Education the way Forward

MINISTRY OF EDUCATION
STRATEGIC PLAN
2003-2005

Table of Content

Page

Foreword

Our Government's National Vision for Fiji is 'a peaceful and properous fiji' a Fiji where all can live in peace and security, with fair and equitable opportunities for better life for every citizen and every community. Given the key role which education can play in achieving this vision, education is recognised as a core and essential service of government and is acknowledged as a priority sector for improvement in the efficiency of its services.

The Ministry of Education Strategic Plan *2003-2005* sets out our vision, mission and the strategic activities which we will be engaged in to support educational development in the Fiji Islands. This document is aligned to the government's National Strategic Development Plan *2003-2005* and the *20* year Development Plan "*50/50* by year *2020*". These two documents provide the medium and long-term directions and the method government will adopt to move the country towards its vision. It is important that we align our strategic plan to the national plans as they provide priority areas for funding during this plan cycle.

The Ministry's strategic plan provides direction and guidance to our partners in educational provision regarding the priorities for action in education over the next 3 years. It also outlines the performance indicators against which we will measure our success. We must also ensure that the standards which we set are inclusive of all valued areas of learning and that we provide a range of opportunities for their attainment. It is not enough just to set standards and targets, we have to measure how we are performing in reaching them.

Fiji has arrived at a critical juncture where education is increasingly perceived not so much as an instrument or tool to take care of the present, but a powerful force to invent the future anew. It is a future-oriented education that we strive and we look ahead to the unfolding of an emerging national paradigm of education that clearly reflects this. In confronting the many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice and are looking to educational institutions to play a leading role in shaping a better future in a generation seeking solutions to so many complex challenges.

One of the greatest challenges facing education is to ensure that young people leave school equipped with the skills and understanding to become responsible, informed and involved members of our society while providing the human resource required for the labour market. Students need to learn new skills to deal with the knowledge revolution and make the most of new opportunities. If we are to develop in Fiji 'a world class system of education', improvement in the quality and delivery of education at all levels is essential. A particular focus must be on raising standards in rural schools to be on par with urban schools.

The principles of social justice which our Constitution affirms include a commitment to supporting equal access to education for all groups who are disadvantaged. We have a prime responsibility to address inequalities in the distribution of resources in our society and ensure that the full benefit of teaching and learning are available to all irrespective of gender, beliefs, cultural and linguistic background, socio-economic circumstances or location. All students must have equal opportunity to achieve their personal best and the opportunity to make a positive contribution to society.

While much progress has been made towards universal participation in education, renewed efforts are needed to ensure that the education provided is of high quality and relevant to social needs. We must all be proactive and responsive to the emerging educational needs of our community.

Hon. Ro **Teimumu Kepa**
Minister for Education

THE MINISTRY OF EDUCATION'S
PURPOSE AND ROLE

Our Government's National Vision for Fiji is: " a peaceful, properous Fiji". Given the key role which education can play in achieving this vision, education is recognised as a core and essential service of government and is acknowledged as a priority sector for improvement in the efficiency of its services. I n the Fiji Islands, where more than 98% of our education sites are privately owned and managed, the Ministry of Education's role is a facilitative one in partnership with all other education stakeholders.

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 of education provides the curriculum frameworks, policy guidelines and directions, and qualified teaching personnel which will support all schools in the delivery of quality education for students. The Ministry is also charged with the 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 MINISTRY OF EDUCATION'S
VISION AND MISSION

Our Organisational Vision

A quality education and training system for all that is responsive to changing needs.

Our Organisational Mission

To promote, develop and facilitate education and training within the framework of government policies and priorities

Our Educational Principles

Student learning is at the heart of everything we do. All teaching, learning and care are underpinned by our commitment to:

- A recognition of the need for and importance of partnerships in all elements of education provision
  Professionalism in all that we do
- Relevance and responsiveness as a required characteristic of all our endeavours
- Quality and Excellence
- Access and Equity
- Accountability
- Our Constitutional rights and responsibilities

Our Educational Values

All educational provision in Fiji is based upon a core of intrinsic and enduring values. These are:

  Human rights and human dignity
- Honesty, fairness and respect for truth and justice
- Integrity
- Responsibility
- Compassion
- Sense of family and community
- Faith

CHANGES AND CHALLENGES

The changes and challenges which follow have been identified as key issues which are crucial to planning in Fiji education in the next two decades. They are changes and challenges both local and global which are having an unprecedented impact on all aspects of our lives.

The Changes Impacting on Education

Changing demographic characteristics:

- Increasing urban drift and expansion.
- A diminishing rural population particularly in the more isolated rural areas where services and infrastructure are limited.
- Substantial emigration of skilled labour, including educators.
- A current youthful profile to our population but low fertility rates and the prospect of increased decline.

Social change:

- A renewed commitment to national unity, social cohesion and political stability.
- Recognition of the multicultural nature of our society and the beginning of new relationships between the different ethnic and religious communities based on shared values, social justice and the protection of everyone's interests and rights, including those of minorities.
- Recognition and acknowledgement of the growing importance of women's contribution to the labour market and to civic and social life.
- Increasing inequalities in the distribution of wealth and access to resources and infrastructure.
- Changes in the nature of communities as a result of increasing urbanisation and greater mobility including the roles of men and women and traditional family structures.

Economic change:

- An increasing global operating environment and recognition of the need to be competitive both locally and globally in the provision of products and services.
- A decline in the markets for some of our traditional export products and the need to establish new industries which meet the demands of changing global markets.
- Rapid changes in the nature of work and its environment requiring greater flexibility, adaptability, positive attitudes and teamwork and a culture of continuous learning.
- Structural changes in the formal sector of the labour market with a decline in demand for unskilled labour and the requirement for higher levels of education for entry, skills training and the capacity for lifelong learning.
- Recognition of the potential for growth in the informal sector of the labour markets as an alternative to formal sector employment including self employment and enterprise initiatives which can help to sustain lifestyles and maintain living standards.
- Increasing demand for participation in paid employment to establish and maintain improved living standards.

Environmental change:

- Recognition that the environment and our natural resources are not finite and that policies and strategic action are necessary to ensure their conservation
- Concern both locally and globally for the preservation, protection and improvement of our natural environment.

Rapid developments in technology:

- Quantum advances in science and telecommunications which are transforming the way we live, work and socialise.
- The need for increasingly higher levels of technological competence in all areas of our lives.
- The potential for alternative energy sources utilising natural resources such as the sun, the sea and the wind which could extend learning opportunities in our isolated communities.
- The creation of a global community of learners and new ways of participating in learning.

Increasing demands for and of education:

- Increasing demand for and participation in education at all levels; from Pre-school to post compulsory, tertiary and adult education.
- Increasing community expectation that education will provide a means of social and economic advancement and concern to ensure that the curriculum is relevant and responsive to this need.
- The requirement for education to address civic and social concerns and to promote positive human values.
- Recognition of the role of education to support nation building and support human resource development.
- Concerns for equity and access in the provision of human, physical and financial resources.
- The requirement for education as an agency of the public sector to demonstrate improved efficiency and greater accountability for resources and outcomes.
- The need for educators to be innovative and responsive to change and to develop these characteristics in the young people who are in their charge.

THE CHALLENGES FOR EDUCATION

The challenges for education are to:

- Ensure that the education system is sensitive and responsive to the changing needs of the community and the economy, supporting strong and progressive social and economic development which is sustainable.

- Provide a flexible, innovative and rigorous curriculum which addresses all areas of learning in order to support comprehensive educational development, preparing young people for their social, economic and civic roles within the community.

- Maintain and strengthen community partnerships in education; recognising the important role that education has in contributing to the overall life and vitality of communities and identifying and using the potential resources that exist within communities to support teaching and learning.

- Strengthen our primary educational resources; the knowledge and skill base of our teachers and ensuring that their professional needs are supported.

- Address access and equity issues in order to support social justice and promote unity and harmony within the country.

- Preserve a clear Fiji Islands identity, which celebrates the richness of our cultural diversity while also recognising the increasing global environment in which we live and work.

- Explore and harness the opportunities provided by the emerging new technologies, which can support and transform educational developments in all areas.

- Provide continuity of learning from birth to adulthood and advancement towards lifelong learning for all in order to support positive human development and contribute to the development of the Republic of the Fiji Islands.

- Establish accountability for educational outcomes, optimum resource management and use and informed decision-making supported by a sound research and planning base.

- Focus on quality and improvement in educational provision and promote the values, benefits and outcomes of education.

The anticipated impact of these changes and challenges have been used as the starting point for the development of the objectives and outcomes for education in Fiji.

THE OBJECTIVES

Objective 1: **To provide a relevant and responsive curriculum which develops in students the knowledge, skills and attitudes required to enhance their quality of life and contribution to society.**

Fiji Islanders want a society that is well educated, optimistic, forward-looking and enterprising so that we can take advantage of emerging opportunities and meet the challenges that arise as we move into the twenty-first century. The capacity to build relationships, to develop as individuals and to learn are essential to achieving these goals.

Education helps people to understand themselves, others and the world and to develop the values that enable us to live together. While it is a continuing process of developing knowledge and skills, it is also about personal development and building positive relationships among individuals, groups and nations.

Our core values of human rights and human dignity, honesty, fairness, respect for truth and justice, integrity, responsibility, compassion, sense of family and community and faith provide the foundation for all teaching and learning.

Objective 2: **To develop students who respect others, appreciate Fiji's multicultural heritage and are responsible, informed and involved citizens of both Fiji and the world.**

Our Constitution calls on us to feel pride in our common citizenship as Fiji Islanders and in the development of our economy and our political institutions.

We must strive to create a sense of national consciousness that will act as the binding force for national progress. It is important for our young people to develop the skills and understandings, which will see the people of the Fiji Islands living in harmony and unity, promoting social justice and the economic and social advancement of all communities

An understanding of our own political and social heritage and of the rights and responsibilities of democratic citizenship will establish the foundation from which young people can become confident and active members of the global community.

As citizens of the world we also want to be part of an environmentally responsible, fair and cooperative global community. Fiji's cultural and linguistic diversity provides an ideal environment in which our students can develop the skills and cross-cultural understanding which are the basis of a global perspective with respect for the humanity of all the world's citizens.

Objective 3: **To strengthen and promote community partnerships in the management of schools and the provision of educational resources, policies and programmes.**

Partnership and cooperation in educational provision have seen the development of a strong and vital education system throughout the country which must be sustained.

This system provides opportunities for schools to develop their own special character while also ensuring that common standards and operating requirements are met.

The concept of community includes the coming together of

people with shared ideas, interests and experiences and beliefs, whether socially, culturally or ideologically defined. A school's community is all of those groups which have vested interests in and concern for the education which it provides. The community is an invaluable support and resource for learning and the opportunities and potential that exist within the community should be fully realised.

Schools have a responsibility to involve the communities which they serve in all aspects of education provision. This will support schools and students to develop a sense of identity, common purpose, shared interest, mutual responsibility and obligation to others and will enrich the teaching and learning which the schools provide.

Objective 4: **To develop and support a professional teaching force which is responsible for and responsive to both learning and the learners.**

Our teachers are the core of our education system and they carry the primary responsibility for the quality of teaching and learning in our educational institutions. The relationships between teachers and learners are at the heart of the learning process.

The new challenges facing education - to contribute to development, to help people understand social, economic and cultural change and to foster social cohesion place even greater responsibilities upon teachers and calls for a redefinition of their role. It is changing from that of transmitter of knowledge to facilitator of learning who encourages research, enquiry, questioning and debate. This will require them to demonstrate through their own actions the importance of lifelong learning and to update and improve their own

knowledge and techniques throughout their career. It is essential that we acknowledge and support their critical role in these endeavours.

Objective 5: **To promote quality and excellence in the management and administration of all elements of the education system.**

Investment in education is investment in the future and we must ensure that all of the resources directed towards its provision are used effectively and efficiently with optimum benefit. The quality and effectiveness of leadership, management and administration in education are of critical importance to effective teaching and learning. They are the cornerstones which support teachers and learners in their pursuit of excellence.

Our constant focus must be on improvement and in order to achieve this we need to plan, monitor and evaluate our activities in all areas. In everything we do, from the biggest decisions to the smallest task, we will need to ask ourselves, "Is there a better way to do this?"

Objective 6: **To establish standards, monitor, account for and seek continuous improvement in the performance of our learners, our staff and our education system**

A focus on quality and standards will help to ensure that our educational provision supports the best possible outcomes for all students. It is only through monitoring and evaluation that we can identify our strengths and weaknesses and work towards their improvements.

We must also ensure that the standards which we set are inclusive of all valued areas of learning and that we provide a range of opportunities for their attainment.
Nor is it enough just to set standards and targets. We have to measure how we are performing in reaching them.

At a time when we are required to do more within a finite capacity for expenditure and finance it is incumbent upon us all to be accountable for our efforts and our achievements. We must ensure that we derive maximum educational benefit

from the available human, financial and physical resources.

Objective 7: **To target resources and support to allow all students to achieve full benefit from educational services**

Education is a basic human right and a universal human value. The principles of social justice which our Constitution affirms include a commitment to supporting access to education for all groups who are disadvantaged.

We have a prime responsibility to address inequities in the distribution of resources in our society and ensure that the full benefits of teaching and learning are available to all, irrespective of gender, beliefs, cultural and linguistic background, socio-economic circumstances or location. All students must have opportunities to achieve their personal best and the opportunity to make a positive contribution to society.

Objective 8: **To develop and promote sustainable policies and programmes, which respond to and anticipate emerging educational needs and demands**

While much progress has been made towards universal participation in education, renewed efforts are needed to ensure that the education provided is of high quality and relevant to social needs. We must all be proactive and responsive to the emerging educational needs of our community.

Renewal and any corresponding reform of education must however be the result of profound and thoughtful examination and understanding of what is known about successful practice and policy. It must also be based upon an understanding of the specific conditions and requirements relevant to the Fiji Island context and its impact on all parties involved taken fully into account.

Objective 9: **To explore and utilise technology which support, extend and enhance the delivery, quality and effectiveness of education**

The emerging new technologies have the capacity to amplify, extend and transform learning and the environments in

which people work and learn. They can serve equity of success, achievement for everyone, active citizenship and global networking. Their introduction has seen a universal revolution in the way information and knowledge can be gathered and we must ensure that these are opportunities for our students to participate as equal partners in these global developments.

We must also be mindful of the need for an increased capacity to discriminate in the use of this technology and the ability to understand, assess and distribute the information and knowledge accessed.

Objective 10: **To increase educational participation at all levels, encouraging a learning culture with community recognition of the importance and value of education throughout life**

We are in the midst of the greatest revolution since the industrial revolution at the turn of the last century. This is the information revolution where advances in science and technology are rapidly making the learning and know-how that people acquire in their initial education obsolete and where new learning is increasingly becoming an ongoing requirement in all areas of our lives.

Dynamic changes to the patterns of family, work and social life means that people of all ages need to interact in new, diverse and increasingly challenging situations requiring them to continuously acquire new knowledge, skills and understandings.

Our students must have the motivation and skills to engage in lifelong learning and be able to approach the future with optimism, purpose and the capacity to contribute to the development of their society.

It is vital that we foster and support a community of learning; no initial fund of knowledge will serve us for a lifetime.

POLICY DIRECTION

Objective 1: **Provision of a Relevant and Responsive Curriculum**

1.1 Assist students to reach their full potential by providing programmes that engages students as active participants in the learning process and develop the skills to become self directed learners.

1.2 Identify teaching and learning methodologies that will promote the idea of learning to learn which encourages participatory and enquiry based learning.

1.3 Strengthen creative activities for physical, emotional and intellectual development of the child

1.4 Extend the teaching of TVET subjects to primary school level in the following areas
　　Industrial Arts
　　Home Economics
　　Computer studies

1.5 Introduce alternative curricula choices in schools to commensurate with the main economic activity of selected areas/districts

1.6 Strengthen Life Skills Education

Objective 2: **Developing Students as Responsible, Informed and Involved Citizens of Both Fiji and the World**

2.1 Encourage and support school activities that build character and attitude as well as provide leadership training

2.2 Promote and strengthen Citizenship Education to develop the qualities and responsibilities of good citizens in students

2.3 Strengthen teaching and learning of conversational studies

2.4 Support implementation of the new Fijian Cultural Studies in all schools

2.5 Develop a Students' Code of Conduct in consultation with school Principals and other stakeholders.

Objective 3: **Strengthening and Promoting Community Partnerships**

3.1 Strengthen partnership with international organisations, aid donors and overseas institutions to enhance the quality of education services.

3.2 Strengthen partnership and networking with tertiary institutions, industries, businesses, NGOs, other government ministries and departments and the wider community to enhance and support learning.

3.3 Establish regular consultative forums between the Ministry and Controlling Authorities of schools to improve communication and participation in decision-making processes and opportunities for management efficiency.

3.4 Conduct awareness programmes with stakeholders and school communities to improve understanding of their roles in the education of their children and encourage their participation in the life of their schools.

Objective 4: **Developing and Supporting a Professional Teaching Force**

4.1 Pursue the establishment of a Teacher Registration Board to determine the required qualifications for teacher registration and to recognise and register teachers to teach in schools.

4.2 Professional standards for teachers be established and teachers who consistently maintain the standards be acknowledged and rewarded

4.3 Upgrade pre-service teacher training programmes to embrace change and innovation not just in Fiji but internationally.

4.4 Establish In-service Centres as an effective means of decentralising in-service training for teachers.

4.5 Maintain initiatives which upgrade the teaching skills of our existing teacher workforce.

4.6 Encourage teachers to improve their qualifications in order to maintain a high standard of professionalism and raise the standard of student performance.

4.7 Provide an ongoing training programme for school heads and teachers who show the potential to be school leaders.

Objective 5: **Promoting Quality and Excellence in Management and Administration**

5.1 Review and re-design our organisation structure to encourage greater flexibility and better responsiveness to the changing environment for educational services and delivery.

5.2 Review the Education Act to facilitate amendments to legislature requirements for governance and management of education.

5.3 Strengthen the Examination Section to improve the quality of assessment, certification procedures and transparency.

5.4 Embrace new directions, new ideas, new opportunities and improved methods of operating across all levels of the Ministry's activities.

5.5 Decentralise work of the Ministry so that it is more responsive to the needs of the community.

5.6 Develop and implement an effective Capital Management Plan to ensure government schools and teacher training institutions provide students and staff with modern facilities and equipment.

5.7 Provide training to support improved School Management Committees.

Ojective 6: Establishment of Standards, Monitoring and Accountability

6.1 Establish a school review system under a Review Unit to monitor outcomes and to ensure that quality and excellence in teaching and learning is achieved in all schools.

6.2 Strengthen the Examination Section so as to effectively and efficiently carry out its role to improve the quality of assessment, certification procedures and transparency.

6.3 Phase out the FIE and strengthen the existing National Standardised Tests at the primary level as a means of monitoring the performance of our students and the relevance of our curriculum.

6.4 Support the establishment of the new Performance Management System to support positive human resource management and improve services, efficiency and effectiveness.

6.5 Review establishment of private vocational schools and put in place quality control mechanism to ensure that programmes offered are of high quality.

6.6 Conduct a tracer study to trace movement of students at the end of compulsory years of schooling to assess the effectiveness and relevance of our curriculum and the efficiency of our education system. Strengthen internal school auditing procedures to

include auditing of school grants by the Ministry to ensure that school funds are spent in a way that will improve the quality of education

Objective 7: Targeting Resources and Support

7.1 Support implementation of the Blueprint for Affirmative Action on Fijian Education in order to improve indigenous Fijian and Rotuman education and training.

7.2 Provide quality education services to the rural areas.

7.3 Improve availability of relevant courses in rural schools so that students from rural and isolated areas have access to the same programme as their urban counterparts.

7.4 Support implementation of the Government's Social Justice Act.

7.5 Support the establishment of information and library resource centres in all schools in Fiji to increase access to library services.

7.6 Improve access to education for disabled persons.

7.7 Develop programmes to enable re-entry of school dropouts to ensure that they are given the opportunities for a second chance in attaining certificates to pursue employment or further education

Objective 8: Development and Promotion of Sustainable Policies and Programmes

8.1 Establish Form 7 Colleges in key locations to expand and improve opportunities for preparation for tertiary education.

8.2 Strengthen the Research and Development Section to raise its research and planning capacity

8.3 Ensure the provision of improved library services and support to increase access to library services.

8.4 Encourage and support schools to establish sustainable income generating activities.

8.5 Support establishment of learning centres of excellence with specialisation in identified fields such as the

performing arts, maths science, technology and sport at strategic locations to cater for talented secondary students.

8.6 More WET centres to be established in rural and semi- urban areas, remote islands with the establishment of 4 institutes of WET

Objective 9: The Exploration and Use of Technology

9.1 Establish IT Centres in strategically located areas to provide ongoing nation-wide guidance and monitoring of IT services in schools.

9.2 Establish IT system for the Ministry to assist in the delivery of content, better administrative procedures and to provide access to global information and interaction with global learning communities.

9.3 Support and encourage all aspects of Information Technology (IT) development in schools to ensure students are provided with opportunities to experience and work with new information and communication technologies.

9.4 Establish distance education centres in strategic locations to support teaching and learning including professional development for our teachers.

Objective 10: Increasing Educational Participation at all Levels

10.1 Extend the compulsory education policy to secondary level in all divisions and districts

10.2 Strengthen careers counselling and information provision to secondary school students on employment opportunities to assist students make informed career choices.

10.3 Provide opportunities for accelerated study to assist students and adult learners with competencies and accreditation that will prepare them for further study and future work.

Objective 1: In order to provide a relevant and responsive curriculum which develops in students the knowledge, skills and attitudes required to enhance their quality of life and contribution to society we will:

2004

Strategic Activities	Performance Indicators	Outcomes
Assist students to reach their full potential by providing programmes that engage students as active participants in the learning process and develop the skills to become self-directed learners.	• Improve literacy skills through Basic Education and Literacy Programmes [BELS]	A focus on the early years is maintained to support children's development and ensure that students achieve literacy and numeracy skills as well as other competencies and attitudes essential for successful lifelong learning.
Identify teaching and learning methodologies that will promote the ideal of learning to learn which encourages participatory and enquiry based learning.	• New teaching and learning methodologies identified • Methodologies incorporated in all curriculum activities • Materials for teachers developed and in-service for teachers conducted • Modular curriculum for all TVET subjects implemented by 2005	All students have developed positive attitudes and high self esteem and are aware of their capabilities and talents
Strengthen creative activities for physical, emotional and intellectual development of the child.	• Continuing involvement of stakeholders in curriculum design • Greater participation of students and school leavers in creative activities such as singing, drama, dance, art and craft and design • Sports Academy established in the remaining divisions • Equipment, infrastructure and human resources provided • Students attain a balance repertoire of skills comprising both academic and creative skills • Creative programmes supported	Programmes and opportunities are provided which assist students to develop their special interests and talents
Extend the teaching of TVET subjects to primary school level in the following areas: • Industrial Arts • Home Economics • Computer Studies	• Expand LTC programmes to include the indentified TVET subjects • Facilities to cater for implementation at primary level constructed and relevant tools provided • Curriculum materials and resources developed	Programmes are provided which enable students to develop the knowledge, skills and abilities to identify and attain their career objectives and ensure flexible pathways to further education, training and the world of work
Introduce alternative curricula choices in schools to commensurate with the main economic activity of selected areas/districts	• Introduce an alternative curricula developed in conjunction with the school community and other stakeholders by the end of 2005 for Forms 3-5 at least. • Trialling of new curriculum at Form 3 level in selected schools • Training of teachers in these areas in 2003-2004	
Strengthen Life Skills Education	• Relevant curriculum materials developed in the following areas: - Environment Education - Values/Virtues Education - Cross-road programme - Enterprise Education - Health Promoting School • In-service training for teachers conducted	All students are supported to develop skills for living and for adult life

Objective 2: In order to develop students who respect others, appreciate Fiji's multicultural heritage and are responsible, informed and involved citizens of both Fiji and the world we will:

Strategic Activities	Performance Indicators	Outcomes
Encourage and support school activities that build character and attitude as well as provide leadership training.	• Programmes which develop skills for living developed and supported • Participation of students in leadership forum encouraged • Students participation in quiz, sports and cultural activities encouraged • Increase in the number of students and the number of schools involved in Girl Guides, Boy Scouts etc • More secondary schools take up cadet training • Overall improvement in students discipline/behavior in schools	Opportunities are provided for developing qualities such as confidence, leadership, integrity and courage and an environment in which future leaders can flourish.
Promote and strengthen Citizenship Education to develop the qualities and responsibilities of good citizens in students.	• Constitutional and citizenship studies incorporated into the curriculum • Student participation in the Youth Parliament supported • Student exchange schemes encouraged • Greater student participation in extra curricular activities which promote citizenship education • Encourage singing of the National anthem and re-introduce flag raising ceremony in schools by 2003 • Students demonstrate qualities of good citizenship	Education in Fiji, at all levels, models and promotes the values of Fiji's Constitution. All students develop a strong sense of personal identity and a commitment to developing their potential and achieving success for their own benefit and that of society.
Strengthen teaching and learning of Conversational languages (Fijian/Hindi).	• Relevant curriculum materials and resources developed • Conversational languages extended to secondary level • Monitoring mechanism strengthened • Tolerance and goodwill promoted	All students have knowledge and understanding of a language and culture apart from their own and are able to communicate in two or more language. All students understand themselves, others and the world and develop the skills and values that enable them to learn, work and live together.
Support implementation of the new Fijian Cultural studies in all schools,	• Relevant curriculum materials and resources developed from Class 1 to Form 7 Pilot work in selected schools In-service training for teacher carried out • Fijian Cultural Studies implemented in all schools	Curriculum in schools is aligned with Fiji's priorities for social, economic and cultural development
Develop a Student's Code of Conduct in consultation with school Principals and other stakeholders.	• Students' Code of Conduct developed by mid 2003	All schools have developed and promoted a code of conduct which ensures the provision of a safe and supportive learning environment for students.

Objective 3: In order to strengthen and promote community partnerships in the management of schools and the provision of educational resources, policies and programmes we will:

Strategic Activities	Performance Indicators	Outcomes
Strengthen partnership with international organisations, aid donors and overseas institutions to enhance the quality of education services	• Donor agencies adequately resource priority areas in education i.e. ECE, Rural Education, Special Education, TVET • Ongoing human resource development to meet educational needs • Acquisition and utilisation of donor support and resources in enhancing validity and reliability in educational assessme	Cooperative and collaborative relationships characterise educational provision to ensure optimum use of resources and maximise the provision of services.
Strengthen partnership and networking with tertiary institutions, industries, business, NGOs, other government ministries and departments and the wider community to enhance and support learning	• A Master Plan for Education developed • Education Summit conducted • Cooperation and consultation in the establishment of advisory boards • Work placements and community service programmes encouraged and supported • Cooperation in establishment of the Computerised Human Resources Information System (CHRIS) and Labour Market Information System (LMIS) supported • Cooperation in the implementation of the IHRDPEP • Work of the Coordinating Committee on Children (CCC) supported • Franchise courses with FIT in 10 more vocational centres by 2005	Schools have established links with the business community to promote exchange of information and to enhance and support learning. Partnerships with families, carers, school staff, community organisations and interagency support services address the intellectual, social, emotional and physical needs of students. The Ministry seeks the views of parent and other community bodies to support decision-making on policy, planning and resource use.
Establish regular consultative forums between the Ministry and Controlling Authorities of schools to improve communication and participation in decision-making processes and opportunities for management efficiency	• District education forums established • Organise consultative forums between the MOE and Controlling Authority of schools at least two per education district per year • Greater reciprocity, conviviality and collaboration between Controlling Authorities of schools and MOE • Consensus reached on key educational issues	Families are welcome and encouraged to participate in the education of their children and are informed of and involved in their children's progress and welfare.
Conduct awareness programmes with stakeholders and school communities to improve understanding of their roles in the education of their children and encourage their participation in the life of the school	• Ongoing awareness programmes for management, parents, etc conducted in all education districts • Increased parents participate in school development and school improvement • Better understanding of the workings of examinations and internal and external assessment promoted • Collaborative learning between all stakeholders for academic, spiritual and physical excellence	The community values and supports education and has confidence in the capabilities of its teachers. Families and community members are actively involved in decision-making on policy, planning and resource use at school level. The entire school community takes responsibility for the quality of the school and the achievement of its pupils.

Objective 4: In order to develop and support a professional teaching force which is responsible for and responsive to both learning and the learner we will:

Strategic Activities	Performance Indicators	Outcomes
Pursue the establishment of a Teacher Registration Board to determine the required qualifications for teacher registration and to recognise and register teachers to teach in schools	• Committee established to start the process of establishing a Teacher Registration Board • Teacher Registration Board established • All teachers employed meet the registration requirements determined by the Board • Revenue from registration covers operating costs • Increase in teacher professionalism	All schools and pre-schools are staffed with appropriately qualified teachers and include a balance of experience wherever possible.
Professional standards for teachers be established and teachers who consistently maintain the standards be acknowledged and rewarded	• Revised Code of Conduct for teachers is a guideline for professional standards • Code of conduct promoted • Teachers quality award established • Medals/Certificates for quality award be given to deserving teachers on World Teachers Day	Teachers are supported with a range of resources which will enhance their teaching and learning strategies and contribute to improved student learning outcomes.
Up rade pre-service teacher training programmes to embrace change an? innovation not just in Fiji but internationally	• Courses at LTC upgraded to Diploma level by 2004 • Explore possibility of upgrading FCAE courses to degree level • Teacher training curricular continuously upgraded • Existing teachers upgrade qualification to Diploma level • Teachers' salaries upgraded	Pre-service teacher education provides a full and enriching preparation for entry to a professional teaching force.
Establish in-service centres as an effective means of decentralising in-service training for teachers	• In-service centre with staffing and separate resources established • In-service training plan developed and implemented annually • On-going in-service training for teachers conducted	Higher education institutions renew their teaching, learning and service functions in response to both national and international developments in education.
Maintain initiatives which improve the teaching skills and working conditions of our existing teacher workforce	• Continuation of upgrading of Classes 7 and 8 teachers • Continuation of teacher training for untrained graduates through the Secondary Teacher Training Certificate (STTC) programme • Grant-in-Aid teachers retrained and absorbed into the civil service • STTC Programme for untrained Computer Education teachers introduced	The advice and expertise of professional associations, parent groups, other education systems, research, higher education, business and industry are used to support staff development activities where appropriate.
Encourage teachers to upgrade their qualification in order to maintain a high standard of professionalism and raise the standard of student performance	• More teachers enrolled in full time, part time and extension courses in tertiary institutions on full salary • Better qualified teachers in the needy areas • Improved pass rate in external examinations	National and international networks of teachers and teacher educators are developed to support research and exchange which informs teaching, learning and curriculum development.
Provide an ongoing training programme for school heads and teachers who show the potential to be school leaders	• Human Resource Development (HRD) plan developed • Potential school leaders identified and trained according to HRD plan • Ongoing training and evaluation of potential school leaders • Attachment/Twinning of principals and head teachers facilitated • A database on HRD established • Our approach to replacing outgoing school leaders is better coordinated	Priorities for professional development are based upon the identified needs of schools and teachers. Professional development programmes are facilitated and strengthened to ensure that all educators are up to date with the changing and emerging education needs and demands. The initial training of teachers, and their in-service professional development, provides them with a command of the new technologies available to support the teaching and learning process.

Objective 5: In order to promote quality and excellence in the management and administration of all elements of the education system we will:

Strategic Activities	Performance Indicators	Outcomes
Review and re-designed our organisation structure to encourage greater flexibility and better responsiveness to the changing environment for educational services and delivery	• Ministry's organisation structure reviewed and redesigned • Improved responsiveness and greater flexibility demonstrated	Educational administration at all levels supports and enhances teaching and learning.
Review the Education A d to facilitate amendments to legislature requirements for governance and management of education	• Approval by Cabinet to amend the Act • Key stakeholders to conduct the review identified and Terms of Reference developed • Final draft submitted to First Parliamentary Counsel • Amendments table in Parliament by the Minister for Education	
Strengthen the Examination Section to improve the quality of assessment, certification procedures and transparency	• Examination Board established and is accountable to PSE • New assessment policies and functions documented • Improved quality of assessment and certification procedures • Greater transparency in the conduct of examinations	
Embrace new directions, new ideas, new opportunities and improved methods of operating across all levels of the Ministry's activities	• Encourage worker participation in decision-making • A reward system which encourage innovation is established and promoted • Supp t im l of the Government's Se ic Excel P in d to improve efficiency, productivity and accountability • Charter for Quality Customer Care Services promoted • Improved communication and information flow to all levels of the system • More staff sent on overseas attachments • Staff are well informed on global trends in education • Ministry is more responsive to changing needs	Open communication and information flow are supported and all enquiries and requests for information are handled with timeliness and efficiency.
Decentralise work of the Ministry so that it is more responsive to the community	• Education offices established in Kadavu, Naitasiri, Navua, Nadi and Taveuni with establishments • School communities have easy access to education offices	Outputs for education are maximised within the available level of financial and human resources. Education and training institutions improve their physical and teaching facilities through an ongoing process of planning and development.
Develop and implement an effective Capital Management Plan to ensure government schools and teacher training institutions provide students and staff with modern facilities and equipment	• Effective Capital Management Plans [CMP] developed for each government institutions • Annual budget submissions for capital projects based on CMP • Improved facilities and equipment in government institutions	
Provide training to support improved School Management Committees	• Training programmes conducted and support materials provided • Handbook for School Management reviewed by 2003 • Handbooks distributed to schools by 2004 • School Management are clear about their functions and roles	Training and support are provided to ensure well-functioning School Management Committees which are clear about their role and field of operation. School Managers are skilled in organising, controlling and monitoring the utilisation of school funds.

Objective 6: In order to establish standards, monitor account for and seek continuous improvement in the performance of our learners, our staff and our education system we will:

Strategic Activities	Performance Indicators	Outcomes
Establish a school review system under a Review Unit to monitor outcomes and to ensure that quality and excellence in teaching and learning is achieved in all schools	• Establishment of a School Review Unit • Establish operating mechanism • Pilot work in selected schools and refine criteria • Progress implementation of the system throughout all schools in Fiji	A system of school review and improvement is in place to monitor outcomes and to ensure that quality and excellence in teaching and learning is achieved in all schools in Fiji.
Strengthen the Examination Section so as to effectively and efficiently carry out its role to improve the quality of assessment, certification procedures and transparency	• Examination Section separated from CDU by 2003 • 11 new approved posts activated including the CEO (Exams) post • Information and research section to accommodate varying assessment information needs of students, schools and policy makers established • Continuing development of assessment system [hardware and software] to increase efficiency • Examiner's report with complete answer schedules for each externally examined subjects provided and distributed to schools • Annual reports for each external examination published with relevant statistics and recommendations for improvement • Incorporate reporting by grade in the FIE and FEYE • Clear documentation of Examination functions to support the development of coherent and accountable assessment system	An improved system of assessment and reporting has been developed and introduced across the levels of schooling to address all valued elements of the curriculum. Schools, and the Ministry of Education, have established mechanisms for student profiling, monitoring student attainment, and reporting on student outcomes.
Phase out the FIE and strengthen the existing National Standardised Tests at the primary level as a means of monitoring the performance of our students and the relevance of our curriculum	• The Standardised Test of Achievement (STAF) reviewed • Conducting and reporting of PILLS/STAF tests • Test results analysed and findings incorporated in all curriculum activities including teacher training • Workshops for teachers conducted	A range of methods is used to monitor and report on school and student performance including bench-marking against agreed levels of attainment Support establishment of the new Performance Management System to support positive human resource management and improve services, efficiency and effectiveness
Support establishment of the new performance Management System to support positive human resource management and improve services, efficiency and effectiveness	• Training of trainers, school heads, teachers and ministry staff conducted • Regular assessment of individual officer's performance based on the new performance management system • Performance problems addressed and opportunities provided for improvement in performance • Performance Management System in place by 20	Flexibility, initiative and innovation characterise education and training operations at all levels.
Review establishment of private vocational schools and put in place quality control mechanism to ensure that programmes offered are of high quality	• Committee established • Policy on private vocational school establishment developed • Quality of teaching activities regularly reviewed • Private vocational schools database established • Revenue from processing of application covers operating costs	
Conduct a tracer study to trace movement of students at the end of compulsory years of schooling to assess the effectiveness and relevance of our curriculum and the external efficiency of our education system	• Mechanism on the conduct of the study developed • Pilot work in selected schools to refine methodology... • Progressive implementation throughout schools in Fiji	A range of qualitative and quantitative data is periodically collected, analysed and reported upon and used to examine and modify our structures and programmes to ensure that they are equitable and successful in achieving the agreed objectives.
Strengthen internal school auditing procedures to include auditing of school grants by the Ministry to ensure that school funds are spent in a way that will improve the quality of education	• Internal Audit Unit established • Operating function of the unit developed • Internal Audit team make regular visit to schools • Regular training for school management on budgeting, record keeping etc conducted • Funds are used according to procedures • Misuse of school funds is no longer a problem	

Objective 7: In order to target resources and support to allow all students to achieve full benefit from educational services we will:

Strategic Activities	Performance Indicators	Outcomes
Support np ıı :ıtic of the Blueprint or ,ıffirmative Action ɔ ijı Education in order to improve Indigenous Fijian and Rotuman ɟ ıtiı and training	• Fijian Education Board established by 2004 to provide advisory and pol ·m king ole t the t • Fijian Education Unit strengthened with a full complement of appropriately trained staff, equipment and other relevant resources by the beginning of 2004 to facilitate the implementation process • Blueprint strategies are fully budgeted for • Fijian Education Unit is the main implementing agency • Higher pass rate in the Fiji School Leaving Certificate (FSLC) and the Fiji Seventh Form Examination (FSFE)	F ı ɟ ı students' participation In education, and achievement of educational outcomes, is equivalent to the rest of the population.
Provide quality education services to the rural areas	• Upgrade and improve physical facilities and equipment for schools in the rural areas to meet minimum standards • Improve teaching conditions in rural schools • A new incentive package for rural teachers introduced • Ongoing in-service training for rural teachers conducted • Higher proportion of rural students passing FSLC and FSFE • Tuition fee assistance extended to Form 5 in 2003, Form 6 in 2004 and Form 7 in 2005 • Rural I T centres established • Establishment of more TVET centres in rural and semi-urban areas • Regular school visits by district staff - Quality education becomes a reality in rural schools	Human and physical resources are argetec tc support equal :cess to educational outcomes for ident groups such as ɟ in poverty, ano to redress disadvantage. Students from rural and isolated areas have access to the same levels of education as their urban counterparts.
Improve availability of relevant courses in rural schools so that students from rural and isolated areas have access to the same programme as their urban counterparts	• More courses available in all rural schools • Fewer students migrating to urban schools • Fewer dropouts from rural schools • Staffing formula reviewed to take into account boarding component and subjects offered • More teachers posted to rural schools • Better facilities such as laboratories, workshops, computer labs, libraries etc available in rural schools	The special needs of students with learning difficulties are considered and addressed in educational programmes.
Support impiementation of the Government's Social Justice Act	• Action Plans for Rural Education, TVET and Special Education approved by Cabinet • Action Plan Strategies are fully budgeted for • Ministry's institutional capacity is strengthened to facilitate the impiementation of the Action Plans	Educational resources are directed to identified and agreed priority areas with optimum benefit.
Support the establishment of information and library resource centres in ail schools in Fiji to increase access to library services	• Ali school libraries upgraded to meet minimum standards • Training of teacher librarians conducted • AusAID assistance in the provision of library books supported • Students have access to more information	
Improve access to education for disabled persons	• Special Education Policy developed and widely promoted • More trained special education teachers • Increased enrollment in special schools • Students with disability have access to secondary education	Students with disabilities have opportunities for participation in and a t of educational outcomes equivalent tc the r∈ st of the population
Develop programmes to enable re-entry of school dropouts to ensure that they are given the opportunities for a second chance in attaining certificates to pursue employment or further education	• Schools complied with re-entry guidelines • New innovative programmes developed • Improved access to IHRDPEP • More dropouts are taking advantage of the school re-entry programme	A range of alternate education and training pathways has been eloped to support students whose ; and behaviour h: interruoted their participation in schooling.

Objective 8: In order to develop and promote sustainable policies and programmes which respond to and anticipate emerging educational needs and demands we will:

Strategic Activities	Performance Indicators	Outcomes
Establish Form 7 Colleges in key locations to expand and improve opportunities for preparation for tertiary education	• Identification of key sites in consultation with the education community • Progressive implementation involving the upgrading of identified resources and facilities and the gradual withdrawal of Form 7 students from secondary schools • Increased number of places available for secondary students • More focussed preparation of students for entry to tertiary studies • Form 7 curriculum re-aligned in accordance with semester-based Foundation programme	The ministry researches, identifies and investigates new educational initiatives, which have the potential to contribute to improvement in education in Fiji.
Strengthen the Research and Development Section to raise its research and planning capacity	• Additional manpower established to strengthen the Unit • Regular research studies conducted and research findings disseminated • Ongoing collaboration and consultation with research agencies and tertiary institutions in building up research findings • Policies on new directions in education formulated through regular consultation with PSE and ME • New educational policies based on well researched issues implemented	
Ensure the provision of improved library services and support to schools to increase access to library services	• Provision of library automation software to support and strengthen the accession and cataloguing and distribution system • Increased provision of library services to schools • Internet facilities provided	
Encourage and support schools to establish sustainable income generating activities	• Research conducted to identify the best and the cost effective income generating activity for each school • Funding assistance provided • Revenue generated covers operating costs of running the schools • Entrepreneurial training provided	An enterprising approach to teaching and learning sees students learning about enterprise, for enterprise, through enterprise.
Support establishment of learning centres of excellence with specialisation in identified fields such as the performing arts, maths, science, technology and sport at strategic locations to cater for talented secondary students	• Identification of key sites in consultation with the education community • Teaching of performing arts, maths, science and technology strengthened • Libraries, science laboratories, computer laboratories are adequately resourced • Centres of excellence are staffed with the best cadre of teachers • Academic achievement improved	Schools are encouraged to establish learning centres of excellence with specialisation in identified fields such as the performing arts, maths, science, technology and sport.
I (TVET :e1 ':s to be established in rural and semi urban areas, remote islands with the establishment of 4 institutes of VET	• 13 new TVET centres established [one per province] • Four new Institute of N E T in each of the four divisions established More vocational courses and places available to students in rural and semi-urban areas	Technical and vocational education and training is recognised as a valuable educational pathway for the benefit of both the individual and the nation.

Objective 9: **In order to explore and utilise technologies which support, extend and enhance the delivery, quality and effectiveness of education we will:**

Strategic Activities	Performance Indicators	Outcomes
Establish IT Centres in strategically located areas to provide ongoing nation-wide guidance and monitoring of IT services in schools	• An IT Unit of the Ministry established with clear guidelines on roles and responsibility • Staff at the IT Centres are strengthened with a full compliment of relevant equipment and resources • Ongoing training for IT teachers and support staff conducted	Flexible delivery of education, training and professional development utilising learning technologies serves equity of access and achievement for everyone,
Establish IT System for the Ministry to assist in the delivery of content, better administrative procedures and to provide access to global information and interaction with global learning communities	• All Education Officers and lecturers in our teacher training institutions have access to a computer • At least one Internet connection is available in each sections • Better administrative system in place	New technologies are used in education to assist in the delivery of content, better administrative procedures and improved professional development for teachers. Technology is used to provide access to global information and interaction with global learning communities.
Support and encourage all aspects of Information Technology (IT) development in schools to ensure students are provided with opportunities to experience and work with new information and communication technologies	• Plan for development of IT services in schools developed and promoted • Ongoing consultation with aid donors and IT providers • Funding assistance from aid donors secured • An additional 10 schools per year with computers and internet access • Computers and Internet facilities are available in at least all secondary schools which have access to electricity and telephone by 2005 • IT curriculum incorporated in teacher training institutions • Teachers' computer skills upgraded • More schools are adopting IT programmes • All teacher trainees to be computer literate	All students are provided with opportunities to experience and work with new information and communication technologies. Information and advice are provided to schools on the effective use of technology to support learning. Students with disabilities and students with learning difficulties are supported and assisted by appropriate technology,
Establish distance education centres in strategic locations to support teaching and learning including professional development for our teachers	• Distance Education Committee established • Distance education centres identified in each division • Ongoing consultation with donor agencies on funding and capacity building • Facilities such as video, internet and satellite services and radio provided in all centres • Distance education curriculum developed and trialled • Study modules developed to enhance teaching skills and these modules be credited towards a formal qualification • SBU becomes the main Distance Education centre	Strategic partnerships in the provision of technology and the development of supporting educational resources have been explored and negotiated to the optimum benefit of learners and learning. School support services including libraries, broadcasting, careers and counselling are accessible to schools throughout Fiji as a result of technological development and innovation. Technological competence is incorporated in curriculum as an essential learning outcome.

Objective 10: **In order to increase educational participation at all levels, encouraging a learning culture with community recognition of the importance and value of education and training throughout life we will:**

Strategic Activities	Performance Indicators	Outcomes
Extend the compulsory education policy to secondary school level in all divisions and districts	▪ Compulsory Education Order approved by Cabinet and implemented by 2004 ▪ Compulsory Education Programme piloted in 50 selected schools in 2003 ▪ Increased availability of qualified teachers ▪ Classrooms, workshops and tools ready for expansion to take place by 2004 ▪ National implementation 2005 ▪ Combined primary and secondary enrolment ratio of 90% by 2005 ▪ All children to receive 12 years of basic education by 2005	Students leave school with competencies and accreditation that prepare them for further study and future work. Students have the opportunity to participate in thirteen years of education or its equivalent.
Strengthen career counselling and information provision to secondary school students on employment opportunities to assist students make informed career choices	▪ Careers Unit strengthened with more staff, vehicle and budget ▪ More career awareness in schools conducted ▪ Annual Career Expo organised in all education districts ▪ All upper secondary school students are taking aptitude tests ▪ Ongoing training for careers teachers ▪ Careers teachers are remunerated ▪ Students are making informed career choices	Students in the post compulsory years of education are able to plan their studies according to their interests, aspirations and future career prospects, and are aware of employment and further educational opportunities and expectations. Students understand the need for learning to become a lifelong process in order to support their intellectual, social, economic, cultural and civic participation.
Provide opportunities for accelerated study to assist students and adult learners with competencies and accreditation that will prepare them for further study and future work	▪ Holiday programmes, evening classes and intensive block study will be explored ▪ More adult learners are pursuing tertiary studies ▪ National qualification framework for schools established	Access to education has been expanded to support student reentry, adult learners and participation in community education programmes.

ORGANISATION STRUCTURE OF THE MINISTRY OF EDUCATION

Minister

Permanent Secretary

Deputy Secretary (Professional) — **Deputy Secretary** (Admin.and Finance) — **Deputy Secretary** (Special Project)

Curriculum Advisory Services	Examination Section	Technical and Vocational Education	Primary Section	Secondary Section	Research and Development Section	Adminstration and Finance	Special Projects
• Development and evalution of primary and secondary curriculum • Radio Programmes • Publication and distribution of resource materials • Moderation of continuos assesment marks for external examinations • Career counselling	• Organisation and conduct of examinations • Paper setting and production • Processing of examination results • Certification • Standardised Testing • Assessment Research and analysis	• Development and revision of TVE curriculum • Establishment of Vocational Centres • Provision of TVE teachers • Moderation of continous assessment marks for external examinations	• Provision of primary school teachers • Administer tuition fee grant • Administartion of primary education • Administration of Pre-school education • Administration of special education • Management of library services	• Provision of secondary school teachers • Administer teachers salary grants, per-capital grants, remission of fees, tuition fee grant and seventh form scholarship • Vocational guidance	• Policy Development • Educational Planning • Educational Research • School Establishment / Registration • Education Statistics • Special Project - PMS - OHS - School Lease - CHARM - Road Safety	• Administration • Finance Management • Payment of • Accountants • Payment of salaries • Payment of • Government Grants • Personal • Management • Performance • Management System • Occupational Health & Safety • Registry • In-service Training • Industrial Relations • Legal Service • Discipline • Post Processing Unit	• Affirmative Action Programmes under Social Justice Act 2001 - Fijian Education - Special Education - Rural Education - Vocational Training • Review and Improvement in Education- Education Commission Report • Education for all

Teachers' Colleges LTC/FCAE	Divisional Offices (Northern/Eastern/Central/Western)
▪ Primary teacher training ▪ Secondary teacher training ▪ Professional developmentand in-service training	• Implement Ministry's policies at the Divisional level • Ensure proper staffing of all schools in the Divisions • Monitor standard of education in the division • Support for school management

S C H O O L S