



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

POLICY IN ENTERPRISE EDUCATION

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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 Enterprise Education in schools. This is to ensure that recognition and value of the programme is an important component of education, training, and community development opportunities throughout Fiji.

2.0 POLICY

- 2.1 Enterprise Education is an important part of the Ministry of Education, National Heritage, Culture & Arts and Youth & Sports' (henceforth referred to as MoE) planning in linking to a relevant, responsive and sustainable curriculum.
- 2.2 Enterprise Education is a major learning outcome applied to all key learning areas (KLAs) of the National Curriculum Framework.
- 2.3 Through Enterprise Education projects and learning, students will achieve outcomes from several learning areas. It is cross-curriculum in nature.
- 2.4 Enterprise education in schools is concerned with developing students' enterprise skills in a range of ways. It is broader than being an income generating venture for schools.
- 2.5 Enterprise Education activities are designed to help students to take control of the learning process and establish a solid foundation for life long skills
- 2.6 Schools doing Enterprise Education will make links to the local and broader community when undertaking enterprise projects.

3.0 BACKGROUND

3.1 Introduction

This initiative is aimed at primary and secondary schools and vocational centres considering undertaking Enterprise Education as part of the current curriculum to foster enterprising attributes, core skills, employability and similar generic skills.

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. It also introduces students to the world of business and work and promotes citizenship and sustainability. The projects can

be related to social, personal, civics, community, business and work issues.

- a. Enterprise education seeks to develop in people a range of skills to deal with change to assist them with their transition to post-school life.
- b. Enterprise Education is a way of helping deliver existing subject outcomes in a more different, meaningful and interesting way, through real life projects, which have meaning for the students and meet real needs.
- c. Enterprising Education improves the development of enterprise capability – innovation , creativity, risk management and a ‘can do” attitude and the drive to make ideas happen supported by
 1. Financial capability – the ability to manage one’s own finances and to become questioning and informed customers of financial services.
 2. Business and economic understanding – the ability to understand the business content and make informed choices between alternative uses of scarce resources.
- d. Enterprising skills and attributes are a part of the curriculum and assessment regime for all learning areas.

4.0 DEFINITIONS

4.1 Enterprise Education

Learning directed towards the development of students skills, competencies, understandings and attributes, which equip them to be innovative, initiative and successfully manage personal, community, business and work opportunities.

4.2 Enterprise skills and attributes

These are the ‘generic life skills’ seen by the stakeholder as being important for students to develop and be able to cope with changes in all aspects of their lives.

4.3 Lifelong learning Skills

All learning skills acquired throughout one’s lifetime.

5.0. RELEVANT LEGISLATIONS AND AUTHORITIES

- 5.1 Establishment of Schools (provision 4 of Section 29 of the Registration Regulations)
- 5.2 Education Act - 1978
- 5.3 Compulsory Education Act -2000
- 5.4 Public Service Act - 1999
- 5.5 Social Justice Act – 2001
- 5.6 Employment Relation Promulgation 2007

- 5.7 Training and Productivity Authority of Fiji Act: (Fiji National Training Act: 2002)
- 5.8 Public Service Code of Conduct

6.0. PROCEDURES

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

- 6.1 All students from Class 3 to Form 7 and Vocational 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:
 - a. high, average and low academic achievers
 - b. students at educational risk
 - c. those from non-English speaking backgrounds
 - d. education support students and those with disabilities
 - e. students from low social economic background.
- 6.2 Enterprise education will be delivered through existing subject outcomes by using real life projects and activities; it should not be 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.
- 6.3 Student attainment in enterprise education will be monitored formally, assessed and feedback provided in the context of existing assessment and reporting processes.
- 6.4 Enterprise education initiatives will incorporate partnerships amongst schools and the local and wider communities, business and industry, with mutual benefits and obligations to those involved.
- 6.5 MoE 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 training providers.

7.0. GUIDELINES

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.

- 7.1 Schools need to offer opportunities for enterprise education to all students through the curriculum.
- 7.2 Enterprise education projects need to match local needs and conditions. The investigation of the projects' feasibility should be an integral part of project planning.
- 7.3 Schools are encouraged to links with the local and wider community

when undertaking their Enterprise projects.

- 7.4 Schools are encouraged to allow students greater autonomy and control of the enterprise education projects.
- 7.5 MoE will also disseminate examples of curriculum links for Enterprise Education to schools.
- 7.6 Assessment strategies for Enterprise Education will be trialed in selected schools and evaluated. Information concerning the assessment trial will be disseminated to schools and teachers.
- 7.7 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.
- 7.8 Professional development will be provided for teachers and other MoE officers to support the implementation of enterprise education.

8.0 EFFECTIVE DATE.....04/10/10

9.0 REVIEW DATE.....04/10/11

10.0 KEY SEARCH WORDS

Community based enterprise, Community-based training, Curriculum, Enterprise education, Enterprise skills, Grants, Lifelong learning skills, Students records, TVET, Vocational models, Vocational programmes,

11.0. APPROVED BY THE MINISTER FOR EDUCATION, NATIONAL HERITAGE, CULTURE & ARTS, YOUTH & SPORTS, HONOURABLE FILIPE BOLE



SIGNATURE

04/10/10

DATE