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FOREWORD FROM THE MINISTER FOR EDUCATION



Fiji continues to pursue developments in Education that will provide the basis for future direction and security through an educated and civil people who have pride for their country and identity, a deep respect for their heritage and the ability to grow and live in a global environment. The changes to knowledge required means that the education system must be ready to respond to needs that will place its products favorably in respect of the demands for life skills and the workplace.

In July 2008, at the workshop on Harmonisation of Donors and other Development partners who provide support to education, the Fiji delegation expressed commitments to develop its first Education Sector Plan. The Sector Plan would enhance the partnership with development partners in the realization of the way forward for educational development. The plan provides a flexible and responsive framework for the administration and management of the partnerships.

The plan has been developed through wide consultations with senior staff of the Ministry, the Fiji Principals and the Fiji Head Teachers Association. Various other stakeholders were consulted on the way forward including the International Partners that have been involved in education.

The launching of the People's Charter has reinforced earlier directions and provided new initiatives to be pursued in this plan. This is reflected in the new Vision and Mission which tries to align this plan with the new political direction. The close link of the focus of the various documents and agreements, both local and international, reinforces the underlying truth in the universal desire for quality education. Important new directions such as expanding educational access to disadvantaged groups, improving the quality of access, review of curriculum and appropriate training at all levels feature prominently in this plan.

One of the important components of this Plan is the Framework for Monitoring and Evaluation. This will provide the mechanism to see that the planned programmes and projects can be implemented and the intended outcomes realized. The details of a sector plan allows those involved in the operations of projects and implementation to track and monitor progress during the planned period. The inclusion of budgetary framework as well as the assumptions and risks, means that contingencies will be addressed.

Fiji has made enormous progress towards education in line with the efforts of the **Education for All** and **Millennium Development Goals**. With high enrolment figures and improving quality, the challenges to remain relevant and responsive has resulted in the development of new options for students and the growing diversity in vocational schools. The challenge is to develop without compromise in quality as well as to remain financially viable.

This plan comes with renewed hopes that the outcomes will be realized and at the end of the plan period 2011, education in Fiji will have made ever more significant advances.

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Hon Filipe Bole

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

STATEMENT FROM THE PERMANENT SECRETARY FOR EDUCATION



The development of the first “**Education Sector Strategic Development Plan 2009–2011**” is a significant development in education planning for Fiji. The plan reflects the strategic direction in education for Fiji as articulated in the Peoples Charter, the goals of the Suva Declaration and the commitment to regional and international initiatives in the achievement of the EFA and MDG goals, through harmonization of all donor support. This is significant as it enables Fiji to be on par with other developing countries in their global pursuit for quality education. The new Vision and Mission as expressed in this plan embodies the aspirations and goals of education in Fiji for the next three years.

The plan identifies seven major goals in education that aim at enhancing and consolidating efforts in the continual pursuit to improve access, equity and the quality of education for improved student outcomes. The plan in turn provides the basis for annual planning through specific activities, costing and performance measures targeted in the planned period. Monitoring and evaluation and the financial framework are new features in this plan, and will be prominent in the implementation process through the detailed reporting requirements at different levels of implementation.

Programmes and activities in the plan will build on the accomplishment in education in the last three years. With an overall performance of over 80% achievement against anticipated targets, there were significant milestones. These included the development of the New Curriculum Framework for Fiji; the Fiji Island Literacy and Numeracy Assessment[FILNA]; Standards and Monitoring in schools; establishment of new units such as the Executive Support, Policy, Human Resource, Teacher Registration Board and Higher Education. Training of current schools heads, aspiring leaders and teachers to competently manage and deliver these new initiatives was amongst the most significant achievements.

Furthermore, there had been major developments in schools through the rural infrastructure upgrading projects. The establishment of alternative pathways, franchise programs and the upgrading of TVET centres was a major boost in vocational education. This has resulted in increased enrolment and more graduate employability. Major reforms to the business processes within the Ministry have been significant in the way work has been performed within the system.

These new developments are beginning to make a difference in the delivery of education services and a positive impact on community involvement and management of schools.

I am confident therefore that with the current level of professionalism and knowledge within the Ministry of Education, we are able to make our dream in this plan for the next three years a reality.

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Filipe Jitoko

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

ABBREVIATIONS AND ACRONYMS

AHT	Assistant Head Teacher
AP	Assistant Principal
DE	Distance Education
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
ESSDP	Education Sector Strategic Development Plan
ET	Executive Teacher
EU	European Union
FQA	Fiji Qualification Framework
KPI	Key Performance Indicator
FESP	Fiji Education Sector Programme
FF	Financing Framework
GER	Gross Enrolment ratio
GIA	Grant–In–Aid
HOD	Head of Department
HT	Head Teacher
MoFNP	Ministry of Finance and National Planning
MDG	Millennium Development Goals
MoE	Ministry of Education, National Heritage Culture and Arts
NER	Net Enrolment ratio
NGO	Non Government Organisation
PRIDE	Pacific Regional Initiative for Development of Basic Education
PSC	Public Service Commission
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organisation

THE EDUCATION SECTOR STRATEGIC PLAN 2009-2011

Introduction

The Ministry of Education embarked on a new direction in planning in 2008 with the development of its first education sector strategic plan 2009 – 2011. This is a new development in education planning guided by Fiji's commitment to improve the quality of education for the people of Fiji. The shift is aimed at consolidating all support towards education through maximum use of government resources to education and donor agency support for improved educational outcomes.

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

Overview

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

Education Context

The education sector strategic plan is a visionary document with planned programs and activities for the next three years. However to ensure that the vision is fully realised, it is important that there is a good understanding of how the education system has performed in terms of the basic indicators in education. This section of the plan outlines the current status of the education system in Fiji. This information will form the basis on which targets for the next three years are determined.

Challenges and issues

Fiji has made significant progress in education in the past and this journey towards excellence and quality education continues in all facets of system. While much has been achieved, the education system in Fiji is still being confronted with challenges that need urgent attention. This chapter discusses some major issues in education which are of high priority of this plan.

Education Outcomes 2009 – 2011

The Education Sector Strategic Development Plan 2009-2011 takes 2008 as its baseline guided by various documents and commitments that the Fiji Government and Ministry of Education subscribes to. The plan highlights seven broad outcomes encompassing all major areas in education which will be the main focus of support in education for the next three years. These goals have incorporated the goals and objectives of the Education for All initiative of UNESCO and the United Nations Millennium Development Goals which are part of the international protocols on education which Fiji subscribes to. The harmony of these goals and initiatives with the Forum Basic Education Action Plan (FBEAP) means that this plan reflects all national, regional and international commitments. The Ministry of Education continues to liaise closely with international partners to

harmonise developments in education along these international benchmarks and goals. It provides a plan with strategies, key activities and related indicators that have been costed and which are based upon the goals identified.

Monitoring and Evaluation

One of the important features of this plan against past plans is the effort to strengthen monitoring and evaluation which will be part of the Monitoring and Evaluation Framework that is being built in as part of the process. The actual framework itself will come as an accompanying document to the ESSDP. This is being strengthened to ensure the stated objectives and goals can be achieved within the planned period. Monitoring and Evaluation will become part of the on going processes involved in putting this plan to work.

The proposed framework will involve establishing steering committees or task force who will have a quality assurance role in monitoring the progress of activities and programs in the major output portfolio areas.

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

Financing Framework

The Financing Framework is a new feature in this planning document. This is projected for the three years from 2009 to 2011. The main aim of the financing framework is to allow for the involvement of donor partners as the gap between planned activities and budgets are identified. The financing framework serves to ensure the targets can be achieved by a targeted approach.

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THE EDUCATION SECTOR: OVERVIEW

The Fiji Education Sector

The education sector comprises those educational activities that take place under the governance of the Ministry of Education. However, although the Department of National Heritage, Culture and Arts as well as Youth and Sports are part of the Ministry of Education, for the purposes of planning they have been left to work on their own as their alignments and commitments differ from the mainstream of education.

A wide range of institutions provide education from early childhood to universities. These are either government owned, operated by communities and various groups under grant assistance from government or fully privately owned and operated. Figure 1 shows the broad structure of the education system. Table 1 provides selected data for these institutions.

In the recent past and since independence, government has been allocating around 20% of its annual budget for education. This has enabled the opening up of schools in remote and isolated areas of Fiji. Issues of need addressed have ranged from the mere presence of large numbers of children due to rapid growth in some areas to the need to provide children access to their right to a basic education.

The various needs to open schools have led to varying levels of schools and the wide ranges of teacher pupil ratio. There are instances where class sizes are very small and where demand for places are very high, very large schools and very high average class sizes have resulted.

In terms of education delivery, the Ministry of Education [MoE] leads policy formulation and is responsible for the setting of norms and standards, and for planning, monitoring and evaluation at national level. In addition, there are the personnel functions that support the smooth delivery of educational services across the country.

Our Vision

Education for change, peace and progress

The vision for education and various visions and statements of intent as expressed by the various documents such as the People's Charter, the Education for All (EFA) of UNESCO and the Millennium Development Goals (MDG) reflects on this vision in their own ways. The drive to eradicate poverty by 2015, with education as the central strategy, threads in all these documents and commitments. In today's competitive environment at the global front, an educated population is a prerequisite for a country to take on the demands of technological challenges and development. This is underpinned by Pillar 9 of the People's Charter, "**Making Fiji knowledge based society**".

Our Mission

“To provide a holistic, inclusive, responsive and empowering education system that enables all children to realise their full potential, appreciate fully their inheritance, take pride in their national and cultural identity and contribute fully to sustainable national development”

The above mission statement aligns well with the People’s Charter for Change and Progress. Pillar 9, “Making Fiji knowledge based society” is specifically designed to drive Fiji into the future. This same goal and its subsequent components are expressed in different ways in the Education for All initiative, the Millennium Development Goals, PRIDE and the Suva Declaration. They all embody the aspirations of the stakeholders in education. The Mission also expresses the expected outcomes of education on all children in Fiji and the role of the education system to ensure that these outcomes are realised.

Guiding Principles

Education should holistically develop and inculcate in every child the fundamental ethical, moral, social, spiritual, and democratic values. Furthermore the objectives of education should emphasize the need for children to:

- develop a sense of pride in their identity as citizens of Fiji through creative expressions in their learning experiences;
- be motivated and trained to be lifelong learners;
- be nurtured in order to live and fully participate in the global village; and
- be better prepared for the world of work where rapid change is inevitable

Purpose and Roles

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

The core business of the Ministry of Education is the delivery of education and training services with these being provided specifically to:

- schools, pre-schools and training centres
- students in the years of compulsory schooling and those participating in Forms 5, 6 and 7 studies including vocational education and training programmes
- teaching personnel
- school management and controlling authority

The Ministry has corresponding responsibilities for:

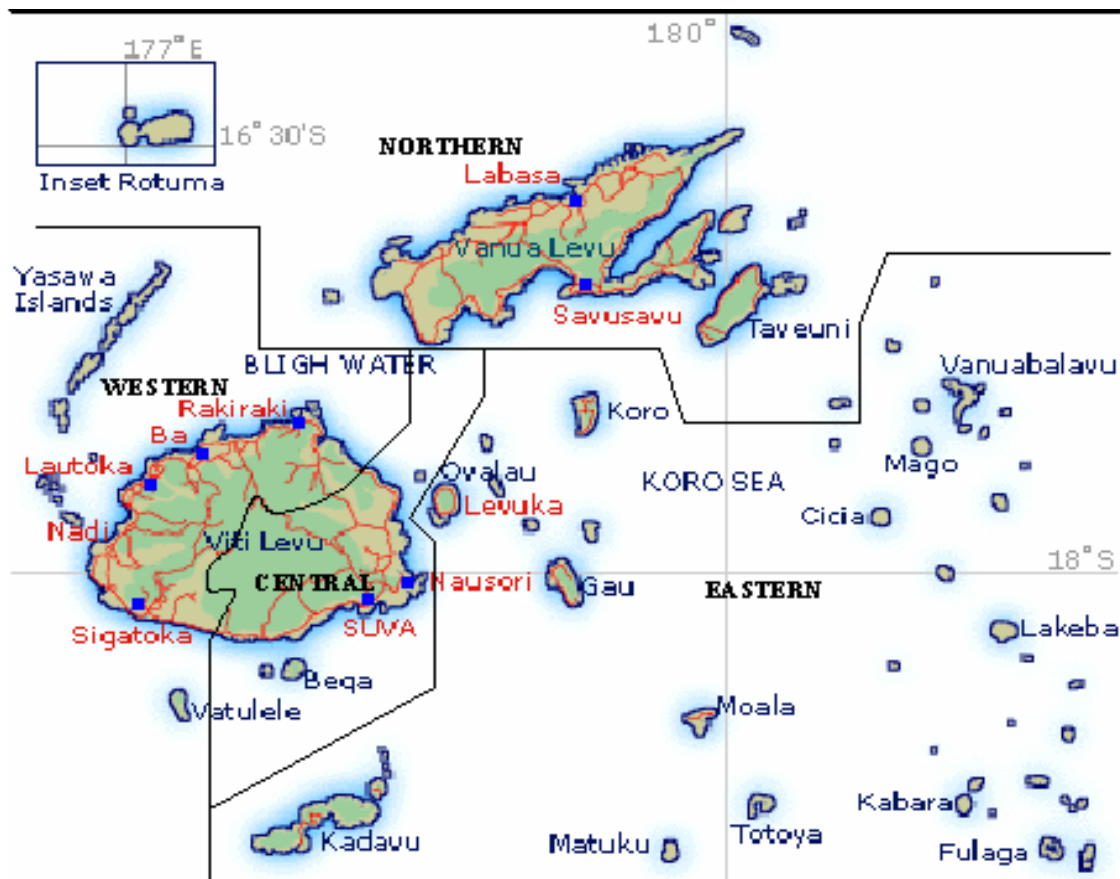
- the provision of services to the Minister, Statutory Agencies, Cabinet and Government
- the management of resource planning and policy development related to education and training
- the provision of programme support to education and training institutions
- the regulation and recognition of education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

The Ministry is also charged with responsibility for ensuring that standards in education are met and maintained and the human, physical and the financial resources allocated to education by the government are appropriately directed and expended.

THE EDUCATION SECTOR: CONTEXT

Education and training continues to be a priority for government and the commitment in its annual budgetary provision to education over the years is a testimony to this. The continued support from the government, donor agencies and key stakeholders in education has enabled the Ministry to maintain and improve the quality and standards of education in Fiji.

Figure 1: Classification of education structure by Division and District



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

School Information

- **Classification of school types. Teachers and enrolment by divisions**

The population shift from rural to urban areas puts a lot of pressure on schools in the various urban areas. Whilst some schools will be forced to close in the rural areas, new schools will have to be opened in response to the growth in the urban areas.

Table: 1: School Types and Enrolment by Divisions

Divisions	Number of Schools			Number of Teachers		Enrolment	
	ECCE	Primary	Secondary	Primary	Secondary	Primary	Secondary
Eastern	43	115	14	442	246	8,237	2,569
Northern	83	162	35	1042	755	23,782	11,653
Western	222	254	60	1964	1424	47,497	24,975
Central	282	204	65	1719	1840	53,206	30,520
Total	630	735*	174	5167*	4265	132,722*	69,717

*Includes Special Education

- **Remoteness**

The location of schools in the far flung islands and in the remote areas of the large islands gives rise to accessibility issues. Many schools are unreachable by roads and shipping services to outlying islands are very unreliable. Whilst telecommunications is available to most parts of Fiji, actual travel is still difficult and inconsistent to many areas. This creates a major challenge to education delivery.

- **School Management**

98% of schools are operated and managed by non government organisations. These include church groups, cultural groups and communities. Of the 906 schools and about 760 kindergarten centres, government owns and operates only a very small number. However almost all teachers are government paid and registered kindergarten centers are provided a salary grant for the teachers as well as grants for infrastructure upgrades and equipment.

- **Private Schools**

There is a growth in the number and range of private schools in Fiji. These offer international curriculum as well as those focused on religious beliefs. A number are specialist language schools offering international language training. These schools do not receive any form of government assistance.

- **Disadvantage Index**

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

Figure 2: The Fiji Education Sector Structure and Linkages

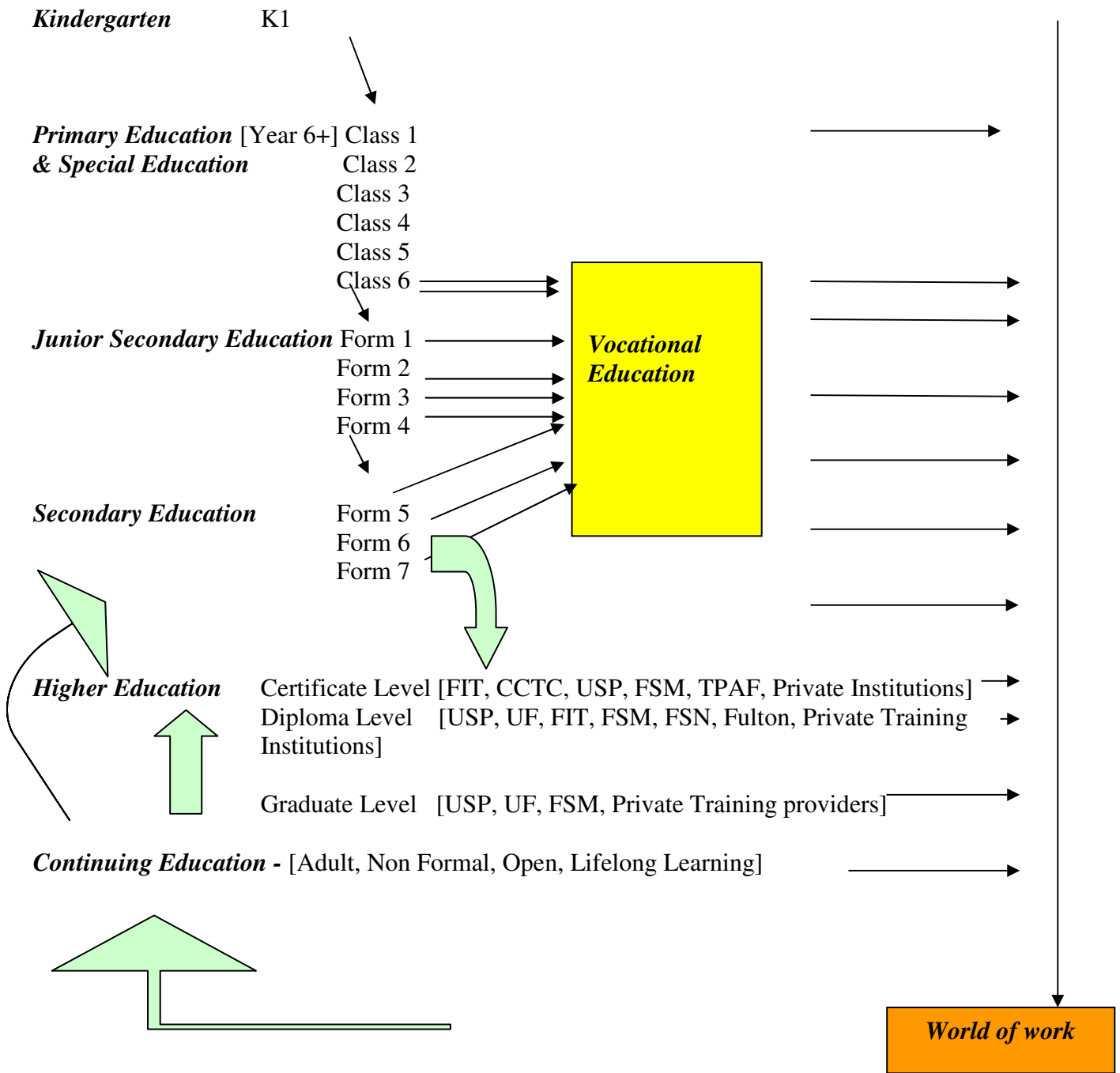


Figure 2 provides a snapshot of the layout of the Education Sector in Fiji. At the end of the diagram is the world of work where all learning and learners coverage towards.

Within the breadth of the scope lies also the diversity in the programmes offered at all levels. The increasing importance of TVET and the need to align with the diverse job market has expanded the curriculum offered in schools. The aim for TVET is to provide exposure to students as early as possible in the hope of developing interest in the subjects which hopefully will create the desire for work in technical fields.

Student Profile

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

Table 2: Primary and Secondary enrolment 2005-08.

Year	Primary*	Secondary	Total
2005	135667	59128	194795
2006	132979	52130	185409
2007	133276	68814	202090
2008	132722	69,717	202,439

*Includes Special Education

▪ Enrolment

Fiji has achieved almost universal primary education. As access to education is almost 100% the focus is now shifting to improving the quality of access. There is considerable effort required in trying to retain students once enrolled in schools and to push them into higher education.

Table 3: Gross and Net enrolment and progression rates in primary and secondary

	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Progression rate	95.7	97.4	96.6	87.4	90.5	89.0
Gross enrollment	104.3	102.5	103.4	85.2	98.4	91.8
Net Enrolment	97.0	96.4	96.7	73.4	83.7	78.6

Source: 2008 SIMS Data

• Attendance rate

It is becoming critical to establish attendance as a measure of quality in educational access. Attendance rates need to be measured both for students and teachers as well as the total output of the school and the outcome of education has a direct relationship with the level of attendance of both students and teachers.

• Retention

The survival rate of students between class one and Form 6 is about 61%. This splits up into 67% for girls and 56% for boys. (*Education for All Mid Decade assessment Report, 2007*)

The 2008 information in the Ministry database shows a retention rate of 87.1% in a cohort of class 1 in 2004 reaching class 5 in 2008. In other words, 17, 270/19, 823 students enrolled in class 1 remained in the system by 2008.. This means that 13.9% (2,553) students of the same cohort dropped out of the system. by 2008. This is equivalent to an average of about 639 students per year.

In a cohort of Form 3 in 2005, in the secondary schools, a 85.1% (14,089/16,556) survival rate was recorded at Form 6 level in 2008. 14.9% (2,468/16,556) of the same cohort did not reach Form 6. However, the enrolment data for the years has not accounted for students enrolled in the vocational programme. It is assumed therefore that they are included in the remaining 14.9%.

• Dropouts

The dropout rate has decreased a lot in recent years. The effort to reduce dropout rates has accompanied the drive to make the curriculum more responsive to the needs of students. The

curriculum is designed not only to make learning meaningful but also interesting. This, it is hoped will lead to a reduction in dropouts.

Table 4: Dropout rates in primary and secondary by gender

Level	M	F	T
Primary	0.8	1.8	1.3
Secondary	6.6	3.4	5.0

- **Examinations Performance**

Performance in examinations is still an important yardstick for measuring the quality of a school. Schools strive to raise examinations performance because the public will pass judgment on the school on the basis of performance in external examinations. There are two examinations at primary and three at secondary level. The primary examinations are the Fiji Intermediate, at Class 6 level and the Fiji Eight Year Examinations at Class 8. These examinations are mainly for selection purposes into secondary schools. The examinations at the secondary level are used for screening students who may not be able to manage higher level studies.

The Fiji Islands Literacy and Numeracy Assessment [FILNA] continues to gain momentum. The number of schools that take this test has continued to grow. The focus is now to continue to use this assessment more strongly as a diagnostic tool to improve teaching.

Human Resource

The importance of Human Resources to the achievements of the Ministry’s vision and mission cannot be overemphasized. Being a labour intensive industry, education requires the appointment and retention of a skilled workforce as well as the continual upgrading of their qualifications. A well qualified teaching force is essential for the strive towards quality education and excellence in service delivery.

Professional Development

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

Support Services

The Ministry of Education relies on a wide range of support services. These services are in the areas of financial, clerical and managerial services at all levels. Although making up only a relatively small number, the non teaching cadre is a vital component of the Ministry’s operations. They provide the lifeline in the drive to performing the Ministry’s core business of providing education to the children of the nation.

Community Participation

Education in Fiji is a communal undertaking. Since most schools are owned and operated by the various communities, their participation is highly valued. Where the community has been lethargic and weak, the Ministry has been engaged in community outreach programmes. In addition there have been leadership and management workshops conducted for the management and leaders of schools to improve the effectiveness of our schools.

Community Awareness Programme (CAPS)

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

Role of Donors

The importance of donors to the development of education in Fiji cannot be overstated. With a budget of a little under 20% of the national budget, there has always been a shortfall. This gap has always been bridged by donor funding. The favourable response from the donors received over the years has enabled the implementation of planned projects and programs as well as the advancement of new initiatives. The present status of education in Fiji can be attributed to the willingness of donors to participate in various educational supported initiatives.

ACHIEVEMENTS, ISSUES AND CHALLENGES

Strategic Plan 2006 – 2008 Achievements

The evaluation report of the Strategic Plan 2006 – 2008 highlight significant achievements against strategies and targeted outcomes in the plan. The evaluation report is a summary of what the Ministry was able to deliver in the last three years against the performance indicators anticipated in the plan. The progressive report also highlights some challenges and emerging issues that the Ministry may need to further consolidate in the next strategic plan.

Overall, about 80% of the targets were successfully achieved. Some of these major highlights included:

- The development of the New Curriculum Framework in 2007
- The development of the new Kindergarten Curriculum guidelines.
- Expansion of FILNA in primary schools. In 2008, 25,199 students from 472/721 primary schools have implemented FILNA.
- Establishment of a school review/ inspectorate system to provide support and quality assure school performance and review.
- A total of 319 schools had been assisted through infrastructure upgrading project.
- Upgrading of LTC Certificate programme to Diploma programme and the upgrading of ECE Certificate to Advance Certificate programme.
- Significant improvement in the number of school audited accounts submission over the years. In 2008 over 819 schools (93%) submitted schools financial accounts. The quality of these reports have improved significantly.
- There had been significant achievement in the area of professional development. All school heads and school managements have been provided with the opportunity to participate in the leadership and management training. Potential leaders from schools have been trained through the future leaders programme.
- Reforms to the business processes within the Ministry have resulted in services to be delivered more efficiently.
- The capabilities of MoE Officers have been sufficiently developed through donor supported initiatives.

More details on the evaluation report of the Strategic Plan 2006 – 2008 against the strategies and targeted outcomes in the plan can be found in Appendix 1 of this document.

Issues and Challenges

The education sector will continue to focus on existing issues and a number of emerging ones over the next three years. Current issues include student retention in schools, dropout rates, student performance, education quality and public and private costs of education. Emerging issues include student behaviour, drug abuse in schools, and assessment of student learning, nation building and curriculum relevance. These emerging issues pose a lot of challenges on the education sector and bring greater competition for scarce resources available for the development of the sector. A major feature of the sector over the plan period is strengthening partnerships between its main stakeholders both within government and non-government organizations.

Education has a major role to play in shaping the future of the country, particularly its people and governance. The future of any country rests on its future citizens and how they are developed and

nurtured through the education system. Opportunities will be created through the curriculum and programmes in schools that will compel students to work together and develop greater understanding of one another. At the end of the plan period, it is intended that students will leave the school system with more understanding and tolerance of one another and an affinity to move forward together in a spirit of one people and one nation.

A major issue in the education sector relates to the relevance and attractiveness of schooling to students. There is a big competition between the developments and attractiveness of the outside world and the school programmes. The rising unemployment rate compounds the problem creating a sense of hopelessness amongst students and posing the question of the relevance of schooling. If the education sector is not careful, then the attractiveness of the outside environment will far surpass that of the schools creating greater chances for dropouts from the system.

The issue of student and school assessment and monitoring will be developed and strengthened through structures put in place for greater accountability to student achievement. Prominent among these structures would be the establishment of the Standards Monitoring Unit to monitor school performance and the greater use of FILNA in primary schools as a diagnostic tool to assess student levels of learning.

Major developments in education which will impact on the conduct and management of the sector in future include the following:

[i] Restructure in the Administrative Structure

Restructures will be put in place to make the system more responsive to the needs of stakeholders and improve service delivery. Restructures are also essential to bring about greater accountability in improvement strategies and assist develop quality and achievement levels to student achievement.

[ii] Establishment of the Teacher Registration Board (TRB)

The TRB is important in the development of a professional teaching force. The registration of teachers under the Board will be a prominent activity during the plan period.

[iii] Development of the Higher Education Sector

The expansion in the higher education sector including establishment of universities in Fiji has prompted the establishment of legislations and structures to coordinate the sector. It is envisaged that the Higher Education Commission will be fully functional during the plan period.

[iv] Developments in the technical/vocational education

TVET is a major pathway for students within the education system offering better opportunities for employment in both the formal and informal sectors of the economy. Providing relevant skills required in industries and other employment sectors such as the Tourism Sector will enable students to find employment at the end of the training.

[v] Increase in regional initiatives and international cooperation

Fiji needs to contribute to international and regional initiatives in education. The continuation of work in the Education for All and MDGs will continue to feature within this plan. There will be continued participation in such regional programmes and efforts under the SPBEA, UNESCO, Forum Secretariat and PRIDE. Regional cooperation initiatives will put a great demand on the sector especially in trying to comply with the requirements of these initiatives and at the same time work with national priorities.

The future plan is also to include early childhood education within the normal primary education system and this will mean a change in relevant legislations. Together with the constraints brought about by public sector reforms, the education sector, during the plan period, will face major challenges in trying to maintain quality and efficiency of its service delivery. This plan has taken into consideration all these constraints and limitations and turn them into challenges which need to be realistically faced. The Ministry therefore believes in good strategic planning and taking on board all these constraints and working within its available resources to obtain maximum results.

Good strategic planning is accompanied with a lot of assumptions. It will be important in this respect for Sections of the Ministry to be clear on whatever assumptions are embedded within this plan and provide alternatives or options in the case the assumptions do not materialize. The plan needs to be flexible enough to changes that can come about through the political environment and also major funding changes provided by government or through donor interventions.

THE EDUCATION SECTOR: OUTCOMES 2009 – 2011

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

Overall Objectives

Education is a basic human right and critical to improving living conditions and reducing poverty. This underlying principle reaffirms the Government's commitment to improving access and providing equal opportunity to education for all irrespective of gender, ethnicity, culture, beliefs, disability, socio economic circumstances and geographical isolation. There is progress evident in these areas however, much still needs to be done in improving the quality of access and ensuring that policies and programs continue to promote a school environment that will support the safety, health, and care for all children.

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

Overall Objectives

Children are different in their educational needs and aspirations and the focus in curriculum has been to put in place a conceptual framework that will better reflect these various needs of the child. Current work in curriculum development is consistent with this new direction and will provide continuity of learning from kindergarten to Form 7. The current curriculum is well grounded in the local context and supports development of lifelong skills to prepare children for the world of work and this will be strengthened during the plan period. Running in parallel is the development of a new direction in assessment and reporting that is closely linked to the curriculum outcomes.

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

Overall Objectives

Schools are central to the teaching and learning process and providing educational services to the community. To support this critical role, schools need to be developed with standard infrastructure and facilities that is OHS compliant and ensure safety of children from natural disasters, external pressures and other risks. The government is committed to ensure that all students are provided with the opportunity to access quality education through a more equitable allocation of grants and resources that better reflect the schools' extent of disadvantage. Schools on the other hand are expected to continuously review the quality of their performance through the Standards Monitoring in Schools [SMiS] policy

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

Overall Objectives

A qualified and competent workforce remains critical to the delivery of education services and improving students' outcomes. Therefore the Ministry of Education continues to be faced with the responsibility to develop and support the professional development of its workforce. The establishment of the Human Resource Management Unit, Professional Development Unit, the School Inspectorial System and the Teacher Registration Board will play an important role in the effective management and delivery of education services.

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

Overall Objectives

TVET is another important component of education and training and its contribution to development of the future for the children and world of work is recognized. The development of a more strategic direction, and a relevant Competency Based Curriculum [CBC], creating alternative pathways for learning and employment and strengthening linkages with industry and stakeholders have been part of recent TVET development. With the positive impact this has had to education of children in Fiji, there is still much needed in terms of resources and manpower needs to ensure quality TVET education.

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

Overall Objectives

Communities own and manage 98% of the schools in Fiji, therefore their involvement in the education process is important because of their knowledge of the local context. The Ministry recognizes the special characteristics of the schools, therefore school management in partnership with communities and stakeholders have the flexibility to deliver special programs to uphold school identity.

Development partners have contributed significantly to the development of the educational needs of the children and with limited resources, harmonization of donor support will be the way forward for Fiji in order to achieve national and international targets.

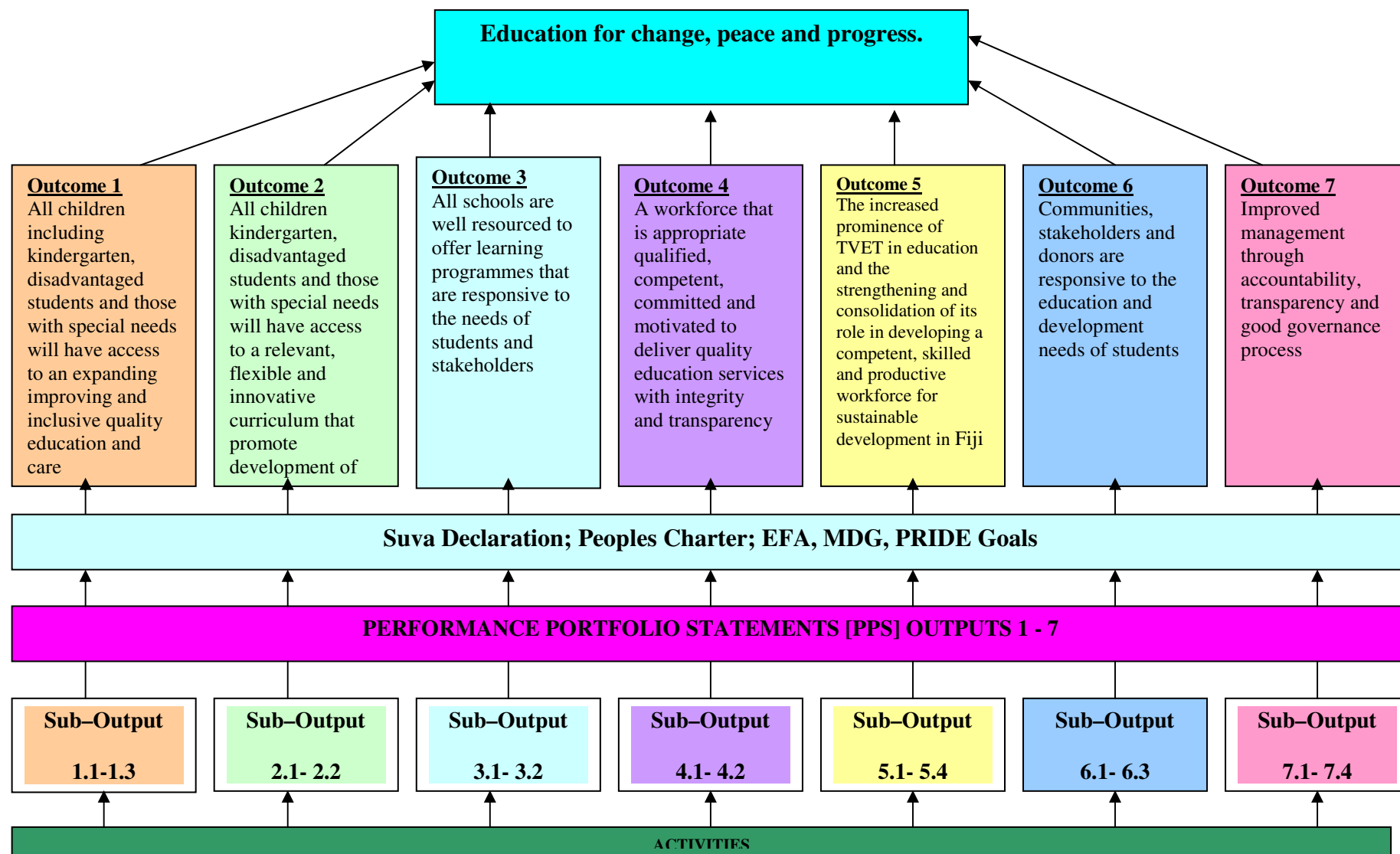
Outcome 7:

Improved management through accountability, transparency and good governance processes.

Overall Objectives

Government agencies have a responsibility to reflect good governance processes in the administration and management of all service delivery. This affirms the emphasis in the public sector reforms on improving management and accountability of public funds. There has been much progress in these areas within the Ministry of Education such as reforms in the business processes, legislation, planning and policy review and the strengthening of monitoring and evaluation. It is hoped that these recent developments will continue to be strengthened to enhance the quality of education in the country.

STRATEGIC FRAMEWORK 2009 – 2011



Strategies and Performance Indicators and Measures

Identified under each of the major outcomes, are strategic priority areas for the next three years. The sub-output provides a clear link to the PPS [Performance Portfolio Statements] in the Corporate Plan. A cost projection for each of the strategies for 2009, 2010 and 2011 is included in the table. The cost projection is factored in the summary of costs in the financing framework.

OUTCOME 1: ALL CHILDREN ESPECIALLY KINDERGARTEN, DISADVANTAGED STUDENTS AND THOSE WITH SPECIAL NEEDS WILL HAVE ACCESS TO AN EXPANDING, IMPROVING, AND INCLUSIVE QUALITY EDUCATION AND CARE

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

Priorities

- Increase access of Kindergarten age children to education
- Improve the quality of access to education at all levels
- Distance Education mode piloted in selected schools
- Improve access to technology and ICT in all schools
- Increase access to adult education to improve adult literacy
- Increase access to students with special needs
- Strengthen OHS compliance in schools
- Increase awareness on substance abuse and HIV/AIDS in schools and communities
- Improve counseling and guidance services

Sub - Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
1.1 Access and retention to education at all levels improved	Improve access and retention to basic education	1,702,500	1,702,500	1,702,500	<ul style="list-style-type: none"> • 20 new kindergartens established every year for the next 3 years. • 50% of newly established kindergartens attached to existing primary schools by 2011 • Increase kindergarten enrollment by 10% each year for the next 3 years • Audit on all kindergartens completed by 2010

		990,000	990,000	990,000	<ul style="list-style-type: none"> • Increase net enrolment in primary education • Improve students attendance in primary schools • Reduction in drop out rate at all levels of primary education • Impact study on the extent of children's access to education completed by December 2010
		2,600,000	2,600,000	2,600,000	<ul style="list-style-type: none"> • Increase net enrolment in secondary education • Increase in student attendance at School • Reduction of dropout rate at all levels of secondary education
		1,500,000	1,500,000	1,500,000	<ul style="list-style-type: none"> • Increase net enrolment in vocational education. • Increase in students attendance at schools
	Establish schools in educationally disadvantaged areas	500,000	500,000	500,000	<ul style="list-style-type: none"> • Schools established in educationally disadvantaged areas by 2011
	Improve standards of infrastructure and facilities	1, 650,000	2,000,000	2,000,000	<ul style="list-style-type: none"> • Standard of school facilities improved
	Improve quality of access to education e.g. ICT	1,000,000	1,000,000	1,000,000	<ul style="list-style-type: none"> • 80% of secondary schools have access to IT facilities by 2010 • 30 librarians trained on information literacy every year for the next 3 years
	Improving education opportunities for students and youth	900,000	900,000	900,000	<ul style="list-style-type: none"> • Community education centres introduced in strategic locations by 2011 • One Matua school established in each of the education districts

1.2 School capacity to meet special needs of students strengthened	Support development and implementation of programme and materials for students with special needs	10,000	10,000	10,000	<ul style="list-style-type: none"> • Special Education Action Plan for Social Justice programme implemented by December 2009 • Inclusive Education policy developed in 2009 • Curriculum material brailled by 2011
	Strengthen school capacity to support for students with special needs in mainstream schools and Kindergarten	215,000	215,000	215,000	<ul style="list-style-type: none"> • Increase in support staff in regular schools enrolling students with special needs • Increase enrolment of students with special needs in mainstream schools.
1.3 Safety and care of students in schools improved	Strengthen awareness on OHS at all levels	27,000	27,000	27,000	<ul style="list-style-type: none"> • A reduction in the number of complaints on OHS related issues. • Increase in the number of OHS accredited trainers. • 50 % of schools are OHS compliant by 2011.
	Strengthen DISMAC policy and procedures implementation at all levels	5,000	5,000	5,000	<ul style="list-style-type: none"> • A school DISMAC policy implemented by 2011 • All schools develop and implement an emergency evacuation plan by 2011 • A new SOP developed and approved.
	Introduction of pastoral care and safety programme in all schools	400,000	450,000	450,000**	<ul style="list-style-type: none"> • Increase community awareness on HIV/AIDS and Substance abuse by 2011. • Decrease in the number of substance abuse cases reported • HIV/AIDS policy implemented by 2010. • Research on safety and care programmes in school commenced by December 2009.

OUTCOME 2 : ALL CHILDREN ESPECIALLY KINDERGARTEN, DISADVANTAGED STUDENTS AND THOSE WITH SPECIAL NEEDS WILL HAVE ACCESS TO A RELEVANT, FLEXIBLE AND INNOVATIVE CURRICULUM THAT PROMOTE DEVELOPMENT OF LIFELONG SKILLS AND GOOD CITIZENSHIP

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

Priorities

- Review of the National Curriculum for primary schools and development of support materials.
- Trialing of the new Kindergarten curriculum guidelines in all recognized kindergarten centres.
- National implementation of the new FJC Assessment [IA] programme in secondary schools.
- Citizenship Education implementation.
- Family Life Education implementation.
- Improve literacy and numeracy at all levels.
- Strengthening teaching and learning of culture and traditions, arts and heritage.
- Strengthening the teaching of TVET in secondary schools, Kindergarten and Special Education.
- Implementation of the language policy at all levels.
- Expand and improve assessment systems and processes.

PPS Sub - Output	Strategies	Strategy Costing			Performance Indicators
		2009	2010	2011	
2.1 Quality curriculum implemented	Review of curriculum and development of teaching and learning support materials	100,000	100,000	100,000	<ul style="list-style-type: none"> • Curriculum reviewed and relevant teaching and learning resources and support materials developed • Review of Classes 3-6 curriculum and development of support materials completed in 2009
	Trialing and implementation of the curriculum guidelines in all Kindergarten centres in Fiji	FESP/ PRIDE	50,000	50,000	<ul style="list-style-type: none"> • Kindergarten curriculum guidelines trialed in all Divisions in 2009 • New Kindergarten curriculum guidelines implemented in all Kindergarten centres by 2011
	Implement new developments in the reviewed FJC IA component of the Compulsory Education programme in all secondary	400,000	400,000	400,000	<ul style="list-style-type: none"> • New class based assessment implemented in 2009 [Class Based Assessment(CBA) task: 30% Common Assessment Task(CAT), 20%] • Assessment policy reviewed by 2010

	schools				<ul style="list-style-type: none"> • FJC IA national moderations conducted electronically • Students performance improved in the IA programme
	Introduce distance education mode to rural and isolated schools	585,000	585,000	585,000	<ul style="list-style-type: none"> • Increase in the number of schools and communities with Distance Learning facilities by 2011 • 5 schools linked to the network annually
	Introduce citizenship education in schools	932,231	932,231	932,231	<ul style="list-style-type: none"> • Citizenship curriculum introduced in primary schools in 2009
	Introduce revised Family Life Education in schools	80,000 (\$US)	80,000 (\$US)	80,000 (\$US)	<ul style="list-style-type: none"> • Revised Family Life Education Curriculum implemented in all schools at form 3 level by 2010
	Develop a curriculum with support materials for students with special needs to be used in the special schools and mainstream	10,000	10,000	10,000	<ul style="list-style-type: none"> • Development of the special curriculum commence in 2009 • Curriculum trialed in selected schools in 2010 -2011
	Promote and introduce modular approach to secondary curriculum development	6,500	6,500	6,500	<ul style="list-style-type: none"> • Scoping study on modular approach to secondary curriculum commenced in 2009 • A framework on modular curriculum developed and trialed in 2010
	Develop and broaden the teaching of culture, traditions heritage and arts and the core subjects in schools	534,000	300,000	300,000	<ul style="list-style-type: none"> • National Language Policy nationally implemented in schools in 2009 • Improved and broaden level of celebrations of cultural event in schools • Students have enhanced understanding of and value of culture and traditions

2.2 Strengthening of assessment for learning and of learning approaches to improve students performance	Improve quality of students performance in external assessment and examinations	100,000	100,000	100,000	<ul style="list-style-type: none"> • 2% increase every year in the number of quality passes • 2% increase every year in the performance of students from disadvantage backgrounds • IPSP schools demonstrate improved performance in external examination annually
	Improve quality of external examinations /assessment processes	50,000	50,000	50,000	<ul style="list-style-type: none"> • Improve quality and timeliness of examination processes and systems • Increased awareness and training on assessment with teachers
	Provision of appropriate technology and equipment to cater for effective delivery of examination/assessment for students with special needs	50,000	50,000	50,000	<ul style="list-style-type: none"> • Upgrading of examination/assessment system for students with special needs commenced in 2009
	Develop a systematic approach to assessment through further development of FILNA to improve literacy and numeracy	300,000	300,000	300,000	<ul style="list-style-type: none"> • 70% of primary schools effectively use FILNA for diagnostic purposes by 2011 • All schools implement FILNA in classes 4,6, and 8 by 2011
	Provision of reading resources to complement teaching and learning in schools	50,000	50,000	50,000	<ul style="list-style-type: none"> • 100 schools receive library resources every year for the next 3 years • Improved management of library services • Research conducted on the effectiveness of library resources

OUTCOME 3: ALL SCHOOLS ARE WELL RESOURCED TO OFFER LEARNING PROGRAMMES THAT ARE RESPONSIVE TO THE NEEDS OF STUDENTS AND STAKEHOLDERS

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

Priorities

- Standards Monitoring and inspectorate system implementation in all schools
- Differential Resourcing model implementation
- Facilitate a supportive and inclusive learning environment
- Improved administration and management of grants

Sub Output	Strategies	Strategy Costing(\$)			Performance Indicators
		2009	2010	2011	
3.1 Responsiveness of schools to meet students needs improved	Implement school improvement and schools inspectorate system in all schools	186,000	186,000	186,000	<ul style="list-style-type: none"> • 230 schools undergo external validation visits every year for the next 3 years • 90% of schools effectively implement SMiS by 2011 • All schools demonstrate compliance with standards monitoring /inspectorate policy requirements by 2011 • School inspection visits commenced in 2009 • 100 school libraries implement standardized library management practices and procedures by 2011. • Model school libraries established in each education district (9), and 2 public libraries by 2011
3.2 Administration and management of grants improved	Improve quality of school resourcing through tuition grants, equipment and facility support	550,000	550,000	550,000	<ul style="list-style-type: none"> • Policy on management of school resources developed by 2010 • 50 libraries to be remodeled and improved by 2011 • Timely disbursement of all grants to recipient schools by the due date • Library assets and resources management policy developed by 2010 • Differential Resourcing Model policy approved in 2009 and implemented in 2010

OUTCOME 4: A WORKFORCE THAT IS APROPRIATELY QUALIFIED, COMPETENT, COMMITTED AND MOTIVATETO DELIVER QUALITY EDUCATION SERVICES WITH INTERGRITY AND TRANSPARENCY

Aligned to the Suva Declaration Goal 6; Peoples Charter Pillar 2, 4, 9

Priorities

- Improve qualification of MoE Officers
- Increase in the numbers of school leaders and management trained
- Develop competency framework for the major levels of
- Improve management for performance
- Workforce Plan implementation
- Review of pre-service secondary teacher training
- Strengthen strategic direction of Kindergarten and Special Education

Sub –Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
4.1 Capacity Building and Professional Development improved	Promote qualification upgrades for all levels	1,400,000	1,400,000	1,400,000	<ul style="list-style-type: none"> • Increased number of officers access or take part in the qualification upgrades • Increased number of officers successfully complete qualification upgrades
	Develop competency frameworks for all officers within the Ministry	5,000	5,000	5,000	<ul style="list-style-type: none"> • Competency Framework for schools leaders, teachers and professional administrators developed by 2011 • All teachers register with TRB in 2009
	Facilitate Leadership and Management training	360,274	260,274	260,274	<ul style="list-style-type: none"> • Community and school foster positive relationship • Improved leadership and management in schools • Increased number of officers trained for future leader leadership roles
	Develop and deliver a range of professional learning programs to improve the competence and capacity of MoE	300,000	300,000	300,000	<ul style="list-style-type: none"> • Improved competency levels displayed by better workplace relationship and teamwork • Trainers demonstrate greater professionalism and rated highly by participants • Quality of all training programmes improve • Increased number of competent library users

Sub –Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
	Officers				<ul style="list-style-type: none"> • Increase in the number of professional development programmes in the areas of need
4.2 Workforce management and administration improved	Recognise, utilize and reward demonstrated competence and contribution	10,000	10,000	10,000	<ul style="list-style-type: none"> • Service excellence framework implemented
	Enhance primary and secondary pre-service teacher training services	5,000	5,000	5,000	<ul style="list-style-type: none"> • Review of the secondary pre-service teacher training programme commence in 2011 • Scoping study completed in 2009 on the upgrading of the FCAE programme in 2009 • Increase utilization of LTC resources such as workforce capability and facilities
	Strengthen strategic direction in Kindergarten	300,000	300,000	300,000	<ul style="list-style-type: none"> • Increase in the number of Kindergarten teachers paid from the Kindergarten salary grant • Kindergarten unit strengthened by 2010
	Strengthen strategic direction in Special Education	200,000	200,000	200,000	<ul style="list-style-type: none"> • Special Education unit strengthened by 2010 • Improved teacher-pupil ratio in accordance with requirement of the severity of student disability established by 2011
	Strengthen Workforce planning at all levels	10,000	10,000	10,000	<ul style="list-style-type: none"> • Workforce plan implemented by 2010 • Training Plan for Administrative and Professional staff developed by December 09
	Quality of management for performance improved	50,000	50,000	50,000	<ul style="list-style-type: none"> • 90% customer service rated as satisfactory or better • Action Plan on proposed reforms and restructure for cost effectiveness

OUTCOME 5: THE INCREASED PROMINENCE OF TVET IN EDUCATION AND THE STRENGTHENING AND CONSOLIDATION OITS ROLE IN DEVELOPING A COMPETENT, SKILLED AND PRODUCTIVE WORKFORCE FOR SUSTAINABLE DEVELOPMENT IN FIJI

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

Priorities

- Improve effectiveness, responsiveness and relevancy of TVET programme to meet the changing demands of the labor market and students with special needs
- Development of Cultural Technology to enhance Indigenous Knowledge Systems and Creative Industries
- Improve levels of skill, competency and qualification of TVET Teachers
- Improve effectiveness of TVET advocacy programme.
- Increase collaborative learning and training for community and industry network and partnership (local, regional and international) for excellence in TVET
- Improve access to ICT in TVET delivery
- Establish and expand TVET Quality Vocational Centres [QVC]
- Establish Quality Assurance mechanism for TVET

Sub – Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
5.1 Strengthen the capability and effectiveness of TVET	Establish Quality Assurance mechanism for TVET	30,000	40,000	40,000	• Accreditation System for TVET Centres established by 2010
	Develop/review TVET policies for relevancy, flexibility, and responsiveness to emerging need.	20,000	25,000	30,000	• Relevant policies reviewed and new ones formulated as a response to the needs in relevant TVET areas
5.2 Industry and Community linkage, network and partnership strengthened	Promote and advocate TVET through network and partnership	40,000	55,000	65,000	• Steering Committee for Network and Partnership formed and fully functional in 2009 • TVET curriculum rated as responsive and appropriate to individual and industry needs.
5.3 Improved HR development for TVET	Develop the skill, competency and qualification TVET Teachers	100,000	130,000	180,000	• A framework for competency based Training and Assessment for TVET teachers established in 2009 • Increased number of teachers trained

					in competency based training and assessment by 2011.
5.4 Improved effective programmes, curriculum, technology and infrastructure for quality TVET delivery	Review of TVET curriculum and programmes to meet the changing demands of the labor market.	50,000	60,000	70,000	<ul style="list-style-type: none"> • Curriculum and programmes reviewed and new programmes designed in response to the changing demands of the labor market • TVET competency based curriculum piloted in selected centres
	Quality Equipment and infrastructure to meet industry standard.	230,000	260,000	300,000	<ul style="list-style-type: none"> • Improved quality of infrastructure, equipment and tools that meet industry standard
	Integrate modern technology in TVET delivery.	100,000	120,000	150,000	<ul style="list-style-type: none"> • Increase in the number of TVET programmes integrating modern technology by 2011
	Support programmes for students with special needs in TVET.	10,000	30,000	40,000	<ul style="list-style-type: none"> • Increase in the number of TVET initiatives that support students with special needs by 2011
	Develop Cultural Technology to enhance Indigenous Knowledge Systems and Creative Industries.	20,000	30,000	40,000	<ul style="list-style-type: none"> • Increase in the number of TVET initiatives to support National Heritage and Culture and Arts.
	Establish Quality Vocational centres [QVC]	500,000	500,000	500,000	<ul style="list-style-type: none"> • Increased enrolment in vocational courses • Increased completion rate in vocational programme • Increased employability of students completing vocational programmes • Impact study on QVC initiative conducted in 2011

OUTCOME 6: COMMUNITIES, DONORS AND STAKEHOLDERS ARE RESPONSIVE TO THE EDUCATION AND DEVELOPMENT NEEDS OF STUDENTS

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

Priorities

- Improve community participation in education activities and programs
- Strengthen partnership and harmonization with donor agencies
- Strengthen network with key stakeholders, NGO's , industries, Government agencies and private sectors
- Increase participation of key education stakeholders in decision making

Sub Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
6.1 Community awareness, training and support facilitated	Continue support on the role of parents/ guardian, school management, school/ committee and the wider community	100,000	100,000	100,000	<ul style="list-style-type: none"> • Level of participation in school activities increased • Increased awareness on the role of libraries in schools and communities
	School management and community awareness and training programmes	100,000	100,000	100,000	<ul style="list-style-type: none"> • Effectiveness of community training programme increased • Increased number of management trained • School management functions improved.
6.2 Partnership with and harmonisation of Donor support strengthened	Strengthen partnership with Donor Agencies	5,000	5,000	5,000	<ul style="list-style-type: none"> • Increase level of donor partner/harmonization • Increased number of donor supported activities completed successfully.
6.3 Partnership with and network with stakeholders strengthened	Strengthened participation of key stake-holders in education decision making. e.g. educational councils, boards and forums	40,000	40,000	40,000	<ul style="list-style-type: none"> • Stakeholder involvement and participation in education strengthened. • Increased participation and attendance at forums and meetings

OUTCOME 7: IMPROVED MANAGEMENT, ACCOUNTABILITY, TRANSPARENCY AND GOOD GOVERNANCE PROCESS

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

Priorities

- Develop and review relevant education policies and legislation
- Improve timeliness and quality of planning and reporting at all levels
- Improve quality of data management at all levels
- Improve accountability and compliance with Government regulation and policies
- Strengthen Monitoring and Evaluation function at all levels
- Improve management for performance
- Enhance the positive image of the Ministry at all times

Sub Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
7.1 Effectiveness of policies, plans and legislations facilitated	Formulate/review relevant legislation	10,000	10,000	10,000	<ul style="list-style-type: none"> • Education Act reviewed by 2009 • National Research Council established by 2009 • Teachers registration with TRB commenced in 2009 • Fiji Qualification Authority policy framework developed by 2009 • Draft Examination Board bill developed by 2010 • Increased compliance with government policy requirements
	Improve coordination and communication of policies	20,000	20,000	20,000	<ul style="list-style-type: none"> • 5 new policies developed each year for the next 3 years • 3 policies reviewed each year for the next 3 years • A policy framework developed by 2010
	Improve quality of planning, implementation and reporting at all levels	40,000	30,000	30,000	<ul style="list-style-type: none"> • ESSDP 2009 – 2011 implementation commenced in January 2009 • Annual review of ESSDP conducted by September of each year • Timely submission of performance report against Corporate Plan targets on quarterly basis

Sub Output	Strategies	Strategy Costing (\$)			Performance Indicators
		2009	2010	2011	
7.2 Accountability and compliance to Government procedures and regulations improved	Strengthen financial management at all levels	10,000	15,000	20,000	<ul style="list-style-type: none"> Reduction in the number of audit queries Improved quality and timeliness of financial reporting on accountabilities at all levels
	Improve quality of service delivery at all levels	15,000	15,000	15,000	<ul style="list-style-type: none"> Efficient, effective and timely delivery of service at all levels
7.3 Efficiency of coordination and communication at all levels improved	Improve access to the media to better inform the community about education and training and related issues	5,000	10,000	10,000	<ul style="list-style-type: none"> Improved coordination and partnership with the media, both internal and external media outlets Enhanced public's image of the Ministry through the use of the media
	Improve efficiency and effectiveness of coordination and communication at all levels	5,000	5,000	5,000	<ul style="list-style-type: none"> Responses to all communications delivered in a timely manner Increase and improve relationship with the public, stakeholders through various communications strategy
7.4 Effectiveness of Quality Assurance and reporting process improved	Improve quality of data management at all levels	280,000	308,000	338,000	<ul style="list-style-type: none"> Improved quality and efficiency of data management IT capacity improved and sustainable
	Monitoring and Evaluation and reporting at all levels	10,000	11,000	15,000	<ul style="list-style-type: none"> Improved quality of reporting through increased use of evidence based monitoring and evaluation A monitoring and evaluation framework developed and implemented by 2010

MONITORING AND EVALUATION OF EDUCATION SECTOR PERFORMANCE

Introduction

Monitoring and Evaluation is important for any organization to keep track of changes taking place at all levels of service delivery. It provides information on what is working well, or what needs to be improved. In order to promote efficiencies and effectiveness in the organization, monitoring and evaluation must provide a strong and coherent system of learning and performance measurement that will integrate lessons learnt into management decisions for consistent improvement towards achieving the anticipated outcomes.

▪ MONITORING

Monitoring is defined as a systematic process of gathering, organizing and analysing data to track the progress of activity implementation. It provides information on the progress of the organization in relation to its aims and objectives. Monitoring provides regular feedback that will assist the organization track costs, personnel, implementation time, development, and financial results to compare what was planned to what has been achieved. The data collected during monitoring is an indication of whether there is progress towards achieving the objectives or deviating from it. They also provide information about the status and trends but they cannot explain cause and effect.

▪ EVALUATION

Evaluation is defined as a systematic process of collecting and analysing information to assess, the effectiveness of the organization in achieving its aims and objectives or the impact of the work on whether or not the intervention has made a difference. It provides regular feedback that will allow the organization analyze the consequences, outcomes and results of its actions or assess their relevance, scope and sustainability.

Monitoring and Evaluation Approach

Basically the vision of the Ministry of Education is to develop the full potential of all students, that is, provide an education that is holistic and that is seen to be providing all children equal opportunities to develop fully. The strategies and activities designed within the strategic development plan and in the annual corporate plan are intended to develop all students holistically and to continuously improve in terms of quality and relevance. The question really is how the Ministry gets to the point that it intends to reach in terms of intended outcomes. Perhaps a weakness in most education systems in third world countries is the lack of understanding of the kind and quality of education that the system wants to achieve and lack of related frameworks and indicators for monitoring it.

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

Monitoring Strategies

There will be three levels of monitoring of the Ministry's Plans and sample templates are provided for each plan:

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

[a] Monitoring of the Business Plan

- Each officer in each Section will report on their individual performance according to their Individual Work Plan
- Heads of Section will compile all individual reports into the Sections Monthly Report
- Copies of evidence of achievements must be collected from individual officers.
- This Monthly Report will be compiled into their Section's Business Report
- The overall achievement will be transferred to the Corporate Plan.

Sub- Output	Performance Indicator /Annual target	Activity	Activity Costs (\$)	M&E strategy	Achievement to date against annual target/ (Proportion)	Proportion of budget expended to date (%)	Issues and constraints
1.1 Effectiveness of policies, plans and legislations facilitated	Established and fully functional policies and legislation	Review of the Education Act					
		Establish the National Research Council[NRC]					
		Teachers register with TRB					

[b] Monitoring of the Corporate Plan

- Each Section will provide their monthly report on the Corporate Plan to the HRM Unit who will compile the Ministry's Monthly Report after they have presented at the Senior Staff Meeting.
- Monthly reports from the Sections must include copies of evidences which will be compiled by the HRM Unit.

Sample Reporting Template

Output 1: Portfolio Leadership, Policy Advice & Secretariat Support

Sub- Output	Performance Indicator	Performance Indicator Annual target	Activity	Data Source and M&E Strategy	Achievement to date against annual target/ Proportion against annual target	Issues and constraints
1.1 Effectiveness of policies, plans and legislations facilitated	Established and fully functional policies and legislation	Education Act Reviewed by December 2009	Review of the Education Act			
			Establish the National Research Council [NRC]			
			Teachers register with TRB			

[c] Monitoring of Education Sector Strategic Development Plan 2009 - 2011

- The monitoring of the SDP will be done on an annual basis.
- The annual report will be compiled from the accumulative monthly reports of the Corporate Plan.
- The costs of achieving the SDP strategies and targets will be compared to the overall costs as per the total Plan.
- The SDP is a forward planning document with assumptions taken into account. Monitoring will also include the realities of the assumptions.
- *Sample reporting template*

OUTCOME 2: All children will have access to a relevant, flexible and innovative Curriculum that promote development of lifelong skills and good citizenship

PPS Sub-Output	Performance Indicator	Strategy	2009 Costs	M&E Strategy	Achievement for the year/ Proportion of achievement against annual target	Issues and constraints
2.1 Quality curriculum implemented	Review of existing curriculum Review of Classes 5&6 curriculum and development of support materials completed in 2009	Review of curriculum and development of teachers support materials				

Use of Data in Reporting

When reporting on achievements, it is very important that Directors provide some form of data as measures of achievement. This will only be possible if data sets are formulated for all performance indicators for each activity and strategies that targets the achievement of the outputs. Two categories of data commonly used are:

- **Qualitative** this defines the quality of something which is usually descriptive in nature.
- **Quantitative** quantitative data can be measured and represented by numbers.

When reporting on achievements, it is important to report on both quality and quantity of the achievements.

FINANCING FRAMEWORK 2009 – 2011

Introduction

A Financing Framework is a requirement in a Sector Plan and for the Ministry of Education, this will be a first attempt at putting together a medium term financial projection as part of developing an education financing framework. It is anticipated that this new development will be further strengthened and enhanced to enable the Ministry to put together a financial projection that reflects the necessary details required in the framework. The information provided here is important for development partners in their areas of support. The following table gives a summary of the recurrent financial projections by the government towards education for the medium term 2009 – 2011. These figures have been extracted from budgetary projection. Over time, details will become clearer as sector planning becomes deeply imbedded in our processes

Financial Projection by Sub sector / key Output areas

The following gives a summary of the recurrent expenditure projections in each of the major output areas or sub sectors from 2009 -2011

Table 5: Summary of Recurrent Financial Projections by Sub-Sector

	2008 Baseline	2009	2010	2011
Kindergarten				
• Operating grant	50,000	50,000	50,000	50,000
• Salary grant	750,000	750,000	750,000	750,000
• Equipment grant	100,000	100,000	100,000	100,000
Primary Education				
• Policy and Administration				
○ Personnel emoluments	8,463,000	8,463,000	8,463,000	8,463,000
○ Operating Expenses	4,416,500	4,416,500	4,416,500	4,416,500
• Government primary school				
○ Personnel emoluments	794,700	794,700	794,700	794,700
○ Operating Expenses	24,600	24,600	24,600	24,600
• Non Government primary school				
○ Personnel emoluments	101,302,200	101,302,200	101,302,200	101,302,200
○ Operating Expenses	776,000	776,000	776,000	776,000
Secondary Education				
• Administration				
○ Personnel emoluments	1,314,500	1,314,500	1,314,500	1,314,500
○ Operating Expenses	20,100	20,100	20,100	20,100
• Government secondary schools				
○ Personnel emoluments	13,067,400	13,067,400	13,067,400	13,067,400

<ul style="list-style-type: none"> ○ Operating Expenses • Non Government secondary school <ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating grants 	1,909,000	1,909,000	1,909,000	1,909,000
<ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating grants 	82,815,500	82,815,500	82,815,500	82,815,500
<ul style="list-style-type: none"> ○ Operating grants 	789,500	789,500	789,500	789,500
Special Education				
<ul style="list-style-type: none"> • Operating grant • Salary • In-service training • Equipment grant 	550,000	550,000	550,000	550,000
	1,575,400	1,575,400	1,575,400	1,575,400
	30,000	30,000	30,000	30,000
	5,000	5,000	5,000	5,000
Vocational Education				
<ul style="list-style-type: none"> • Personnel emoluments • Operating Costs • Grants 	575,100	575,100	575,100	575,100
	43,500	43,500	43,500	43,500
	935,200	935,200	935,200	935,200
Pre – Service Teacher Training				
LTC				
<ul style="list-style-type: none"> • Personnel emoluments • Operating costs 	1,447.2	1,447,200	1,447,200	1,447,200
	401.6	401,600	401,600	401,600
FCAE				
<ul style="list-style-type: none"> • Personnel emoluments • Operating costs 	1,667,900	1,667,900	1,667,900	1,667,900
	319,200	319,200	319,200	319,200
Policy and Management				
<ul style="list-style-type: none"> • CDU <ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating costs • Special Project [AMU] <ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating costs ○ Text book Grant ○ Community awareness • Research Development and training <ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating costs • Examination <ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating grants • Library Services <ul style="list-style-type: none"> ○ Personnel emoluments ○ Operating grants 	1,678,300	1,678,300	1,678,300	1,678,300
	559,600	559,600	559,600	559,600
	333,600	333,600	333,600	333,600
	156,800	156,800	156,800	156,800
	230,000	230,000	230,000	230,000
	20,000MoE	20,000	20,000	20,000
	80,000[PRIDE]	80,000	80,000	80,000
	971,600	971,600	971,600	971,600
	21,000	21,000	21,000	21,000
	624,500	624,500	624,500	624,500
	1,489,300	1,489,300	1,489,300	1,489,300
	443,200	443,200	443,200	443,200
	313,900	313,900	313,900	313,900
TOTAL	230,627,600	230,627,600	230,627,600	230,627,600

Capital Financial Projections

Table 6 provides the education financial projections for capital constructions under each of the output areas or sub sector for the term of this strategic plan.

Table 6: Summary of Capital Financial Projections by Sub-Sector

	2008	2009	2010	2011
Kindergarten	100,000	200,000	200,000	200,000
Primary Education	500,000	500,000	500,000	500,000
• Non government	400,000	400,000	400,000	400,000
• Government	100,000	100,000	100,000	100,000
• Primary boarding	200,000	200,000	200,000	200,000
Secondary Education	2,150,000	2,150,000	2,150,000	2,150,000
• Non government	1,650,000	1,650,000	1,650,000	1,650,000
• Government	1,500,000	1,500,000	1,500,000	1,500,000
• Secondary boarding	200,000	200,000	200,000	200,000
Special Education	0	0	0	0
Vocational Education	500,000	500,000	500,000	500,000
Pre – Service Teacher Training				
• LTC - institutional upgrading	250,000	0	0	0
• FCAE – institutional upgrading	200,000	200,000	200,000	200,000
TOTAL	5,200,000	4,950,000	4,950,000	4,950,000

ESSDP 2009 – 2011 Financial Gap

Table 7 gives a summary of the financing gap on all projections costing for the programs and activities in all major output areas. This has taken into considerations the cost projections for all the priority area in the Strategic Framework for the medium term 2009 – 2011.

Table 7: Financing Gap

	2008	2009	2010	2011
Planned expenditure				
Recurrent		240,246,600	252,258,930	264,871,876
Development budget (capital construction)		6,700,500	7,035,525	7,387,301
Resources				
Recurrent	230,627,600	230,627,600	230,627,600	230,627,600
Development budget (capital construction)	5,200,000	4,950,000	4,950,000	4,950,000
Financing gap (Planned Expenditure-Resources)				
recurrent financing gap		9,619,000	21,631,330	34,244,276
capital (construction) financing gap		1,750,500	2,085,525	2,437,301

APPENDIX 1: STRATEGIC PLAN 2006 -2008 ACHIEVEMENTS

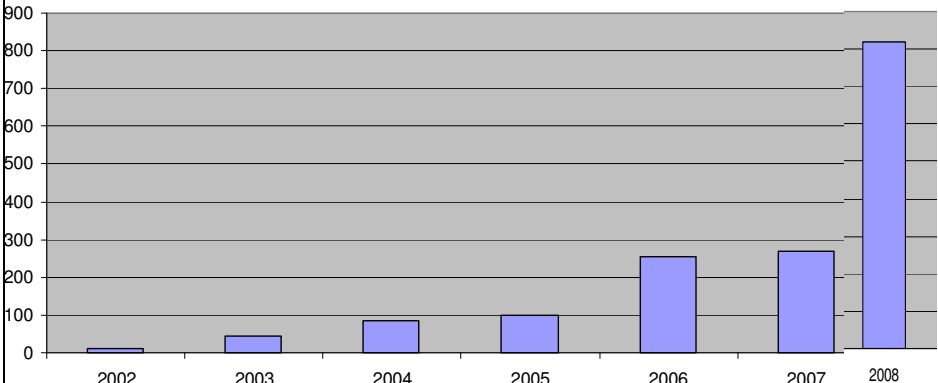
The Ministry of Education Strategic Plan 2006 – 2008 identified ten broad outcomes with targeted specific indicators based on the major focuses of educational development. The table below provides a summary of how the Ministry had performed against these indicators in the last three years. A few of these indicators had not been implemented due to scarce resources and a few fall short of the targeted outcomes. However over 80% of the indicators were achieved to and above expectation.

Performance Measures	Outcome 1: Children and adults of Fiji, especially those in disadvantaged groups will have access to a quality education and be prepared for the world of work where rapid changes are inevitable
1.1 Curriculum framework developed and implemented by 2008	The need for a review in the curriculum was raised in the 1999 Education Commission's Report. In 2005, the development of a curriculum framework commenced with the support of FESP – AUSAID. The revision of the syllabuses followed which was put on hold in 2008 due to the new approach used, which the Ministry believed that Fiji teachers were not ready for such an approach. The Ministry will consider this new approach to syllabus packaging once the teachers are adequately trained and the resources are available to support the approach
1.2 FILNA is expanded	The Fiji Literacy and Numeracy Assessment [FILNA] is another initiative supported by FESP-AusAID. FILNA was initially piloted in 70 primary schools in 2004 and more and more schools adopted the assessment approach during the years. In 2008, 472/716 primary schools with a total enrolment of 25,199 students took the FILNA assessment. The FILNA database is housed at the Examination section and the capacity of the unit has been sufficiently built to independently support and maintain the new and more robust database. The database has also been upgraded to hold data for all schools in Fiji, and produce detailed reports about student performance for parents and classroom teachers
1.3 Pilot FJC expanded	Pilot FJC was nationally implemented in 2007. This means that all students in all secondary schools sat for the FJCE IA programme in 2007 and 2008. The IA programme had been reviewed and refined in the number of activity tasks per subject required in 2008
1.4 Distance Education pilot programme implemented in 2007	The Ministry identified Distance Education [DE] as an area to be developed to improve access and the quality of education to disadvantaged and remote areas. The DE initiative was supported by FESP-AusAID with a scoping study developed in 2006 and a class 3 pilot curriculum implemented in 2 remote schools in Fiji. In 2008 the pilot DE curriculum was reviewed, refined through wide consultations. FESP has built capacity within CDU to support further development of curriculum in this area however because of the complex nature of DE, funding is critical to its expansion across the education system.
1.5 Primary and Secondary school girls: boys ratio reaches 1:1 by 2007	In the primary school, the ratio of boys: girls is 1.07 (2007) which means that there are slightly more boys than girls; however in secondary the picture is reversed; a ratio of 0.91 shows a higher number of girls than boys
1.6 1.7 100% of children starting class 1 reach class 5	Looking at a cohort of students starting at class 1 in 1996, 96% of this cohort successfully reaches class 5 in 2006. This data shows a 5% increase retention rate from a 91% in 1996. This has been attributed to government's commitment to consolidate efforts to provide more opportunity for students to complete basic education.

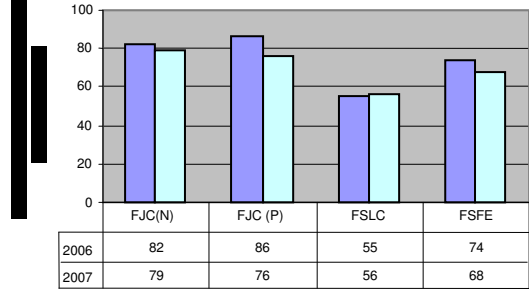
<p>1.7 Performance of Fijian students is improved</p>	<p style="text-align: center;">Performance of Fijian students in External Examination 2006 - 2007</p> <table border="1"> <caption>Performance of Fijian students in External Examination 2006 - 2007</caption> <thead> <tr> <th>Type of examination</th> <th>2006 (%)</th> <th>2007 (%)</th> </tr> </thead> <tbody> <tr> <td>FIE</td> <td>100</td> <td>95</td> </tr> <tr> <td>FEYE</td> <td>90</td> <td>88</td> </tr> <tr> <td>FJC(N)</td> <td>80</td> <td>78</td> </tr> <tr> <td>FJC(P)</td> <td>85</td> <td>75</td> </tr> <tr> <td>FSLC</td> <td>55</td> <td>58</td> </tr> <tr> <td>FSFE</td> <td>72</td> <td>68</td> </tr> </tbody> </table>	Type of examination	2006 (%)	2007 (%)	FIE	100	95	FEYE	90	88	FJC(N)	80	78	FJC(P)	85	75	FSLC	55	58	FSFE	72	68	<p>The overall results of Fijian Students showed a drop in 5/6 external examinations except for a slight increase in FSLC in 2007</p>
Type of examination	2006 (%)	2007 (%)																					
FIE	100	95																					
FEYE	90	88																					
FJC(N)	80	78																					
FJC(P)	85	75																					
FSLC	55	58																					
FSFE	72	68																					
<p>1.8 FJC,FSLC and FSFE examination passes improve therefore meeting criteria for advancing higher education</p>	<p style="text-align: center;">Students performance in the secondary public exams 2006 - 2007</p> <table border="1"> <caption>Students performance in the secondary public exams 2006 - 2007</caption> <thead> <tr> <th>Type of examination</th> <th>2006 (%)</th> <th>2007 (%)</th> </tr> </thead> <tbody> <tr> <td>FJC(N) 1-250</td> <td>84</td> <td>87</td> </tr> <tr> <td>FJC(P) 250</td> <td>80</td> <td>80</td> </tr> <tr> <td>FSLC 1-250</td> <td>55</td> <td>56</td> </tr> <tr> <td>FSLC 250</td> <td>28</td> <td>28</td> </tr> <tr> <td>FSFE 1-250</td> <td>74</td> <td>68</td> </tr> <tr> <td>FSFE 250</td> <td>34</td> <td>34</td> </tr> </tbody> </table>	Type of examination	2006 (%)	2007 (%)	FJC(N) 1-250	84	87	FJC(P) 250	80	80	FSLC 1-250	55	56	FSLC 250	28	28	FSFE 1-250	74	68	FSFE 250	34	34	<p>The above graph shows improvement in the overall performance (OP) of students in the external examination. Also noted the % of students scoring above 250 marks in both FSLC and FSFE who meet the criteria for advancing to higher education</p>
Type of examination	2006 (%)	2007 (%)																					
FJC(N) 1-250	84	87																					
FJC(P) 250	80	80																					
FSLC 1-250	55	56																					
FSLC 250	28	28																					
FSFE 1-250	74	68																					
FSFE 250	34	34																					
<p>1.9 All children have access to 12 years of education</p> <p>Primary net enrolment reaches the National and MDG target of 100% up to 2008</p>	<p>According to the Fiji EFA MDA report, Fiji is on target with MDG 2 to achieve universal primary education, with primary school net enrolment rates increasing from 95.98% in 2005 to 96.01% in 2006. However the enrolment trend also shows an increase trend of drop-outs from primary school which can reach an alarming level if not carefully monitored</p>																						
<p>1.10 School review framework is refined and expanded</p>	<p>The School Review policy was reviewed and refined. A total of 30 Education Officers from the Central and District Offices have been trained as External Reviewers. Awareness workshop conducted at the Central office and District level for a better understanding and streamlined school review functions. School review process was trialed in selected schools. Findings show that the reviewers are ready to undertake external review visits in 2009. Further support is required in data analysis, report writing and questioning/observational skills</p>																						
<p>1.11 Special Education policy formulated for the disabled by 2006</p>	<p>The Policy on Special Education has been developed with wide consultation through JICA support. The policy is referred to as the Inclusive Education Policy as part of the Ministry's commitment to the UNESCO Regional Initiative on Inclusive Education held in Samoa held in 2005. The policy completed in 2008 and ready for implementation in 2009</p>																						

1.12 Rural schools and facilities upgraded	<p>Improving schools' infrastructure and facilities continue to be a priority for the MoE despite the limited capital budgetary provision annually. The Ministry acknowledges the support from our developmental partners such as the FESP- EU and AusAID, JICA and other donor, private and Non-government agencies. A School Disadvantaged Index formula was developed and used to provide a more equitable approach in the selection of schools for assistance in this area.</p> <p>A total of 319 schools received assistance from the European Union rural infrastructure upgrading project implemented in 2005. 24 schools have been completed, 18 schools have now works under construction, 25 schools are awaiting the award of contracts to identified contractors, 34 schools have been identified and surveyed to receive solar power during 2008, 27 schools have been identified to receive grants through the Non State Actor (NSA) component and 54 schools have been awarded grants through the MoE's Building Grant system. 74 Schools in the Improving School Performance Project had been assisted through the EU support and MoE building grant allocation. 137 schools will be put out to tender for new timber structures. A \$1 million grant has been awarded to the reconstruction of the burnt RKS double storey hostel.</p> <p>The Ministry however continues with its infrastructure upgrading in schools. The type of capital constructions includes new capital construction and upgrading of schools and boarding facilities.</p>												
1.13 Students with special needs are integrated into the main stream	200 students with special needs had been integrated into the mainstream from 2006 – 2008. These included 45 with hearing impairment, 27 with physical impairment, 19 with visual impairment and 112 with academic impairment.												
1.14 Pre-service and existing teacher education and training is strengthened in special education	In-service training and capacity building of teachers teaching in special schools continued through Donor support. The overseas short courses had been supported through JICA. Local training of teachers in the new curriculum framework was through the support of FESP AusAID and FESP – EU.												
1.15 Benchmarks for minimum standards of buildings provided by 2006	A review of the current building plans was carried by Public Works department and FESP- EU in 2006. This has guided the assessment of all building plans submitted for assistance.												
1.16 Pre-school enrolment reaches the national target of 10% increase in rural areas by 2007	In 2006, the available data shows a total of 8, 628 kindergarten enrolment. This gives a 47.23% GER with the projection of 5year olds of 18,267. This result shows that less than fifty percentages of 5 years olds are able to access pre-school. 2007 figures is not available												
1.17 Secondary net enrolment reaches that National target of 80% up to 2008	<p>In measuring access to education at the secondary level as shown in the table shows that the GER is 85.17%(2006) and NER, 72.87%(2006), the remaining 27.13% of secondary school age students are not in the school system and the NER for males is higher than girls.</p> <table border="1" data-bbox="384 1644 1102 1756"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>GER</td> <td>80.04</td> <td>90.68</td> <td>85.17</td> </tr> <tr> <td>NER</td> <td>68.61</td> <td>77.43</td> <td>72.87</td> </tr> </tbody> </table> <p><i>EFA MDA report 2007</i></p>		Male	Female	Total	GER	80.04	90.68	85.17	NER	68.61	77.43	72.87
	Male	Female	Total										
GER	80.04	90.68	85.17										
NER	68.61	77.43	72.87										

Performance Measure	Outcome 2: All staff will be suitably qualified, competent and motivated to deliver educational services																					
2.1 LTC established as in-service and leadership centre by 2008	The Professional Development Unit [PDU] at the Central Office was established as the In-service and leadership centre in 2007. The PDU will coordinate development and implementation of a strategic direction for the future development of leadership and management and in-service training for teachers. LTC has been upgraded both in terms of infrastructure and the capability of workforce to successfully implement some of this strategic direction.																					
2.2 Increased participation of teachers in in-service training workshops	A total of 80 teachers were awarded training through in-service scholarship award from 2006 – 2008. A total of 3, 330 teachers participated in professional development programs that were registered with PDU in 2008.																					
2.3 Increased in the number of teachers serving in rural areas access in-service training	63/80 teachers who have taken in-serving training through In-service Training (IST) support had served in rural areas. 57% of these teachers took leave for in-service without pay. Of the 3,330 participants registered with PDU, 1935(58%) were teachers serving in rural and very remote areas.																					
2.4 Courses at teacher institutions reflect current policies/ direction	Courses offered at the teacher institutions have always reflected current policies and direction. The upgrading of LTC is a response to the need to upgrade the certificate qualification at LTC to a Diploma level and to improve the quality of teachers.																					
2.5 Number of train-the-trainers trained to deliver in-service workshops	<p>‘Train the trainer’ approach has become the most sustainable and cost effective way of delivering services in all major programmes in all 2008. This includes, curriculum, VET and Assessment and L&M. There are over 100 trainers trained to conduct professional development. The figures for 2008 below show the initial number of trainers and the number that have become very active in this role.</p> <table border="1" data-bbox="561 996 1021 1438"> <thead> <tr> <th>Division</th> <th>2008 Trainers</th> <th>2008 Active</th> </tr> </thead> <tbody> <tr> <td>Western</td> <td>23</td> <td>20</td> </tr> <tr> <td>Eastern</td> <td>15</td> <td>14</td> </tr> <tr> <td>Northern</td> <td>3</td> <td>3</td> </tr> <tr> <td>Central</td> <td>4</td> <td>4</td> </tr> <tr> <td>HQ</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total</td> <td>46</td> <td>42</td> </tr> </tbody> </table>	Division	2008 Trainers	2008 Active	Western	23	20	Eastern	15	14	Northern	3	3	Central	4	4	HQ	1	1	Total	46	42
Division	2008 Trainers	2008 Active																				
Western	23	20																				
Eastern	15	14																				
Northern	3	3																				
Central	4	4																				
HQ	1	1																				
Total	46	42																				
2.6 Excellence in performance is rewarded	Merit pay is being implemented																					
2.7 Teacher recruitment process is improved	<p>One of the most significant of FES-AusAID support to the Ministry of Education was the enhancement of the business processes. These include the development of the staffing establishment, leaves and records management system (FESA). In 2007 and 2008, the software was deployed to all central and district offices followed by specialist SQL database training for the IT Unit staff to enable them to maintain FESA independently and basic IT training for all officers at the Central and District levels.</p> <p>As a result of this support, inefficiencies in staffing processes such as long queues of teachers seeking employment or transfers, schools without teachers on the day school starts and complaints of frustration with the delay of teacher appointments had been reduced dramatically. Teacher appointments and transfers can now be done at the district level. In 2008, the Public Service Commission (PSC) has undertaken a project to place all civil servants onto FESA. Closer scrutiny of teacher trainee recruitment process in place with more thorough character vetting</p>																					
2.8 A new staffing formula is applied to schools in Fiji	A development of a new secondary staffing formula is in process. Consultations continuing with the Teacher Unions, members of the Principals Association and key stakeholders.																					
2.9 Human Resources	The HRM unit is part of a number of new units established with the support of FESP-																					

Management Unit is established and workforce plan is completed	AusAID in 2006. The support also included building the capacity of the unit to effectively develop the unit business plans, training of unit staff in contemporary human resource management and workforce planning. Succession plan, Human Resources Development plan, Training Needs Analysis and Training Plan submitted.																								
2.10 Appropriately trained GIA teachers progressively absorbed into the civil service.	All of the 1351 GIA's were absorbed into civil service. This was done through a selection process or checking system to see that they meet the requirements for permanent or temporary positions.																								
Performance measures	Outcome 3: Community will have greater participation in education																								
3.1 Financial accounts from school management committees are audited and submitted	<p style="text-align: center;">SMC Audited Reports</p>  <table border="1" data-bbox="464 539 1406 920"> <caption>SMC Audited Reports Data</caption> <thead> <tr> <th>Year</th> <th>Number of Reports</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>~10</td> </tr> <tr> <td>2003</td> <td>~50</td> </tr> <tr> <td>2004</td> <td>~90</td> </tr> <tr> <td>2005</td> <td>~100</td> </tr> <tr> <td>2006</td> <td>~250</td> </tr> <tr> <td>2007</td> <td>~270</td> </tr> <tr> <td>2008</td> <td>819</td> </tr> </tbody> </table> <p>The submission rate of financial accounts from school management committee had improved significantly over the period 2002 to 2008. The trends from 2002 to 2007, data obtained from SIMS, shows a steady progress of improved numbers of submitted audited reports. District Office data indicated that the “real” numbers of returns over the last two years is a great deal higher than the SIMS data indicates.</p> <p>The 2008 data was obtained direct from the District Education Offices, (as SIMS data will only be available for 2008 well into 2009). This data shows that 819 schools (i.e. 93%) have provided audited financial records in 2008</p>	Year	Number of Reports	2002	~10	2003	~50	2004	~90	2005	~100	2006	~250	2007	~270	2008	819								
Year	Number of Reports																								
2002	~10																								
2003	~50																								
2004	~90																								
2005	~100																								
2006	~250																								
2007	~270																								
2008	819																								
3.2 Number of schools that pilot Standards Monitoring process	<p>The External Review Team [ERT] carried out 85 pilot external school visits in all four divisions. The review visits assessed the extent of standards and monitoring policy implementation at the school level and the type of policy and planning support the school still require for the trial external review processes. 43/85 visits were carried in the Western Division. The findings of the external review visits show that all of the 43 schools have undertaken self assessment, 42 have commenced the preparation of plans, 25 have completed plans and 40(93%) have undertaken a review of their performance. The findings of surveys of the District confirm the high percentage of schools that have completed a school review.</p> <table border="1" data-bbox="539 1648 1310 1984"> <thead> <tr> <th></th> <th>Central</th> <th>Eastern</th> <th>Northern</th> <th>Western</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Annual Plan 2008</td> <td>25</td> <td>42</td> <td>95</td> <td>99</td> <td>26</td> </tr> <tr> <td>Annual Plan 2009</td> <td>82</td> <td>32</td> <td>141</td> <td>119</td> <td>274</td> </tr> <tr> <td>Strategic Plan</td> <td>118</td> <td>81</td> <td>225</td> <td>259</td> <td>683</td> </tr> </tbody> </table>		Central	Eastern	Northern	Western	Total	Annual Plan 2008	25	42	95	99	26	Annual Plan 2009	82	32	141	119	274	Strategic Plan	118	81	225	259	683
	Central	Eastern	Northern	Western	Total																				
Annual Plan 2008	25	42	95	99	26																				
Annual Plan 2009	82	32	141	119	274																				
Strategic Plan	118	81	225	259	683																				
3.3 Consultation has increased with key education stakeholders	Consultation has become an important part of the administration and management process in education delivery. This is carried out through various educational boards such as DSMB,																								

	Education Forum. Consultation is part of the planning and implementation of new development in policy and planning and other education initiatives.																														
3.4 Parents/Guardians are involved in ECD awareness programs	There has been extensive consultation and awareness conducted with parents, communities and other key stakeholder in the development of a new Kindergarten curriculum guidelines. A total of awareness 60 awareness workshops and professional development program across the four divisions in the last 3 years. As an outcome of the consultation, the new Kindergarten curriculum guidelines was developed and approved in 2007. The guidelines were trialed in the western division in 2008 and revised. The revised guidelines will be expanded to all four divisions in 2009.																														
3.5 Increase in the numbers of school management and schools leaders have access to joint management training	<p>Classification of participants in the joint school leadership and management training</p> <table border="1"> <thead> <tr> <th></th> <th>Participants</th> <th>Schools</th> <th>School Heads %</th> <th>Management %</th> </tr> </thead> <tbody> <tr> <td>Western</td> <td>872</td> <td>321</td> <td>93</td> <td>67</td> </tr> <tr> <td>Eastern</td> <td>359</td> <td>103</td> <td>96</td> <td>96</td> </tr> <tr> <td>Northern</td> <td>368</td> <td>194</td> <td>96</td> <td>98</td> </tr> <tr> <td>Central</td> <td>577</td> <td>287</td> <td>66</td> <td>66</td> </tr> <tr> <td>TOTAL</td> <td>2176</td> <td>905</td> <td></td> <td></td> </tr> </tbody> </table> <p>In 2006 -2008, all schools and school management committee were given the opportunity to attend the joint management training. In 2008 alone, in the 69 workshops conducted, 2176 school leaders from 905 schools, District Office staff and trainers participated. The table also shows the % of school management committee attendance.</p>		Participants	Schools	School Heads %	Management %	Western	872	321	93	67	Eastern	359	103	96	96	Northern	368	194	96	98	Central	577	287	66	66	TOTAL	2176	905		
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3.6 Community/private sector resources are used to promote life-long learning	Community and private sectors support is valuable to the education of children in Fiji. This is evident from the number of schools that is owned by school management who own and provide most of resources for the schools. Community support is prominent in the area of Kindergarten, Special Education and TVET.																														
Performance measures	Outcome 4: Children will be Safe and Cared for.																														
4.1 A new screening and recruitment process for teachers and non-teaching staff is developed and implemented by 2007	<p>Non teaching staff appointment has been withdrawn to PSC after the withdrawal of delegated powers.</p> <p>The screening process for teaching staff has been upgraded. The efficiencies and effectiveness of the system will require that there is commitment from all relevant sections in the cleaning of the data.</p>																														
4.2 Protective behavior curriculum programme is developed and implemented by 2008	<p>Family Life Education (FLE) under the MoE is designed to assist young people to develop and cope with the many transitions they will face on their journey from childhood to adulthood. The focus is on life skills learning that will that will assist them understand changes and the need to change in order to build their character.</p> <p>The FLE programme has been delivered by MoE in partnership with UNFPA, UNICEF and SPC. A review of the curriculum and the development of the support materials and relevant teacher training done through the support from the regional Adolescent Reproductive Health (ARH) programme. Currently a Family Life Draft syllabus for F1-F7 has been developed. The revised curriculum was introduced in classes 3 and 4 and Form3 syllabus trialed in 10 schools.</p>																														
4.3 Pastoral care system is developed and implemented	There is no specific pastoral care programme for schools; however church schools have their own pastoral programs mainly in the area of religious education and many schools also offer other programme that will help children in their growth and development.																														
4.4 School counselors are appointed	There are only 29 established counselor positions in schools therefore not all schools in Fiji have access to qualified counselors.																														
4.5 Ministry of Education OHS trainers are accredited and number of school staff are trained	The Ministry has conducted OHS awareness to all Principals and Head Teachers with the exception of those taking up leadership positions in schools in 2008. This is an area that will require more support. There is still a need for MoE to have accredited trainers for the sustainability of OHS implementation in schools.																														

	<p>The assessment of schools for supports through the EU project shows many substandard buildings and many lack standard plans. Through DISMAC, Disaster preparedness manual have been developed and are now available to incorporate in the school curriculum. This will assist schools to put in safety measures for the safety of students, teachers and the community with the school premises.</p>																						
<p>4.6 A Policy on Excursions developed and implemented by 2007</p>	<p>A policy on excursions developed in 2006 approved and has been distributed to all schools in Fiji through CD's. Printed copy distributed to all school in 2008.</p> <p>NSAAC has conducted extensive awareness workshop on Drug awareness and HHIV/AIDS. A total of 48 workshops conducted for Community/ School Leaders. [2006 – 23, 2007 - 5, 2008 – 20]. There were other activities running concurrently focusing on the same theme through radio broadcast, TV advertisement and through public awareness. [20 Radio Broadcast/Interview ; 1 TV Advertisement – campaign towards IDADAIT; 25 Quick Response Presentation to schools, church, youth groups etc. and 5 Public Awareness e.g. Children's Day, World Tobacco Day, IDADAIT, World AIDS Day, Stop Stigma – Mental Health Week.]</p>																						
<p>4.7 Scholastic crime stopper centers are established</p>	<p>The Crime Stoppers in Schools programme has continued to gain recognition across the schools in Fiji. The programme has supported the schools in their awareness aimed at reducing incidences of criminal activity in schools by the students. Currently there are 166 Secondary School in Fiji implementing this programme and is continued to be coordinated and supported by the police department</p> <p style="text-align: center;">Distribution of school crime stoppers centre by Education Districts</p> <table border="1" data-bbox="507 898 1444 1279"> <thead> <tr> <th>Education Districts</th> <th>Number of Secondary with Crime Stoppers Committees</th> </tr> </thead> <tbody> <tr><td>Suva</td><td>5</td></tr> <tr><td>Nausori</td><td>6</td></tr> <tr><td>Sigatoka</td><td>11</td></tr> <tr><td>Nadi</td><td>11</td></tr> <tr><td>Lautoka</td><td>10</td></tr> <tr><td>Ba</td><td>9</td></tr> <tr><td>Tavua/Vatukoula</td><td>5</td></tr> <tr><td>Ra District</td><td>5</td></tr> <tr><td>Labasa</td><td>8</td></tr> <tr><td>Total</td><td>70</td></tr> </tbody> </table> <p><i>Source: Ministry of Education / Police Department of Fiji</i></p>	Education Districts	Number of Secondary with Crime Stoppers Committees	Suva	5	Nausori	6	Sigatoka	11	Nadi	11	Lautoka	10	Ba	9	Tavua/Vatukoula	5	Ra District	5	Labasa	8	Total	70
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<p>Performance measures</p>	<p>Outcome 5: Students will have increased awareness of Nation Building, Culture and values</p>																						
<p>5.1 Language policy is developed and implemented by 2008</p>	<p>Language policy developed in 2007. The conversational Fijian and Hindi programme had been reviewed. Training and awareness programme conducted and resources [CDs, audio tapes and books] developed as part of the language policy pilot in the Central Division in 2008. National implementation planned to commence in 2009</p>																						
<p>5.2 Improvement in the number of Fijian and disadvantaged students achieve high quality passes in the FJC, FSLC and FSFE Examination</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="491 1615 1129 2069"> <p style="text-align: center;">Performance of Fijian Students in the Secondary public examination</p>  <table border="1" data-bbox="560 1928 1034 2018"> <thead> <tr> <th></th> <th>FJC(N)</th> <th>FJC(P)</th> <th>FSLC</th> <th>FSFE</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>82</td> <td>86</td> <td>55</td> <td>74</td> </tr> <tr> <td>2007</td> <td>79</td> <td>76</td> <td>56</td> <td>68</td> </tr> </tbody> </table> <p style="text-align: center;">Examination</p> </div> <div data-bbox="1225 1615 1406 1832"> <p>Results for Fijian and disadvantaged students need to be closely monitored for quality marks.</p> </div> </div>		FJC(N)	FJC(P)	FSLC	FSFE	2006	82	86	55	74	2007	79	76	56	68							
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5.3 Youth Parliament programme continues	No activity progress from 2006 – 2008
5.4 Centres of excellence are established in the area of music and expressive arts	Not implemented due to funding limitation.
5.5 Citizenship studies is implemented in schools	Citizenship Education curriculum introduced as a curriculum perspective included in all syllabuses and support materials developed through the support from UNDP. The curriculum will be introduced into schools in 2009
5.6 Arts and Culture subjects integrated into the school curriculum by 2008 Traditional and cultural skills are reflected in the national curriculum framework	Arts are taught as a core subject in school both in primary and secondary schools. The teaching of culture is integrated into the vernacular subjects; however the focus is more on the language aspect of the vernacular and lacks depth in terms of culture study. Traditional and cultural skills are integrated into the vernacular subjects.
Performance measures	Outcome 6: Enhanced equity for those in rural areas, women, persons with disabilities and other disadvantage groups
6.1 A policy on Special Education implemented by 2007	The Policy on Special Education has been developed with wide consultation through JICA support. The policy is referred to as the Inclusive <i>Education Policy</i> as part of the Ministry's commitment to the UNESCO Regional Initiative on Inclusive Education held in Samoa in 2005. The policy has been completed and ready for implementation in 2009
6.2 Increase in the number of Special Education teachers accessing specialist training.	In-service training and capacity building of teachers teaching in special schools continued through Donor support. The overseas short courses had been supported through JICA. Local training of teachers in the new curriculum framework was possible through the MoE in partnership with FESP AusAID and FESP – EU.
6.3 Students with special needs are integrated into regular schools	A total of 200 students with special needs had been integrated into the mainstream from 2006 – 2008. These included 45 with hearing impairment, 27 with physical impairment, 19 with visual impairment and 112 with academic impairment.
6.4 Students with disabilities improve their performance	A total of 40 students with hearing impairment are currently in the regular schools. These students have gone through the mainstream and have passed external examinations in the mainstream. These students receive support from the support teachers. For about 17 students in the mainstream, there is only one support teacher. This is a real challenge for students in the mainstream. Other challenge in this area is finding out the actual number of students with especial needs in the regular schools. Most of this students are supported by the teachers in the mainstream
6.5 A policy on Equity and Access is developed by 2007	There is no policy developed on Equity and Access, however this was one of the areas identified in 2005 and a draft policy was developed. The work on the development of the Deferral Resourcing Model was part of the work in this area. It was still in draft form.
6.6 The number of women in leadership positions in schools increases	Data from FESA shows that with a total of 1479 leadership positions in primary and secondary schools, 58% are male and 42% female. The leadership positions included ET, AHT, HT, HOD, AP, and Vice Principals and Principals. However the proportion of women decreases as you move up to higher positions such as HT and Principals. With Principals positions, 31/165 are women which constitute only 19%.
Performance measures	Outcome 7: Quality Partnerships and links to industry, higher education institutions, communities, businesses and provincial councils will be enhanced and strengthened
7.1 National Qualifications Framework established by 2006	The development of the Fiji Qualification Framework has been completed after wide consultation with key stakeholders. The FQA is currently resides with the MoE and work is continuing with the secretariat [TPAF and MoE] in the formulation of the legal requirement for the framework.
7.2 More TVET facilities are upgraded	Nine vocational centers were selected by the MoE for the FESP–AusAID upgrading project to meet requirements for FIT franchise courses. The support has enabled schools to access FIT courses such as quality practical training that are more aligned with industry needs. More vocational schools receive support through the infrastructure allocation and through the Compulsory Education and In -centre grant for upgrading of equipments and tools. More support will be needed in this area to enable all students meet requirements for the world of work

7.3 Review of private vocational schools and their establishment procedures are implemented by 2006	Policy for private vocational schools completed in 2007. Need to implement the policy and harmonise it with the Higher Education Authority Board and the new Qualification Framework
7.4 An Accreditation Body that will monitor private vocational institutions is established*	The role of monitoring of private vocational institutions has been carried by the TVET and Assets and Management Unit [AMU] of the Ministry. Because of the absence of a standard accreditation system and regulation for approval and monitoring purposes, there has been some development in aligning the process to the APACC accreditation system. This includes building the capacity of Officers on how to use the system as well as the signing of the MoU with APACC. The regional accreditation body will complement the work carried out by the local accreditation body. Further development on the established of committee will be done in 2009.
7.5 The number of trained and qualified TVET teachers increases	39 (3.7%) of TVET teachers have graduated with degree qualifications. A total of 90 TVET teachers graduated with Diploma of Education from FCAE from 2006 to 2008. There are 12 TVET teachers who are still pursuing degree programme at USP
7.6 Industry participates in Technical Vocational Education and training	TVET remains a priority area for MoE and for Fiji. There has been continuing support from line ministries, FIT, USP, IHRD and TPAF evidenced by the established links with post school training providers. The linkages maintained through consultative industry visits/meetings. This has resulted in the formulation of the Competency Based Curriculum aligned to FQF and the development of an industry demand driven vocational curriculum. Business partnership established with 57 Creative – “Making Cents”.
7.7 TVET qualified teachers taking up HOD posts increases	A total of 71 (34 %) TVET HOD posts were filled by qualified TVET teachers. There are qualified TVET teachers available but do not meet the MQR in terms of years of experience. MQR of HOD posts has been revised to cater for those at Diploma level.
7.8 The number of students accessing vocational pathways increases	The number of students accessing vocational pathways increased. The number of students enrolled in 2006 was 2213. In 2007, 2863 and in 2008 2905. This is a 12.8% in 2007 and a further 1.4% increase in 2008.
7.9 Alternative vocational courses are offered	Alternative vocational courses were established at strategic locations. The Hospitality at Ratu Navula in Nadi, the Forestry programme at Ratu Mara College at Lakeba in Lau and the Marine studies programme at Vunisea Secondary in Kadavu. Marine studies piloted in Term 3 of 2008 and implemented in 2009.
7.10 The number of vocational centers engaged in the FIT and higher institution franchise programmes increases	A total of 78 franchise programmes is offered from vocational centres; 50 from FIT and 28 from TPAF, about 61% of vocational courses. Vocational students are also able to sit the Class 3 Trade Tests at the end of Year 2 from TPAF.
7.11 A TVET/ Employment council for monitoring labour market needs established	A TVET Advisory Board was established in 2007 with members representing industry, employers, government ministries and tertiary institutions. TVET was instrumental in the formation of the Labor Market Information Steering Committee with membership from National Planning, USP, Ministry of Labor and TVET.
7.12 National TVET policy is implemented by 2006	TVET was instrumental development of the following policies, Skills Training for Employment Policy, Establishment and Recognition/Registration of Schools, and Enterprise Education Policy. Other policies still awaiting approval includes Nutrition Policy and TVET In Schools Policy
7.13 TVET assessment system is reviewed by 2007	Competency Based Assessment (CBA) mode was nationally implemented at Form 3 level in 2007. Internal Assessment software had also been developed with the assistance of FESP consultant and has greatly assisted officers. Consultation on introducing CBA at higher level is continuing.
7.14 TVET curriculum is outcome and competency based	TVET Curriculum has been reviewed and now aligned to the National Curriculum Framework. A Primary TVET curriculum has been completed for Classes 3 and 4. The drafts of the Classes 5 and 6 and Forms 3 and 4 curriculum completed and the development of the resource materials continuing. The new alternative Pathway has been introduced at Nadi College at Form 5 level. Work is continuing with aligning of Vocational Curriculum to the Fiji Qualification Framework. Review of TVET curriculum through subject merges is in process such as a merge between Office Technology and Computer Education.

7.15 Career expositions are conducted annually	<p>A key role of the careers unit is to coordinate the careers expositions in all schools in Fiji. This provided the students with information on scholarship and details information on career options that may be relevant to their focus of study. In 2007, a total of 68 schools participated in the 7 Expos conducted with about 22 exhibitors. In 2008, 9 expos were conducted with about 23 exhibitors in total and were attended by 90 schools.</p> <p>The TVET section also conducted expos for the Enterprise Education [EE] activity n 2005 - 2006. In 2007, the EE expo was combined with TVET in the 3 main divisions. In 2008 a 3 day TVET expo coincided with the TVET Week from the 4 – 8 August 2008 and a 2 day symposium in 3 Education Divisions. The Expo was organized by the MoE in partnership with donor agencies with a totaled budget of \$39,500.00.</p>
Performance measures	Outcome 8: Increase participation in education for children and adults
8.1 Centres of Excellence for music and creative arts are established by 2007	Not implemented due to limited resources
8.2 Compulsory education program is implemented by 2008	The implementation of the Compulsory education program continues. The Internal Assessment [IA] Policy to strengthen the compulsory education program has been developed, finalized and distributed to all schools. Awareness workshop and training on the policy was conducted for principals, teachers and pre-service teacher trainees. A review of tasks given to students and review process was completed in 2008.
8.3 The “Matua” program is expanded	The success story of the Matua programme at Nabua Secondary has prompted schools to introduce the programme. The programme was expanded at John Wesley College in 2007 and a proposal currently in process for the expansion of the programme to Bua College in 2008.
8.4 Schools implement flexible times and terms that meet the needs of local communities	Due to circumstances within the local context, schools implement flexible times and terms that meet local needs as long as they fulfill the teaching requirements in the school.
Performance measures	Outcome 9: Improved management through accountability, policies and programs
9.1 Five new policies are developed each year for the next three years	A total of fifteen policies developed, 5 in 2006, 5 in 2007 and 5 in 2008.
9.2 Training in monitoring and evaluation is conducted in 2006	M&E training conducted for MoE Senior Management in 2006 focused on Action Research model. The skills learnt were useful in the preparation of monthly section reports on progress of activity implementation. Local counterparts also trained in applying M&E learning to their work. There has been evidence of the use of data being presented for evidence based decision making. More training conducted in 2007 and 2008 for senior executive, districts SEO’s and data entry clerks in M&E.
9.3 A process for reviewing school performance is developed by 2007	<p>Standards Monitoring in Schools Policy Framework developed in 2006. This includes schools self assessment, planning, external review and reporting. Training on the policy and implementation details conducted in 2007 - 8. An implementation process was scoped in consultation with the relevant senior management and the external school reviews was trialed during in 2008.</p> <p>This included the identification of schools, coordination of visits with District Offices, training of external reviewers, preparation of report templates and data management tools. A total of 30 MoE Officers based in Districts and Sections were identified and undertook training as reviewers. The training included two one-day workshops, four trial school review visits each and preparation of external school review reports. Of the 30 participants, 18 successfully completed all aspects of the training and demonstrated an acceptable level of competency in readiness for 2009. The workshop evaluation data indicated that reviewers were more confident and able to undertake the role of external reviewer. Further training is required in data analysis, report writing and questioning/observational skills.</p> <p>School Review process will be fully implemented in 2009.</p>
9.4 Education Act is reviewed by 2008	The scoping work for the review of the Education Act conducted in 2005. The process of review commenced in 2007 and a draft of the reviewed Education Act completed in 2008.
9.5 PMS is implemented	PMS was suspended in 2004 as a result of an agreement between the Government , PSC and the Public Service Unions. (Ref. PSC Circular 21/06). However, prior to shelving, training was conducted for all the teachers and staff of MoE, likewise Training of Trainers.

9.6 A review of administrative structures has been conducted	The current MoE Organization Structure has been subject to incremental changes in the last 5 years due to policy changes as well recognized need in the Ministry. However these changes tended to be more of a reactive approach. In 2007, a record management FESP consultant proposed a realignment option in the Admin /Finance section to better reflect and empower the role of records management and information management in the Ministry. Another FESP-AusAID consultant conducted a scoping study on options available to MoE in a realignment of the Admin/Finance section. The findings of the scoping study are currently with MoE.
9.7 Leadership and management training programme is implemented by 2007	Leadership and management had been identified as an area of need for the Ministry. In 2003 – 2005 phase I of L&M was implemented in all four divisions. This included separate training of schools leaders and school management committee. The training of school leaders focused mainly on generic attributes to leaders of specific skills and competencies. Running concurrently to this was the training of school management committee to better understand their roles. In 2006, phase 2 of L&M included combined training for schools leaders and school management committee. The training in this phase included the introduction of the standards and monitoring policy for school improvement. This combined training approach was delivered to address the need raised by the participants on improving working relationship between management committee and school leaders. Phase 3 training commenced in 2008 and focused on improving planning, policy and managing change in the school. There has been a lot of benefits in this area especially improvement in schools operation, timely submission of audited accounts and improved leadership and management skills in schools leaders.
9.8 Administrative and professional staff improve their qualifications	Improvement of qualification is a professional initiative. More funds needed to allow teachers to improve their qualifications while teaching.
Performance measures	Outcome 10: Enhanced Partnership with Donor Agencies
10.1 Donors support government policy objectives and MoE priority areas	Donor activities are always to support government policy objectives and Ministry's priorities
10.2 Donor coordination/harmonization meetings are held	Donor coordination meeting was held on quarterly basis and chaired by the CEO in 2006.
10.3 Planning documents identify areas requiring donor support	The MoE planning documents, both strategic plans and annual plans identifies strategic priority areas of need. These are areas for possible support from donor partners.
10.4 Appropriate counterparts are provided by MoE	Counterparts for Donor supported initiatives are selected by the Directors. The counterparts are mainly MoE offices that hold position in the area of support. The role of counterparts is critical for MoE to ensure sustainability of the benefits in the area of support.
10.5 Monitoring and Evaluation reports reflect a collaborative approach	Some collaboration but the emphasis has been on capacity building. The way ahead is one of collaboration.
10.6 Donors contribute to capacity building of personnel, infrastructure and other resource needs	There has been a lot of capacity building of personnel infrastructure. The installation and roll out of personnel databases has accompanied extensive and intensive capacity building. There has also been a lot of investment in resources whilst pushing for sustainability.
10.7 Planning documents and reports reflect respect and support for cultural diversity	Cultural and Environmental issues have always been considered in Adviser Planning Completion Reports in the MoE donor supported initiatives.
10.8 Donors include MoE and key stakeholders in developing, implementing and evaluating activities.	There is a monitoring and evaluation team within MoE. They monitor activities to ensure implementation, completion and evaluation. All advisories include a steering committee and involvement of the M&E team.