.
			Develop data management protocols that will provide information for enabling learners, providers, employers and national planners to plan and forecast more effectively.	▪ Information/access policy and guidelines reviewed ▪ Student's mobility across providers tracked.
		9.4 Sustained economic growth supported by key capability development.	Consolidate partnerships with key industry groups and employers to ensure that education and training are relevant and sensitive to future needs.	Partnerships negotiated with professional licensing bodies.

OUTCOME	PRIORITIES	SUB-OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
9.0 A nationally and internationally recognized framework of qualifications that meets the current and future needs of employers, students and providers.	▪ Implement the FQF and Quality Assurance system and ensure their continuing development ▪ Advance initiatives to grow internal recognition of education and training in Fiji ▪ Optimize participation in education and training ▪ Ensure that education and training builds competitive advantage in areas of economic importance to Fiji ▪ Encourage innovation, research, and continuing development to improve performance and create new opportunities for education and training ▪ Continuously develop and improve the performance of the FHEC as an external Quality Assurance Agency nationally, regionally and internationally.	9.4 Sustained economic growth supported by key capability development.	Strengthen the Industry Standards Advisory Committees (ISAC)	Membership of ISACs identified and confirmed and endorsed by respective industries. Role of ISACs Committee enhanced
			Provide leadership in the development of QA skills and QMS tools across key providers and employers in Fiji	Training and advocacy conducted for employers and companies.
			Promote the application of the FQF as a framework for whole sector needs and opportunity analysis (functional analysis), for building competitive advantage in areas of socio-economic advantage of Fiji.	High level consultation with key Governmental agencies and Ministries (Planning Council), key industry leaders and providers facilitated.
		9.5 An Education and training culture based on continuous improvement	Develop capability and capacity within FHEC to promote and support an environment of continuing improvement across PSET.	▪ Research and Development unit set up at the FHEC ▪ 'Model' HEIs and Industries identified.
			Establish networks for information sharing with key agencies/offices involved in national HR development, strategic planning, strategic business development, research and development.	▪ Informal and formal dialogues developed with key government offices. ▪ Established entrepreneurial businesses and key business associations.
			Provide strategic leadership for the Government across the PSET sector.	Sector wide planning forums conducted to focus on future employment and recruitment opportunities.
			Ensure the deployment of funds to PSET is fair and equitable.	▪ A fair and equitable funding model for PSET in consultation with stakeholders adopted. ▪ Quantitative data on performance (in terms of quality outcomes), able to be related to quantitative data on inputs.

OUTCOME	PRIORITIES	SUB - OUTPUTS	STRATEGIES	KEY PERFORMANCE INDICATORS
9.0 A nationally and internationally recognized framework of qualifications that meets the current and future needs of employers, students and providers.	▪ Implement the FQF and Quality Assurance system and ensure their continuing development ▪ Advance initiatives to grow internal recognition of education and training in Fiji ▪ Optimize participation in education and training ▪ Ensure that education and training builds competitive advantage in areas of economic importance to Fiji ▪ Encourage innovation, research, and continuing development to improve performance and create new opportunities for education and training ▪ Continuously develop and improve the performance of the FHEC as an external Quality Assurance Agency nationally, regionally and internationally.	9.6 Continuing Improvement on its performance as a Quality Assurance Agency of the Higher education sector	Enhance the contribution of the Corporate services to a culture of continuous improvement.	HR Manual developed monitored and complied with
			Enhance the quality of services delivered by FHEC to its customers (internal and external)	FHEC recognized through the Service Excellence Award or the FBEA
			Enhance support service in line with key functions of the Commission	FHEC recognized as a Quality Agency in the region through Peer Reviews of APQN and any other international network decided by the Commission
			Enhance financial services to the FHEC	Financial Management Manual developed and monitored

15.0 RESOURCING THE PLAN

The table below provides the details of expenditure both operating and capital for the next strategic timeframe. The total cost for the implementation of the Strategic initiatives per activity are outlined below and the projected increasesare based on the enrolment trend and the GDP baseline for Fiji.

The funding of the projects will be sourced by the Ministry's annual budget allocation and assistance will also be sought from the Ministry's Well-Wishers or Donor Development partners.

OUTCOMES	Type and Source	2015	2016	2017	2018
Outcome 1	OPEX	528, 523, 000	544, 378, 690	560, 710, 051	577, 531, 352
	CAPEX	14, 648, 595	15, 088, 053	15, 540, 694	16, 006, 915
Outcome 2	OPEX	4, 226, 100	4, 352, 883	4, 483, 469	4, 617, 974
Outcome 3	OPEX	5, 710,000	5, 881, 300	6, 057, 739	6, 239, 471
Outcome 4	OPEX	159, 078, 320	163, 850, 670	168, 766, 190	173, 829, 176
Outcome 5	OPEX	11, 889, 200	12, 245, 876	12, 613, 252	12, 991, 650
Outcome 6	OPEX	156, 800	364, 504	374, 439	386, 702
Outcome 7	OPEX	50, 000	251, 500	259, 045	266, 816
Outcome 8	OPEX	4, 275, 100	4, 403, 353	4, 535, 454	4, 671, 517
Outcome 9	HEC	1, 500, 000.00	1, 545, 000	1, 591, 350	1, 639, 091
	CAPEX	6, 000, 000	6, 180, 000	6, 365, 400	6, 556, 362
	Institution Grant	79, 739, 202	82, 131, 378	84, 595, 319	87, 133, 179

Fig 14: CAPEX and OPEX projectionsto resource the Plan

16.0 LEADING, IMPLEMENTATION, MONITORING, REPORTING AND EVALUATING THE STRATEGIC PLAN

Effective leadership, advocacy, timely implementation, monitoring, reporting and evaluation are important pillars for the fulfillment of the Ministry's Strategic goals which should further push the frontiers of the Education Sector.

The Ministry will strengthen these components to grow and adapt to the changing landscape of education and especially addressing the needs of the Fijian people.

The Strategic plan will be monitored internally by Management and the Planning Unit on a monthly/ quarterly basis with consideration for an On-Line monitoring system being devised within the Strategic timeframe with the normal ACP monitoring to be conducted by SFCCO on a quarterly basis.

The Planning Unit will regularly compile internal monitoring reports on the updated progress of the Ministry plans and forward these analytical reports to management. At the end of a fiscal year, a report on the Ministry's performance of the plans will be tabled to the Senior Management whereby plan reviews and amendments will be conducted and important amendments prompted due to emerging trends identified.