



## Government of the Republic of Fiji

# Annex 3: National Consultations Report Form

### 1 - TES NATIONAL CONSULTATION PROCESS

Convenor's Name: **Ministry of Education (Fiji)**

Number of consultations (if more than one consultation takes place): **10**

#### Basic information on all the consultation(s) convened

|  |  |
|--|--|
| Date(s)                                      | <b>1/8/22, 3/8/22, 4/8/22, 5/8/22</b>                  |
| Title(s)                                     | <b>TES Consultations</b>                               |
| Types (e.g. National/Subnational)            | <b>National and Sub National</b>                       |
| Geographical Focus                           | <b>West, North, Central and Eastern</b>                |
| Number of Participants for each consultation | <b>West- 252, North-242, Suva 1- 257, Suva 2 - 101</b> |
| Language used                                | <b>English</b>   |

#### Total number of participants:

| Age Range of Participants: (insert number) |         |
|--|---------|
| -  | 0 - 17  |
| <b>247</b>                                 | 18 - 29 |
| <b>605</b>                                 | 30 -59  |
|  | 60+     |

| Gender Participants: (insert number) |                   |
|--------------------------------------|-------------------|
| <b>389</b>                           | Male              |
| <b>463</b>                           | Female            |
| -                                    | Prefer not to say |

Number of Participants from each Sector: (insert number)

|            |                  |           |   |
|------------|------------------|-----------|---|
| <b>751</b> | Education        | -         | Nutrition   |
| <b>10</b>  | Child Protection | -         | Communication   |
| <b>4</b>   | Health           | -         | Information Technology  |
| <b>3</b>   | Labour           | <b>13</b> | Social Protection   |
| <b>1</b>   | Environment      | <b>2</b>  | Water, Sanitation and Hygiene   |
| <b>7</b>   | Finance          | <b>21</b> | Other (Please explain) <b>Australian High Commission, New Zealand High Commission, Faith Based Organizations, National Trust of Fiji, Fiji Museum and Fiji Arts Council</b> |

**Number of participants from each Stakeholder Group: (insert number)**

|            |  |
|------------|--|
| <b>305</b> | - Teachers, educators, facilitators, and professors  |
| <b>247</b> | - Youth and students (including children and adolescents)  |
| -          | - School leaders (e.g., from UNESCO <a href="#">ASPnet school network</a> )  |
| -          | - City and local government representatives  |
| <b>212</b> | - Parents and caregivers   |
| -          | - Small/medium enterprises/unions  |
| -          | - Large national businesses  |
| -          | - Members of Parliament  |
| -          | - Multi-national corporations  |
| <b>5</b>   | - Local authorities  |
| <b>26</b>  | - Government and national institutions   |
| <b>336</b> | - Public Servants  |
| <b>5</b>   | - Regional economic community  |
| <b>5</b>   | - Local Non-Governmental Organizations   |
| <b>3</b>   | - International and/or Regional financial institutions   |
| <b>12</b>  | - International Non-Governmental Organizations   |
| -          | - Indigenous people and community leaders  |
| <b>8</b>   | - Scientific community, academic, universities and research institutes   |
| -          | - Media  |
| <b>18</b>  | - Other (Please explain) <b>Australian High Commission, New Zealand High Commission, Faith Based Organizations and Fiji Disabled Peoples Federation.</b> _____ |

## 2. PRINCIPLES OF ENGAGEMENT

|   |   |
|---|---|
| How did you organize the consultation to ensure the following principles of national consultations? |   |
| <b>Yes</b>  | - A whole-of-government approach          |
| <b>Yes</b>  | - Inclusion and equality                  |
| <b>Yes</b>  | - Focusing on youth as 'agents of change' |

## 3. CONSULTATION FOCUS AND OUTCOMES

### PART I

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks\* and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

\* For the record, the five action tracks are:

1. Inclusive, equitable, safe and healthy schools
2. Learning and skills for life, work and sustainable development
3. Teachers, teaching and the teaching profession
4. Digital learning and transformation
5. Financing of education

**TRANSFORMING EDUCATION SUMMIT  
PRE-CONSULTATION  
2022**

**Questions for Students**

**1. Safe and inclusive schools**

What makes you feel safe or unsafe at school? How can we make sure that schools are welcoming places for all students and that all students get opportunities to learn to the best of their abilities?

**2. Learning and Skills**

What do you like about what you study at school? What would you really like to learn about but you can't do that as part of your school programme? What skills do you think you will need after leaving school and going for further studies or entering the world of work? How might you learn these while you are at school?

**3. Teachers – to you**

What makes a great teacher? What actions, ways of teaching and ways of working with students do your favourite teachers use? How could government better support teachers to help you?

**4. Digital learning and transformation**

How do you see technology as a tool for learning? What will be some of the challenges in using technology in education? How do we keep people, especially young people, safe online?

**5. Financing of education**

Does the cost of education impact your ability to participate in learning or impact others in your family? How would you like to reimagine education financing? What should or should not be included in education financing?

**Questions for Teachers**

**1. Safe and inclusive schools**

How can we make sure that schools are welcoming places for all students and that all students get opportunities to learn to the best of their abilities? Given the impact of COVID on students' overall wellbeing, what should we be focusing on to support young people?

**2. Learning and Skills**

What skills do you think young people leaving school and going for further studies or entering the world of work need? How can we make sure our schools give them opportunities to develop these skills? We know foundational literacy and numeracy are important – what are the next steps needed in these areas?

**3. Teachers**

What makes a great teacher? How could government empower teachers to lead transformation of education in classrooms? How might this change the role of a teacher?

**4. Digital learning and transformation**

How do you see technology as a tool for learning? What will be some of the challenges in using technology in education? How do we keep people, especially young people, safe online?

**5. Financing of education**

What areas do you think MEHA should prioritise in its budget? Where do you think some cost savings might be? How can we use the savings in other areas that you think are important?

**Questions for Parents**

**1. Safe and inclusive schools**

Do you feel your child is safe at school? Has COVID-19 changed your thinking on this? How can we make sure that schools are welcoming places for all students and that all students get opportunities to learn to the best of their abilities?

**2. Learning and Skills**

What knowledge and skills do you want your children to have when they leave school? If you are an employer, what skills are you looking for in employees to join your staff? How well do you think education is providing opportunities for young people to develop these skills? What could we be doing better in this area?

**3. Teachers – to you**

What makes a great teacher? We know teachers are very important – how can the Ministry better support teachers? How can we raise the status of teaching profession to ensure best candidates are chosen for the profession?

**4. Digital learning and transformation**

How do you see technology as a tool for learning? What will be some of the challenges in using technology in education? How do we keep people, especially young people, safe online?

## **5. Financing of education**

Does the cost of education impact your ability to support your child? How else do you think education can be financed?

### **NATIONAL CONSULTATION**

#### **Questions for Stakeholders**

**2022**

#### **Perspectives on Education**

1. What do you think is working well in education and should be shared as part of the national statement to the United Nations? What could we do better?

2. What do you think should be the immediate priorities of education to respond to the impact of COVID-19 on learning? What do you think should be the priorities post COVID-19?

3. Are there some students performing better than others in an actual classroom situation? Who is missing out? What can be done to ensure that everyone has the opportunity to learn the best they can?

4. Schools need to be safe places for our young people – physically, emotionally and socially – so they can learn. How can we ensure this and cover all aspects of being safe?

5. Technology offers some new opportunities for education as a system and learning for students while building resilience in education. How do you think education can best use technology to improve services and learning opportunities for young people? What might we need to get in place first?

6. Education needs a lot of resources (buildings, teachers and other support staff, learning resources etc). How can sufficient financial resources be found and assured for the future? Where can savings be made? Where these savings should be used?

7. Education stakeholders are spread across our country and have many different roles in our communities. How can we ensure that all stakeholders have the opportunity to contribute and receive progress reports about education?

8. Transforming a system means looking at how diverse parts can work together to create the long term change you want. Thinking about the Fiji education system, what do you think are the main challenges in its attempt to meet every child's needs? How can MEHA address these challenges? What can other stakeholders such as other government agencies or community groups do to help? (remember you might not be able to eliminate an obstacle but you can decrease the impact it has).

9. What would you like to read as a newspaper article about education in Fiji in 10 years' time? What words would you like to read being used to describe it?

10. What are the most important skills, attitudes and sets of knowledge a young person leaving school in Fiji should have?

## PART II

**What are the main outcomes regarding the four key components\* of the national consultation(s)?**

**\* For the record, the four key components are:**

- 1. Recovery from Covid-19 disruption [short-term]**
- 2. Transformation of education [medium-longer-term]**
- 3. Review of national education targets and benchmarks**
- 4. Ensuring sustainable public financin**

### **1. Recovery from Covid-19 disruption [short-term]**

The Ministry should provide ICT based learning resources to students so as to build some degree of resilience in education. In service teacher training in digital fluency came out as a very important consideration in order to better assist students with Technology Enhanced Learning (TEL). Also the need to provide schools with digital tools and improve connectivity in remote schools.

### **2. Transformation of education [medium-longer-term]**

The transformed education was seen as one where students have the option of carry out self-learning using TEL, more parental engagement in students' education, better learning environment in schools in terms of infrastructure and higher quality teachers. An important factor that came out was more inclusive and equitable education for all students.

### **3. Review of national education targets and benchmarks**

Generally equitable and quality education was seen as critical hence both the SDG4 and national targets would need to be reviewed, especially in our context that needs to go beyond just reaching the targets but ensuring that education is inclusive and equitable for all our students, especially those from remote, rural, maritime and marginalized areas.

### **4. Ensuring sustainable public financing**

It was noted that Fiji is already spending 20% annual budget ad 7% if its GDP on education. While it would be great to increase this the fact remains that this will be very difficult, especially in the current economic environment. One thing that came out was the need to increase the efficiency and effectiveness of the funds spent on education so reduce wastage. This fund can be used to further improve education.

We would be looking to the support from education partners for initial injection of funds so we can build the necessary infrastructure, provide professional development to teachers and provide the necessary resources for education, if we are to really transform education in the true sense.