

MINISTRY OF EDUCATION

STRATEGIC DEVELOPMENT PLAN 2023 - 2026



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MINISTER FOR EDUCATION FOREWORD

Nu Bula Maleka!

All organisations, including the public sector, must have organisational planning to project paths on the map and know the direction they are heading while at the same time, maintain competitiveness. The Ministry of Education's Strategic Plan from 2023 to 2026 encompasses priority areas to improve education service delivery to the children of Fiji who are our priority.

The Ministry of Education's Strategic Plan entails 10 key priority areas that will be implemented by all the departments in these years. The Strategic Plan ensures that the 10 priorities are aligned to the ministry's vision, mission and core values to improve its services thus enhance quality learning and teaching in all the schools in Fiji. We strategize on holistic outcomes derived from the priorities that ensure skill gaps are addressed, inefficiencies are minimized and opportunities are capitalized.

Our united efforts with stakeholders, education donor partners and the government in the implementation of the 5 years' plan will not only empower children in Fiji to flourish, but enable them to become competitive and viable through a flexible, relevant, responsive, and holistic education system that meets the local and global labour market demands. The plan considers both internal and external factors which impact and determine the future of Fiji's education service delivery.

May God strengthens the commitment, honesty and integrity of the Ministry of Education's workforce to deliver the plans so that the children of Fiji make a difference as resilient and sustainable citizens of the global village.

Vinaka Vakalevu & God bless us all.

Honourable Aseri Masivou Radrodro
Minister for Education

PERMANENT SECRETARY FOR EDUCATION STATEMENT



I am pleased to be part of a dynamic team that is able to present the Ministry of Education's Strategic Plan for the next three years. This document outlines our vision, mission, and key priorities as we embark on a journey to enhance the quality and accessibility of education in our nation.

This Strategic Plan is a product of the dedication and commitment by the team at the Ministry of Education and I convey my heartfelt appreciation to all the team members for their immense contribution.

Education is the cornerstone of progress, and it is our responsibility to ensure that every citizen has the opportunity to receive a high-quality education that equips them with the skills and knowledge needed to thrive in a rapidly evolving world. This plan is a testament to our commitment.

In these challenging times, the importance of a well-rounded and adaptable education system cannot be overstated. We have taken into account the ever-changing landscape of education, considering the impact of technology, social dynamics, and global trends.

Moving forward, new challenges are emerging and indeed new solutions need to be sought to address these. We must integrate the working components of our traditional systems and integrate it with emerging pedagogies and strategies that will ensure that no child is left behind.

Our Strategic Plan reflects a forward-looking approach that aims to harness these changes for the benefit of our students and the prosperity of our nation.

This plan is the result of extensive collaboration through the pre- summit and the National Education Summit process which included educators, experts, and various stakeholders who are equally dedicated to the advancement of education. It outlines our core objectives, including improving curriculum development, enhancing teacher training, and expanding access to quality education for all, among others.

Through this plan the Ministry intends to serve our children through education so that we can collectively build a strong and prosperous nation.

I urge all of you to actively participate in the implementation of this plan, as your insights and efforts are crucial to its success. Together, we can shape the future of education in our country and provide our students with the tools they need to succeed.

Thank you for your commitment to this noble cause. Let us work together to create a brighter future for our nation through education.

Ms. Selina Kuruleca
Permanent Secretary for Education

INTRODUCTION - OVERVIEW

The education sector in Fiji is a vital component of the country's socioeconomic development. The government of Fiji recognizes the importance of education in empowering individuals and driving progress. Here is an overview of the education sector in Fiji:

Structure

The education system in Fiji consists of eight years of primary education, followed by five years of secondary, and four years of tertiary education. Vocational studies is also available for students at the secondary level who wish to join vocational studies.

Access to Education

Fiji has achieved near-universal primary education enrollment, with a net enrollment rate of over 97%. The government has made efforts to improve access to education, particularly for marginalized groups such as children with disabilities and those living in remote areas.

Curriculum

The curriculum in Fiji is a mix of academic and vocational subjects. There is a focus on core subjects such as English, mathematics, science, and social studies, along with practical subjects like agriculture, home economics, and technical skills.

Teacher Training

Fiji has institutions that offer teacher training programs to prepare educators for the primary and secondary levels. The government provides scholarships through the provision of Tertiary Education Loans Scheme (TSLS) and incentives to attract interested individuals to the teaching profession.

Tertiary Education

Fiji has several universities and tertiary institutions that offer a range of courses and programs. The University of the South Pacific, based in Fiji, is a regional institution that attracts students from across the Pacific.

Challenges

Despite progress, Fiji's education sector faces challenges like limited resources, inadequate infrastructure, and a shortage of teachers, particularly for primary schools. Access to higher education can also be a challenge for students from disadvantaged backgrounds.

Education Expenditure

The Fijian government allocates a significant portion of its budget to the education sector, demonstrating its commitment to improving education outcomes. However, there is a need for increased investment in infrastructure and resources.

International Collaboration

Fiji actively participates in international educational initiatives. It collaborates with regional and international organizations to enhance the quality of education and training provided in the country.

Overall, while there have been notable achievements in the education sector in Fiji, there are still areas that require attention and improvement. The government continues to work towards ensuring equitable access to quality education and addressing the challenges faced in the sector.

VISION, MISSION AND VALUES

VISION

Empowering Fiji's Future: Nurturing innovative, lifelong learners and enriching lives through quality education delivery for all.

Empowering Fiji's Future: The Ministry is committed to shaping a brighter and more prosperous future for the nation through education. It emphasizes the long-term impact of education on individuals and the country as a whole.

Nurturing Innovative Minds: This part of the vision emphasizes the importance of fostering creativity in students. It reflects the goal of not just imparting knowledge but also encouraging innovative thinking, problem-solving, and self-expression.

Enriching Lives: Education should be holistic. It should enrich the lives of individuals empowering them to lead fulfilling and meaningful lives. There is also a need to include character-building and life skills.

Fostering Excellence in Education: Quality education is at the core of this vision. It signifies our commitment to providing the best possible educational experiences, resources, and opportunities for all learners in a safe and protective environment.

MISSION

To cultivate holistic, relevant and inclusive learning experiences benchmarked to global best practices that empower independent, responsible and critical learners enabling them to effectively adapt and address the nation's changing socio-economic needs and enrich the nation's future.

OUR VALUES

The Ministry of Education ensures that service delivery promotes our core values:

- i. Traditions and culture
- ii. Child centered
- iii. Excellence
- iv. Sense of responsibility, Accountability and Professionalism
- v. Civic Pride
- vi. Honesty & Integrity
- vii. Respect, including towards nature and the environment
- viii. Diversity, Inclusivity and Equity.

GUIDING PRINCIPLES, RESPONSIBILITIES GOVERNING FRAMEWORK

GUIDING PRINCIPLES

We believe that every child is unique and has the potential for greatness. We invest in the social and emotional wellbeing of children. We promote learning experiences that impact life.

We will be guided by the following principles:

- i. Striving for excellence in all we do;
- ii. Build trust through collaboration and partnership;
- iii. Promote accountability and transparency; inclusivity, and non-discrimination
- iv. Responsibility and accountability
- v. Building Team Work [Life Skills]
- vi. Build cultural competency

OUR RESPONSIBILITIES

The explicit roles and responsibilities of the Ministry include: Design, implementation, monitoring and evaluation of educational legislation, policies and programmes in Fiji. The MOE provides the structures, human resources, budgets, and administrative and management support to ensure that the quality of service delivery is maintained at a high level.

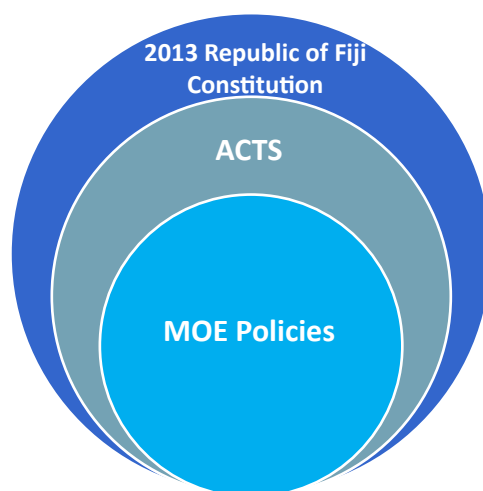
We are specifically tasked to conduct and deliver quality and inclusive education services to the following:

- Early Childhood Education and Care;
- Primary education;
- Secondary education;
- Special Schools for children with special needs;
- Technical, Vocational, Education and Training;
- School Management Committees and other stakeholders

GOVERNING FRAMEWORK

The MOE policies aim to ensure that education programs are relevant, responsive to the needs of learners, and aligned with international best practices. The governing framework for the Ministry of Education in Fiji is outlined in several key documents and legislations.

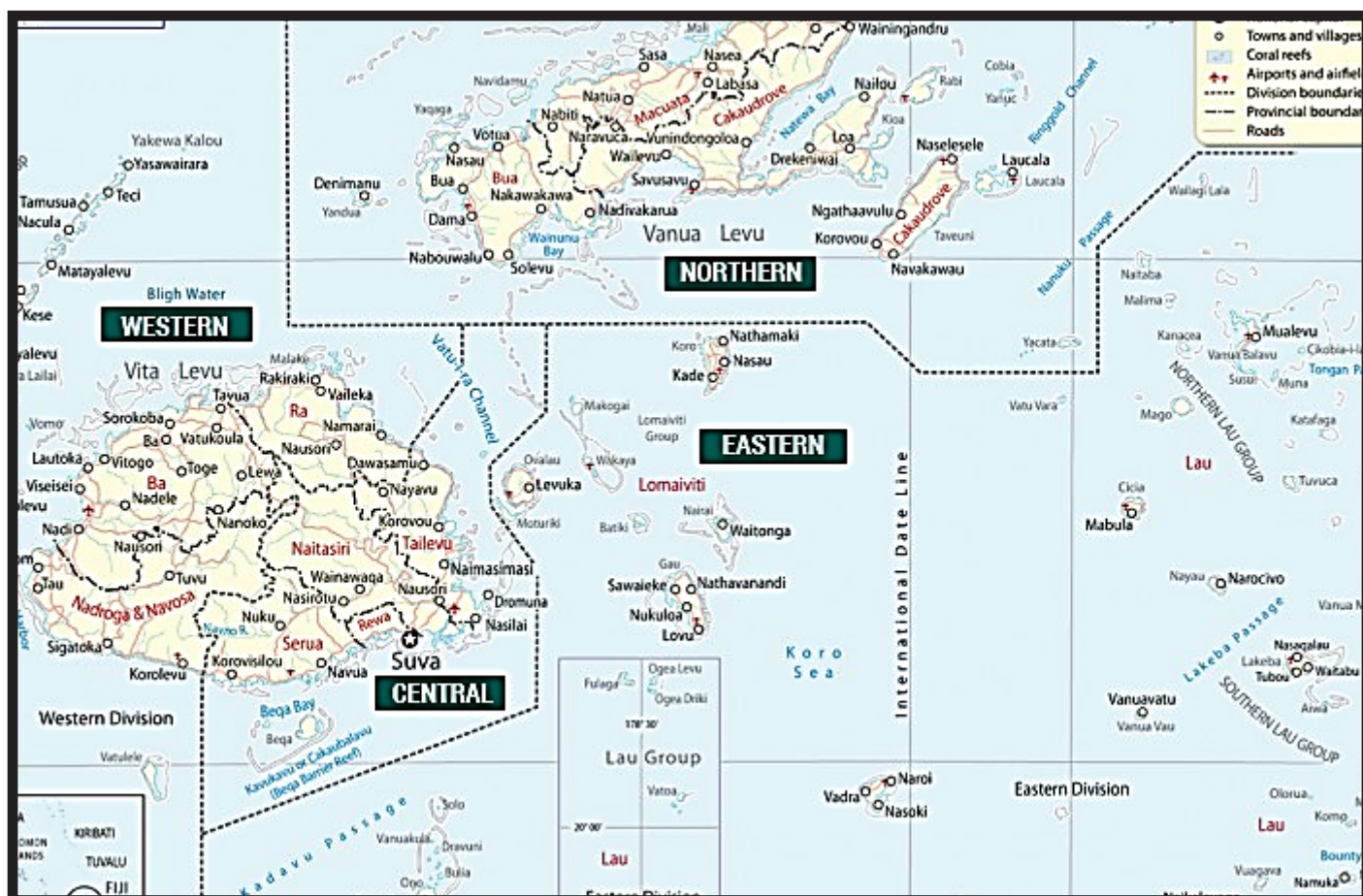
- 2013 Constitution of Fiji;
- Education Act (Cap 262);
- Examinations Act (Cap 262A);
- Fiji Museum Act (Cap 263);
- Fiji Teacher's Registration Act 2008;
- Higher Education Act 2008;
- Library Deposit Act 1971;
- Substance Abuse Advisory Council Act 1998;
- Tertiary Scholarship and Loans Act 2014;
- National Curriculum Framework;
- National Qualifications Framework.



Overall, these documents and legislations provide the governing framework for the Ministry of Education in Fiji, ensuring that education policies, programs, and practices are aligned with national goals and priorities.

EDUCATION CONTEXT

Education Divisions and Districts



The above diagram shows the boundaries for the Education Divisions and Districts. There are four Education Divisions and nine Education Districts, These are summarised below:

Education Divisions	Education Districts
Central	Suva Nausori
Western	Nadroga/Navosa Nadi/Lautoka/ Yasawa/ Ba/ Tavua
Northern	Macuata / Bua
Eastern	Eastern

SCHOOL INFORMATION

Fiji is home to a number of educational institutions, ranging from ECE Centres to higher education institutions. The general information about schools in Fiji is given below:

ECE Centres

ECE Centres in Fiji cater mostly for 5 year old students while 4 years old or below may also be considered for enrolment in any ECE Centres depending on the availability of spaces. There are also Day Care Centres which caters for students below the age of 5 year old. These are mostly privately managed privately.

Special and Inclusive Education

Special and Inclusive schools play a crucial role in providing education and support to children and young people with special educational needs and disabilities. These schools have tailored programs and resources to meet the unique needs of students who may have learning disabilities, physical disabilities, sensory impairments, or emotional and behavioral disorders.

Primary Schools

Primary education in Fiji is compulsory for students in Year 1 to Year 8. The curriculum prepares students for secondary education.

Secondary Schools

Secondary education in Fiji is from Year 9 to Year 13.

Boarding Schools

Boarding schools are also available in Fiji, providing accommodation and education for students who are mostly from rural and remote places. Fiji is an archipelago of islands, and many of these islands are remote with limited access to educational resources. Boarding schools provide an opportunity for students from these remote areas to access quality education. Other reasons for setting up boarding schools around Fiji include:

Cultural preservation: Boarding schools often serve as a means to preserve and promote indigenous Fijian culture and traditions. By attending boarding schools, students can learn and practice their cultural customs, language, and values.

Educational opportunities: Boarding schools in Fiji may offer specialized or enhanced educational programs that may not be available in the student's home area. By attending boarding schools, students can access a wider range of academic, sports, and extracurricular opportunities.

Discipline and structure: Boarding schools often provide a structured learning environment where students are closely supervised and have a routine. This can help enforce discipline, ensure regular study habits, and provide a supportive community for personal growth and development.

Life skills development: Boarding schools often prioritize holistic development, including the development of life skills such as independence, responsibility, and resilience. By living away from home, students learn to manage their time, take care of themselves, and develop skills that prepare them for adulthood.

It's important to note that not all students in Fiji attend boarding schools, and the decision to send a child to boarding school is personal and depends on individual circumstances and preferences.

School Management

The ownership and management of schools in Fiji is a partnership between the wider community and the state. Majority of the schools in Fiji are owned and managed by faith-based organisations including cultural groups and communities. The government manages 2 primary and 11 secondary schools.

Private Schools

Private schools are run and managed privately. While few of these schools offers the same curriculum used in our government supported schools, majority of them offers international curriculum to their students. The learners in private schools consists of both locals and internationals.

School Types by Education Districts

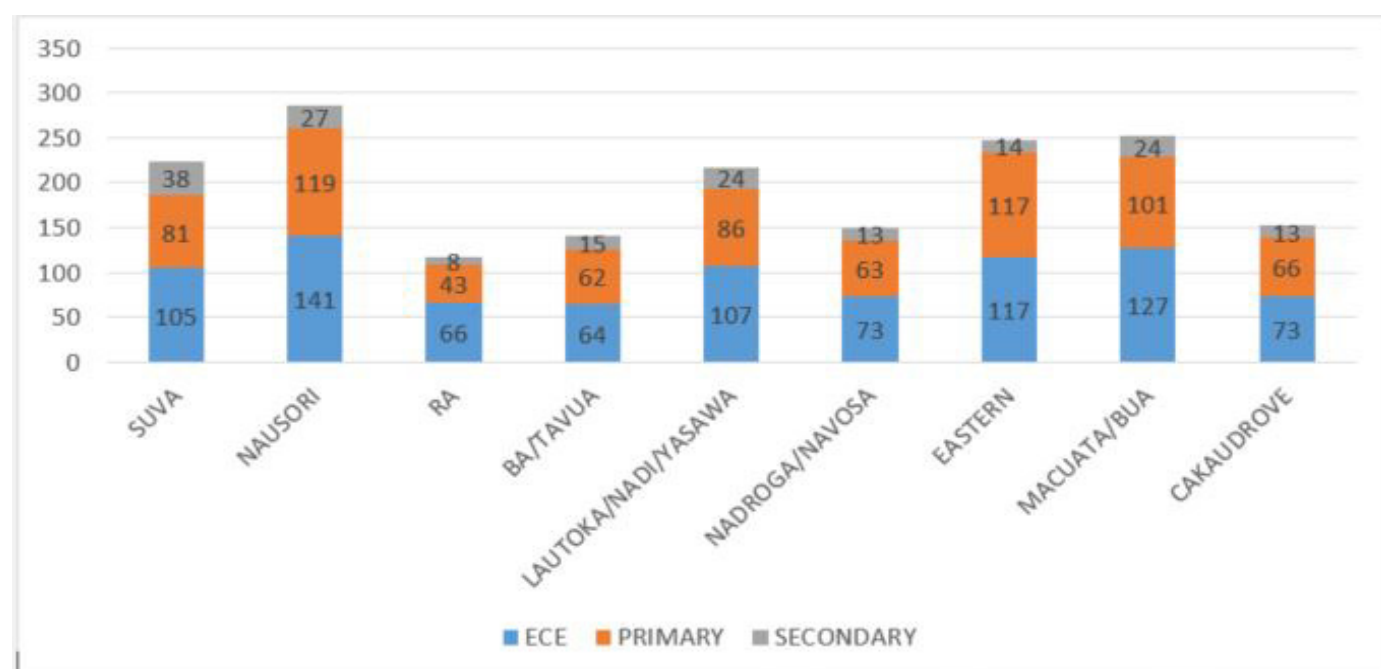
There are 873 early childhood education (ECE) centers, 738 primary schools and 176 secondary schools that receive free education grant. These schools are imparting education programs to more than 19,000 ECE students, 154,744 primary students, and 73,505 secondary students.

Table 1: List of schools aggregated by education districts

District	ECE		Primary	Secondary	Total
	Attached	Stand Alone			
Suva	54	51	81	38	224
Nausori	107	34	119	27	287
Ra	36	30	43	8	117
Ba/Tavua	56	8	62	15	141
Lautoka/Nadi/Yasawa	68	39	86	24	217
Nadroga/Navosa	52	21	63	13	149
Eastern	110	7	117	14	248
Macuata/Bua	89	38	101	24	252
Cakaudrove	51	22	66	13	152
Total	623	250	738	176	1787

Source: FEMIS 2023

Graph 1: Graph showing the number of schools by districts



Source: FEMIS 2023

The above graph shows the number of ECE, primary and secondary schools in the 9 education districts. While Nausori Education District has the most number of ECE and primary schools. Suva Education Districts has the most number of secondary schools.

Student Enrolment

The student enrollment trend in Fiji schools has shown both growth and fluctuations over the years. In recent years, the overall student enrollment in Fiji schools has been increasing. This can be attributed to factors such as population growth, improved access to education, and government initiatives to promote education. Additionally, the expansion of infrastructure and the establishment of new schools have also contributed to the increase in student enrollments.

However, there have been some fluctuations and regional differences in student enrollment trends. Urban areas, such as the capital city of Suva, tend to have higher student enrollments compared to rural areas. This is mainly due to better facilities and educational opportunities available in urban areas.

Furthermore, certain events and factors can impact student enrollments in Fiji schools. For example, natural disasters like cyclones can disrupt schooling, affecting student attendance and enrollment rates temporarily. Additionally, economic factors and social factors may also influence enrollment trends, particularly in terms of the affordability of education and cultural practices.

It is important to note that these enrollment trends can vary across different types of schools, such as primary schools, secondary schools, and tertiary institutions. Additionally, the impact of the COVID-19 pandemic on student enrollments is yet to be fully understood, as it has caused disruptions in education systems worldwide.

Table 2: Student Roll by School Type, Gender and Ethnicity

School Type	I-Taukei	I-Taukei	Indian with Fijian Descent	Indian with Fijian Descent	Others	Others	Rotuman	Rotuman	Grand Total
	Female	Male	Female	Male	Female	Male	Female	Male	
ECE	7156	7818	1647	1737	269	272	68	67	19034
Primary	55127	60452	16566	17289	2461	2550	558	545	155548
Secondary	27348	24874	9704	9091	1509	1419	391	379	74715
Grand Total	89631	93144	27917	28117	4239	4241	1017	991	249297

Source: FEMIS 2023

Automatic Progression for students

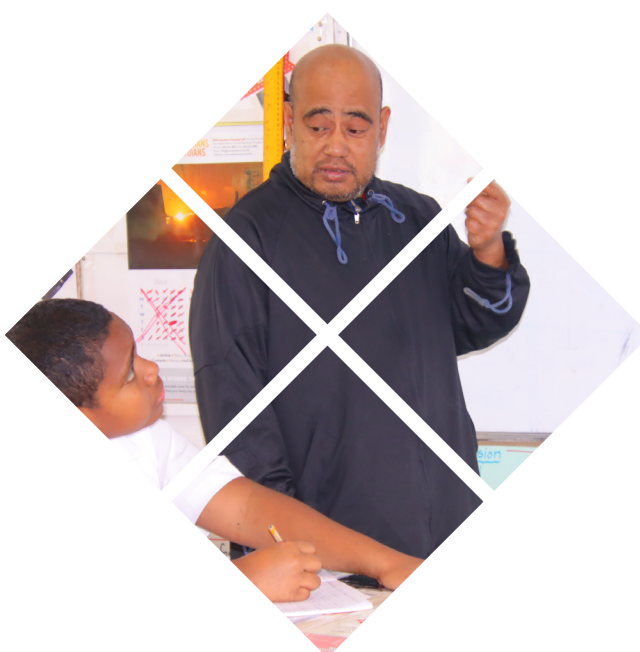
In Fiji, the education system follows a policy of automatic progression for students in primary and secondary schools until Year 12. This policy aims to ensure that students have access to education and can advance through the system without unnecessary barriers. Parents and guardians however may prefer to have their child repeat in a particular year level if he/she performing below par in school. The other option is for parents/guardian to enroll their child at any Vocational Centres.

Enrolment Rates

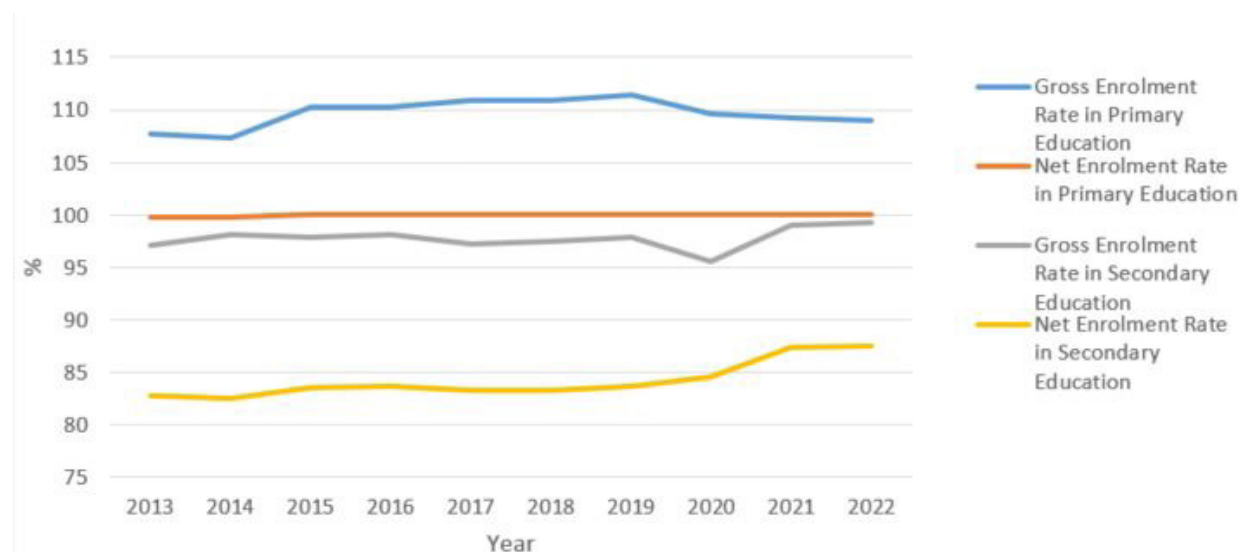
Gross Enrolment Rate (GER) shows the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

The official age for primary education is from age 6 to 13 years. The official age used for secondary education is from age 14 to 17 years. This is due to the compulsory education till Year 12.

Net Enrolment Rate (NER) is the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age.



Graph 2: Gross enrolment rate and net enrolment rate from 2013 to 2022



Source: FEMIS 2023/Annual Report/FBOS 2023

The above table shows that Gross Enrolment Rate (GER) for primary schools has been over 100% which is the same for secondary schools which have been over 95% from 2013 to 2022. This indicates a high degree of participation irrespective whether the pupils belong to the official age group or not. It also indicates the ability to accommodate all of the school-age population. While a GER of over 100% is ideal, it is not sufficient condition for ensuring that all eligible children are in school.

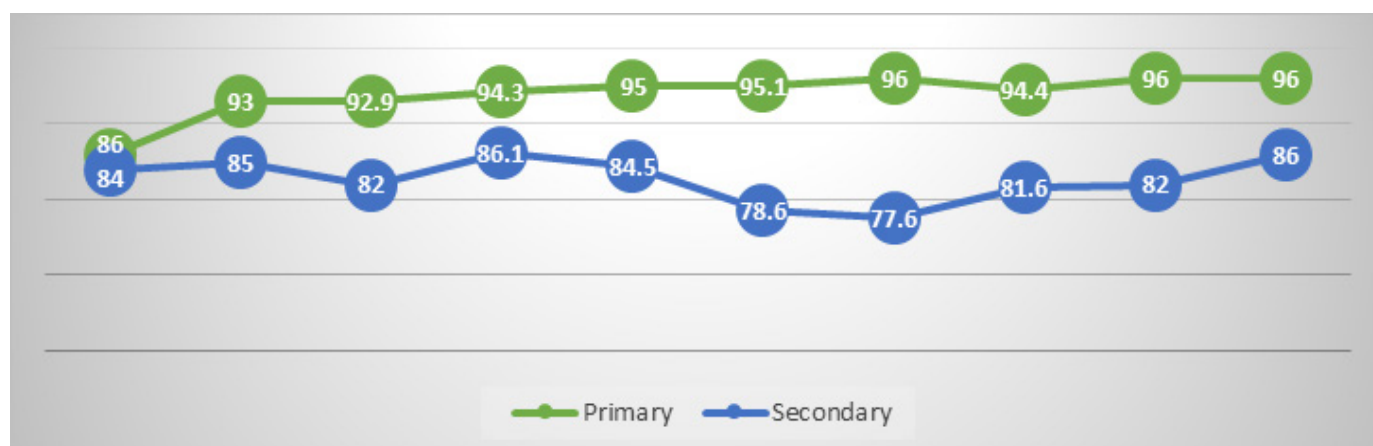
The net enrolment rate for primary education has been approximately 100% from 2013 to 2022. This indicates that almost all primary school aged children are in schools. The net enrolment rate for secondary education is over 80% from 2013 to 2022. This indicates that there is a need to focus on improving access to secondary education. However, the net enrolment rate below 100% do not necessarily indicate that the out of school rate is high as some children leave secondary schools and join other educational institutions and the workforce.

Retention Rate

This measures the students who enroll in the first grade of primary education or secondary education and successfully complete the final year. For example, the retention rate in primary education for 2022 would look at the students who enrolled in Year 1 in 2015 and successfully completed year 8. Retention rate measures the retention capacity and internal efficiency of an education system.



Graph 2: Gross enrolment rate and net enrolment rate from 2013 to 2022



Source: FEMIS 2023

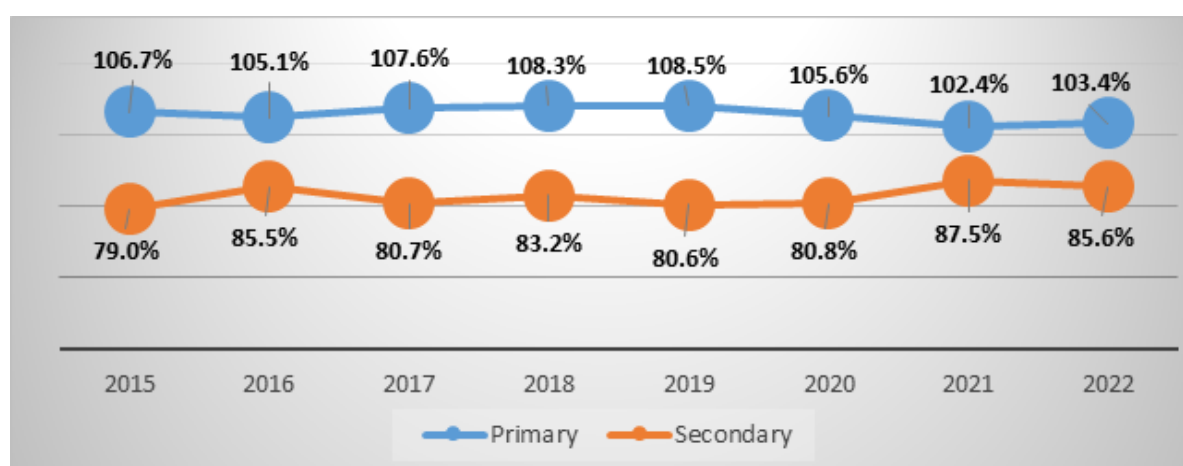
The graph above shows the retention rate of primary and secondary schools from 2013 to 2022. The retention rate for primary education has been over 92% since 2014. Rates approaching 100% indicate a high level of retention and low incidence of dropout. The secondary education retention rate has been fluctuating with lowest in 2019 and having an increasing trend from 2020.

Completion Rate

Primary completion rate, or gross intake ratio to the last grade of primary education, is the number of new entrants (enrollments minus repeaters) in the last grade of primary education, regardless of age, divided by the population at the entrance age for the last grade of primary education.

Secondary completion rate, or gross intake ratio to the last grade of secondary education, is the number of new entrants (enrollments minus repeaters) in the last grade of secondary education, regardless of age, divided by the population at the entrance age for the last grade of secondary education. Year 12 is used as the last grade of secondary education in the calculation of completion rate due to compulsory education till this level.

Graph 2: Gross enrolment rate and net enrolment rate from 2013 to 2022



The graph above shows the completion rate of primary and secondary schools from 2015 to 2022. In the case of primary education the completion rate has been over 100%. This indicates that all the primary aged children able to complete Year 8 when compared to 13 year old children in population.

Completion rates can be over 100% due to:

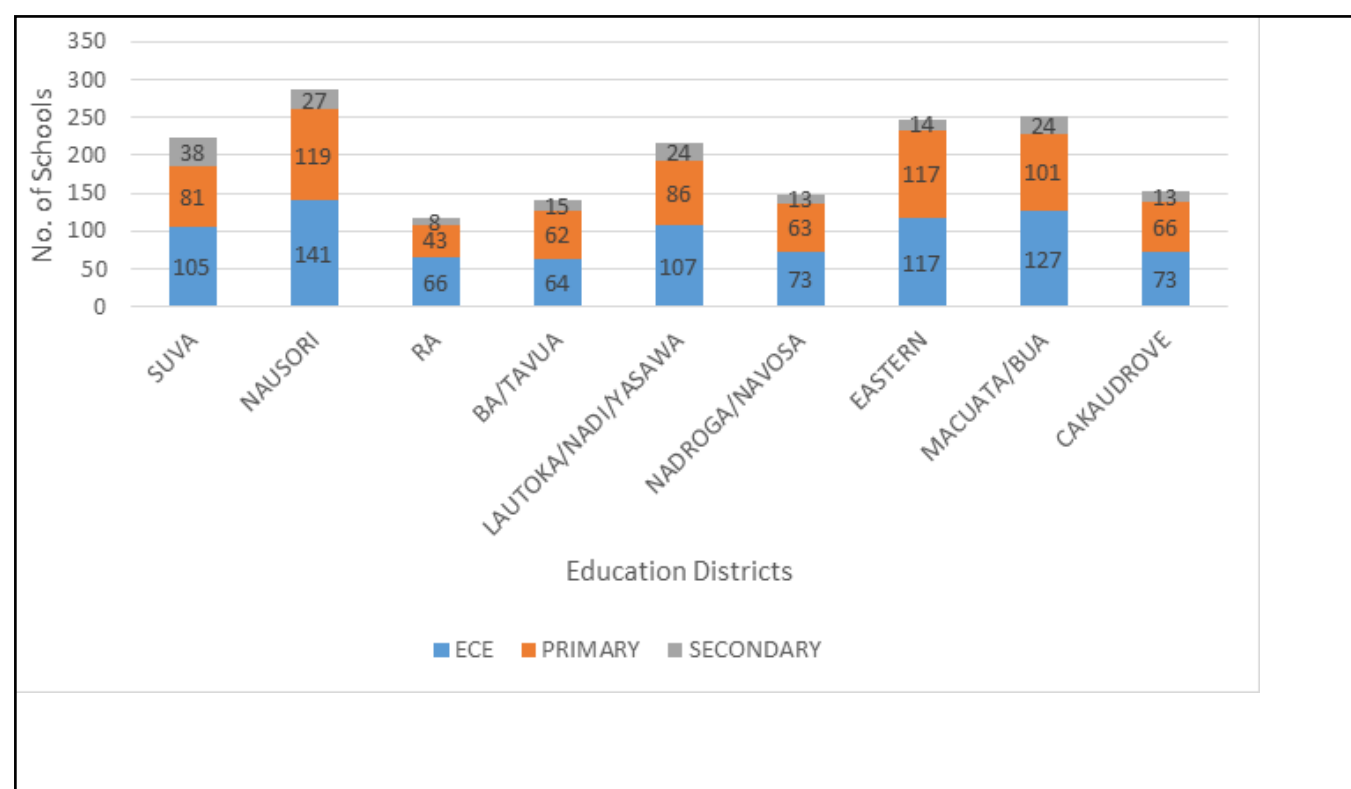
The numerator which is the total no. of students in the final year of Primary School, irrespective of the age. It includes all the students in Year 8 in Fiji. The official age for Year 8 is 13 years. In Year 8, majority of the students are aged 13. However, there are students who have entered the education system late (over age), early (under age) and students who have repeated one or more grades of primary education. Generally, in Year 8 there are also students who are not exactly 13 years old. Some are more than 13 years and some are less than 13 years.

The denominator is the aged 13 population in Fiji as the official age for Year 8 is 13 years.

The above imply how the numerator could become bigger than the denominator. When the numerator becomes bigger than the denominator the completion rate percentage becomes over 100%.

In secondary education, the enrolment rates have been over 80% from 2016. This indicate that there are a significant number of children in secondary schools that do not complete Year 12 when compared to aged 17 children in the population.

Graph 2: Gross enrolment rate and net enrolment rate from 2013 to 2022



Source: FEMIS 2023

The graph above shows the number of ECE, primary and secondary schools in the 9 districts. Nausori has the most number of ECE and primary schools. Suva has the most number of secondary schools.

School dropout

The Ministry does not have a confirmed percentage of students dropout in Fiji as our FEMIS database does not capture related data that the Ministry can use to single out those students who are not in our school system. This information includes students who have passed on, those school age children who have opted to attend tertiary institutions, the school age children who are attending private schools and those students who have migrated to name a few.

In Fiji, like many other countries, the issue of school dropouts is a significant concern. Several factors contributing to this problem include socioeconomic difficulties, lack of educational resources, cultural norms, and personal circumstances, and personal circumstances such as family issues or health problems.

Government Initiative

The Fijian government, along with non-profit organizations and international partners, is making efforts to address the issue of school dropout rates in the country. Some of these initiatives include:

- Free Education Grant (Y1 –Y13)
 - ECE tuition subsidy grant
 - Vocational Grant
 - SIE Grant
- Provision of water tanks
- Transport assistance
- Boat and outboard motor engine
- Free Textbooks
- Back to school assistance
- Boarding per capita grants for boarding schools
- Menstrual Hygiene Management initiative
- Capital Grant for school improvement

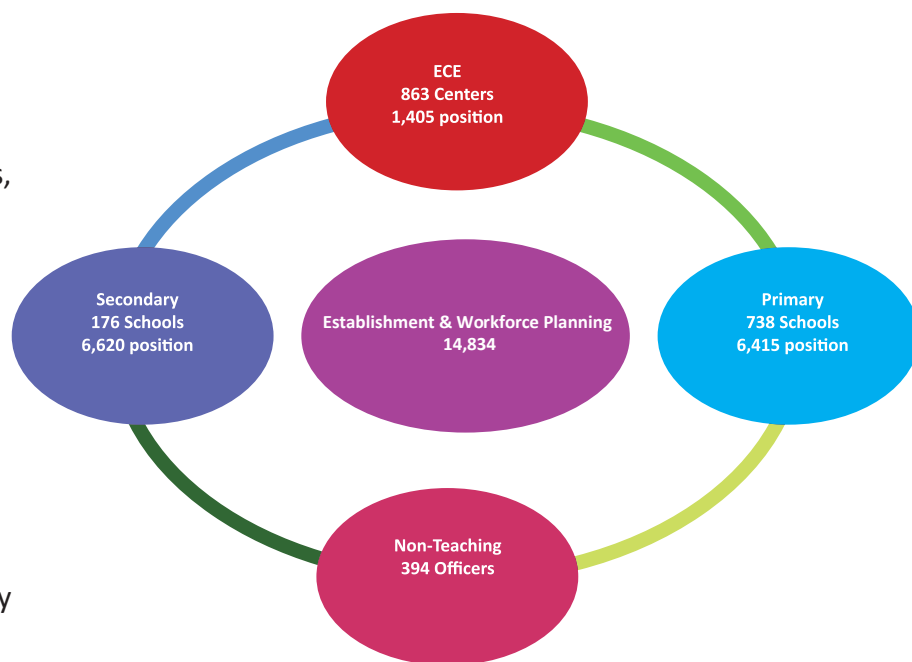
Teacher student Ratio

The teacher-student ratio in Fiji varies depending on the specific school and grade level. The Education Act states that its 1 : 50 for primary and 1 : 40 for secondary schools. The teacher –student ratio is dependent on the school’s size and location. It’s important to note that these ratios are approximate and can vary from school to school in Fiji.



WORKFORCE

The Ministry of Education in Fiji is responsible for the formulation and implementation of education policies, as well as the administration and management of the education system in the country. The workforce in the Ministry of Education Fiji consists of various roles and positions that contribute to the functioning and improvement of the education sector. Some of the key roles within the ministry include:



Minister of Education

The Minister is responsible for overall decision-making and policy direction in education. The Minister provide leadership and oversee the operations of the ministry.

Permanent Secretary

The Permanent Secretary is the chief administrative officer of the Ministry. The PS manage the day-to-day operations, coordinate policies, and provide strategic guidance to the ministry.

Deputy Secretary and Directors

These positions exist within different departments and divisions of the ministry, such as curriculum development, teacher training, school operations, finance, and planning. Deputy Secretary and Directors oversee the implementation of policies and programs within their respective areas of responsibility.

Curriculum Development officers

Curriculum development officers are responsible for designing and reviewing the curriculum and syllabi for different levels of education. They ensure that the curriculum is relevant, up-to-date, and aligned with national standards and goals.

Heads of Schools and Teachers

Heads of Schools and Teachers are the frontline workforce in the education system. They are responsible for delivering quality education to students, managing classrooms, and implementing the curriculum. Heads of schools also oversee the administration and overall management of schools.

Education Officers

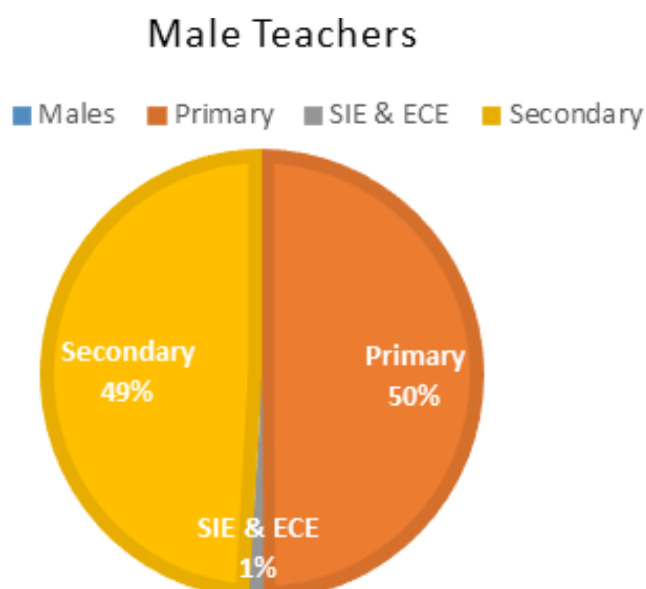
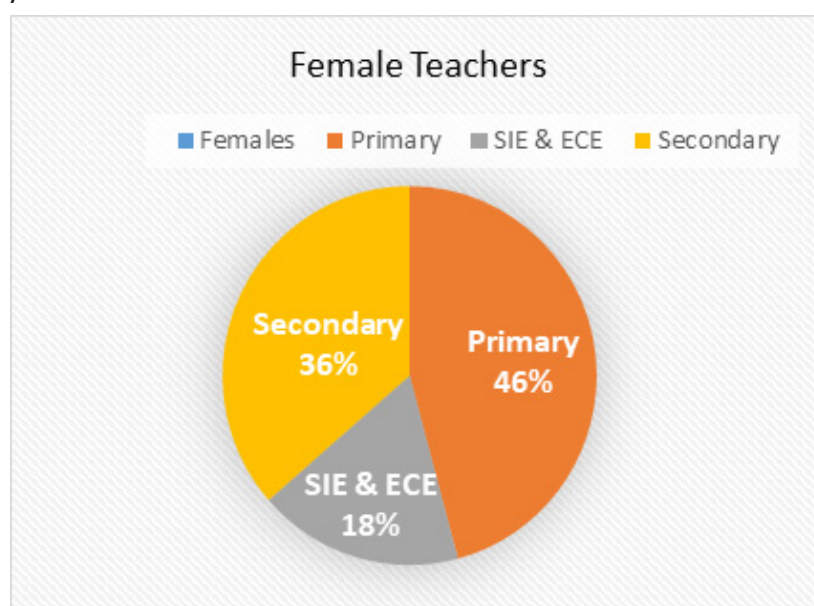
Education officers visit schools to assess the quality of education, compliance with regulations, and the implementation of policies. They provide feedback and support to teachers and principals to improve teaching and learning processes.

Administrative Staff

The ministry also employs administrative staff who handle tasks such as human resources, finance, data management, and general administration. They provide support services to ensure the smooth functioning of the ministry.

The ministry employs professionals from various fields, including education, administration, finance, and planning, to ensure the effective management and development of the education system in Fiji.

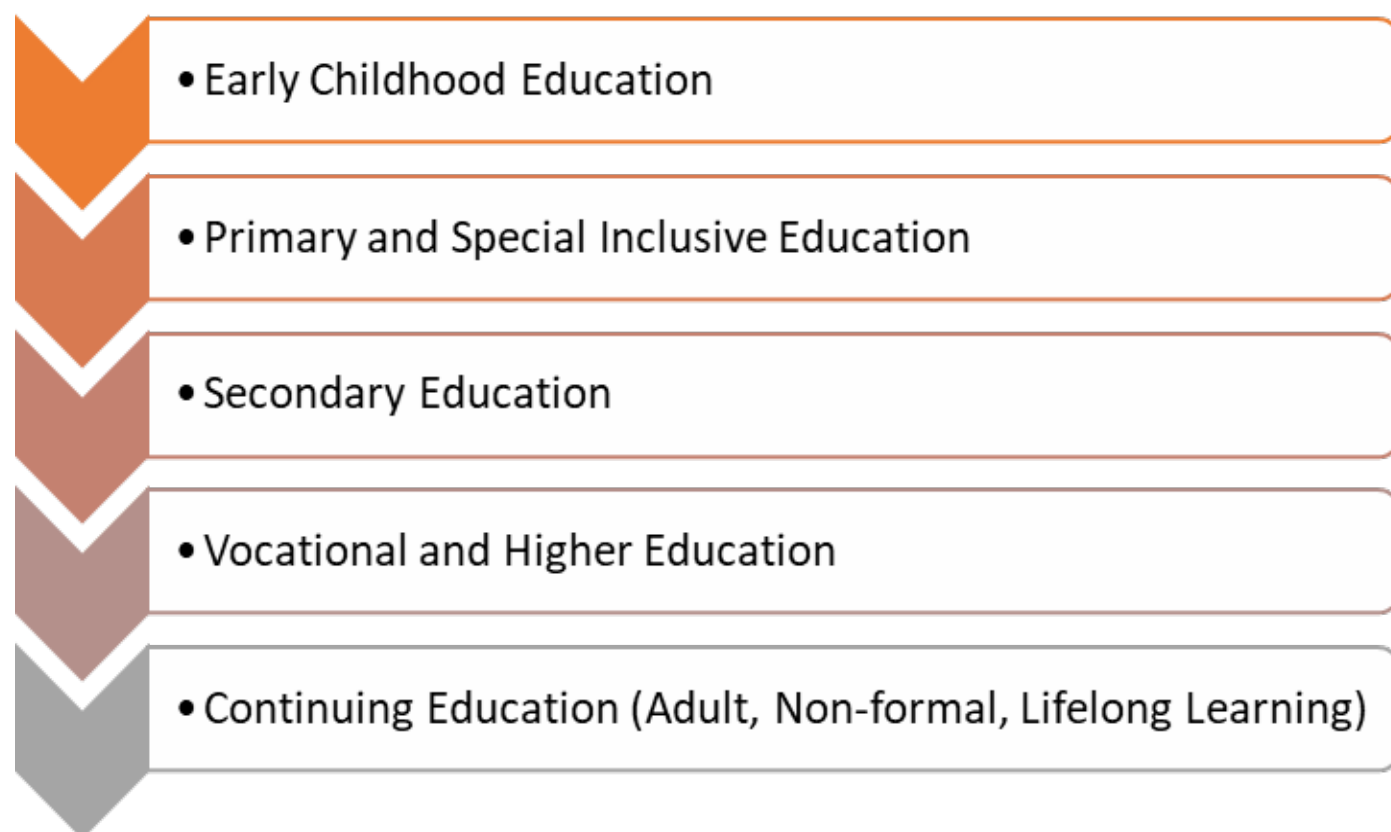
The Ministry's current total workforce is 14,834. The percentage ECE, SIE primary and secondary teachers by gender in the Ministry is summarised below.



ALIGNMENT

The Ministry of Education in Fiji works towards the alignment of education policies, strategies, and programs with the country's national development goals and international education frameworks. This alignment is essential to ensure that the education system in Fiji meets the needs of the country's learners and prepares them for the future.

Structure and Linkages



Some key areas of alignment for the Ministry of Education in Fiji include:

Sustainable Development Goals (SDGs): The Ministry aligns its policies with the global SDGs, which provide a framework for promoting inclusive and equitable quality education for all. This involves integrating SDG targets into education plans and programs to ensure a holistic and comprehensive approach to education.

National Development Goals: The Ministry aligns its education policies and strategies with Fiji's national development goals to contribute to the overall socio-economic progress of the country. This includes ensuring education programs focus on areas such as sustainable development, poverty reduction, and social inclusion.

MINISTRY'S STRATEGIC OUTCOMES AND OBJECTIVES FOR THE NEXT THREE YEARS

LEGISLATION & POLICY ADMINISTRATION

Strategic Objective

To ensure efficient and effective administration and management of education policies within the education sector, promoting transparency, accountability and continuous improvement.

PLANNING, MONITORING AND EVALUATION

Strategic Objective

Establishment of an effective planning, monitoring & evaluation system that enhances quality service delivery.

FINANCE ADMINISTRATIONS

Strategic Objective

Promote a transparent, equitable & efficient financial management system for effective education service delivery.

COMMUNITY AND STAKEHOLDER PARTNERSHIP

Strategic Objective

Strengthen internal and external partnerships to ensure education programs are responsive and sustainable.

WORKFORCE

Strategic Objective

A responsive and productive Workforce that is inclusive and promotes gender equality, equity and competent to deliver quality education services.

CURRICULUM, ASSESSMENT AND LIBRARY

Strategic Objective

Development and delivery of relevant, innovative & holistic curriculum, assessment and library services so that students develop their full potential through alternative learning pathways & lifelong experiences.

TECHNICAL AND VOCATIONAL EDUCATION & TRAINING (TVET) AND LIFE SKILLS

Strategic Objective

Learners acquired knowledge and skills for sustainable development through TVET integration into the mainstream curriculum with appropriate assessment and the cultivation of entrepreneurial skills.

INFORMATION TECHNOLOGY AND DIGITAL LEARNING

Strategic Objective

Improve access to quality education through the integration of Information Technology (IT) and digital learning.

STUDENT WELLBEING

Strategic Objective

All students will have equitable access to inclusive education which promotes and safeguards students' well-being and interest through innovative and relevant school programs.

INFRASTRUCTURE AND ASSETS

Strategic Objective

Improvement of accessibility, inclusivity, safety and resilience of all infrastructure and assets.

MINISTRY OF EDUCATION MAJOR OUTCOMES AND STRATEGIC PRIORITIES FOR 2023-2026

MAJOR OUTCOMES		STRATEGIC PRIORITIES
1.0 LEGISLATION, & POLICY ADMINISTRATION To ensure efficient and effective administration and management of education policies within the education sector, promoting transparency, accountability and continuous improvement.	1.1	Review and development of legislative and policy framework
	1.2	Coordination and alignment
	1.3	Dissemination and communication
	1.4	Planning and implementation
	1.5	Compliance and enforcement
	1.6	Monitoring and evaluation
2.0 PLANNING, MONITORING AND EVALUATION Establishment of an effective planning, monitoring & evaluation system that enhances quality service delivery.	2.1	Develop effective planning documents.
	2.2	Establish Training and awareness.
	2.3	Timely and regular monitoring, reporting and evaluation.
3.0 FINANCE Promote a transparent, equitable & efficient financial management system for effective educational service delivery.	3.1	Improve efficiency, transparency and accountability budget utilization.
	3.2	Prudent Grant Management for schools and statutory bodies.
	3.3	Increase access to information through print and other formats.
	3.4	Set up of taskforce to implement the Fiji National Council of Research Act.
	3.5	Formulation of annual financial statements.
	3.6	Update fixed asset register and conduct Board of Survey.
	3.7	Development of Risk Management Framework.
	3.8	Strengthen Standardized auditing standards and procedures for the Ministry of Education.
	3.9	Strengthening of procurement procedures as per the government, procurement policies.
	3.10	Strengthening processes for student access to school programs
	3.11	Review of key governance documents for MO E.

4.0 COMMUNITY AND STAKEHOLDER PARTNERSHIP Strengthen internal and external partnerships to ensure education programs are responsive and sustainable.	4.1	Increase the commitment and contribution of the community to schools.
	4.2	Strengthen network with key stakeholders, donors and inter-agencies.
	4.3	Increase participation and support of key education stakeholders in decision making.
5.0 WORKFORCE A responsive and productive Workforce that is inclusive and promotes gender equality, equity and competent to deliver quality education services.	5.1	Promote a conducive work environment for an engaged workforce.
	5.2	Review and develop relevant policies to support the goals of the MOE.
	5.3	Develop SMART’ goals to streamline work processes.
	5.4	Workforce planning & implementation.
	5.5	Enhance productivity in the workforce through capacity building.
	5.6	Strengthen adherence to the code of ethics.
6.0 CURRICULUM, ASSESSMENT AND LIBRARY Development and delivery of relevant, innovative & holistic curriculum, assessment and library services so that students develop their full potential through alternative learning pathways & lifelong experiences.	6.1	Curriculum Review and Implementation.
	6.2	Strengthen Quality Assurance Processes.
	6.3	Capacity building and partnership.
	6.4	Improve Literacy and Numeracy (LANA) rate.
	6.5	Quality assessment for and of learning that enhances student’s competencies.
	6.6	Strengthen evaluation by standardizing assessments and examinations to enhance student learning and competencies.
	6.7	Improve library services delivery.

7.0 TVET AND LIFE SKILLS Learners acquired knowledge and skills for sustainable development through TVET integration into the mainstream curriculum with appropriate assessment and the cultivation of entrepreneurial skills.	7.1	Improve infrastructure and learning materials for all schools that offer TVET subjects.
	7.2	Develop legislative and policy framework.
	7.3	Performance monitoring including compliance with systems and processes for effective management of resources.
	7.4	In-service training.
	7.5	Enhance and support for lifelong learning.
	7.6	Review and audit of TVET Curriculum.
	7.7	Accelerate the development of National Qualification Framework in different trade areas.
	7.8	Expedite the number of registered Vocational Centres to be recognized under the Fiji Higher Education Commission.
	7.9	Strengthen the quality assurance process of assessment and competencies.
	7.10	Improve access to skills and technology enabling training for students.
	7.11	Establish clear career pathways for all students.
	7.12	Training programs for 4th Industrial Revolution developed.
8.0 INFORMATION TECHNOLOGY AND DIGITAL LEARNING Improve access to quality education through the integration of Information Technology (IT) and digital learning.	8.1	Improve IT infrastructure and accessibility.
	8.2	Enhance capacity building.
	8.3	Develop and implement relevant e-learning platforms and digital resources to support all schools.
	8.4	Foster collaboration with stakeholders.
	8.5	Strengthen the monitoring and evaluation mechanisms.
	8.6	Develop and implement relevant digital policies.
	8.7	Develop and improve online business systems and processes.
	8.8	Enhance IT Governance, security standards and source code management.
	8.9	Enhance digital outreach.

9.0 STUDENT WELLBEING All students will have equitable access to inclusive education which promotes and safeguards students' well-being and interest through innovative and relevant school programs.	9.1	Access, equitable, retention and completion of quality education at all levels.
	9.2	Strengthen Gender equality and social inclusion.
	9.3	Enhance lifelong skills, religious values and good citizenship attributes.
	9.4	Safeguarding students' welfare.
	9.5	Provide high quality, relevant and engaging programs for students at all levels of education.
	9.6	Improve the enrolment rate.
10.0 INFRASTRUCTURE AND ASSETS Improvement of accessibility, inclusivity, safety, security and resilience of all infrastructure and assets.	10.1	Construction of safer schools resilient to hazards and the awareness of the safer school's framework and policy
	10.2	Upgrading & Maintenance of Govt. Institutional offices.
	10.3	Upgrade and maintenance of Teachers Quarters for Government Schools
	10.4	Construction of Degei House
	10.5	Construction of Sukuna House
	10.6	Infrastructure Audit
	10.7	Ensure the provisions in schools which promote accessibility to clean water, sanitation and hygiene.
	10.8	Purchase of Farming tools and Equipment for RKS, QVS and ACS
	10.9	Building Grant - Non Govt. Secondary Schools



MONITORING, EVALUATION, AND REPORTING

Monitoring, evaluation, and reporting of the Ministry's Strategic Plan (SP) for 2023 -2026 is a critical process to ensure its successful implementation.

Given the diversity of activities related to the Ministry's SP and the number of stakeholders and partners involved, MOE will address reporting on the progress of the SP at both micro and macro levels. The Ministry's SP strategic outcomes and objectives identified will provide a structured and goal-oriented framework for improving the education sector through its strategic priorities.

A schedule of other reports and reporting needs will be produced by the Ministry in context of SP accountability, sectorial change management, and coherency between stakeholders.

THREE YEAR BUDGET FORECAST

The Ministry's budget forecast for the three years of this SP is outlined below. Changes to estimated and projected budgets in the coming years will need to be reflected in the planned activities for each financial year.

Ministry's Projected Budget Forecast for 2023-2026

MOE Budget Categories	2023 - 2024	2024 - 2025	2025 - 2026
Operational Budget (\$000)	497,276	497,276	497,276
Capital Budget (\$000)	8,124	19,500	19,500
TOTAL (\$000)	505,400	516,776	516,776



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