

2023 DENARAU DECLARATION

FIJI NATIONAL EDUCATION POLICY FRAMEWORK 2024 - 2033

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Acronyms and Abbreviations

Acronyms / Abbreviations	Acronyms and Abbreviations
AI	Artificial Intelligence
AR	Augmented Reality
BEST	Basic Employment Skills Training
CAS	Curriculum Advisory Services
CSOs	Civil Society Organizations
EAU	Exams Assessment Unit
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
EiE	Education in Emergencies
EIS	Education Integrated Systems
EVAWG	Ending Violence Against Women and Girls
FEG	Free Education Grant
FEMIS	Fiji Education Management Information System
FNES	Fiji National Education Summit
FTRA	Fiji Teacher Registration Authority
FVTTC	Fiji Vocational and Technical Training Centre
HECF	High Education Commission Fiji
IA	Internal Assessment
ICT	Information and Communication Technology
IR4.0	Industrial Revolution
IT	Information Technology
LANA	Literacy and Numeracy Assessment
PMF	Performance Management Framework
MEL	Monitoring Evaluation and Learning
MoE	Ministry of Education
M&E	Monitoring and Evaluation
NCF	National Curriculum Framework
OAC	Oversight and Advisory Committee
OER	Open Educational Resources
OHS	Occupational Health Safety
PFA	Psychological First Aid
PSS	Psychosocial Support
PSE	Permanent Secretary Education
SCE	School Citizenship Education
SDG	Sustainable Development Goal
SEEP	Social Empowerment and Education Program
SEPA	Smart Education Planning Approach
SIE	Special Inclusive Education
SOPs	Standard Operating Procedure
TEL	Technology Enabled Learning
TSLS	Tertiary Scholarship and Loans Service
TTIs	Teacher Training Institutions
TVET	Technical and Vocational Education and Training
VR	Virtual Reality
WASH	Water and Sanitation Hygiene

FOREWORD FROM THE MINISTER FOR EDUCATION



The ever-changing dynamics of education necessitate the formulation of a comprehensive Fiji National Education Policy Framework that is in line with the Blue Pacific narrative, green economy, and relevant Sustainable Development Goals (SDGs), particularly SDG 4, to shape the future of our people and develop our communities. Globally, education is the bedrock of progress and in Fiji,it is driving innovation, fostering critical thinking, and empowering individuals to navigate a rapidly changing world. As we launch and implement the Fiji National Education Policy framework, we must envision a holistic education system that imparts knowledge, develops skills, nurtures creativity, and promotes inclusivity.

The Denarau Declaration—Fiji National Education Policy Framework 2024 - 2033, developed through the collaboration of educators, education donor partners,

faith-based organisations, policymakers, communities, and relevant stakeholders, promotes equitable access to high-quality education for all Fijians, equipping them with the skills and knowledge to embrace development challenges and emerging issues of the global market.

We have collectively recognised acknowledged that education is not confined to the walls of a classroom and that there is a need to build and support resilient Fijians. Education extends beyond traditional boundaries, incorporating digital platforms, experiential learning, and real-world applications. In advancing a culture of lifelong learning, we aim to equip individual learners with the adaptability and resilience needed to thrive in a world of constant change.

The Denarau Declaration—Fiji National Education Policy Framework 2024 - 2033 anchors the principle of inclusivity, ensuring that every learner, irrespective of background, abilities, or circumstances, has access to quality education. Embracing diversity and celebrating differences is a moral imperative and a catalyst for innovation and progress.

The Framework represents a testament to the Ministry of Education's commitment to providing every learner with an equitable, active, relevant, and enriching educational experience. It is a blueprint articulately designed to address the multifaceted needs of diverse learners, acknowledging that one size does not fit all. The Ministry of Education acknowledges the important role it plays in implementing the Denarau Declaration—Fiji National Education Policy Framework 2023 - 2033 across all education sectors and aims to work closely with our community including parents, teachers, education stakeholders and development partners to enhance education in our country.

The success of the implementation of this framework lies in our collective dedication, perseverance, and unwavering commitment to the betterment of education for Fiji. We invite you to join us in celebrating this transformative holistic education journey.

Honourable Aseri Masivou Radrodro Minister for Education



It is with great pleasure and a strong commitment that we introduce the Denarau Declaration-Fiji Education Policy Framework 2024 - 2033, the product of rigorous deliberations that stretched as far as the four divisions of Fiji. It included collaborative efforts from the differing spheres of interests from education stakeholders to the opinions of diverse perspectives – the threshold of our diverse nation. In the initial stage, this document has guided collective efforts to define a comprehensive road map that aims to redefine the course of education to meet the needs of our learners; the young especially.

A powerful journey it has been, one that required many voices, tireless dedication, and a profound understanding of the complex dynamics that evolve around the demands of learning today. Such was the endeavour - not merely an outline of a set of directives but a compact, a vision that amplifies the aspirations of a Pacific island country invested in the transformative power of education. The work was far from solitary. It called on the voices of students, teachers, educators, parents, and vibrant stakeholders that covered development partners, CSOs, NGOs, faith-based organizations, and ISPs.

Our compass pointed to the principles of equity, quality, and accessibility for we believed that education is the birthright of every individual, irrespective of background, identity, or circumstance. This framework is built upon the pillars of inclusivity, the need to create an educational environment that celebrates diversity and provides a nurturing space for every student and learner to survive.

The process itself was intricate and invigorating involving extensive research, intensive consultations, and a commitment to adaptability in a world of inevitable change. We recognized the need to go beyond restrictive boundaries, integrating technological advancements, and innovative educational pedagogies, to suit the evolving demands of universal education standards.

I must express my gratitude to all who contributed, dedicating their time, expertise, and passion to this venture. Each viewpoint, critique, and suggestion served as a building block, molded to relevance, and shaping a framework that reflects the mutual aspirations of a nation devoted to transforming our education system; one that must build and support resilient Fijians.

Over to you I plea is an invitation; a humble request for each reader to delve into the details and depth of thoughts, practicalities, and suggestions of this framework. I extend an open welcome to all stakeholders to participate actively in the context of this policy, recognizing that true success lies in collaborative action and continuous improvement.

Let us not tarry but let us go forth to seize this rugged terrain of educational reforms and establish our progress for our children and all learners. In confidence we shall present this framework as a beacon to pave the way for a future in which quality education becomes the catalyst for positive change and empowerment, nurturing generations of Fijians equipped for education and the ability to thrive in a world unknown.

Ms Selina Kuruleca Permanent Secretary for Education

ACKNOWLEDGEMENT

The Ministry of Education wishes to express its sincerest gratitude to all stakeholders - the individuals and organizations who have contributed to the development of the 2024-2033 Denarau Declaration Fiji National Education Policy Framework. Without their valuable insights, expertise, and dedication, this document would not have been possible.

- The Minister for Tourism and Civil Aviation Honourable Viliame Gavoka
- Ministry of Employment, Productivity & Industrial Relations
- Ministry of Women, Children, and Social Protection
- Ministry of Fisheries & Forestry
- Ministry of Youth & Sports
- Ministry of iTaukei Affairs
- Ministry of Health
- Ministry of Home Affairs and Immigration Cyber Unit Taskforce
- Ministry of Trade, Co-operatives and Small and Medium Enterprises
- Pacific Regional Education Framework-PacREF
- Fijian Teachers Association
- South Pacific Community
- University of the South Pacific
- Fiji National Education Summit Advisors and Consultants
- High Education Commission Fiji
- Diocese of Polynesia
- Assemblies Of God Fiji
- Arya Pratinidhi Sabha
- Chinese Community
- Fiji Muslim League
- Gujarat Society
- Latter Day Saints
- Methodist Church or Fiji
- Sanatan Dharma Pratinidhi Sabha of Fiji
 Seventh Day Adventist Fiji
- Seventh Day Adv
- TISI Sangam
- Tutu Training Centre
- Save the Children FijiInstitute of Indigenous Studies Fiji
- Institute of indigenous
 UNICEF
- Global Partnership in Education
- Fiji Program Support Facility-Fiji Education Program
- Department Foreign Affairs & Trade
- UNESCO
- Fiji National Council for Disabled Persons
- Pacific Disable People's Federation
- Land Transport Authority
- Red Cross Fiji
- Fiji National University
- World Bank
- Pacific Island Forum Secretariat
- Fiji Council of Social Services (FCOSS)
- Fiji Commerce & Employers Federation
- Substance Abuse Advisory Council (SAAC)
- University of Fiji
- Fulton College
- Corpus Christi Teachers College
- Australian Pacific Training Coalition (APTC)

- Fiji Teachers Registration Authority (FTRA)
- Tertiary Scholarship and Loan Service (TSLS)
- Navuso Agricultural Technical Institute
- Pacific Polytech Institute
- Republic of Fiji Military Forces
- Vodafone
 - Digicel
 - Telecom Fiji
 - Flour Mills of Fiji
 - Suva Retailers Association
 - BPO Council Executive Director
 - Fiji Teachers Union
 - Fiji Principals Association
 - Fiji Head Teachers Association
 - Fiji Early Childhood Teachers Association
 - University of Canterbury
 - Makoi Womens Vocational Training Centre
 - VOU Dance
 - Fiji Performing Rights Association
 - Fiji National Sports Council
 - Fiji Vocational & Technical Training Centre Suva (FVTTCDP)
 - Nadave Technical Centre (CATD)
 - Embassy of USA, Fiji
 - Embassy of Indonesia, Fiji
 - Foundation for the Education of the Needy Children (FENC)
 - Sodelpa Party
 - Labour Party
 - Commissioner West Office
 - Pacific Disability Forum
 - Fiji Commerce
 - Chinese Embassy
 Outsource Fiii
 - Archdiocese of Suva-Catholic Church of Fiji
 - Archdiocese of Suva-Catholic Church of Waste Recycle Fiji
 - Waste Recy
 NCPO
 - Ba Multicultural Centre
 - President FTW
 - Fiji National Archives
 - Foodwell Fiji
 - Elevate Academy
 - Ministry of Trade
 - Pacific Disability Forum
 - Office of the Attorney General
 - TA Learning
 - Public Service Commission
 - Fiji Fashion Week
 - Mr Simione Sevudrere

We also acknowledge the numerous unnamed individuals who provided valuable input and feedback during the development of this policy framework. Your contributions have been essential to shaping this document.

Finally, we thank our colleagues and team members for their dedication and hard work in bringing this policy framework into fruition. Your commitment to this important initiative is greatly appreciated.

This policy framework document is a collective effort, and it reflects the dedication and commitment of all those mentioned above. We are grateful for your support and collaboration in advancing our shared goals.

Executive Summary

Purpose and Scope:

The 2023 Denarau Declaration Fiji National Education Policy Framework 2024 - 2033 intends to create a robust and adaptable educational system that nurtures resilient and capable Fijians. It targets the integration of a range of procedures and related plans and documentation. This framework will encompass all levels of education, from early childhood to tertiary education, and emphasizes inclusivity and equity.

Thematic Areas:

There are 7 thematic areas that capture the multifaceted approach required to empower the Fijian learning populace and ensure they are equipped with the necessary skills, knowledge, and resilience to thrive in an ever-evolving world.

Curriculum and Sustainable Development
Quality Assurance and Assessment
Teaching Profession & Leadership
Early Childhood Education, Inclusive Education, Access, Equitable,
Safe & Healthy Schools
Financing of Education and Effective Governance
Technical, Vocational Education & Training, Non-formal
And Life-long Learning
Digital Learning & Transformation, Information
Technology, Cyber Security
Education Policy, Planning, Research and Data

[Note: This executive summary encapsulates the key elements of the Denarau Declaration Fiji National Education Policy Framework 2024 -2033.. Further details and operational strategies are described in the comprehensive document.]



FIJI NATIONAL EDUCATION SUMMIT Transforming Our Education System – Building & Supporting Resilient Fijians

SUMMIT RECOMMENDATIONS - FIJI NATIONAL EDUCATION FRAMEWORK

Preamble

In accordance with the new directions of the Coalition Government, the Fiji National Education Summit (FNES) was convened from 20 – 22 September 2023 at the Sheraton Resort, Denarau, Nadi. The FNES brought together a wide range of stakeholders from across the country including government, civil societies, private sector, faith-based organisations, school communities, teachers, development partners, donors and international experts to consult and dialogue on issues of importance to education development in the country.

From the status reports presented by the Ministry of Education regarding the status of education in the nation, participants acknowledged the urgent need to reform and introduce new initiatives and interventions to restructure and reform the education sector. This is to raise the quality of programmes and efficiency of delivery, broaden learning pathways through the strengthening of the TVET subsector, ensuring credibility and fairness in the assessment system, raising the quality and commitment of teachers and education leaders, modernizing the education sector through opportunities offered by modern technologies, and ensuring the building of safe schools, and the promotion of hygiene and healthy schools.

The context of the Summit was provided through a keynote address by the Hon Minister for Education, and a Status of Education Report by the Permanent Secretary. Participants responded to the reports through their participation in the Summit programme and provided inputs accordingly.

The participants acknowledged the wide consultations that have been undertaken by the Ministry of Education in the four Divisions across the country including the written and verbal submissions from the public. These submissions have been considered with recommendations integrated into the final Summit document. The consultations resulted in the development of the seven Thematic Areas of the new Fiji Education Policy Framework and their related policy statements.

The Fiji National Education Summit 2023 participants considered significant concerns that will need to be addressed collectively and through the Ministry of Education with support from education partners.

Participants agreed to the recommendations below and are committed to support their implementations:



VISION AND MISSION

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.

VALUES, GUIDING PRINCIPLES AND RESPONSIBILITIES

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 towards nature and the environment;
- (viii)Diversity, Inclusivity and Equity.

GUIDING PRINCIPLES

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

We shall 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)Building cultural competency;
- (vii)Integrate accessibility, safety and security.

RESPONSIBILITIES

The explicit roles and responsibilities of the Ministry of Education includes: 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.

THE 7 THEMATIC AREAS

THEMATIC AREA 1A: CURRICULUM AND SUSTAINABLE DEVELOPMENT

THEMATIC AREA 1A: Curriculum and sustainable development

Policy Objective

Learners at all levels of education have access to high quality and relevant programmes.

Goal

All learners are provided with a safe and supportive learning environment where they are offered high quality learning opportunities that are meaningful, valuable, inclusive and future-focused.

Outcomes

- (i) Curriculum and programmes are embedded in Fiji's context that reflects our values, cultures, sustainable resource management, traditional knowledge and skills that draw on the land that we live and exist upon and the ocean that surrounds and binds us all.
- (ii) All learners regardless of their background, abilities or circumstances are actively engaged in the learning process and learning includes both cognitive and non-cognitive development.
- (iii)The curriculum is aligned with sustainable development principles and addresses key societal challenges, ensuring that learners acquire knowledge and skills that are relevant to their lives and their future.
- (iv) Curriculum and programmes, with appropriate pedagogy are inclusive, rights-based, promote gender equality, future-focused and flexible, responsive to innovation and change, develop skills such as critical thinking, problem solving, creativity, collaboration, adaptability and digital literacy.
- (v) Quality learning environment that supports lifelong learning at all levels of education.

Proposed Strategies

A. Review of the National Curriculum Framework (NCF)

Review of the National Curriculum Framework (2007, 2013) to achieve the SDG4 target and prepare students for the changing needs of society and the job market. This needs a fresh view of the parameters of the NCF to ensure they are context-based, addresses inequality and special needs, create flexible learning pathways and build resilience for a changing world.

B. Curriculum Infusion, Indigenous Language Programs and Sustainable Development Principles

Identify opportunities to integrate indigenous values, cultures, traditional knowledge, beliefs, and skills across relevant subjects in the curriculum, ensuring that they are woven throughout the learning experience. Establish and support programs that promote the teaching and learning of vernaculars in schools. Provide resources, training, and incentives for teachers to incorporate indigenous languages in their instructional practices. Inform Teacher Training of this requirement and the need to include 'Teaching of Vernacular' and how to teach in vernacular in teacher training programs. Sustainable development principles and concepts to be infused to all curricular to all level in school and cut across all disciplines and subject areas of the revised curriculum such as Climate Change, Financial Literacy and Digital Literacy



C. Blending "Pre-school" and "Kindergarten" into ECEC

Integration of the current Pre-school and Kindergarten education programmes into a single ECEC programme under the Ministry of Education for quality Early Childhood Education and Care (ECEC) and pre-primary education (SDG4.2). An important part of this move is bringing in a full-day early learning program for all 3yr-5yr old groups.

D. Language of Instruction and Teaching of Foreign Languages

Develop and implement a Language of Instruction Policy that is in line with the language developmental stages; the key role of the mother tongue in that development, and the importance of proficiency in the English language. There is support for the use of the mother tongue in the early years and then together with the English language as languages of instruction from Year 4 to the rest of primary schooling, in a form of active bilingual teaching or code switching. At secondary level, English will be the language of instruction and the vernaculars taught as subjects. In addition the teaching of foreign languages such as French and Chinese are important to cater for students' and youths' learning and career opportunities abroad.

E. Addressing School Dropout

Investigation into the root causes of school dropouts and strategies for re-entry into the formal school system. Available data shows the serious issue of school dropout at all levels of the education system. Of particular concern is the out-of-school students at higher secondary levels. Consideration of re-entry pathways for retaining students to end schools and re-entry of school dropouts into formal education for school dropouts.

F. MATUA and TVET Programme as Alternative Education Programme

Greater recognition to the MATUA programme concept by the Ministry of Education which has been successful in bringing dropouts and out-of-school youths back into the school system. It should be promoted widely and strengthened, with the Ministry of Education taking over its administration and resourcing needs. In addition of the current recognition of TVET/Vocational programs such as Tutu Training Centre, Navuso Agricultural and Technical School, and Fiji Vocational and Technical Training Centre (FVTTC)

G. Review Automatic Progression

Review the practice of automatic or compulsory progression through Primary to Year 12. Schools to formulate necessary standards and procedures for student promotion and progression.

H. Curriculum Policies and Standard Operating Procedures

Review and update the Curriculum Policy and Standard Operating Procedure (SOPs) to make them current, effective and meet international standards. A robust Monitoring & Evaluation (M & E) procedure using technology will monitor delivery and facilitate decision making better.

I. National Literacy and Numeracy for Life Programme

Promote, design and implement a national programme of "Literacy & Numeracy for Life" with membership from a cross-section of society that could work with schools to develop skills in varied contexts, promote greater awareness, instill ownership, and ensure that the skills are carried throughout all life activities.

J. Library Services

Review of the National School Library Policy. The MOE to address the maintenance and resourcing of school libraries and affirm the importance of school libraries and librarians in developing a reading culture as well as the school's teaching and learning environment.

K. National Library Consortia

Promote research, healthy reading culture and greater movement towards digital resources. The development of a National Library Consortia that will oversee the subscription of electronic/online/ digital learning, teaching and research resources that is timely.

L. Ongoing Collaborations with Teacher Training Institutions

Strengthen partnership and collaborations with all TTIs, national training providers and all stakeholders for the development of teachers and learning programme.

M. Values-based Curriculum

Review current values programme (moral and civic education) and strengthen the teaching of values in all programmes across all levels.



THEMATIC AREA 1B: QUALITY ASSURANCE AND ASSESSMENT







THEMATIC AREA 1B: QUALITY ASSURANCE AND ASSESSMENT

Policy Objective

An inclusive examination and assessment practice and process which exceeds the highest standard of reliability, relevancy and validity.

Goal

All learners are subjected to effective assessments and examinations at schools and the national level that provides students and teachers with tangible results to motivate them to strive for excellence.

Outcomes

- (i) National examination and assessment procedures and policies including standardizations to provide the means to monitor and evaluate student learning and take stock of knowledge and progress.
- (ii) National examination and assessment procedures and policies are fully aligned with the curriculum reform.
- (iii)Consistently delivering high-quality examinations and assessment, services and processes.
- (iv)Through quality assurance, Examinations and Assessments Unit can evaluate the effectiveness of their procedures, protocols, and training programs.

Proposed Strategies

Review Assessment for Learning (Formative Assessment Policies and Frameworks) with timely feedback to students and teachers to guide instruction and support individual learning needs.

A. Develop a LANA Framework

Review Literacy and Numeracy Assessment (LANA) and its administration to assess its robustness and whether it is still meeting its purpose. A National Remedial Strategy to be developed to assist teachers in addressing and improving the literacy and numeracy skills of students at these levels. Literacy and Numeracy are essential foundational learning areas that the curriculum for Years 1 to 3 must continue to focus on establishing these skills and must be supported by relevant strategies and pedagogies. A robust Literacy & Numeracy curriculum is ideal for the first 8 years of a child's education giving maximum time for teaching, assessment and intervention. Considerations to be accorded to Year 3 LANA to be administered in the vernacular in line with the proposed Language of Instruction Policy.

B. Implement LANA at Years 3, 5, and 7 to Improve Proficiency Levels

The LANA results for the past five years indicate that most of our students are achieving consistently at the lower basic level and fewer at the Advanced and Proficient levels. Considerations to be accorded to Year 3 LANA to be administered in Vernacular in line with the proposed Language of Instruction Policy. A good number of students are at the lowest Critical level. Implementing LANA at Year 3, Years 5 and 7 levels would enable teachers to track the performance of the students in Literacy and Numeracy from an early stage and allow teachers maximum opportunities for intervention and raising students' proficiency levels.

C. Multiple Assessment Methods

Utilize a variety of assessment methods such as formative assessment, summative assessment, performance-based assessments and project-based assessments to capture different aspects of students learning and provide a comprehensive picture of their progress.

D. National Examination Procedures and Policies

Review and revise the National Examination Procedures and Policies:

- (i) Re-introduction of standardization of examinations and assessments results to be in line with international best practices.
- (ii)Automatic or compulsory progression through primary and secondary levels until Year 12 and its impact. Learning pathways to be identified as early as possible.

E. Formative Assessment Framework

Develop and implement a Formative Assessment Framework as an internal quality assurance measure at Years 9-11 to monitor students' performance and inform decisions regarding students' readiness to progress to the next Year level.

F. Quality Assurance Framework

Develop and implement a Quality Assurance Framework that will guide and direct the curriculum officers in monitoring delivery and empowering the teachers on pedagogy. While primary assessment seems to be consistent at all levels, there seems to be a gap at secondary level from Year 9 to Year 11. Need to look at some quality assurance measures at these levels. Subjects with Internal Assessment (IA) components are generally doing well compared to non-IA subjects. The IA is generally subjective which may lack monitoring at school level. There is a need to ensure quality assurance measures for IA subjects.

G. Teachers as Curriculum Implementers and Examination Administrators

Develop and maintain strong cooperation and collaboration with teacher training institutions regarding the professional learning and training needs, as well as ongoing development programmes for teachers at all levels. Teachers are critical partners in the successful implementation and assessment of the curriculum. They must be empowered to transform themselves and become valued agents of change. They should be involved in policy formulation and review including curricular and assessment reforms.

H. An Independent Educational Body

Establishing an autonomous body to be responsible for curriculum development and assessment. This body should be comprised of experts, educators, academics, and representatives from various educational stakeholders, but should be independent from direct political control. It should have a clear mandate and legal protections to safeguard its autonomy. The Independent Educational body may need to be included in the Revised Education Act so that it is part of the legal framework that protects the independence and integrity of the curriculum and assessment processes. This may include laws that explicitly define its roles and responsibilities, its independence, and protection against political interference.

I. Researching in Curriculum, Instruction & Assessment

Promoting ongoing research (both big and small) in the critical fields of curriculum, instruction and assessment are important. Clusters of teachers researching together with CAS, EAU and teacher training can only build confidence, strengthen practice and partnerships, instil ownership and support decision making. Pending critical questions regarding the low proficiency levels in LANA, assessing curriculum relevance, the serious issue of dropouts and out-of-school youths, and more are all awaiting effecient research plans.



THEMATIC AREA 2: TEACHING PROFESSION AND LEADERSHIP













THEMATIC AREA 2: Teaching Profession and Leadership

Policy Objective

An inspired, empowered and productive teaching workforce.

Goal

All teachers receive high quality pre and in-service training and leadership skills development to provide the best possible instruction and guidance for effective learning and better remuneration within a conducive work environment.

Outcomes

- i. Teaching and leadership roles provided with opportunities of continuous learning and professional development.
- ii. Teachers and leaders are empowered, supported, and recognized for their contributions and are more likely to remain in the profession ensuring continuity and stability in the education system. Teacher Training Institutions produce highly qualified and competent teachers.
- iii. Teacher Training Institutions establish strong partnerships with the Ministry of Education ensuring their graduates possess the necessary knowledge, skills, and attitudes to excel in the classroom.
- iv. Improving networking and collaboration between Fiji Higher Education Commission, the Fiji Teacher Registration Authority (FTRA), and the Tertiary Scholarship and Loans Service (TSLS) and the Fiji Ministry of Education can lead to more efficient education management and better outcomes for both students and the education system.
- v. Developing a Teacher Protection Policy for Fiji is crucial to ensure the safety, well-being, and professional development of teachers. Such a policy can help create a conducive environment for effective teaching and learning.
- vi. MOE to establish strong and effective partnership with relevant stakeholders.

Proposed Strategies

Teacher Training Programs, Professional Development and Nurturing of Ethical Values.A.

A. Revise Teacher Recruitment Procedures, Programmes, Professional Development and Training Needs.

- i. MoE and TTI to collaborate on revising recruitment procedures, programmes, professional developments and training needs. Review TTI cut-off marks and standardized to 250. Promote more consultations with TTIs to create efficiencies and increase quota of teacher intake in priority areas.
- ii. Multi-Grade Teaching Promotion of Multi-Grade Teaching and In-service professional development included in the curriculum. In-service training in TTIs. Practicum supervision for trainee teachers to be more stringent by both the TTIs and Heads of Schools.
- iii. Stakeholder Collaboration Establish collaboration structures between teacher unions and educational authorities that are constructive and aimed at achieving common goals of improving education quality.
- iv. Policy alignment to ensure these education entities are aligned and complementary. For example, teacher training programs should align with teacher registration requirements, and TSLS policies should support the educational goals of students.
- v. It is essential to engage relevant stakeholders including teachers, parents, students, and education authorities, in the policy development process to ensure that it addresses the unique needs and challenges of Fiji's educational system.

Review of the Teaching Profession

A. Job Evaluation for Teachers

Review of Teacher Salaries and Allowances to ensure gender equality and support for retention and attraction of teachers into positions in remote areas. Compensation should be fair and transparent; it must consider responsibilities and "invisible" work beyond the classroom, and should commensurate with the cost of living and comparable professions. Reviewing the Boarding Allowance for teachers in boarding schools, extra-curricular, sports, and religious activities; reduce the teaching loads/ hours of these teachers should also be considered. Consider school classification in accordance to student population.

B. Performance Management Framework

Review the Performance Management Framework (PMF) with Job Evaluation Exercise to be conducted every 5 years with Progressive Salary Payment.

C. Teacher Competency Framework and Leadership Competency Framework

Develop the Teacher Competency and Leader Competency Framework for Fiji that is aligned to the Regional Framework. FHEC to develop a standard competency framework for all Teacher Training Institutions.

D. Induction Programmes for Novice Teachers

Re-establish the Future Leaders and Current Leaders Training Programme and develop an induction and mentoring programme for novice teachers with emphasis on code of conduct, stress and anger management and basic counselling for teachers as a proactive measure to reduce teacher discipline issues.

E. Market the Teaching Profession - Invite Talented Students

Promote the teaching profession through rigorous awareness programmes to help widen the pool of talented students who would opt for the teaching profession.



THEMATIC AREA 3: EARLY CHILDHOOD EDUCATION, INCLUSIVE EDUCATION, ACCESS, EQUITABLE, SAFE AND HEALTHY SCHOOLS

THEMATIC AREA 3: EARLY CHILDHOOD EDUCATION, INCLUSIVE EDUCATION, ACCESS, EQUITABLE, SAFE AND HEALTHY SCHOOLS

Policy Objective:

To ensure that all students have equal access to quality universal ECEC, primary and secondary education in an inclusive, equitable, safe, resilient, and healthy environment. This objective will be achieved by overcoming geographical barriers, eliminating gender and socio-economic disparities, addressing discrimination, abuse and bullying, and effectively building resilience against natural hazards and climate risks.

Goal:

All learners have access to quality universal early childhood, primary, secondary and TVET education in an inclusive, equitable, safe, resilient, and healthy environment by overcoming geographical barriers, gender and socio-economic disparities, discrimination, bullying and building resilience against natural hazards and climate risks.

Outcomes

- i. Early Childhood Education provides children with the necessary skills and knowledge to excel holistically, ensuring they are prepared for future educational endeavors.
- ii. Inclusive Education promotes environments where all children, regardless of their abilities or backgrounds feel included, accepted, and valued. This fosters positive social-emotional development as children learn to appreciate diversity, show empathy, and develop strong relationships.
- iii. All children, including those with disabilities or from marginalized communities, have equal opportunities to attend school and receive a quality education.
- iv. All children have access to appropriate resources and educational opportunities to provide equal support and assistance to all students ensuring they have an equitable chance of success.
- v. All children enjoy safe and healthy learning environments that contribute to the overall well-being of children which enhance students' ability to focus, engage and learn.

Outcomes in Relation to the Goal

A. Increased Enrolment and Participation and ensuring that all are Learning:

One of the outcomes of ensuring universal access to quality early childhood, primary, secondary and TVET education is an increase in enrolment and participation rate and guaranteeing that all are learning. This means that more children, regardless of their background or circumstances, will have the opportunity to attend school and are learning.

B. Reduced Gender and Socio-economic Disparities:

By focusing on inclusivity and equity, the goal aims to reduce gender disparities and socio-economic inequalities in education. This outcome means that girls and boys will have equal opportunities to access and benefit from education, and children from disadvantaged backgrounds will have equal access to quality education.

C. Improved Learning Outcomes:

By striving for high-quality teaching, relevant curriculum, and effective learning methodologies, learners will experience improved learning outcomes. This includes acquiring knowledge and skills that are necessary for their personal and professional development.

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D. Safe, Healthy, Inclusive, and Supportive Learning Environments:

Creating safe, healthy and supportive learning environments are an important outcome. Learners should feel physically and emotionally safe, free from bullying, discrimination, and violence. This outcome ensures that education takes place in an environment conducive to learning and overall well-being.

E. Enhanced Resilience to Natural Hazards and Climate Risks:

The development of resilience to natural hazards and climate risks. This involves implementing measures such as resilient infrastructure, implementing school-based disaster risk reduction and resilience buildings as well as preparedness and response plans, and integrating climate change education into the curriculum and institutionalizing a culture of safety and resilience at all levels in the education system. By doing so, educational institutions and learners will be better equipped to adapt and respond to disasters and climate-related challenges.

Proposed Strategies

A. Policy Reforms and Legislation

Government to develop and implement policies and legislations that support ECEC. This could include the reviewing of the Education Act and relevant existing regulations to further support the current development of ECEC. In addition, a legal obligations of an approved learning framework that is regularly revised, with a reasonable teacher child ratio, and standard international working hours per day/week, to be used in educational settings.

B. Early Childhood Education and Care [ECEC] as a Foundation for Lifelong Learning

Strengthening investment in quality early childhood programs, including pre-schools, to ensure children receive a strong start in their educational journey. Adequate and sustained public funding for quality ECE to promote the learning, growth and development of all children from conception, which can help to close learning gaps later in life.

ECEC teachers play a vital role in the formative years of a child's development. They are responsible for laying the foundation for lifelong learning. Recognizing their work as a profession and compensating them accordingly is a matter of professional dignity.

C. Infrastructure Development and Technology Integration:

Investing in infrastructure development, especially in disadvantaged areas, can help overcome geographical barriers. This includes equitably distributing the Fiji Education Grant as well as the Building Grants, building schools, improving transportation networks, and providing access to technology for remote learning. Technology integration and digital innovation can also enhance access to quality education and facilitate distance learning opportunities.

D. Community Engagement and Partnerships

Engaging with local communities and forging partnerships with relevant stakeholders can contribute to achieving the goal. Community involvement helps identify and address specific barriers to education, ensures cultural relevance, and fosters a sense of ownership and support for educational initiatives.



E. Equitable Access to Education

Ensure equitable access to education for all children and youth, including those from marginalized and remote communities. This involves overcoming geographical barriers, providing transportation, and addressing gender disparities in enrolment rates.

F. Conducive Learning Environment, Safe, Healthy and Nutrition

- i. Promote a school environment which is safe, free from violence, discrimination, and bullying. It welcomes learners in their differences and diversity. Ensure quality, safety, and inclusion of school learning environments.
- ii. Ensure learners with disabilities have equal access to education and receive necessary support services including improving accessibility and user-friendly school infrastructures and facilities.
- iii. Foster school cultures that draw on collaborative learning strategies to leverage students' and teachers' differences into opportunities to enrich shared learning.
- iv. Implement Health Promoting Schools initiative to all schools including stand-alone schools.

G. Education for Sustainable Development

Strengthen socio-emotional, civic, and interpersonal capabilities to prepare learners for life.

H. Support Organizational Flexibility Across the School Community

Accord teachers the flexibility to develop, experiment with, and adapt groupings of students – at times for smaller or larger, by age or mixed and beyond conventional classroom arrangements.

I. Partnership with Higher Education Institutions

Facilitate partnerships between school systems and universities to contribute to reimagining, strengthening, and innovation in education.

J. Strengthen Special and Inclusive Education

- Review and strengthen the Special and Inclusive Education programme within the Ministry of Education to provide equal education opportunities to students with special needs and those with disabilities.
- ii. Establish a unit on special and inclusive education with appropriate resources within the Ministry.

K. Strengthen Gender-equitable Technical and Vocational Education

MoE to strengthen gender-equitable delivery of technical and vocational education and training to learners with disabilities in urban, rural and maritime locations by mainstream training providers.

L. Strengthen Education in Emergencies (EiE), Resilience Building and Educational Continuity Management

Develop the capacities of MoE officers, Head of Schools, Technical Teachers and Management and communities on Disaster Risk Reduction and Resilience Building, Damage Assessment tools, Education in Emergencies Response and Recovery as well as strengthening knowledge creation programmes. The programme should also include WASH in School assessment during emergency response.

M. School Citizenship Education (SCE)

The Ministry of Education (formal education), and civil society organisations (CSOs) and youth bodies (informal education) to develop curricula, policies, and standards, teaching and learning materials on gender equality, human rights and EVAWG that are contextualised to the Pacific context. This is complemented by

comprehensive capacity building of key stakeholders - teachers and other school staff for formal education. SCE is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

N. Counselling Support Services

Strengthen the counselling services provided by the Ministry of Education through the establishment of appropriate structure within the Ministry's organization structure and appointment of qualified counsellors at District and school levels.

O. Counselling and Teacher Training Institution

Provision of psychosocial [PSS] and psychological [PFA] basic counselling skills training units and SIE Counsellors curriculum at Teacher Training Colleges and Universities.

P. Promote Multi-Sector Approach to Education service delivery inclusive of Child Protection, WASH, Diet and Physical activity and Mental Health.



THEMATIC AREA 4: EDUCATION FINANCING AND EFFECTIVE GOVERNANCE

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THEMATIC AREA 4: EDUCATION FINANCING AND EFFECTIVE GOVERNANCE

Policy Objective:

The Fiji education system is effectively governed, coordinated, planned and financed supported by increased public investment and innovative financing mechanisms to meet education sector targets and objectives.

Goal:

A Fiji education system that is more effective with policies, regulations, plans and resource allocations informed by evidence, in fruitful collaboration, coordination and cooperation with internal and external stakeholders.

Outcomes:

- i. Improved educational outcomes through efficient allocation of resources resulting in improved learning outcomes.
- ii. Reduction in education inequality through the provision of funding to disadvantaged areas and communities ensuring that every student, irrespective of their socioeconomic background, has equal opportunities to succeed.
- iii. Increased teacher quality through investment in teacher training and professional development programs.
- iv. Transforming education system through partnership and collaboration with our education stakeholders.
- v. Promotion of inclusive and equitable education through prioritizing inclusive education policies, accommodating students with disabilities and special needs ensuring that every student has equal access to education, fostering inclusivity and equity in the education system.
- vi. Strengthen development partnership coordination for MOE.

Proposed Strategies

A. Review Existing Finance Governance Structure

Review and revise existing finance governance structure at MoE level, school and education organizational levels based on identified gaps in relation to transparency, accountability and best practices, Education Act 1978, Financial Management Act, Procurement Regulation 2010, Finance Manual 2017, School Management Handbook for Non-Government Schools, Building Grant Policy, etc.

B. Strengthen Capacity Building

- i. Senior Officers from respective departments and all relevant Officers in the Finance Unit to undergo frequent intensive awareness training on the relevant Finance Governance and Legislations every year for high level of understanding and compliance.
- ii. Strengthen capacity-building programmes on grant usage for Head of Schools and School Management Committees for increased accountability, transparency and better usage of resources. Empowering Districts with adequate qualified staff, resources and special allocation for continuous training, monitoring and evaluation of financial management in schools. Ensure robust data that informs effective use of education sector funding. This includes achievement of outcomes and best practices.
- iii. Expanding financial literacy to parents and community through community awareness programmes
- iv. Have in place an effective monitoring system of finance accountability. Need to have a Monitoring and Evaluation Unit
- v. Replace FEG with Tuition Fee Assistance. Conduct rigorous awareness programs to transform the mind-set of parents from Free Education to Tuition Free so that parents contribute to educating their children. Parents and Community to also contribute to financing education



C. Oversight and Advisory Committee (OAC)

Establish an Oversight and Advisory Committee (OAC) to strengthen compliance. The OAC is to exist within, the power of the Permanent Secretary for Education and play the role of strengthening and contributing to intellect and experience and to provide support for government and donor funding. The OAC reports to the PSE on a Quarterly Basis. OAC will do immediate reviews on Acts and Legislations to ensure that whatever operation the Ministry is undertaking is in compliance to the Acts & Legislations, RISK Management and other legal frameworks.

D. Smart Education Planning Approach (SEPA)

Strengthen and enhance the Smart Education Planning Approach within the education sector. Technology driven innovation and transformation needs to have a national strategy and serve as an imperative for the Ministry of Education, underpinned with internet connectivity and alternative energy supply to rural and maritime schools. The digital strategy should look at functions creating overheads to be replaced or cost scaled down, widening service delivery, enhancing national monitoring system, upskilling teachers with digital pedagogies and teaching with technologies (online and offline). A researched-based decision needs to be made on the resources that suits current and future generations of learners. SEPA aims at reducing expenditure whilst widening its service delivery using modern and technology approaches.

E. Equitable Grant Distribution

Reintroduce the differential resources index formula for the Free Education Grant [FEG] and Boarding Per Capita Grant to cater for school size, location, distance from urban center, and accessibility to transport, communication and connectivity, amenities and socio-economic status, etc.

[Refer to POLICY IN DISTRIBUTION OF TUITION FEES AND SUPPLEMENTARY GRANT (PER CAPITA GRANTS) USING THE DIFFERENTIAL RESOURCING MODEL 27/10/2009) & Finance Manual 2017.]

F. Building and Boarding Grants

Reintroduce Boarding Grant and Building Grant for ECEC to assist School Management Committees in developing their school infrastructure and facilities. Boarding grants for the construction and upgrading of dormitories and increasing boarding per capita grant for primary and secondaryschools.

G. Strengthen Partnership with Education Stakeholders and Development Partners

Increase engagement with development partners and donor agencies through bi-monthly/quarterly roundtable meetings with the Permanent Secretaryfor Edcuation. The forum discusses MoE priorities to advocate, including fundraising and support agendas for achieving SDG4. The development of a Diversification of Technical and Financial Support Framework would be very important in strengthening this collaboration. Discuss the needs, what is funded and non-funded in which the donors can assist. Better co-ordination among education partners is crucial to improve the effectiveness and efficiency of the education system.

When there is a dispute regarding the release of a grant, it is important to follow a structured dispute resolution process to resolve the issue efficiently and fairly.

THEMATIC AREA 5: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING, NON-FORMAL AND LIFE-LONG LEARNING

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THEMATIC AREA 5: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING, NON-FORMAL AND LIFE-LONG LEARNING

Policy Objective:

Revitalization of TVET and life-long learning to enhance employability and entrepreneurship, sustainable socio-economic growth, equity, and resilience.

Goal:

To provide multiple and flexible pathways to education through formal and non-formal TVET, higher education and lifelong learning ensuring high-quality skills training aligned with labor market demands.

Outcomes:

- i. Strengthening Legislative Framework and TVET Policy
- ii. Improvement in the accessibility, relevance and quality of the TVET programs.
- iii. Graduates possess industry-relevant skills and knowledge that will enhance their employability and success in the industry.
- iv. Improved practical skills and enhanced learning experiences achieved through early exposure.
- v. Development of workforce strategies.
- vi. Greening TVET.
- vii. Gender equity and disability inclusivity.

viii. Industrial Revolution (IR 4.0) and Strengthen Digitalization.

Proposed Strategies

A. Strengthening Legislative Framework and TVET Policy

To strengthen the legislative framework, adopt and implement the National TVET Policy. (The National TVET Policy has been submitted).

B. Alignment with Industry Needs

To ensure the effectiveness of TVET programs and to meet the evolving and future needs of the workforce. The development of workforce strategies are essential.

C. Rebranding, Marketing, and Promotion of TVET

TVET branding to be revamped to enhance the appeal and perception of TVET. This initiative aims to present TVET as a business-oriented skill focus education pathway that offers excellent opportunities for skill development, self-employment, and career advancement.

D. Expansion and Enhancement of TVET Programs

To ensure that TVET plays a significant role in contributing to Fiji's national development goals. The TVET policy will be strategically aligned with the broader development agenda. This alignment will facilitate the integration of TVET programs with national economic priorities, leading to a skilled workforce that can drive creativity, innovation, entrepreneurship, economic growth, and social progress. By embedding TVET within the national development framework, we seek to foster sustainable and inclusive development across all sectors.

E. Industry-Relevant Skills and Specialized Curriculum (Employability and Soft Skills Development)

A critical aspect of strengthening the legislative framework will involve the establishment of industry relevant standards and quality assurance mechanisms for TVET programs. Through rigorous accreditation processes and ongoing monitoring, and evaluation we aim to ensure that all TVET institutions adhere to global benchmarking standards in curriculum design, teaching methodologies, and facilities. 30 FIJI NATIONAL EDUCATION POLICY FRAMEWORK 2024 - 2033

This commitment to quality assurance will elevate the credibility of TVET qualifications and instill confidence among employers and learners in the value of TVET education.Expand the Vocational Centers to accommodate a broader range of training and mentoring programs. These programs should cater for the specific needs of industries and communities in their respective locality. New and emerging industries are to be consulted in the development of relevant TVET programs.

F. Integrating TVET and Collaboration

In recognizing the importance of collaboration between the public and private sectors, the TVET policy will actively encourage and promote public-private partnerships. By fostering meaningful collaborations, we aim to create a symbiotic relationship between TVET institutions and industries. Such partnerships will facilitate industry input in curriculum development, work-integrated learning opportunities, and the investment in the provision of state-of-the-art and fit-for-purpose training facilities beginning with the center of excellence. As a result, graduates will possess relevant and in-demand skills improving their employability and driving economic growth.

G.Early Exposure to Practical Skills and Diverse Learning Experiences

To ensure that TVET caters for the diverse needs of learners, the policy will prioritize inclusivity and lifelong learning opportunities. This initiative will focus on expanding access to TVET programs for marginalized and vulnerable groups including all genders, persons with special needs, people living with disabilities, rural communities, and youths. Additionally, we encourage the recognition of prior learning and establish pathways for continuous upskilling and reskilling for entrepreneurship to enable individuals to adapt to changing labour market demands.

H. Schools to Offer Vocational Programs as a Pathway Embedded in the School System

Strengthen the workforce development initiatives which aims to bridge the gap between industry demands and the skills of TVET graduates by aligning programs with current workforce requirements. By focusing on essential soft skills training, enhancing business acumen, and providing comprehensive employability training, this outcome seeks to empower young individuals leaving school in Fiji with the necessary tools for successful employment and entrepreneurship.

I. Establish TVET Certificate and Training for TVET Teachers and Career Teachers

To maintain the relevance and quality of TVET and career education, refresher training programs will be implemented for TVET and career teachers. These training sessions will focus on updating skills, and knowledge including the revision of the TVET curriculum to align with current industrial practices.

J. Specialized Curriculum for Inclusive Education

Develop a specialized curriculum for students with severe and profound disabilities in special schools. The curriculum will focus on basic TVET and lifelong learning skills fostering inclusivity and providing tailored education to meet the unique needs of these students.

K. Promotion and Development of Traditional Arts and Crafts

Introduce culture-focused courses such as pottery, art and craft, traditional weaving, and more to preserve and promote traditional arts and crafts, fostering cultural appreciation and skills development among students. By offering these courses, we celebrate our rich cultural heritage and support local craftsmanship. By incorporating traditional practices into vocational education and training programs, individuals can acquire valuable skills and knowledge that are relevant to their communities and industries.



L. Promotion and Development of Performing Arts and Visual Arts

To create awareness that the Arts is an economically viable and sustainable career. To create a curriculum that thoroughly covers the basics and fundamentals of the Arts, emphasizing the applications, including the use of the relevant technologies, equipment, and instruments in the industries. To gain expertise in operating entrepreneurial activities in the Arts. To understand how the Copyright Act protects their rights and interests in their creations and original works.

M. Foster an Environment of Collaboration between Stakeholders

To enhance the effectiveness of TVET and promote coordination; including collaboration and partnership with all stakeholders. It aims to facilitate information sharing, resource utilization, and collaboration among stakeholders to maximize the benefits for students and the TVET sector. Reactivate the Social Empowerment and Education Program (SEEP) and increase participation of schools.

N. Remodeling of Student Readiness Programmes

Building upon the success of the previous BEST (Basic Employment Skills Training) program, students will be actively engaged in similar programs designed to foster their skills development, employability and entrepreneurship. These initiatives will go beyond traditional training, providing comprehensive and practical learning experiences to enhance students' readiness for the job market.

O. Strengthening of Apprenticeship Scheme

To address the shortage of skilled individuals, the apprenticeship scheme will be strengthened to provide hands-on training opportunities for students.

P. Greening TVET

To integrate environmental sustainability principles and practices into TVET programs, ensuring that graduates are equipped with the knowledge, skills and attitudes necessary for a sustainable and eco conscious workforce and also to cater for scarce skills and new emerging technologies.

Q. Re introduction of Franchise Arrangement

This strategy aims to not only improve access, quality, and relevance but to also franchise partnerships in establishing a mutually beneficial relationship.

R. Preparedness Towards Industrial Revolution (IR4.0)

The fourth industrial revolution (IR 4.0) represents a new era of digital transformation in manufacturing and other industries. To understand and appreciate the important role that Artificial Intelligence (AI) plays in technology and the consequent effects on education. To be also mindful and to prevent the harmful effects that AI may impose to the integrity of Education.

S. Establishing Clear Pathways between Training Institutions on TVET

Establishing clear pathways between training institutions in TVET is essential to create a seamless educational and career progression for students. Creating pathways for special needs children in TVET requires a tailored and inclusive approach that addresses their unique needs and abilities.



THEMATIC AREA 6: DIGITAL LEARNING AND TRANSFORMATION, INFORMATION TECHNOLOGY AND CYBER SAFETY



THEMATIC AREA 6: DIGITAL LEARNING AND TRANSFORMATION, INFORMATION TECHNOLOGY AND CYBER SAFETY

Policy Objective:

To provide schools, TVET institutions and universities with appropriate infrastructure, internet connectivity, and access to digital resources. To promote digital literacy among students and teachers to empower and connect people and ensure just and equitable learning whilst safeguarding cultural diversity and bridging digital divides.

Goal:

Education services leverage technology to improve equitable access to quality education through connectivity and openly accessible digital teaching and learning resources contributing to the transformation and democratization of education.

Outcomes:

- i. Increased access to education, personalized learning experience, collaboration and interactive learning while saving costs.
- ii. Streamlined processes through data management and analysis, improved communication, collaboration, innovation and new opportunities.
- iii. Improved security measures through enhanced awareness and education, greater regulatory frameworks collaboration and information sharing.
- iv. A comprehensive theory of change model for the proposed strategy.

Proposed Strategies

A. Policy Development in Technology Enabled Learning & Infrastructure

Develop a Digital Learning and Transformation Policy Framework for Standardization and Quality Assurance.

B. Infrastructure

Implement robust Internet Connectivity, sustainable power supply (including renewable energy), TEL Classrooms (Devices, inclusive assistive technology), Computer Labs for all schools, High Tec Centre and Studio (Audio-visual media).

C. Funding

Preference support policy in terms of grants and funding for Infrastructure for ICT in education, digital content (inclusive of vernacular), training and MEL and a new structure for Digital Learning and IT sections.

D. E-Learning Services and Platforms

Develop and implement the Learning Management Systems such as AI, VR and AR Solutions, Gamification, educational apps, digital content and Education Repository.

E.Education Integrated Systems(EIS)

Implement an EIS for Student E-Portfolio, Schools Broadcast, Education Channel, Learning Hub, OER Database, FEMIS-Parents Portal.



F. Digital Well- Being

Develop a training and awareness and MEL module for Cyber Safety and Security; Ergonomics and OHS.

G. Digital Education

Develop and implement Curriculum for ECE to Y13 and subject to be compulsory to all students. Integrate Digital Well-Being concept as a curriculum perspective.

H. Internal ICT Infrastructure Upgrade

Establish and promote online school timetabling module, online school grants agreement, payment gateway where online payment options would be available to public for rechecking and remarking of national exam papers and process automation (online approval of submissions).



THEMATIC AREA 7: EDUCATION POLICY, PLANNING, RESEARCH AND DATA

THEMATIC AREA 7: EDUCATION POLICY, PLANNING, RESEARCH AND DATA

Policy Objective:

Enhancing Education Policy, Planning, Research, and Data Systems for Improved Outcomes.

Goal:

The education system is effectively planned, regulated and that decisions are based on data and evidences.

Outcomes:

- i. Improve school and system-level management by utilizing research and data to identify best practices in school leadership, administration, and governance, which can then be implemented to enhance the overall management of schools and education systems.
- ii. Enhance student achievement through identifying and implementing effective instructional strategies, curricula, and assessments that support student success.
- iii. Reduce achievement gaps by addressing inequities in access to quality education, providing targeted interventions, and leveraging research and data to identify effective strategies.
- iv. Strengthen teaching and instructional practices through promoting innovative instructional approaches and encourage the use of research-based teaching methods.
- Foster innovation and adaptability by staying abreast of emerging trends, technologies, and pedagogical techniques to allow education systems to adapt to the changing needs of students and the workforce. Research and data analysis can inform evidence-based decision-making to foster educational innovation.
- vi. Enhance accountability and transparency through promoting accountability at all levels ensuring that educational resources are used effectively and efficiently.

Proposed Strategies

A. Acts, Legislations and Policies

Review the Fiji Education Act 1978 and the same may be applied to other Acts and existing MOE laws/ legislations. Review and development of new policies must also have their own budget to ensure that the review/consultation process is conducted.

B. Review the Ministry of Education's Organization Structure

Review of the Ministry of Education organization structure to strengthen efficiency and effectiveness of service delivery, accountability, supervisory and support mechanisms.

C. Strengthening Policy, Planning, Research and Statistics.

Establish the Policy, Planning, Research and Statistics Units: The establishment will include recruitment of staff at appropriate levels and with appropriate qualifications and experience suitable for the roles. The establishment and strengthening of the Unit will ensure the MOE's plans and policies are guided by evidence and data. FEMIS will be maintained and upgraded to capture and analyse data required for research and planning within the MOE.

Data sharing from other sectors is indeed vital for education planning and policy development. Collaboration and information exchange between education and other sectors can lead to more informed, holistic, and effective decision-making.



D. Review Minimum Service Standards, Policies and Guidelines

Review the Infrastructure and Service Minimum Standards, relevant policies and guidelines to strengthen system-level resilience. The supporting systems and policies are intended to protect the safety, health, and well-being of the entire school community; provide effective educational continuity measures; protect education sector investments; and promote a culture of safety and resilience.



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IMPLEMENTING THE EDUCATION POLICY FRAMEWORK

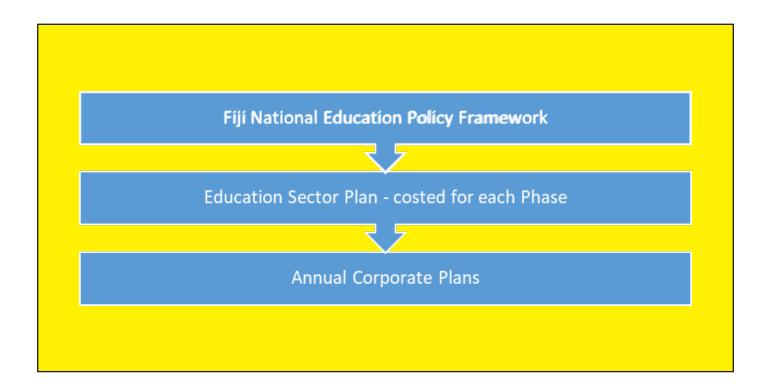
The Framework Phases

The 10-year Policy Framework will be divided into two 5-year phases to better facilitate high-level in-depth programme review by the Ministry of Education at reasonable intervals. The final year will be spent on programme evaluation and the designing of the next programme phases to ensure a seamless transition between each phase. Annual reviews will be undertaken during each phase to ensure flexibility in accommodating new priorities during each phase.

Dividing the Framework into distinct two 5-year phases will also signal to the development partners that the Ministry of Education is scheduling programme performance reviews to reflect the normal requirements associated with external financing. The adoption of a 5-year rolling implementation plan process with a built-in requirement for annual updating reflects the need to utilise realistic planning timeframes whilst ensuring continuity within and between the Framework's two 5-year phases.

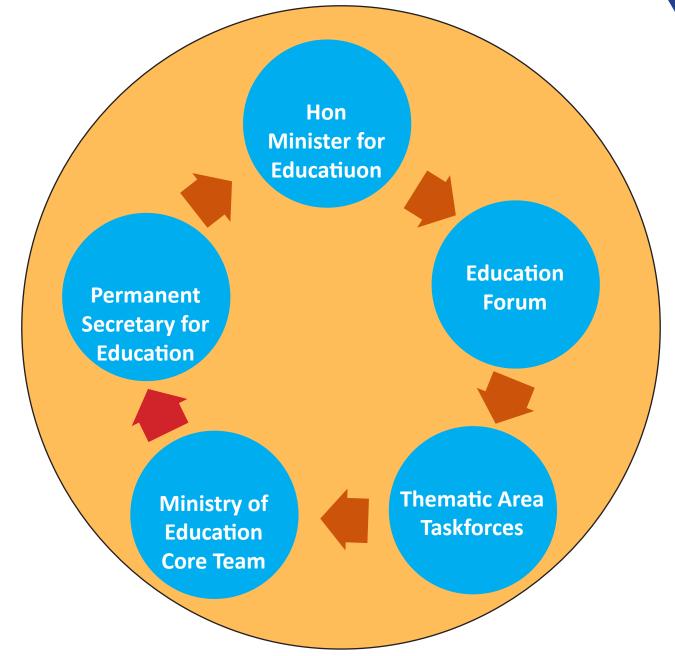
Operationalizing the Framework

The proposed strategies within each of the Seven Thematic Areas (see above) are those the education stakeholders around the country consider necessary if the Framework is to provide the technical and operational support they need to meet the most persistent challenges associated with raising levels of learning in the country. While each of the policy initiative is important, only those of the highest priority in each thematic area will be progressed during the first part of Phase 1.



Governance Structure

The proposed governance structure for the Fiji National Education Policy Framework is shown below.



The above governance structure is designed to ensure that the continued engagement with the broader stakeholder groups is maintained. The deep involvement of national education stakeholders through the Education

Forum and Thematic Area Taskforces is intended to ensure that national needs and challenges from all stakeholder groups are consistently considered and are reflected in the education policies and programmes. This builds stronger ownership and commitment from the stakeholders and with the well defined roles and responsibilities for all stakeholders will certainly transform the way education is delivered and supported. The MOE has to strengthen partnerships with stakeholders.

The Minister is overall responsible for setting education policies in the country. Previously, the Education Forum was setup to provide policy advice to the Minister in all matters pertaining to education. The Education Forum is a multi-stakeholder forum comprising of a wide cross-section of stakeholders and chaired by the Minister.

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The Ministry of Education Core Group comprises officials within the relevant sections of the Ministry who have put together the outcomes from the Thematic Area Taskforces. The Core Group reports to the Permanent Secretary for Education by providing the progress of work undertaken and seeking relevant decisions as required.

Monitoring and Evaluation

A robust monitoring and evaluation (M&E) framework for monitoring progress and impact of implementation will be developed. The M&E framework will include an agreed set of indicators of achievement that will provide an indication of how well the National Education Policy Framework is achieving its goals at the end of each Phase.

Through the M&E Reports schedule, each bodies of the governance structure will play a specific role in decisions regarding changes to the strategies and activities under the education sector plan. Emerging priorities may arise in the course of implementation of the sector plans that require urgent attention and a mechanism will be established to consider such emerging issues.

Risk Management

A risk register with mitigation strategies will be established by the MOE. The register must be continuously updated, and proactive steps must be taken to avoid any risk from having an impact on implementation.