



Ministry of Education, Heritage and Arts

Strategic Plan 2019-2023

Education and Cultural Diversity for Empowered and
Sustainable Futures for All

Minister's Foreword



Honourable Minister for Education, Heritage and Arts, Ms. Rosy Sofia Akbar

The Ministry of Education, Heritage and Arts (MEHA) covers very important areas in the lives of all Fijians, namely, education, culture and heritage, and arts. Fijians greatly desire to educate our children, build new skills, and to pass on historical expertise from generation to generation. Parents want their children to grow up to be better educated, skilled, and more capable than themselves. They see education as the pathway to better livelihoods and prosperity. Fiji is culturally rich, with heritage and arts revered, cultural practices and artefacts highly esteemed, and embedded in the daily lives of both people and organizations. Rich traditions exist in performing and visual arts, as well as in oral histories and generational practices.

MEHA is adopting a transformational approach to education with the intent of reforming the education sector by engaging as many stakeholders and partners as possible in building platforms, resources, capabilities, and strategies that will enable Fijians to become even more competitive in the world economies of tomorrow. These reforms will also align with the regional priorities of The Pacific Regional Education Framework (PacREF). MEHA is also planning to address parity in heritage and arts sectors for all cultures of Fiji. The Strategic Plan 2019-2023 for the MEHA is designed to cover a lot of ground at the regional, country, organizational and individual levels.

As plans for the future are developed, it is recognized that students, parents, teachers, artists, employers, entrepreneurs, partners, donors, stakeholders, policy and law makers, and many other parts of the society play an important role in educational development of people, and by extension the development of this country. The Ministry hopes to improve engagement across the entire sector and approach outcomes as common efforts for the common good of the citizens. Everybody is in it together to build a brighter future for Fiji and Fijians that follow us.

Permanent Secretary's Statement



Permanent Secretary, Ministry of Education, Heritage and Arts, Alison Burchell

The Ministry of Education, Heritage and Arts is an important ministry. Its sphere of influence touches most job seekers and the job creators of today, as well as tomorrow. The Ministry has an important responsibility in preparing learners for the skills and qualifications Fiji currently needs and will need to grow its economy in the world markets. This can only be done by uplifting the entire educational sector and improving the coherency amongst the many sectorial constituent components.

Streamlining the policies, processes, resources and standards associated with education; making the Ministry's workforce and organizational structure more efficient; enhancing coherency across sectorial plans, objectives and initiatives; and improving the engagement with and between stakeholders and partners in the sector are some of the commitments MEHA is embedding in its SP 2019-2023. The SP outcomes will also address the targets established by the leaders of this country, the NDP, and the needs of the industry. Further, the Ministry has also designed its SP outcomes to allow it to faithfully preserve, conserve, protect and make available to current and future generations the rich cultural artefacts, valuable heritage and traditions, and treasured art. The Ministry is obligated to develop cultural parity in its heritage and arts related functions, as well as education, for Fijians of all backgrounds. It must be noted that education and holistic development can only be complete with the integration of our culture, heritage and arts in the education system. The SP 2019-2023 is an exciting opportunity to build the education, heritage and arts sectors for the people and the Fiji of tomorrow by MEHA, as well as stakeholders and partners.

Introduction & Background

The Ministry of Education, Heritage and Arts (MEHA) has primary responsibility for leading education, heritage and arts in Fiji. Under the National Development Plan (NDP)¹ for Fiji, MEHA has responsibilities relating to reducing unemployment, making education more accessible to all Fijians, contributing towards building a knowledge-based society, promoting gender equality and inclusivity, and protecting and preserving both the tangible and the intangible cultural heritage.

Currently, there are 737 primary schools, 173 secondary schools, approximately 900 Early Childhood Care and Education (ECCE) centres and 17 specialised schools in Fiji. The Government is the owner of 13 schools, and the remainder are owned by communities and faith based organizations with staff and operational funding provided by the Government. There are 3 universities in Fiji, 7 other higher education institutions, and a robust TVET sector with both government and private providers.

Education is a high priority for the country of Fiji. It is mandated that every child attend school. The three universities provide tertiary education not only for the citizens of Fiji, but also to regional students. The TVET sector is spread between numerous organizations and covers many different types of skills building opportunities. The biggest challenge the Ministry faces is in the development of interlinked coherent systems spanning all areas of education which enable the development of employers and employees for the economies of today and the future.

On the national scale, MEHA must work with sectorial partners in developing a more coherent environment between the various levels and types of education, skills and training qualifications, as well as between the providers of such qualifications. Modernization of education in Fiji is also a critical challenge. All of these ultimately must address how students and learners are being prepared to become better employees, employers and entrepreneurs in the Fijian and global contexts. Heritage, arts, and culture also play a crucial part in defining and supporting the Fijian context.

The MEHA Strategic Plan 2019-2023 covers two main objectives: achieving the NDP goals that the Ministry is responsible for, and initiating sectorial reforms in education for the country. While the plans and specific initiatives for the sectorial reforms will be developed in the near future, the SP provides platforms for such outcomes and for achieving the NDP goals. It may be also noted here that the MEHA SP 2019-2023 objectives and accompanying sectorial reform initiatives will also address the six principles and four key areas of the Pacific Regional Education Framework (PacREF).

Roles and Responsibilities of Ministry

The explicit roles and responsibilities of the Ministry include: Design, implementation, monitoring and evaluation of educational legislation, policies and programmes in Fiji. MEHA 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.

MEHA is specifically tasked to conduct and deliver education services to the following:

- Early childhood care education, Kindergarten
- Primary education
- Secondary education
- Specialised Schools for children with special needs
- Vocational Schools
- Students in the years of compulsory schooling (Year 1 – Year 12) and those participating in

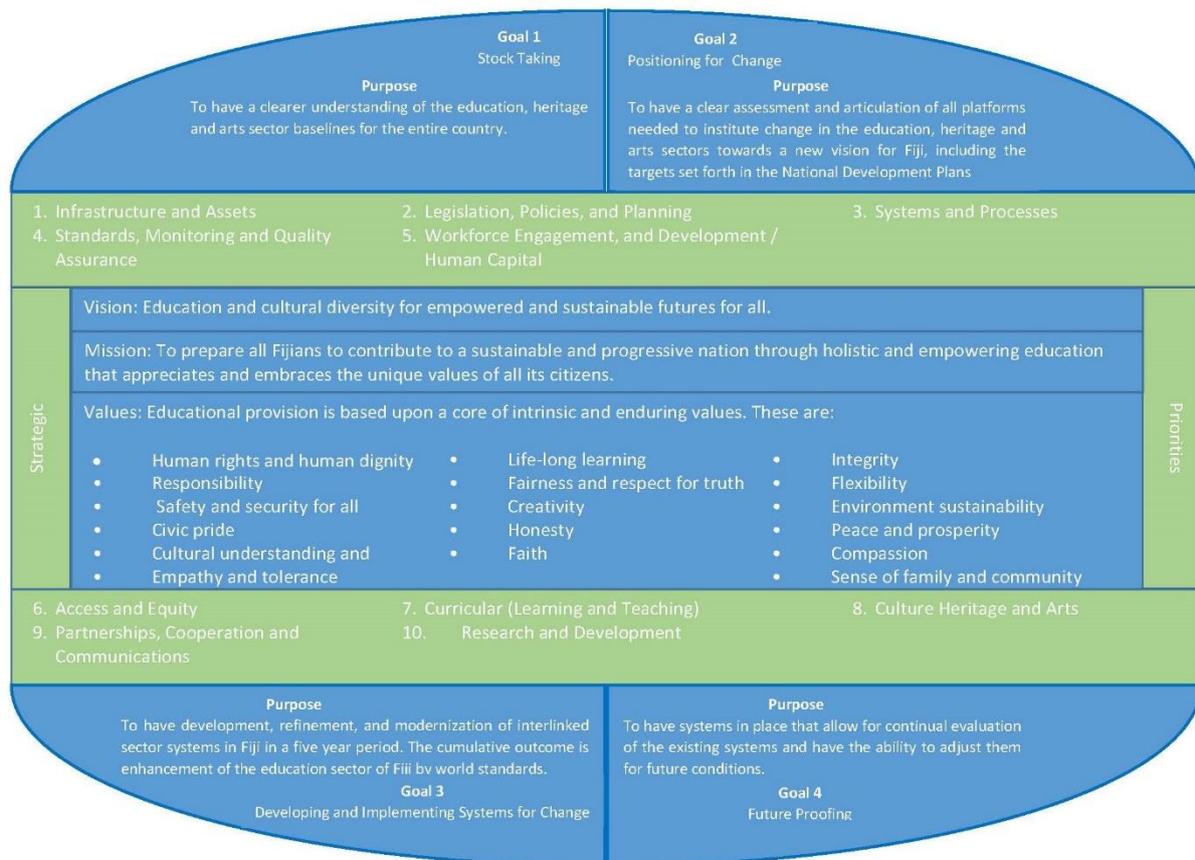
¹ 5 Year & 20 Year National Development Plan, *Transforming Fiji*, 2018

- Form studies
- Students in vocational education and training programmes
- Teaching personnel
- School management committees and controlling authorities

The Department of Heritage and Arts was established in 2000 with priorities of formulating cultural policies, promoting cultural education, raising awareness and mobilizing participation in traditional custom and multiculturalism including support for creativity. The heritage and arts sector has enormous potential for employment creation and income generation.

The Strategic Planning Context of the Ministry

Figure 1 MEHA Strategic Planning Context



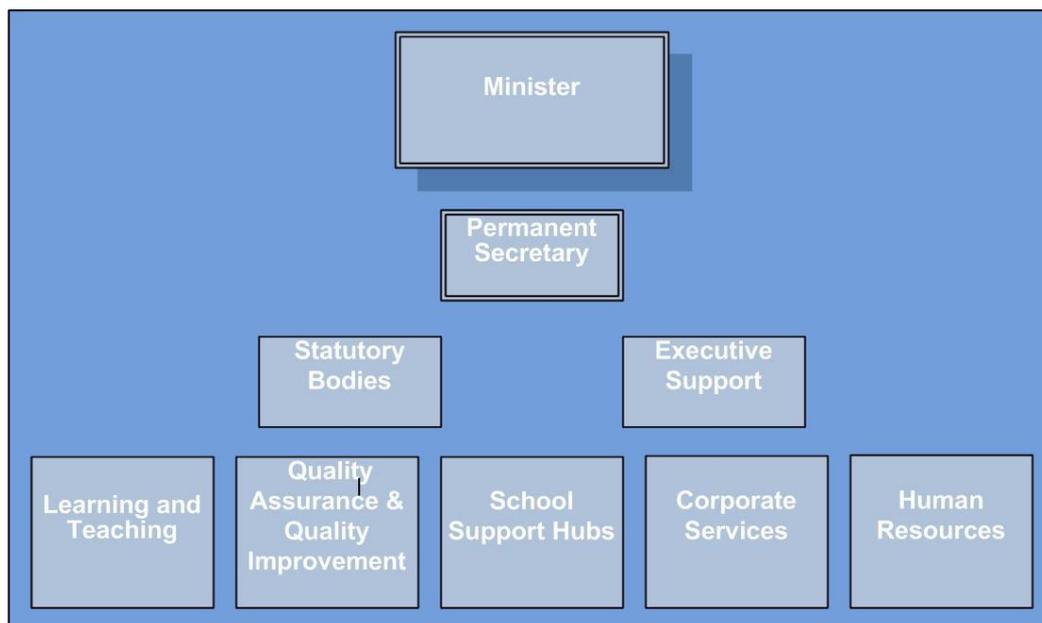
Organisational Structure 2019

The MEHA organizational structure was reviewed in 2018 and a new structure has been agreed. The first two tiers of the organizational structure have been designed and are presented below. The KPIs for these tiers and the determination of the subsequent lower tiered positions will be finalized to include the MEHA SP 2019-2023 related ministerial internal and sectoral needs and objectives.

During 2019 and 2020, MEHA will establish School Support Hubs and District School Support Centres. These will focus on improving support services to schools, rather than having administrative and control function. The Ministry is also improving coordination of volunteers to fulfil some essential, but temporary, skills requirements in the sector. The intention is to put to better use the volunteers

available to Fiji in the education sector taking into consideration special skills and abilities and load management, not to replace permanent positions with volunteers.

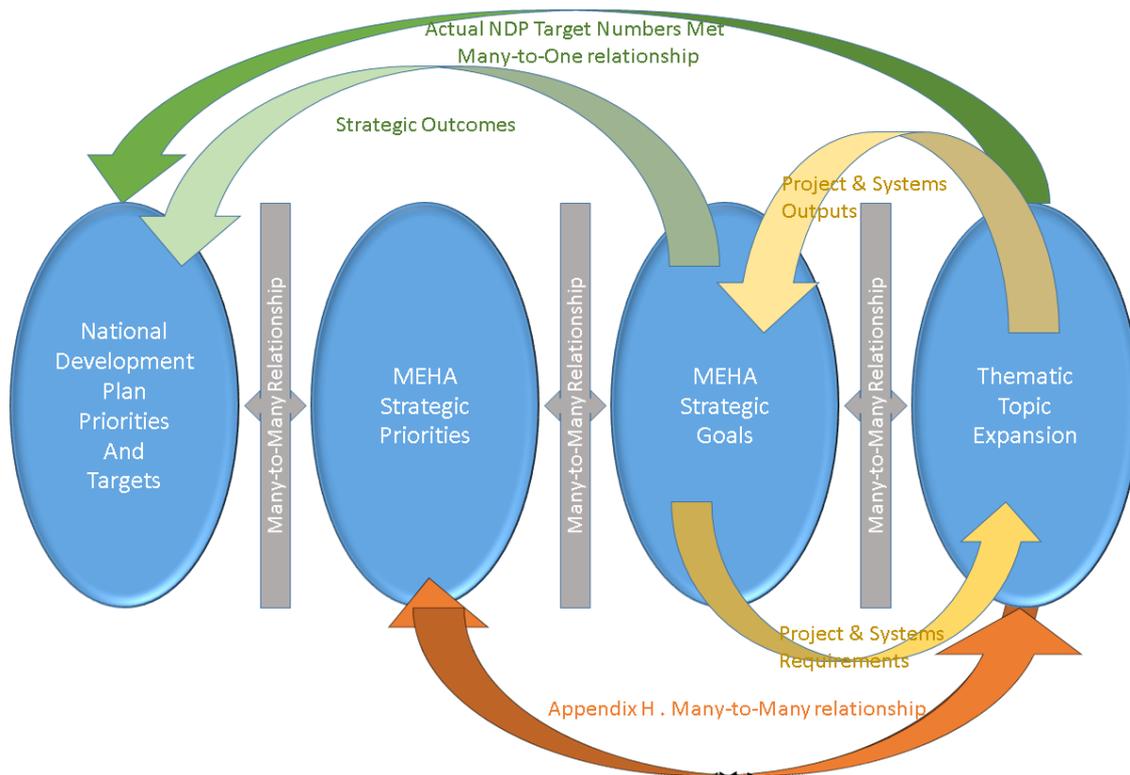
Figure 2 New Top Level Organizational Structure for MEHA



Aligning NDP Priorities, MEHA Strategic Priorities, and MEHA Goals

The NDP priorities are overarching in nature. There are only a few direct targets detailed for the education, heritage and arts sectors; and these have been taken into account when planning for the MEHA activities and goals. The rest of the relevant NDP priorities represent a multi-dimensional and complex relationship with the Ministry priorities and strategic goals.

Figure 3. Relationship between NDP, MEHA Priorities and Goals



Above is an illustrative representation of the relationship between the NDP strategic Priorities, MEHA Strategic Priorities, and MEHA Goals. The thematic topic expansion and Appendix H referred to above are referenced from the longer version SP 2019-2023 and arise from the outcomes of the sectorial consultations.

National Development Plan Priorities for Education in Fiji

The National Development Plan has identified the following priorities for education, heritage and arts in Fiji:

- In order to bring the unemployment rate below 4% there will be a key focus on skills development and turning job seekers into job creators.
- Universal access to quality education across the country will increase the supply of well-trained, world-class professionals who are equipped for job opportunities in the global market.
- Fiji will embrace digital learning and work to improve teacher performance.
- Teacher-to-student ratios will be improved and maintained, with more hiring and in-service teacher training to improve teaching quality.
- Initiatives such as the bus-fare and boat-fare subsidies, free textbooks and other financial assistance will continue to ensure that no one is deprived of quality education.
- Early childhood care and education (ECCE) will be improved, and ECCE centres will be attached to all primary schools where possible around Fiji.
- Improvement in literacy, numeracy, digital and physical literacy.
- The curriculum for primary and secondary schools will be reviewed to support national integration and prepare Fijians for a transformed Fiji, to accommodate creative and active learning and to develop entrepreneurial skills, learning by doing, and effective peer learning. This holistic approach will aim to incorporate enhanced parental engagement to support learning.

- Tertiary/higher education will be further improved to focus on current and future needs, including the future demands of the labour market.
- Technical and vocational training for lifelong learning will continue with the incorporation of the Technical Colleges of Fiji into the Fiji National University.
- Gender inequality and discrimination will be addressed cooperatively, providing women with greater choice and freedom for their participation in the family and society. Women's access to education will be supported, as will their desires for fulfilling employment and career advancement.
- Fiji has a great opportunity to exploit its demographic dividend. With 62 percent of the population below the age of 34, Fiji is a young nation. Government will work closely with industry, tertiary/higher education institutions and development partners to prepare a workforce of highly skilled Fijians in line with future industry demand, in particular for the new growth sectors.
- Skills development in priority areas such as trades and crafts, engineering and IT-related professions, health care services, hospitality and aged care, foreign languages, resource-based sector expertise, and education and other services will be supported.
- The intelligence and capability of women will be further realised, and they will be encouraged to choose from a variety of occupations, many of which were previously the domain of men.
- This focus on education supports the development of a knowledge-based society that will result in positive ripples throughout the economy through improvements in efficiency and productivity, the rate of diffusion and adoption of technology, and research and innovation.
- Targeted assistance is provided to support education, the health of pregnant women in rural areas, subsidies to access basic utilities, and access to essential medicine.
- To meet the human-resource needs of the future electricity sector, Government will support education for civil, electrical and hydrological engineers and other required skill needs of the sector. In-service training for the existing technical staff will continue.
- Training programmes at Youth Training Centres (YTC) will be expanded to accommodate non-formal education programmes as in the National Non-Formal Education Policy.
- Physical education curriculum in primary, secondary, and specialised schools will be reviewed.
- The National Culture Policy and National Culture and Education Strategy set the platform for protection and preservation of both tangible and intangible cultural heritage. The ongoing cultural mapping programme and framework for gathering cultural statistics will be a key initiative to gather information on traditional knowledge and heritage. This will also support the mainstreaming of culture in educational curriculum.
- Education and training of seafarers and development of other skilled personnel needed by the industry will be strengthened through provision of scholarships and review of the training modules by the Fiji Maritime Academy.

MEHA can only achieve these in cooperation with stakeholders. It will work with sectorial partners to deliver on these priorities.

MEHA Strategic Priorities for 2019 to 2023

The overarching strategic priority of MEHA in context of national development is to produce better, holistically-educated, trained, and skilled job seekers and job creators that support and grow the economies of the future for Fiji. Following are the ten major Strategic Priority Categories for this SP. Detailed individual strategic priorities can be accessed in the longer version of the SP.

1. Infrastructure and Assets
2. Legislation and Planning
3. Systems and Processes
4. Standards, Monitoring and Quality Assurance
5. Workforce Engagement & Development / Human Capital
6. Access and Equity
7. Curricular (Learning and Teaching)
8. Culture, Heritage and Arts
9. Partnerships, Cooperation and Communication
10. Research and Development

MEHA strategic priorities have been developed to provide the Ministry with an overarching scope to address the national requirements as per the NDP; identify and respond to sectorial issues regarding education, heritage and arts in Fiji; address the situational analysis as per the SWOT and risk analyses; continue relevant current initiatives; achieve aspirational goals; generate operational efficiencies; and position the Ministry proactively to address sectorial reforms and future issues and opportunities. These strategic priorities also embody the six principles of PacREF, namely: Regionalism and mutually beneficial partnerships; Application of evidence to policy and practice; Efficiency in the use of resources; Equity in access and opportunity; High quality and relevant inputs; and Sustainable and high quality outcomes

Education Sector Reform Initiatives

MEHA is a large ministry, and it works with many partners and stakeholders in the education, heritage and arts sectors. One of the desired outcomes of this strategic plan is to achieve sectorial reform for the nation in the areas of responsibility for the Ministry. In preparation for the drafting of the SP 2019-2023, over a hundred different organizations, partners, stakeholders, and individuals from the sector were consulted individually as well as through topic based cluster consultations.

Following are the top level thematic topics identified have been integrated into the development of the MEHA strategic priority areas and goals for the next five years.

Table 1. Sectorial Thematic Topics

| Sectorial Thematic Topics | | |
|--------------------------------|--|--------------------------|
| Curriculum | Workforce Development | Administrative Systems |
| Infrastructure | Transitions | Funding |
| Teacher Development | Counselling | Registration and Permits |
| Quality and Assessment | Discipline | Reviews |
| Monitoring and Evaluation | Career Advice | Planning |
| Disabilities and special needs | Arts, Sports and Extra Curricular Activities | Communications |
| Technology | Heritage and Culture | Policy |
| Information Management | Holistic Development | Legislative |
| Market and Economic Relevance | Research | Overarching Issues |

These topics are provided additional details (presented in Appendix H of the longer version of the SP) in terms of details of dependencies, opportunities, issues, and the multi-faceted approaches

needed in dealing with these topics. A separate document for sectorial reforms has been developed incorporating such details. Both strategic coherence and operational syncing are needed between the Ministry’s approach and the pathways adopted by stakeholders and sectorial entities to concurrently deal with these thematic areas for an educational sectorial reform to take place and be effective.

The complementary MEHA SP framework and the sectorial reform thematic topics also address the four key policy areas of the PacREF to bring about coherency between Fiji’s national education reform objectives and the regional education objectives articulated by the leaders. The relationship between the PacREF key policy areas and MEHA initiatives is presented below.

Table 2., Relationship between PacREF and Fiji Education Sector Priorities

| PacREF Key Policy Area | Representative Fiji Sectoral Reform Areas |
|---|---|
| 1. Quality and Relevance <u>Policy Objective:</u> High quality, relevant programmes are provided for learners at all levels of education. | Future focussed, Pacific cultural context, learning technologies, standards, enabling facilities, market needs and relevance. |
| 2. Learning Pathways <u>Policy Objective:</u> Learners’ needs are met through a broad range of programmes and delivery modalities. | Equal access, ECCE, second chances and adult education, transitions in education. |
| 3. Student Outcomes and Wellbeing <u>Policy Objective:</u> Learners at all levels of education achieve their full potential. | Literacy, numeracy, success rates, career counselling, information management, 21 st century skills. |
| 4. The Teaching Profession <u>Policy Objective:</u> The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability. | Teacher qualifications, certifications, continuous development, standards. |

Working together, the principal outcome of the proposed sector priorities for change is:
 Establish a national education environment where all systems, operators, resources, and plans in the education sector are aligned towards producing employers, employees and entrepreneurs that will support the economic needs of Fiji today; and have the ability to define and uplift the future economies of Fiji to great new heights in the global context.

Risk Assessment

The Ministry has undertaken a preliminary risk assessment and identified a number of strategic risks in achieving these NDP priorities. MEHA will undertake a comprehensive risk assessment exercise in the first year of implementation of this Plan. A more detailed risk analysis will be undertaken each year in the development of the Costed Operational Plan. A risk register and a risk management plan will be established in the first year of this SP.

Table 3. Risk Assessment

| Risk | Mitigation Strategies |
|--|--|
| Lack of integration in planning and policy at strategic and operational levels results in ineffective implementation | <ul style="list-style-type: none"> Strengthening of planning mechanisms Infrastructure audit and plan, contract management maintenance Technology and Digital Literacy plans Accurate workforce plan Streamlining of policies |

| Risk | Mitigation Strategies |
|---|--|
| | <ul style="list-style-type: none"> • More awareness and improved compliance to regulatory requirements and policies |
| Curriculum not aligned to Fiji employment market and community needs | <ul style="list-style-type: none"> • Curriculum review • Stakeholder and partner engagement for improved identification of issues and solutions |
| Ineffective management of knowledge and information risks achievement of targets and reduces efficiency | <ul style="list-style-type: none"> • Coherent efforts to coordinate collecting, organizing and sharing information |
| Financial management does not ensure best use of available funds in achieving goals and targets | <ul style="list-style-type: none"> • Compliance to Capital Project SOPs • Control measures for Financial Risks that can be addressed through SOPs, clear job descriptions, and regular rotations of staff • Consistent monitoring of projects and accuracy in reporting • Regular updates from Finance on the budget balances • Timely spending of budget allocations |
| Ineffective workforce management limits progress in improving workforce relevance and performance | <ul style="list-style-type: none"> • Improved HR functions and timeliness of actions • HR expertise and knowledge in education increased • Mitigation strategies around shortage of teachers • Recruitment of the right people for the right job |

MEHA Goals for 2019-2023

The SP 2019-2023 Goals for the MEHA are presented below:

Table 4. MEHA Strategic Goals 2019-2023

| Goals | Desired Outcomes | Key Performance Indicators (KPIs) |
|----------------------------------|--|--|
| <p>Goal 1: Stock Take</p> | <p>Improving coherency between the operational environments of all sectoral components, including the Ministry, through an initial stock take of current services, infrastructure, resources, expertise and qualifications, laws, policies, statutes, governance structures, funding mechanisms, quality control mechanisms, curricular and co-curricular requirements, information technologies and communications.</p> | <p>Key KPIs are the development of the following:</p> <ul style="list-style-type: none"> a) Catalogue of all governing laws, statutes, and major Government policies governing education, heritage, and the arts in Fiji. The catalogue must include any applicable sunset clauses, special conditions or contingency requirements. b) Catalogue of known and suggested “pathways to success” that illustrate skills and qualifications (formal and non-formal education included) leading to the development of successful employees, employers and careers. c) A mapping of education, heritage, and arts related infrastructure and assets. This must take into account the relationship between curriculum, co-curricular content, accessibility and equity, and infrastructure requirements. d) A report on governance of various institutions present at the many levels of the education, heritage and arts sectors in Fiji. e) A report on baseline curriculum delivery efficiency for all schools in context of current curriculum requirements. The report to address what are the minimum requirements for effective teaching and learning environments for the current curriculum in schools and a gap analysis for each school in relation to infrastructure, resources (including teachers, labs, technology), and sustainability. f) A baseline report on the co-curricular and extra-curricular activities and support each school provides to its students, including availability of human resources (such as counsellors, advisors and coaches) and infrastructure available for such activities. Examples include physical education, sports, arts, special needs services, career development and counselling. The report must also include whether the resources are dedicated, ad hoc and/or incidental. g) A mapping of population demographics, current school placements, school resources, and density ratios (population vs classroom sizes and available teachers). h) A catalogue of current standards against which school infrastructure, curriculum |

| Goals | Desired Outcomes | Key Performance Indicators (KPIs) |
|---------------------------------------|--|--|
| | | <p>teaching, learning and engagement outcomes, minimum resource requirements, qualifications and registration requirements (for education providers and institutions), and other relevant parameters are measured to ensure minimum acceptable quality for operators in the education sector (both personnel and institutions).</p> <ul style="list-style-type: none"> i) A report on technology mapping from the perspective of countrywide access and quality available to each school for technology in current curriculum, distribution networks and their capacity and capability, availability and use of devices in schools for teaching and learning (e.g. how many classes in each school are equipped with Smart boards, how many schools use the internet for content delivery, state and scale of computer labs in schools, laptop or tablet use etc.) j) An assessment report on FEMIS, FESA and other systems – detailing what the key features are that the systems are capable of, who is using the systems, how much they are being used, how much of it is standardized, and listing the impediments to making FEMIS the universal administrative system for education at all levels. k) A compilation of reports from all registered tertiary education providers, TVET training providers, and skills development training providers on the mechanisms they use to assess and respond to industry needs and the periodicity with which they do it. The individual reports must also answer what do they do with the assessment and how. l) A compilation of all existing strategic plans from operator institutions in the education and arts sectors, including partners and stakeholders with plans to support segments of the education and arts sectors in Fiji. m) Catalogue of all monitoring and evaluation criteria and systems used by MEHA currently. |
| Goal 2: Positioning for change | A comprehensive sectorial change management environment that takes into account the following: i). The baselines from Goal 1; ii). Standards defined or created against which a change is warranted and designed; iii). All changes to be first designed for scope, scale, desired | <ul style="list-style-type: none"> a) Enhance the planning document (Building Coherency in Education Development in Fiji - A Sectorial Approach) document through further sector-wide cluster consultations to cover all areas articulated in Appendix H of the longer SP. b) Establish a nation-wide coordination group or groups to analyse, refine, vet and socialize the planning document (Building Coherency in Education Development in Fiji - A Sectorial Approach). The prioritization and implementation approaches are covered in that document, will also be touched upon by the coordination group, |

| Goals | Desired Outcomes | Key Performance Indicators (KPIs) |
|-------|--|--|
| | <p>future outcomes, standardization, implementation priority, implementation, and sustainability; iv). Results from topic specific sectoral consultations on optimal change design; v). Articulation of roles, responsibilities, outcomes, timelines, costs, and monitoring mechanisms; vi). Transparency and sustainability; and finally, vii). Best practices for change management.</p> | <p>and need not be referred to here in context of this strategic goal.</p> <ul style="list-style-type: none"> c) Positioning and planning documents for initiatives and projects (including mechanisms and systems) that MEHA is deemed responsible for either by itself or in collaboration with other sectorial partners. d) A prioritization list by the Ministry, in consultation with stakeholders and partners, as to the order and time span in which the activities identified above would be dealt with. Two things may be noted here: i). The state of readiness for change for each system will vary, hence, the actual change planning activities will also output the order in which the system changes will take place, taking into consideration dependencies, resources, scale and scope etc.; ii). The prioritization list is going to be a sector wide prioritization list with various stakeholders, including the Government, being responsible for certain activities and outputs. Repeating the concept that MEHA may itself be responsible for certain activities and outcomes; may coordinate such activities with other stakeholders and partners; or may just facilitate and monitor the same for stakeholders and partners without its own direct involvement. Hence, the emphasis on point ii) above. e) A Master Calendar listing proposed changes to the sector for the next five years. f) A Change Coordination plan to maintain coherence in the upcoming sectoral changes. g) A MEL plan from the Ministry on how it will monitor progress on the Master Calendar items for the next five years. h) A communications strategy from the Ministry with stakeholders regarding implementation of projects on the Master Calendar, as well as overall sectoral changes. i) Socialization Plan (and implementation of the plan) for the overall strategic initiatives of the Ministry, as well as the sector wide activities and desired outcomes. j) A theory of change mapping for proposed changes/enhancements and strategic outcomes for the sector as articulated by the Ministry. k) A comprehensive Change Management Plan incorporating the planned changes over the next five years. |

| Goals | Desired Outcomes | Key Performance Indicators (KPIs) |
|---|--|---|
| Goal 3: Developing and Implementing Systems for Change | A collaborative environment between MEHA, stakeholders and partners in building, improving, and implementing the components of the Change Management Plan. Such an environment to include enhanced inter-agency abilities around needs analysis, solution design, project management, resource optimization, quality control, monitoring, and sharing information. | <ul style="list-style-type: none"> a) Enhanced prioritization list from Goal 2 with granular development. b) Master Calendar populated and refined in context of Ministry and stakeholder responsibilities and development of systems. c) SP benchmarks from the Master Calendar articulated into the MEHA annual operational plan framework for the five years. d) Catalogue of collated individual project plans from all relevant sources. e) Catalogue of all project reports, including status, available centrally through MEHA. f) Implementation of the Communications and Socialization plans at macro and micro levels. g) Build and implement a sectorial MEL structure h) MEL plan implemented for all levels of Ministry, i.e. SP progress, project monitoring, change management monitoring, and analysis of the theory of change mapping with actual SP achievements. i) Annual report to Cabinet from MEHA on planned sectorial advancements, as well as progress towards achievement of NDP targets for education, heritage, and the arts. j) Annual report to Public from MEHA on planned sectorial advancement. k) Annual report on SP achievements in relation to NDP goals. |
| Goal 4: Future Proofing | Development of a continuous change environment that maintains coherence between as many sectorial systems as possible and with as many stakeholders as possible, while addressing the future sectorial needs and changes. | <ul style="list-style-type: none"> a) Have a bi-directional feed with the national planning mechanisms. b) Review of policies as per established periodicity. c) Have a Master Review Schedule for major components of and the entire education sector. d) In 2023, and then subsequently every five years, report on the relevance of the SP (applicable at that time) to the stated national long-term goals for education, heritage and arts. The report must contain an assessment of the previous achievements, systems, planning targets and impediments; as well as the planning needs for the next period; and the transition plans. |

This strategic plan for MEHA is unique in the sense that it not just a plan for the Ministry, rather an overarching approach to reviewing and addressing issues in the education sector in Fiji. This plan takes into account the risks, strengths, weaknesses, threats, and opportunities faced by the Ministry; the NDP imperatives; and the sectorial needs. It rooted in consultations with stakeholders and partners in the entire education sector in Fiji. The approach adopted is to resolve issues by analysing the core dependencies and variables, and instituting systemic changes that can be sustained beyond the span of the SP 2019-2023. The outcomes of such changes must persist even when the variables in the equation change over a period of time. Since the education sector is extensive, and many organizations contribute and control in a variety of ways, it is essential that the Ministry look beyond what is within its own purview and extend the scope of solutions to other entities that have influence on parts of the education sector in Fiji. This SP is designed to take into account such diversity of responsibility with a clear role definition for MEHA. Recognizing the different areas of influence, the Ministry has established three major planning roles for itself in this SP. These include: i). What the Ministry itself intends to achieve in the next five years; ii). What it can coordinate with partners; and iii.) What it can facilitate.

Monitoring, Evaluation, Learning and Reporting Approach

In 2019 MEHA is developing a Monitoring, Evaluation, and Learning (MEL) system associated with the SP 2019-2023. As the SP and the sectorial reform initiatives fall under the purview of both the Ministry and stakeholders, MEHA must have a MEL system that has the abilities to comprehensively scan the sector in regards to the goals, initiatives, outputs and outcomes of the SP 2019-2023, as well as the sectorial changes. The design of the MEL system will take these requirements into account.

Given the diversity of activities related to the SP and the number of stakeholders and partners involved, MEHA will address reporting on the progress of the SP at both micro and macro levels. Some reports providing specific information on components of SP and sectorial reforms or state-of-affairs are already mentioned as outputs in the strategic goals. A schedule of other reports and reporting needs will be created by the Ministry in context of SP accountability, sectorial change management, and coherency between stakeholders.

Five Year Budget Forecast

The Ministry's budget forecast for the five years of this Strategic Plan is outlined below. Changes to estimated and projected budgets in the coming years will need to be reflected in the planned activities.

Table 5. MEHA 5 Year Projected Budget Forecast in (000's)

| Ministry Budget Categories | 2018-2019 (Appropriation) | 2019-2020 (Appropriation) | 2020-2021 (Planned Change) | 2021-2022 (Planned Change) | 2022-2023 (Planned Change) |
|----------------------------|---------------------------|---------------------------|----------------------------|----------------------------|----------------------------|
| Operational Budget | 516,590 | 456,917 | 456,517 | 456,117 | 455,717 |
| Capital Budget | 15,313 | 8,800 | 7,600 | 6,400 | 5,200 |
| TOTAL (VEP) | 531,903 | 465,717 | 464,117 | 462,517 | 460,917 |

** Planned change is as forecasted in 2019/2020 budget book