



Ministry of Education

**SKILLS TRAINING FOR EMPLOYMENT POLICY
(STFE)**

“Skill and Enterprise Fiji”

POLICY ADVISOR: ADVANCED VOCATIONAL AND TRAINING UNIT (AVT)

CONTENTS

TOPIC	PAGE
1.0 POLICY OBJECTIVE	3
2.0 POLICY	3
3.0 BACKGROUND	4
4.0 RELEVANT POLICIES AND LEGISLATION	8
5.0 PROCEDURES	8
6.0 GUIDELINES	10
7.0 EFFECTIVE DATE	11
8.0 REVIEW DATE	11
9.0 KEY SEARCH WORDS	11
10.0 APPROVAL	11
APPENDICES	

1.0 POLICY OBJECTIVE

The purpose of this policy is to provide a clear, co-ordinated and quality assured structure for the effective delivery of Technical and Vocational Skills programs in private institutions, non formal training providers, traditional and resource owners, relevant ministries and tertiary institutions to ensure quality standards, recognition and value of the program as an important component of training, human resource development and employment throughout Fiji. **SKILLS TRAINING FOR EMPLOYMENT (STFE)** encompasses technology, vocational and entrepreneurship programs provided by tertiary institutions, private vocational schools including informal and non-formal vocational, government ministries and resource owners training providers.

2.0 POLICY

- 2.1** STFE providers will develop and implement training programs that:
 - allow learners to achieve optimal holistic training outcomes;
 - address community, resource utilisation, labour market and business needs;
 - promote life-long learning skills acquisition and
 - address equity, inclusion and access issues; e.g. gender, people with disabilities etc.

- 2.2** STFE providers must strengthen quality partnership and linkages between education, training institutions, communities, resource owners, business and industries. Areas for partnership will include development, implementation, monitoring systems, career guidance and counselling, placements assistance, content review, sponsorship, product development, marketing, research and export, set up of small businesses and income generation activities through memorandum of understanding between resource owners, Ministries, schools, institutions and industries.

- 2.3** STFE will offer financial literacy programs in competency-based curriculum and courses that reflects social, labour market and industry and natural resource utilisation needs and ensure wide employer, industry, ministry, resource owners and community consultation for all STFE initiatives, for courses offered, quality products, export, follow up of trainees, marketability of trainees and products.

- 2.4** Existing accreditation bodies and the proposed National Qualification Authority will co-ordinate the monitoring, reviewing and evaluation of STFE operations. This applies only to appropriate STFE members receiving government assistance.

- 2.5** STFE providers will adhere to the relevant bodies risk management procedures, OHS manual 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 of Education, i.e. building standards, standard equipment list, lighting, water and sanitation.

- 2.6** STFE providers must comply with the applicable financial regulation from the Ministry or relevant authority.

3.0 BACKGROUND

3.1 GENERAL

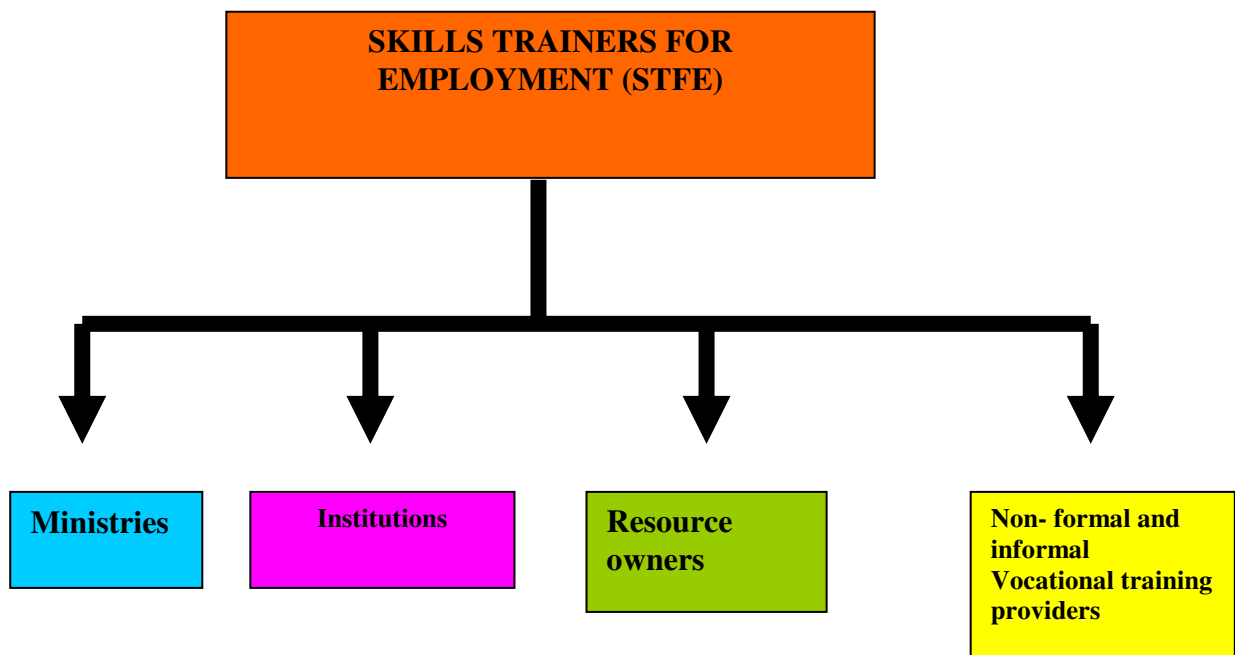
3.1.1 Introduction

This policy applies to all post school institutions and individuals delivering TVET courses and includes all formal, non formal and in formal private vocational centres, resource owners, tertiary institutions and government Ministries offering technology, technical and vocational skills training.

3.1.2 Rationale

In line with present government priorities the Skills Training for Employment (STFE) policy aims to ensure that all STFE providers develop and implement training programs that allow students to achieve optimal holistic training outcomes, address community, resource owners, labour market and industry needs and meet the proposed National Vocational Qualifications Framework requirements.

This policy document encompasses all post school TVET providers. This is illustrated in the diagram below.



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

For a robust coverage of vocational education and training issues, the Policy will include the following:

- Planning, management and administration of STFE
- 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, teachers/trainers and training licensing
- Apprenticeship, Work – Study (On the Job Training – OJT) and cadetship training
- Certificate equivalency
- Training in the informal sector
- Community based training and community based enterprise development
- Government funding and resourcing
- Franchising Programs
- Autonomous status of Qualification Authority
- Equity issues

The desired outcome of the implementation of the policy and any subsequent legislation would be for a visible and robust post school technology and vocational training system, which is highly coordinated and linked to employment, markets needs and resource utilization. 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 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.

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

Enterprise education is learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for them.

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 means that 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

It is structured training program offered in schools/institutions.

Non-formal

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.

Lifelong learning Skills

A lifelong Learning skill refer to all learning skills acquired throughout ones lifetime and also refers to formal and non-formal education and training.

Qualifications Framework.

It is a policy 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.

Optimal holistic

Refers to teaching and learning experiences that encompasses 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*. It also includes learning of traditional and western skills and knowledge.

Private Training Provider

A non-government funded individual or organisation providing education or training Qualifications Framework. Collectively, all the registered qualifications and the registered unit standard from which they are derived. Implicit is a defined and logical relationship between them

Private Vocational Schools under the Ministry are classified as private owned vocational schools with full responsibility for courses for school age leavers to mature aged students.

Private Vocational Working Committee (PVWC) is an advisory committee to the CEO Education, which process all application for establishment of private vocational schools. Upon receipt of all requirements and satisfactory reports in support of the application the committee may endorse the application for establishment or recognition.

Recognition means the ongoing approval to maintain a Private Vocational School provided regulations; procedures and guidelines have been met. For example, building and facilities in the school are in line with building regulation

as well Occupational Health and Safety requirements and the teachers identified to teach the approved courses in the school are qualified under the teaching regulation.

Registration of training providers

A process for ensuring that basic education and training and customer safeguards are in place

Registration of Qualifications

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

Skills Training for Employment

Technical Vocational Education and Training

Technical and Vocational Education and Training TVET is defined as 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.*

3.5 MINISTRIES AND TERTIARY INSTITUTIONS VOCATIONAL TRAINING

3.5.1 Introduction

This policy targets other Ministries and tertiary institutions delivering TVET, resource owners training providers and non formal and informal training providers. 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, tertiary institutions and resource owners who offer vocational training and tertiary institutions 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 Vocational Training
- Funding and Resourcing

- Apprenticeship, Work – Study (On the Job Training – OJT) and cadetship training
- Certificate equivalency
- Training in the informal sector
- Community based training and community based enterprise development
- Government 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

Orders

5.0 PROCEDURES

5.1 MINISTRIES , TERTIARY INSTITUTIONS, RESOURCE OWNERS, AND INFORMAL VOCATIONAL TRAINING PROVIDERS

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

5.1.1 Manpower Skills Survey and Training Needs Analysis

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

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

5.1.3 Vocational Skills Training Information Database

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 of Education Database.

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

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

5.1.6 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.

5.1.7 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.

5.1.8 Monitoring and Evaluation

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

5.1.9 Rural Vocational

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

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

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

5.1.12 Funding and Resourcing

The Ministry will co-ordinate discussions with other Ministries exploring options for efficient and cost effective strategies for the resourcing and funding of current and future skills trainings that meet labour market and social needs.

5.1.13 Training in the informal sector

The Ministry will develop a data base of informal sector training providers including their contact addresses, courses offered to compliment current information available in the formal education and training to career advisors and careers counsellors and students and parents.

5.1.14 A register of informal trainers will be kept

5.1.15 Community based training and community based enterprise development

The Ministry will document for distribution to user

6 GUIDELINES FOR SKILLS TRAINING FOR EMPLOYMENT (STFE)

The following guidelines outline suggested considerations and recommended steps in the effective delivery and assessment of vocational training in ministries, tertiary institutions, informal training providers and resource owners training providers.

- 6.1** STFE providers need to offer opportunities for skills training and entrepreneurship to all students through the curriculum and course they are offering.
- 6.2** Course content need to match national, industry, labour market, social and resource owner's needs. The investigation of the employment/business feasibility should be an integral part of course/curriculum planning.
- 6.3** STFE providers are encouraged to make the links with the local and wider community when undertaking their planning, training, review and evaluation.
- 6.4** STFE are encouraged to allow trainees greater autonomy and control of business and income generation activity they plan to enter into.
- 6.5** The Ministry will disseminate examples memorandum of understanding and course linkages, sponsorship, pathways.
- 6.6** STFE providers are encouraged to provide Business and enterprise education as an integral addition to skills training.

7.0 EFFECTIVE DATE

1 January 2006

8.0 REVIEW DATE

1 January 2007

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 , Skill training for employment.

10.0. APPROVED BY CEO

SIGNATURE
