

COUNTRY PRESENTATION on

REORIENTING TVET POLICY TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT



FIJI

- ***“While education is the key to any development process, TVET is the ‘Master Key’ that can transform the world of work and the economy, alleviate poverty, save the environment and improve the quality of life”
(Luisoni, 2005: 250).***

Introduction

- TVET plays an equally important role in the social, economic and political development of any nation together with its academic counterpart.
- However, Fiji has not fully realized its potential and has treated it as a 'second best option' to academic education.

- It is envisaged that stakeholders would be empowered especially the policy-makers, so that they can genuinely accept TVET as an equally important component of the total learning system providing relevant knowledge, skills, attitudes and competencies for employability, improvement of quality living and learning communities.

Goals for TVET

- to facilitate economic development by transmitting to local citizens certain values, knowledge and attitudes that are necessary to perform certain skills in the modern sector of the economy,
- to provide young people with the skills needed for employment in a wide range of job categories including self-employment and wage employment,

- to promote a work ethic and sensitise learners to the importance of practical work skills and the dignity of manual labour,
- to promote sustainable development, save the environment and improve the quality of living,
- to alleviate unemployment as well as poverty,

- to reduce the mass movements of school-leavers from rural to urban areas,
- to provide an alternative route to higher academic education for early secondary school-leavers,

**Present Status on TVET
Programs in relation to
Education for Sustainable
Development (ESD)**

- TVET system housed in more than one government ministries.

- **Ministry of Education, National Heritage, Culture & Arts and Youth & Sports**

- Manages the school based TVET systems at primary, secondary and post-secondary school levels
- Fiji Institute of Technology (semi-autonomous)
- Advanced Vocational Training (IHRD) – community and non-formal training

- **Ministry of Labour**

- TPAF (Training for Productivity Authority of Fiji)

- Ministry of agriculture – Fiji College of Agriculture
- Ministry of Forestry
- University of the South Pacific
- Private Vocational Centres

- TVET has suffered from being considered as the fall-back position for those for those who did not succeed in academic education streams
- This viewpoint has changed considerably now. A major reason for this shift in thinking is the changing character of work and its impact on social and economic development

- TVET is now seen as playing a complementary role in 'skilling' primary and secondary school students and 'up-skilling' industry and other workplace employees.
- TVET can provide both the link with productive work and motivation for life-long education and training.
- It has the capacity to incorporate pacific knowledge, technologies and life-skills as well as indigenous pedagogy in the learning agendas

- TVET now involves such a variety of approaches, including both formal and informal education, that it can supplement the formal systems of schools in ways that will increase their effectiveness.
- TVET Curriculum –
 - Vocational – Competency based and need ESD to be integrated

Best Practices on ESD in Fiji

- The current TVET curriculum has little emphasis on sustainable development
- Currently - revision of the curriculum following the National Curriculum Framework
 - the model which that is currently in use and is going to be used in the future is the infusion model.
 - Citizenship Education
 - Enterprise Education
 - Environment Education

- eco-tourism
- sustainable agriculture – e.g. zero tillage & organic farming; minimise waste by recycling,
- production of virgin coconut oil using environmentally friendly method;
- production of packaging papers using trees and recycled papers – these are used in the tourism market

- **provide energy through renewable resources – FIT & TPAF**
- development of a curriculum that is grounded in local culture, values and lifelong skills,
- integration of students with special needs into regular schools,
- establishment of centres to pilot Distance Education and
- the expansion of Compulsory Education to all schools

Issues and Challenges in TVET on ESD

- the lack of a shared national vision
- the lack of adequate resources and trained personnel at all levels in the TVET sector; and
- the existing traditional TVET culture, pedagogy and training

Conclusion

- Need to establish TVET policy and reorient it towards education for sustainable development.
- There should be a clear articulation of the possible pathways for TVET in order to develop a whole person that has values, ethics, knowledge, attitudes and skills to contribute to a sustainable future

- Review of the current curriculum
- Training of teachers
- Vocationalisation of secondary education
- *(educating the 'whole person' by providing life-skills including values education and preparation for the world of work, self-employment and ongoing learning)*