



Ministry of Education

**POLICY IN
TECHNICAL, VOCATIONAL, ENTERPRISE EDUCATION and TRAINING (TVET)**

“Skill and Enterprise Fiji”



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1.0 POLICY OBJECTIVE

The purpose of this policy is to provide a clear, manageable and quality assured structure for the effective delivery of Technical and Vocational Enterprise Education and Training (TVET) programs in schools, private institutions, non formal training providers, relevant ministries and tertiary institutions. This is to ensure that quality standards, recognition and value of the program is an important component of education, training, human resource development and employment throughout Fiji and for international employment opportunities. TVET encompasses technology and vocational programs in schools, enterprise education, ministries that provide vocational training, tertiary institutions and private vocational schools including non-formal vocational education and training providers.

2.0 POLICY

2.1 All TVET providers (formal and non formal) will develop and implement training programs that:

- meet national standards of accreditation
- allow learners to achieve optimal holistic educational and training outcomes;
- address community, resource utilisation, labour market and business needs;
- promote life-long learning skills and
- address equity, inclusion and access issues; e.g. gender, people with disabilities etc.

2.2 Training providers through the Ministry of Education (henceforth called ‘the Ministry’) must strengthen quality partnership and linkages between education, training, communities, business and industries. Areas for partnership will include development, implementation and monitoring systems for TVET career guidance, counselling and placements assistance through the Ministry’s memorandum of understanding between schools, institutions and industries.

2.3 A recognised teaching TVET qualification, approved by the CEO Education is required in order to teach a TVET program. The accredited training providers will annually administer professional staff development for all their TVET staff in a manner that promotes effectiveness and efficiency in quality TVET training. The Ministry will ensure all teachers in TVET programs undertake annual professional development in relevant TVET areas, subject to availability of funds.

2.4 All TVET providers will promote franchising programs/courses of study and any other means to ensure equity, inclusion and access to all relevant sectors of the community.

2.5 All TVET providers will offer financial literacy programs in competency-based curriculum that reflects social, labour market and industry needs and natural resource utilisation and ensure wide employer, industry, ministry and community consultation for all TVET initiatives, for example curriculum review and workplace development.

2.6 The Ministry will co-ordinate the monitoring, reviewing and evaluation of all TVET operations to ensure national standards and goals are met.

2.7 All TVET providers will adhere to the Ministry’s risk management procedures, OHS manual for schools and training institutions and infrastructure including ensuring premises, facilities and equipment will comply with minimum standard and relevant regulations and rules such as

those prescribed by the Ministry, i.e. building standards, standard equipment lists, lighting, water and sanitation.

- 2.8 All TVET providers must comply with the applicable financial regulations and guidelines from the Ministry or relevant authority.

3.0 BACKGROUND

3.1 GENERAL

3.1.1 Introduction

This policy applies to all institutions delivering TVET courses and curriculum. This includes all schools offering TVET curriculum and private vocational centres. Tertiary institutions and other Ministries offering TVET are encouraged to comply with the procedures and guidelines outlined in this policy.

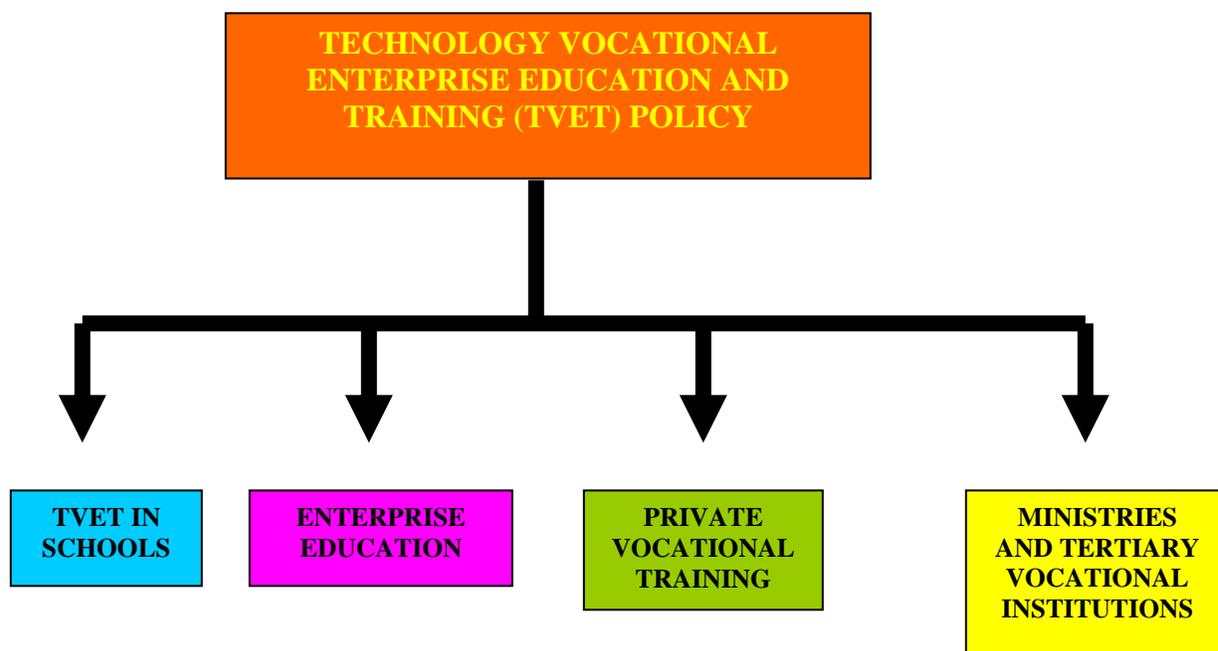
Technology and TVET Education and Training are an important component of education. The modern view, which emphasises that educating our children should be holistic in nature proposes the inclusion of four important pillars of education – Learning to Know, Learning to Be, Learning to Do and Learning to Live Together (UNESCO). These four pillars of education should be reflected in the education curriculum if a country is to reap the maximum benefit in striving for the development of its human resources.

The desired outcome of the implementation of the policy and any subsequent legislations would be for one TVET training system, which is highly coordinated and linked to employment, markets needs and resource utilization.

3.1.2 Rationale

In line with present government priorities the Technical Vocational Enterprise Education and Training (TVET) Policy aims to ensure that all TVET providers develop and implement training programs that allow students to achieve optimal holistic educational and training outcomes, address community, labour market and industry needs and meet the proposed National Qualifications Framework requirements. In addition a systematic TVET guidance and work placement regime will ensure students achieve education, training and employment outcomes.

This policy document encompasses four aspects of TVET: these being TVET in Schools, Private Vocational Training Centres, Enterprise Education and Ministries (who offer vocational training) and Tertiary Vocational Institutions. This is illustrated in the diagram below.



The TVET policy aims to integrate and coordinate all TVET training activities. The Policy intends to effect the establishment of a practical, market-oriented, needs-based and equitable systems and structures for integrating and coordinating TVET training programs starting from employment planning, skills development and vocational training delivery.

For a robust coverage of TVET issues, the Policy will address the following:

- Planning, management and administration of TVET
- Curriculum and program/course content and assessment
- Employment planning, skills formation and development and training delivery
- Skills testing, assessment and certification
- Programs and institution accreditation, establishment, registration and recognition
- Apprenticeship, Work – Study (On the Job Training – OJT) and cadetship training
- Certificate equivalency
- Training in the informal sector
- Community based training and enterprise development
- Government funding and resourcing
- Franchising Programs
- Staffing and work conditions
- Equity issues
- Accountability by providers on outcomes achieved by students and resources used to achieve this.

The system will have clear-cut focus on its vision and mission for promoting employment, incomes, self - employment and high productivity. It will have definite organizational structure, systems, strategies, programs and institutions, qualified program implementers, and a complementary system of development and regulation. It is also important in Fiji to include values and citizenship in any education and training policy and activity.

3.1.3 DEFINITIONS

Accreditation (of providers)

A process for ensuring that training providers have the capacity including management of quality to deliver training programs.

Certification

Documentary evidence that a qualification has been awarded.

Community Based Enterprise Training

Training in a community, village or settlement on traditional and contemporary trade and business skills for delivery, teaching and learning approaches, context and content, resources and range and number of assessments, training Outcomes, Competencies/achievements which must be demonstrated for successful completion of module, unit, course or program apprenticeship and cadetship

Community Based Training

Training in a community, village or settlement on traditional and contemporary trade and business skills. It targets vocational graduates, school leavers, unemployed and under-employed, youth, women and people with disabilities.

Enterprise education

Learning directed towards the development of young people's skills, competencies, understandings and attribute, which equip them to be innovative, identify, create, initiate and successfully manage personal, community, business and work opportunities, including self-employment.

Enterprise skills and attributes

Those "generic life skills" seen by education and the community as being important for students to develop so that students are setting themselves up to be able to cope with changes that will occur in all aspects of their lives and to be resilient in the face of this change.

Establishment of Educational Institutions

This occurs when the school has complied with the procedures and requirements for establishment in terms of the curriculum and successfully completed and approved feasibility study report that identifies the relevancy and sustainability of the program in the identified locality.

Formal Education

It is structured training program offered in schools/institutions.

Lifelong learning Skills

All learning skills acquired throughout ones lifetime.

Non-formal Education

It is a comprehensive way to include community education for development purposes, education for character formation and the training of individuals for integration into the market economy.

Optimal holistic

Education and training outcomes that encompass the development of the head, heart and hand. It also refers to the four pillars of education, which are *Learning to Be, Learning to live together,*

Learning to Know and *Learning to Do* and also includes learning of traditional and western skills and knowledge.

Private Training Provider / Private Vocational School

A non-government funded individual or organisation providing education or training.

Private Vocational Working Committee (PVWC)

An advisory committee to the CEO Education, which process all application for establishment of private vocational schools.

Qualifications Framework.

A national framework that defines all qualifications recognised in education and training. It comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualification and Statement of Attainment.

Recognition

Ongoing approval to maintain a Private Vocational School. Refer to *Establishment of Educational Institutions Policy*.

Registration of Qualifications

A process for ensuring that training units and qualifications have been evaluated and endorsed by the responsible authority.

Registration of training providers

A process for ensuring that standards for delivery of courses and qualifications are met.

School Based Vocational Schools

Schools classified under MoE as grant aided vocational schools attached to secondary schools.

Technical and Vocational Education and Training (TVET)

A comprehensive term referring to those aspects of holistic, lifelong educational process involving, in addition to the general education, study of technologies and related sciences, acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Vocational training

“Provisions of programs for all students which support greater understanding of the world of work and the development of those skills and abilities which they will need to demonstrate in their working lives.” *Report of the Fiji Islands Educational Commission 2000*.

3.2 TVET IN SCHOOLS

3.2.1 Introduction

The TVET in Schools component of this policy is for all schools that offer TVET curriculum to students, whether as part of the Classes 3 to 8 and Forms 3 to 7 or as part of vocational centre courses.

3.2.2 Rationale

TVET system in schools needs to be enhanced if it is to have a minimum operating cost and a positive and maximum impact on the development of human resources for the nation.

- TVET is currently offered as compulsory subjects in secondary schools
- The three main components of TVET are general TVET for academic stream, pre-tertiary TVET (as part of vocational centre offerings) and Advanced Vocational Education and Training (AVT)
- TVET is offered under a bi-partite arrangement with the Ministry sharing the operational costs with the school management
- The TVET system in schools comprises the curriculum and its delivery, schools and their infrastructure, the equipment and facilities, the teachers, the assessment, career pathways, the linkage with industry, the capital resources, the distributive nature of the program to maximise access and the environment
- The other aspects of the TVET system, which are crucial to the success of the programs under the system, are the input and output which in this case are the students or the learners.

3.3 ENTERPRISE EDUCATION

3.3.1 Introduction

This section of the TVET policy is for primary and secondary schools and vocational centres considering undertaking enterprise education as part of the normal curriculum offerings.

3.3.2 Rationale

The purpose of this policy is to provide a mandated system for all Class 3 to Form 7 schools and vocational centres in Fiji, which will ensure delivery of quality training and educational services in enterprise education.

The main aim of enterprise education is to provide learning opportunities where students identify real life projects and activities through which they develop and demonstrate transferable enterprising skills and attributes. The projects can be related to social, personal, civics, community, business and work issues.

- Enterprise education seeks to develop in people a range of skills to assist them with their transition to post-school life.
- Enterprise Education is a way of helping deliver existing subject outcomes in a different, more interesting way, through real life projects, which have meaning for the students and meet real needs. It is not another add-on to the already crowded curriculum or a subject in its own right.

Enterprising skills and attributes are a part of the curriculum and assessment regime for all learning areas.

3.4 PRIVATE VOCATIONAL TRAINING CENTRES

3.4.1 Introduction

This section of the TVET policy covers the following training providers:

- ♦ Private institutions - administered locally and off –shore
- ♦ Non-government organisations
- ♦ Non-formal sector trainers

3.4.2 Rationale

Last edited on 4/09/2007

The purpose of the procedures is to provide a mandated system for all Private Vocational Schools in Fiji in all of their operations, which will ensure delivery of quality training and educational services.

Please refer to the Policy on *Establishment of Educational Institutions* for further information on the establishment, organisation and recognition procedures required by private vocational centres.

3.5 MINISTRIES AND TERTIARY INSTITUTIONS VOCATIONAL TRAINING

3.5.1 Introduction

This section of the policy targets other Ministries and tertiary institutions delivering TVET. Whilst MoE cannot mandate how these external organisations operate when delivering TVET, it is hoped that the policy will provide encouragement to these organisations to follow these procedures and guidelines.

3.5.2 Rationale

These procedures and guidelines provide a system for ministries and tertiary institutions that offer vocational training for the purpose of providing an effective and efficient skill development programs and employment and self-employment. This requires that training be treated as an investment aimed at improving productivity. The procedures and guidelines include:

- Manpower Skills Survey and Training Needs Analysis
- Vocational Skills Training Information Database
- Vocational Skills Training Programs
- Accreditation of Ministries and Tertiary Institution Vocational Providers
- Apprenticeship Cadetship Training
- Monitoring and Evaluation
- Rural and Urban Vocational Training
- Funding and Resourcing

4.0 RELEVANT POLICIES AND RELEVANT LEGISLATION OR AUTHORITY

Current Relevant Policies

Establishment of Schools (provision 4 of Section 29 of the Registration Regulations)

Occupational Health and Safety

Current Relevant Legislation or Authority

Education Act 1978

Public Service Act, 1999

Part 2; Section 6 (1) – (14) Public Service Code of Conduct

Social Justice Act 2001

Legislative programs in education and training

Fiji Training Council Act of 1973

Labour Act Apprenticeship Act

Social Justice Act 2001

Compulsory Education Act 2000

General Orders

5.0 PROCEDURES

Procedures are...*Need a common definition here- Policy Unit to supply*

5.1 GENERAL TVET

This section applies to ALL institutions delivering TVET courses and curriculum.

5.1.1 Responsibility of TVET

5.1.1.1 The development, promotion and implementation of TVET as a valued and important component of education and training will be the overall responsibility of the Ministry. This responsibility is shared through Ministry's TVET section, government ministries offering vocational training, training institutions, private vocational institutions and non-government organisations. TVET must be given a high priority at all types and levels of training.

5.1.1.2 TVET programs must be aligned to the requirements of the Manpower Planning strategies and the Strategic Development Plan in addressing the needs of the domestic and overseas labour markets.

5.1.2 TVET Curriculum

The Ministry will:

5.1.2.1 Consult with industries, relevant government and non-government organisations, trade unions, tertiary institutions, community leaders to determine the most appropriate and desired educational and training outcomes that are learner centred, future oriented, publicly defined and focussed on life skills and contexts

5.1.2.2 Ensure the designed curricula programs, topics and syllabi will promote the achievement of the outcomes outlined in the curricula document submitted by the education and training institution.

5.1.2.3. Continuously monitor and evaluate TVET curriculum to ensure that it is relevant, economical to offer and future oriented

5.1.3 TVET and Enterprise Education

All TVET curriculum is aligned to incorporate elements and outcomes related to Enterprise Education.

5.1.4 TVET Schools/Institutions and Industries Partnership

5.1.4.1 All training providers must promote the development, consolidation and usage of TVET and Industry partnership.

5.1.4.2 The Ministry will develop a memorandum of understanding between schools, institutions and industries

5.1.4.3 Upon establishment of the MoU, Ministry will be responsible for monitoring the quality of this partnership arrangement to see that both parties adhere to the memorandum of understanding signed between the two parties.

5.1.5 Apprenticeship and Cadetship

The Ministry will set guidelines for supporting the introduction of cadetships in schools and on the job training in conjunction with the Public Service Commission (PSC), Fiji Institute of Technology (FIT), the Training and Productivity Authority of Fiji (TPAF) and other relevant ministries/industries.

5.1.6 TVET Infrastructure

The Ministry will:

5.1.6.1 Be responsible for the monitoring of the quality and OHS compliance of infrastructures on a five (5) yearly basis.

5.1.6.2 Ensure that TVET schools and centres are responsible for the ownership of the equipment and its security, storage, maintenance and replacement.

5.1.6.3 Ensure that breaches of these procedures will result in some form of disciplinary action against the provider(s).

5.1.7 Teaching Learning Resources

The Ministry must:

5.1.7.1 Promote and ensure the use of modern and relevant teaching and that learning resources are continually used and updated in TVET centres

5.1.7.2 Facilitate the provision of adequate and effective teaching and learning resources for all TVET centres/schools

5.1.8 Ministry TVET Teacher Standards

The Ministry will:

5.1.8.1 Monitor compliance of all TVET providers' recruitment policy for trained and qualified teachers/trainers with the Ministry's Teacher Standards. This includes setting a minimum qualification requirement for teachers/trainers recruitment, reappointment, posting, transfer and replacement and provision available to other TVET providers to enrol in Ministry's teacher training programs.

5.1.8.2 Ensure TVET providers will establish a standard of performance to meet the requirement of the Ministry's Performance Management System policy for teachers and trainers.

5.1.8.3 Facilitate basic teacher training for owners of Traditional skills and knowledge through provision of relevant training of trainers program.

5.1.9 TVET Teacher Professional Development

TVET providers will:

5.1.9.1 Upgrade teachers/trainers skills and knowledge to meet changing technological and industrial market needs.

5.1.9.2 Conduct annual professional development for TVET teachers/trainers.

5.1.9.3 Provide the necessary in-service arrangements for overseas and local industries and institutional attachments

5.1.10 VET Quality Assurance/Standards

TVET providers will subject to:

5.1.10.1 A general minimum standard for the delivery of TVET programs throughout the country as based on a quality assured standard system.

5.1.10.2 Monitoring and auditing process the implementation of these standards.

5.1.10.3 Updating of these standards according to the national and international requirements.

5.1.10.4 Implementing these standards for a quality delivery of TVET for a quality labour force

5.1.11 TVET Accreditation

TVET providers will be subject to the accreditation procedures and processes as set down by a National Accreditation Body.

5.1.12 Funding and Capital Resources

Please refer to the policy on the *Establishment of Educational Institutions*

For rules relating to financial operations and funding, contact the Director TVET.

5.2 TVET IN SCHOOLS

This section applies all schools and vocational centres who offer TVET curriculum to students.

5.2.1 TVET for All

5.2.1.1 The Ministry is committed to expanding access for all students for TVET at all levels of schooling, which must be designed to suit the individual needs of the students.

5.2.1.2 In schools where TVET is offered, it must be included as part of the mainstream academic and skill focussed program in both primary and secondary schools.

5.2.2 TVET Schools and Industry Partnerships

5.2.2.1 The Ministry will promote and consolidate the development of TVET schools and Industry partnerships.

5.2.2.2 All registered TVET schools and centres will adhere to the Ministry MOU on partnership arrangements.

5.2.2.3 The Ministry will be responsible for monitoring these partnership arrangement to see that both parties adhere to standing policies and regulations that may be required to be observed in the course of this arrangement

5.2.3 Monitoring and Security of TVET Equipment

5.2.4 Occupational Health and Safety

5.2.5 Franchising

Schools considering franchising with outside providers e.g FIT and TPAF should firstly consult with MoE TVET Section to obtain advice.

5.3 ENTERPRISE EDUCATION

This section applies to all primary and secondary schools and vocational centres considering undertaking enterprise education as part of the normal curriculum offerings.

5.3.1 All students from Class 3 to Form 7 will have access to developing enterprise skills and attributes within the subjects that they undertake. Enterprise education can be tailored to meet the needs of all students including:

- high, average and low academic achievers,
- students at educational risk,
- those from non-English speaking backgrounds, and
- education support students and those with disabilities
- students from low social economic background.

5.3.2 Enterprise education will be delivered through existing subject outcomes by using real life projects and activities; it is not a subject in its own right. All subjects and curriculum areas will incorporate aspects of enterprise education into their tasks. Examples of tasks will be disseminated to schools to use.

5.3.3 Student attainments in enterprise education will be monitored formally assessed and feedback provided in the context of existing assessment and reporting processes.

5.3.4 Enterprise education initiatives will incorporate partnerships between schools and the local and wider communities, business and industry, with mutual benefits and obligations to those involved.

5.3.5 The Ministry will provide overall promotion, monitoring and evaluation of Enterprise Education in Private Vocational Institutions, tertiary vocational institutions, universities, ministries providing vocational training and non-formal providers.

5.4 PRIVATE VOCATIONAL TRAINING CENTRES

Please refer to the Policy on *Establishment of Educational Institutions* for further information relating to the procedures relating to the establishment, organisation and recognition procedures required by private vocational centres.

5.5 MINISTRIES AND TERTIARY INSTITUTIONS VOCATIONAL TRAINING

The Ministry encourages other Ministries and Tertiary providers delivering TVET courses to comply with the policies and procedures outlined in this policy.

5.5.1 Manpower Skills Survey and Training Needs Analysis

5.5.1.1 The Ministry in consultation with the Ministry of Labour's Labour Administration and Productivity unit, the Ministry for Planning, industries and resource owners prioritise skills and conduct training need analysis and enterprise skill training needs.

5.5.1.2 The Ministry in consultation with the Ministry of Labour, all vocational training providers develop an integrated training strategy that maximises resources and avoids duplication and matches skill demand.

5.5.2 Vocational Skills Training Information Database

5.5.2.1 All vocational skills training providers must supply on an annual basis through standard Ministry data collection form, information on programs/courses, duration and costs, teacher/trainer trainee/student numbers teacher/trainer teaching qualifications, teaching and learning resources for recording in the Ministry Database.

5.5.2.2 All vocational training providers must clearly outline specific skill training needs being targeted by their programs/courses.

5.5.2.3 The Ministry will be responsible for distributing this information for students/trainees and parents use in career planning.

5.5.3 Vocational Skills Training Programs

The Ministry will monitor, review and evaluate the match in training demand and supply to facilitate achievement of human resource development goals.

5.5.4 Accreditation of Ministries and Tertiary Institution Vocational Providers

The Ministry will monitor and promote compliance to Ministry accreditation requirements covering curriculum relevancy, teacher/trainer qualification, infrastructure and facilities and equipment.

5.5.5 Apprenticeship Cadetship Training

The Ministry will set guidelines for cadetship in schools and on the job training in conjunction with PSC, industries, employers, FIT, TPAF and relevant ministries.

5.5.6 Monitoring and Evaluation

The Ministry in consultation with the Ministry of Labour's Labour Administration and Productivity Unit, the Ministry for Planning, industries and resource owners monitor and evaluate the quality, relevancy and effectiveness of training carried out by training providers in meeting labour market needs.

5.5.7 Rural Vocational

5.5.7.1 The Ministry through TVET section and AVT unit and in conjunction with FIT Open and Distance Learning and its mobile training unit will deliver relevant training to rural communities and dwellers.

5.5.7.2 The Ministry through its vocational schools will set up training cum production centres and village enterprises to meet rural vocational and enterprise needs.

5.5.7.3 The Ministry through TVET and AVT will design further training modules to meet JIT (Just In Time) market demands.

5.5.8 Funding and Resourcing

The Ministry through its contestable funding arrangements will purchase training programs and packages from accredited training institutions and ministries that meet labour market and social needs.

6.0 GUIDELINES

Guidelines are... *Need a common definition here- Policy Unit to supply*

6.1 GENERAL

What is best practice?

6.2 GUIDELINES FOR TVET IN SCHOOLS

What is best practice?

6.3 GUIDELINES FOR ENTERPRISE EDUCATION

The following guidelines outline suggested considerations and recommended steps in the effective delivery and assessment of enterprise education initiatives in primary and secondary schools and vocational centres.

- 6.3.1** Schools need to offer opportunities for enterprise education to all students through the curriculum they are offering.
- 6.3.2** Enterprise education projects need to match local needs and conditions. The investigation of the projects' feasibility should be an integral part of project planning.
- 6.3.3** Schools are encouraged make the links with the local and wider community when undertaking their enterprise projects and activities.
- 6.3.4** Schools are encouraged to allow students greater autonomy and control of the enterprise education projects.
- 6.3.5** The Ministry will disseminate examples of curriculum links for enterprise education to schools.
- 6.3.6** Assessment strategies for enterprise education will be trialled in selected schools and evaluated. Information concerning the assessment trial will be disseminated to schools and teachers.
- 6.3.7** Teachers will be encouraged to vary the depth and breadth of enterprise education activities depending on the circumstances such as the age of the students and the learning environment.
- 6.3.8** Professional development will be provided for teachers and other Ministry officers to support the implementation of enterprise education.

7.0 EFFECTIVE DATE

XXX 2005

8.0 REVIEW DATE

XXX 2006

9.0 KEY SEARCH WORDS

Vocational and training policy, vocational programs, accreditation, certification, community-based training, vocational models, community based enterprise, validation, students records, enterprise education, TVET, private vocational

10.0. APPROVED BY CEO

SIGNATURE
