PAPUA NEW GUINEA
DEPARTMENT OF
EDUCATION

TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING

STRATEGIC MANAGEMENT
PLAN
2011 - 2020

TVET:
Master Key to Social and Economic Prosperity
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<th>Full Form</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Academic Advisory Committee</td>
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<tr>
<td>GC</td>
<td>Governing Council</td>
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<tr>
<td>NATTB</td>
<td>National Apprenticeship and Trade Testing Board</td>
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<tr>
<td>NEB</td>
<td>National Education Board</td>
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<tr>
<td>NC</td>
<td>National Certificate</td>
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<tr>
<td>NQF</td>
<td>National Qualification Framework</td>
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<tr>
<td>NTQF</td>
<td>National TVET Qualification Framework</td>
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<tr>
<td>NTC</td>
<td>National Training Council</td>
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<tr>
<td>OHE</td>
<td>Office of Higher Education</td>
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<tr>
<td>PFD</td>
<td>Project Formulation Document</td>
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<tr>
<td>SDA</td>
<td>Skills Development Authority</td>
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<tr>
<td>TTC</td>
<td>Technical Training Certificate</td>
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<tr>
<td>TVET</td>
<td>Technical Vocational Education and Training</td>
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Minister’s Foreword

TVET is a master key to creating a “Healthy, Wealthy, Happy and United Papua New Guinea”.

It gives me great pleasure as the Minister for Education, to introduce the TVET Strategic Management Plan 2011 - 2020. This Plan is in line with the National Government Vision 2050 and the government’s Development Strategic Plan, 2010 – 2030 (PNG DSP). Both government plans articulate the need for a systematic rejuvenation of TVET education systems. The plans demand a vibrant and innovative TVET education system to address the skilled labour shortages.

TVET will be the driving force to support the government policies and plans on economic, social and physical development. This TVET Strategic Plan will focus on developing a new TVET structure, and realignment and organisation of programs tailored toward meeting the current skills demand. The national government will support the implementation of this plan and I urge provincial government to support this vital sector too.

Our development partners will play a significant role in the implementation of TVET Strategic Management Plan. DoE recognizes that development partners’ support is necessary. Development partners’ support will be pivotal to providing financial support in the expansion, quality and equity goals of the TVET system. At this juncture, I wish to convey my sincere gratitude to development partners, the private sector and churches for their continuous support to TVET.

I commend the Department of Education for their effort in developing this Plan.

Hon. Paru Aihi, MP
Minister for Education
Secretary’s Message

Since the inception of TVET programs in the early 1960s, we have made slow progress in achieving the government TVET objectives of skilling the nation. A minimal achievement has been experienced during the education reform program period (1992-2005). During that period the government concentrated on basic education sector and with little attention to the TVET sector. As a result, TVET did not get the support it required at the political, national and provincial levels.

The TVET Strategic Management Plan is a significant move towards developing a vibrant, effective and efficiency TVET education program that will be accessible to all. The TVET Strategic Management Plan (2011-2020) serves as a road map for TVET development in Papua New Guinea. TVET programs will become the master key toward skilling the nation that is crucial for socio-economic development. The primary objective TVET Strategic Management Plan is to provide technical and vocational training for all. This Plan will provide opportunities to grade 8, 10 and 12 school leavers and non school leavers the opportunity to choose pathways of their choice. This will mean that our people will be skilled in varieties of practical technical programs. Ultimately, this will contribute towards improving their living standards as well as participate meaningfully in the development of their communities. I believe this will lead to a better future for all.

The government has made TVET a priority and focus for development in the next 10 years (2011 - 2020). Government with support from the provincial governments, parents, private training providers, church education agencies and development partners will strive to provide better TVET programs for Papua New Guineans. I commend all stakeholders in the country who have contributed so much to the TVET system. The TVET Strategic Management Plan is achievable. With your support, the TVET Strategic Management Plan will achieve the planned outcomes.

I extend my gratitude to officers of TVET and Policy Planning and Research Divisions who have worked tirelessly to develop this plan. I commend and congratulate you all for your efforts.

I endorse this Plan for its implementation.

Mr. Luke Taita
Acting Secretary for Education
TVET VISION STATEMENTS

TVET VISION STATEMENT

A HIGHLY ADAPTABLE AND INNOVATIVE SKILLED SOCIETY
BY 2020

TVET MISSION STATEMENT

CREATE ENVIRONMENT CONDUCIVE TO DELIVER HIGH QUALITY TECHNICAL VOCATIONAL EDUCATION AND TRAINING FOR THE PEOPLE OF PAPUA NEW GUINEA

TVET DIVISION THEME

TVET IS THE MASTER KEY FOR SOCIO-ECONOMIC DEVELOPMENT
Chapter 1: Introduction

1.1 OVERVIEW

This 10-year plan (2011-2020) captures the Department’s Technical Vocational Education and Training strategy in order to implement the Government directive on Vision 2050. The document comes in two parts. Part 1 starts with the rationale, outlining the background and justification of the TVET intent and follows on with the aims and objectives of the administrative structure, system structure and education program structure. However, the focus of this document is to strategise and implement the five directives as stipulated in the Governments Vision 2050. As such, Part 2 of the document strategizes the TVET Goals. It is envisaged that this strategic plan will provide the required Technical Vocational Education and Training provisions and services to all Papua New Guineans.

The TVET system in Papua New Guinea is fragmented therefore; it requires a Regulatory Body that will administer the entire function of both public and private training institutions. The creation of the Regulatory Body will be governed by the TVET Bill and Act of Parliament. This is to regulate and monitor the quality of training in line with the National Qualification Framework consistent with Pillar 1 of the National Government Vision 2050.

A healthy, wealthy and happy united Papua New Guinea can only be achieved through a sound and functional organisation and literate, knowledge base society. The TVET sub-sector is to expand its services aggressively so as to stimulate a healthy, wealthy and united Papua New Guinea by 2050. Hence, TVET is an instrument for creating such a society in the next 40 years. Therefore, the Department of Education through TVET is challenged to realign programs and strategies to promote and implement the Government goals and aspirations.

For Papua New Guinea to move forward it requires a sound economy base, law and order with the societal norms and aspirations. A functional TVET system with the political support will empower people to contribute and participate meaningfully in the economy, whereby creating harmonious society and improving the standard of living.

TVET has embarked on the review of its organisational structure, programmes, outcomes, objectives and strategies. Thus, the plan is intended to achieve the five directives stipulated in Pillar 1 of the National Government Vision 2050.

This TVET Strategic Management Plan is consistent with the current NEP 2005 – 2014. This plan will be incorporated within the NEP 2015 - 2024. The Plan will be reviewed in 2015.
1.2 SITUATIONAL ANALYSIS

1.2.1 The current TVET system
Technical Vocational Education and Training (TVET) Division within the National Department of Education; providing coordinating services and logistics support for Four (4) Technical Colleges, Two (2) Business Colleges, One (1) National Polytechnic and 131 Vocational Centers. These are the prime objectives of the TVET Division. There are 1,050 administrators and teachers in the TVET institutions and 48 officers within the TVET Head Office and five (5) Branches namely: Curriculum, Inspections, Operations, Vocational and Community Education.

1.2.2 Skilled Labour shortage align to socio-economic development
Skill labour shortage is an issue faced in Papua New Guinea. The contributing factors are lack of political and government support. Furthermore, another contributing factor is the boom in industry such as mining, tourism, forestry, fisheries, agriculture and others. These factors affect TVET system to produce the required skilled labour workforce.

1.2.3 Regulatory and Policy
There is no legitimate legislation and policy to govern and monitor the TVET administration and mechanism of both public and private training providers. As a result, there is fragmentation in the provision of TVET skills programs in PNG. Therefore, there is a need to address disintegration of TVET system and programs by aligning training standards to a National Qualification under PNG Qualification Framework.

1.2.4 TVET Administration
The administration of the Technical/Business Colleges, National Polytechnic and Community Colleges is a National Function. However, the administrative functions of Vocational Education are shared between the National and the Provincial Governments as stipulated in the organic law.

The existing TVET system is fragmented between the National and Provincial administrative functions and responsibilities as stipulated in the organic law. As a consequence, skill shortages in a number of critical areas are not addressed, such as highly skilled pressure welder. There is also a lack of quality assurance in the provision of TVET programs and qualifications.
1.2.5 Resources

**Infrastructure**

The current status of the physical infrastructures and training facilities, including tools and equipment are inadequate and obsolete. Relevant TVET consultation and discussions shows appalling conditions of institutional buildings and housing including public utilities (classrooms, workshops, laboratories, dormitories, ablution blocks, staff housing). The bulk of the institutional buildings are not designed and constructed according to the curriculum and training program specifications. As a result, quality and standards of delivery of teaching and learning are being affected.

**Teacher Education and Training**

Teacher education and training is a challenge and issue. TVET does not have a specialised TVET Teacher Training Institution. Current Teacher training providers (UOG, DWU,) do not meet the TVET’s requirement. Therefore, the current teacher training and qualifications do not meet the demand for the current changing technology and industry requirements. As a result, quality and standards of delivery of teaching and learning are being affected.

TVET also faces the challenges of attracting and retaining qualified and experienced instructors with appropriate trade and teaching qualifications. This situation is worsened with better conditions of employment provided by the private sector and resource project developers. The quality of education and training of our graduates have to meet industry needs, but this cannot be achieved without qualified and experienced instructors and lecturers.

1.2.6 The new TVET system

The Department of Education has proposed a new system that will address the above factors. It has embarked on a new policy framework, administrative system and pathways. The new system will be flexible and responsive by bringing TVET to the people. It will provide an alternative pathway which will improve access for the excluded, underprivileged, disadvantaged, people with disabilities, geographically isolated, both genders and the wider population. The new system will improve retention of the influx of students exiting Grades 8, 10, 12 and wider population at large. As such, it will provide the basis for skilled human resource development for Papua New Guinea socio-economic prosperity.

1.3 **RATIONALE FOR TVET**

Papua New Guinea is rich in natural resources. There are extensive reserves of natural gas and oil. Mineral deposits of gold and copper abound. The waters around PNG are rich in marine life. Forest products are major exports and a vast timber resource remains largely untapped. PNG has rich traditions and colourful culture. All these are perfect recipe for a huge economic gain. Despite the availability of these
‘raw materials’ for economic development, the economy is limping. The advent of new ways in the contemporary Papua New Guinea has set new targets to reach. Law and order, unemployment, urban drift, corruption, HIV/AIDS, skilled workforce, economy, equal distribution of wealth, etc, are the overarching concerns.

The National Government has outlined its main policies for economic recovery and development, including human resource development in its' Vision 2050. The strategic direction for Vision 2050 is that “Papua New Guinea will develop and grow the manufacturing, services, agriculture, forestry, fisheries and eco-tourism sectors from 2010 to 2050”. The challenge therefore is, “How do we shift the economy that is currently dominated by the mining and energy sectors (non-renewable), to one that is dominated by renewable sector in agriculture, forestry, fisheries and eco-tourism and manufacturing between 2010 and 2050”.

Whilst, long term economic domination of the renewable sector is emphasised, the non-renewable economy in the mining and energy sector will require skilled workforces to. Worldwide, the output of the Technical Vocational Education & Training (TVET) sector constitutes the majority of the workforce who manipulates renewable and non-renewable resources for economic gain. This category of human capital is in short supply in Papua New Guinea.

The skills manpower issues affecting PNG can only be addressed through a vibrant, efficient and responsive technical vocational education and training system. There is a need to develop the undeveloped TVET sector that will play a very important role for the economic growth of Papua New Guinea. The underdeveloped TVET sector in question relates to post primary sector education where the bulk of the workforce comes from. Subsequently, Papua New Guinea lacks skills manoeuvring and employability at the age of 14 – 18 years. The question once again is, “How do we shift from a generic education system that is more elementary knowledge based to an occupational and skill based education (TVET system) that would provide an immediate skilled workforce as early as possible at lower secondary level”.

Consequently, an occupational and skills based education is the emphases in the Government circle today after basic education. Pillar 1 of Vision 2050 gives recognition to this and emphasis made in this regard to:

Provide access to industry and sector-based applied education for the adult population in the informal sector (1.17.2.3),
Expand teachers, technical, business, forestry, fisheries, maritime, tourism and hospitality, and community colleges (1.17.2.6)
Establish one multi-disciplinary technical college in each province (1.17.2.8),
Establish one vocational school in each District (1.17.2.9),
Establish an Industrial Technology and Development institute (1.17.2.13)

Subsequently, the Papua New Guinea Strategic Development Plan 2010 -2030 states that,” students with technical abilities will be provided with easy access into vocational technical colleges, including polytechnic colleges. This includes ensuring that vocational and technical training is provided to students while still at
secondary school as well as to school leavers. More broadly, the vocational training system will be made flexible enough to be easily available to those currently employed or at school, or who are moving out of employment or school. Programs will be developed that cater for all such students. This calls for a TVET system that is vertically aligned from post primary technical vocational education into post secondary”.

For this reason we state: “TVET - THE MASTER KEY FOR SOCIO-ECONOMIC PROSPERITY”

1.4 THE NEW TVET SYSTEM

The Department of Education interprets the Governments emphases to that of, creating an alternative education system, a parallel system complimenting the current Education System to provide occupational education. The system will not only provide occupational education, however, it will also address other issues facing the education system today. The parallel system will counteract the terminal points and the gap in the main stream education system. It will provide opportunities for those who are unable to continue education in the post primary general stream due to: unavailability of spaces in the mainstream, Pre-Employment Technical Training (PETT) shelved in Technical Colleges and the Office of Higher Education (OHE) scholarship requirement. In doing so, it will reduce attrition and dropout rates, whilst increasing retention. Female enrolments will increase and female participation in male dominated fields will materialize and visa versa. The feature of this system is the achievement of access to education for all and relevant education for all and equal participation for all.

On the other hand Papua New Guinea is a fast growing nation and requires competently skilled manpower for its ever-growing socio-economic development and potential, especially, in the skilled and semi-skilled bracket of the labor force. These will definitely, require an overhaul in the TVET sector by the Department of Education, in collaboration with the countries twenty two provinces and the Autonomous Region of Bougainville. An aggressive, overhaul in the TVET sector is needed, requiring innovative strategies and action to rationalize and revitalize the current TVET system thus, establishing new and innovative programs to cater for the vacuum and or gaps created by the mainstream education reforms at post primary and post secondary. The proposed innovation would subsequently address the current education issues and respond to the Governments strategic direction for Vision 2050 stipulated in Pillar one.

In parallel with the mainstream education system, the TVET stream will provide an alternative and world class education and training for Papua New Guineans who wish to make their own living or articulate according to their talents. Contrary to the mainstream education system, provisions will be made to;
1. Provide pathways at every exit point to further studies
2. Provide pathways for cross eligibility
3. Provide access for the underprivileged and deprived population
4. Empower marginalized citizens
5. Increase rural productivity,
6. Increase non-farm employment
7. Reduce urban un-employment,
8. Activate entrepreneurial society
9. Reduce and or alleviate poverty.

The essence of this strategic plan is to institute a high level; broad based employability to improve the living standard of every citizen, thus, stimulating economic gain for Papua New Guinea.
Chapter 2: The New TVET Wing Organisational Structure and Functions

2.1 THE NEW TVET ADMINISTRATIVE STRUCTURE

The new initiative will require a review in the manpower establishment structure of both the public servants and the teaching service. The manpower will be quantified by the unit of quantities at the activity level intended to bring about results and productivity required by the Vision 2050 direction. This will then form the bases for the establishment of the hierarchy, the channel of communication and subordination. The review will realign manpower based on new job requirements that will be specified in the administration of the system, the pathway and the education programs.

Consistent with the General Order, the grading, classification and naming of positions will be created for different levels and chain of command, thus completing the structural review.

Personnel emoluments and conditions will be also reviewed accordingly to reflect each job requirement and classifications.

2.2 THE TVET WING

The proposed system will be structured in parallel with the current mainstream education system (Figure 2) and managed by the Department of Education through independent new Wing to be established under the Teaching and Education Standards Wing. This is shown in Figure 1 below. The Wing to be known as Technical Vocational Education and Training Wing will have three (3) functional Divisions administering the TVET programs.

![Figure 1 - TVET Administrative and Management Wing Structure](image-url)
The Wing’s core functional responsibilities will be as follows.

1. TVET Operation and Management Division (National Function and National Extended Services to provinces)
2. TVET Curriculum Development and Inspections Division (National Function)
3. Community Education and Coordination Services Division (National Extended Services to provinces)

The establishment of the Wing and the three functional Divisions will bring about major shift in the policy directions and dimensions to improve TVET service delivery. The new TVET administrative structure is a step forward to enhance commitment to change and to provide continuous direction for growth and progress in the development of PNG economy consistent with the National Government’s Vision 2050. It is envisaged that the system will eventually see the coordination of a functional TVET system that recognizes the alignment of efforts towards PNG’s economic growth and national training priorities.

The TVET Wing will regulate the programs, functions and policies effectively, thus, providing vital directions and guidance to the Government and the people of Papua New Guinea.

2.3 TVET OPERATIONS AND MANAGEMENT DIVISION

TVET Operations and Management Division will assume two functional roles in its program under the current administrative and governance, demarcations and responsibilities between the National and Provincial Government. First, the national function provides administrative services to other divisions in the Wing and national institutions. Second, it provides national extended services to the provincial administration and provincial institutions. This Division’s structure is rendered in Figure 2 below.

![Figure 2- TVET Operation and Management Division](image)

Major functional activities at the national level would include,

1. Management and administrative support and services to system policy, research, planning, monitoring and evaluation
2. Administrative support services to Curriculum Development and Implementation, Monitoring and Evaluation
3. Administrative support services to Inspections & Quality Assurance
4. Administrative support services to Community Education
5. Administrative and budgetary support services to national TVET institutions
6. Administrative services to national TVET students selection and support services
7. Administrative services to national institution teachers support services
8. Administrative services to teacher professional development and recruitment
9. Management and administrative services to data and Management Information System
10. Administrative services to TVET Flexible and Open Learning
11. Administrative services to Measurement and Evaluation

Under the current system of education, the Provinces administer provincial institutions. Therefore, TVET administration will only provide coordination, advisory and facilitation roles to the provinces.

For the provincial function, major activities will be,
1. Coordination and support to Provincial TVET Policy and Planning
2. Coordination and support to Provincial TVET Research, Monitoring and Evaluation
3. Administrative and budgetary support services to provincial TVET institutions
4. Administrative support services to teachers of provincial institution
5. Administrative services to data and Management Information System Coordination and facilitation of provincial TVET developments

2.4 TVET CURRICULUM AND INSPECTION DIVISION

TVET Curriculum and Inspection Division will assume two (2) functional roles in its program. These core functions will come under six functional or operational units as shown in Figure 3 below.
Curriculum is a national function, however, provinces and communities will continue to have guidance and support from the Department of Education in their bid for non-award and post primary award TVET programs. As such, it will have seven (7) functional activities, at the national level and the other executing the national extended services to the provinces.

Major functional activities at the national level would include,

1. Regulate and administer National Curriculum Policy and Planning
2. Design, develop and implement National Curriculum and course programs
3. Facilitate and coordinate delivery of courses and programs
4. Monitor and maintain Standards of TVET institutions
5. Manage and administer the operations of Curriculum & Inspections
6. Manage and administer the operations of TVET Flexible and Open Learning
7. Measure, evaluate, research and maintain Quality Assurance

Major functional activities at the provincial level would include,

1. Facilitate and coordinate provincial and local level-based Curriculum Policy, Planning and Research
2. Facilitate and coordinate provincial and local level-based curriculum and course programs
3. Adapt and adopt recognised courses and programs
4. Monitor and evaluate National Curriculum
5. Facilitate and coordinate the implementation, monitoring and evaluation of provincial and local level-based curriculum
6. Manage and administer student assessment and records

The function of TVET Inspections in terms of Standards is a national function. Its functional roles are performed around quality assurance. This is to ensure that there are standards and quality in all aspects of TVET programs and activities. It monitors...
and evaluates performance and productivity and ensures vibrant, efficient and responsive TVET programs that will meet the training and education needs of the industry and wider population.

2.5 COMMUNITY COLLEGE EDUCATION SECRETARIAT

Community College Co-ordinating Services Division is responsible for establishing and managing District-based Community Colleges. However, unlike other provincial-based institutions; management of the Community Education programs is regulated by an independent Trust, Inclusive Education for National Development for Community Education Trust (IENDCET). Its administrative component is managed by the Department of Education through the Community Education Division of the TVET Wing. Its functions cover a broad range of administration, facilitation and coordination roles.

![Diagram of Community College Co-ordinating Services Division]

**Figure 4 - Community College Co-ordinating Services Division**

Its major activities are to:

1. Facilitate and coordinate Community College establishment
2. Adapt and adopt community college courses and curriculum
3. Facilitate and coordinate delivery of courses and programs
4. Provide administration and budgetary support services to community colleges
5. Provide administrative services to community college students selection and support services
6. Provide administrative services to community college teachers support services
7. Provide administrative services to teacher professional development and recruitment
8. Provide management and administrative services to data and Management Information System; and
9. Facilitate and coordinate policy, planning and research.
Chapter 3: THE TVET SYSTEM PATHWAYS

3.1 TVET PILLARS

To complement and implement Pillar One of the Vision 2050 strategic direction, the TVET Stream Education System will be structured as shown in Figure 4. The TVET system pathway).

The system will focus on four of its own pillars. These will be:

- Access – Increase access
- Quality – Pursue quality at all instructions and programs
- Relevance - Impart relevance, that education and training is meaningful and meeting national and individual demand
- Equity- TVET is open to all and gives attention to the disadvantaged.

As such, it will empower Papua New Guineans and improve the living standards, thus reducing poverty where it exists.

3.2 STRUCTURE /PATHWAYS

The TVET system of the Ministry of Education is delivered through four core institutions. These are Technical secondary schools, vocational training centres, community colleges and technical/business colleges, and a national polytechnic institute. There are a variety of programs designed for different levels and classes of people and qualifications, thus creating pathways, accreditation and employability.

The TVET pathway offers a parallel education and training with the mainstream education at the post primary level. It will link up with Technical and Business Colleges, and Polytechnic institutions at the tertiary level. Under systemic changes there is a complete formal TVET stream, closing the gap between primary and tertiary education, thus making it possible for students to articulate into higher TVET institutions including Universities. This is consistent with the Governments Strategic Plan 2010-2030, which states that, “to achieve a rapid expansion in students at Universities and other institutions, a reform of the country’s education system is required. A particular initiative is the introduction of a flexible high school system that smooths the pathway for students to move into technical and tertiary training options”.

A flexible and open learning institution will be established in association with all levels of TVET institutions to create alternative pathways including cross eligibility for students and wider population at large. The new TVET system is flexible as it allows for both horizontal and vertical pathways.
An accreditation process will be established consistent with the pathway and as determined by the National TVET Qualification Framework. Programs and course content will also be reviewed and streamlined to accredit students for higher learning within the Qualification Framework and cross eligibility within the general education examination policy. Existing programs, subsequently, will be reviewed and new accreditation programs at post primary, post secondary and polytechnic will be established in this context.

Employability of the population will be enhanced and increased through the new TVET system, which is currently unavailable in the mainstream education system. At grade 10, students will have already gained formal recognition as apprentices and at grade 12, they are technicians, unlike today where students have to complete grade 12 and undergo technical education before being formally recognised in a technical and vocational field. Thus, TVET will shift to ensure that the school youth are prepared for employment at the age of 15 and 16, as semi-skill workers and apprentice at 17 years of age and technician at 20 years of age. They become semi-professional, professionals and craftsmen and women as they work up the ladder in the workplace and/or further education at tertiary institutions and Universities. The working class will have the opportunity and access to professional and technical upgrading at their own time and pace.
All entry into the TVET system will basically come from students leaving Grade 8, 10 and 12 from both the mainstream education system and FODE colleges. Entry qualification into community colleges is open to students from both the school system and the public. Traditionally, students enrolled in TVET institutions have come from those who have not been able to meet academic requirements to proceed in the mainstream system. Under the proposed reforms in this plan TVET is a pathway. This means the value and quality of TVET programs will be improved under the reforms. Students at the end of the general education cycle exit points can make a choice to pursue a TVET stream or a general education (academic biased) stream.

At the end of grade 8, select students who opt to take a TVET pathway, depending on their academic and psychomotor abilities, may enrol into a vocational training centre or a technical high/secondary school.

The long term Government’s plan is to achieve Universal Basic Education (UBE) from Elementary to Grade 8 by 2020. This will exert pressure and constraints on the current TVET system which this plan is targeting. TVET will support UBE through curriculum development at the basic living skills in the basic education sector.

There will be a number of terminal points in the TVET system, at which a student can choose, either to continue on to the next level or exit into the industry and community. Students who complete grade 10 will have two choices. They will either choose to stream into Grade 11 general stream or continue onto Grade 11 TVET stream.

The choices students make at each terminal point are very much dependent on individual career path choices and decisions. Their career path may also be determined by parents and guardians and/or industries and communities. This will be based on the available employment and development opportunities around them and the country as a whole.

Enrolees in Vocational Training Centres will undergo programs applicable for different and varied purposes, thus, giving a wider population opportunities to accelerate in life. Consequently, programs for these categories of people will vary from specialised skills attainment to prerequisites for further studies.

Enrolees in Community Colleges will be those from the community who are disadvantaged or marginalised, due to financial burden, leaving schooling due to pregnancy, destitute women, and widows and due to other social and financial disparities. The programs in Community Colleges will also vary from specialised skills attainment to Diploma and Degree qualification.

A TVET Flexible Open Learning and Distance Education Institute will be established to cater for the wider population so it can allow access to distance mode of Technical Vocational Education and Training. This will create alternative pathways including cross eligibility for students and the wider population at large.
In whole, the proposed structure and programs in the next ten years aim to:

(a) Make TVET a pathways for every student at the end of grade 8, 10 and 12 from the general education system.
(b) Promote articulation and accreditation between general education and TVET institutions and within TVET education providers;
(c) Ensure TVET programs meet industry demands and encourage entrepreneurship;
(d) Make TVET flexible and open so that any person can enter and leave with technical and vocational skills
Chapter 4: TVET PROGRAMS

4.1 OVERVIEW

TVET is unique in nature and focus. Its regulatory system and administrative function is fragmented between the Ministry of Education, Commission for Higher Education, Science and Technology, National Apprenticeship and Trade Testing Board, National Training Council, the Provincial and Local Level Government Organic Law and Community College Trust Bill. As such, TVET programs today have no formal links in administration and the regulatory system. The current and fragmented regulatory system inhibits establishment of post primary TVET programs and qualifications for a systematic accreditation processes at Technical and Business Colleges, thereby creating an accreditation gap at post primary to tertiary institutions and from tertiary institutions to Universities. The proposed system and the pathway will eventually close this gap and make it possible for the accreditation processes to take place on a larger scale.

The tables that follow clarify the various programs offered at the respective TVET institutions.

4.2 TVET PROGRAMS

The system will have variety of programs designed for different levels, class of people and qualifications. Consistent with the Pillar One of the Vision 2050 strategic direction, the TVET Stream Education System programs will be structured as follows.

4.2.1 Vocational Training Centres (VTC)

There will be a variety of programs developed in Vocational Training Centres that will cater for different levels, classes of people and qualifications. The programs will focus on industry and informal sector-based applied education. The program will be Technical Vocational skill oriented and will not offer academic subjects. However, flexible and open learning programs will be offered for different qualification so that students are accredited and or qualified for a job. It will also offer prerequisite programs for students at Grade 10 general stream who wish to venture into technical vocational field.

Personal viability and/or Life Coping skills is mandatory in VTC programs. These programs embrace Sub-section 1.17.2.3 of Vision 2050, Pillar One.
### Table 1. Program: Prerequisite and Occupational demand driven skills - Category 1

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>QUALIFICATIONS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Training Centre</td>
<td>1. Various occupational skills in technical trade,</td>
<td>Vocational training Certificate in Occupational Skill</td>
<td>Semi-skilled NC1/2 &amp; Trade Test 1/2 apprentice</td>
</tr>
<tr>
<td>One-year industrial and community based</td>
<td>2. Various primary and forest industries skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>occupational training program</td>
<td>3. Various hospitality and tourism industry skills</td>
<td></td>
<td></td>
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<tr>
<td>One-year prerequisite training program for Grade</td>
<td>4. Various downstream processing and manufacturing industry skills</td>
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</tr>
<tr>
<td>10 General Stream</td>
<td>5. Personal Viability</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>6. Entrepreneur skills</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Various modules in technical trade skills,</td>
<td>Certificate of attainment in a skills module</td>
<td>Semi-skilled</td>
</tr>
<tr>
<td></td>
<td>2. Various modules in primary and forest industries skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Various modules in hospitality and tourism industry skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Various modules in downstream processing and manufacturing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5. Various modules in Personal Viability</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>6. Various modules in Entrepreneur skills</td>
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</tbody>
</table>

### Table 2. Program: Community based demand driven skills - Category 2

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>QUALIFICATIONS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Training Centre</td>
<td>1. Various modules in technical trade skills,</td>
<td>Certificate of attainment in a skills module</td>
<td>Semi-skilled</td>
</tr>
<tr>
<td>One day to three months skills attainment training program</td>
<td>2. Various modules in primary and forest industries skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Various modules in hospitality and tourism industry skills</td>
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<tr>
<td></td>
<td>4. Various modules in downstream processing and manufacturing</td>
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<td></td>
<td>5. Various modules in Personal Viability</td>
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<td></td>
<td>6. Various modules in Entrepreneur skills</td>
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### Table 3. Program: Culture and Music Industry - Category 1

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>QUALIFICATIONS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Training Centre</td>
<td>1. Various Traditional Arts and craft production skills</td>
<td>Certificate of attainment in a skills module</td>
<td>Semi-skilled Sub-Technicians</td>
</tr>
<tr>
<td>One day to three months skills attainment training program</td>
<td>2. Various modern Arts and Craft production skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Various Traditional music and dance skills</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>4. Various modern dance and music industry skills</td>
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</tbody>
</table>
4.2.2 Technical High School (THS)

Programs in THS will cater for those leaving school at grade 8. It offers a Stage 1 Pre-Employment Technical Training two-year post primary program preparing students at Grade 9 and 10 as apprentice. An external examination is conducted at Grade 10 and students are selected to Grade 11 TVET stream to continue their education for those who do well whilst, those who do not do well will exit to industry and community. As apprentice, students are being prepared for employment at this stage. However, provisions will be made to stream selected students into Grade 11 general stream if they wish to change their career path to non-technical field. These programs embrace Sub-section 1.17.2.9 of Vision 2050, Pillar 1.

Table 4. Program: Technical High School Certificate (NC1)

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>QUALIFICATIONS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year Post Primary Lower Secondary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Grade 9 &amp; 10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.3 Technical Secondary School (TSS)

Technical Secondary School is an Upper Secondary School and as such it receives its students from selected students in Grade 10 TVET stream. It offers a stage 2 Pre-Employment Technical Training two-year post Grade 10 program preparing students as Technicians. An external examination is conducted at Grade 12 and students are selected to Technical and Business Colleges to continue their education. Others may exit to industry and community. As technicians, students are being prepared for employment at this stage as well. However, provisions will be made to stream selected students into other tertiary institutions for those wanting to change their career path to non-technical field. These programs embrace Sub-section 1.17.2.9 of Vision 2050, Pillar One.

Table 5. Program: Technical Secondary School Certificate (NC2)

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>QUALIFICATIONS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year Post Grade 10</td>
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<td></td>
<td></td>
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<tr>
<td>Grade 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Secondary Grade 11 &amp; 12</td>
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</tbody>
</table>
4.2.4 Technical and Business College (TBC)

TBC is a two-year lower industrial technical trade education. It receives its students from selected Grade 12 TVET stream. It will also receive eligible students from Flexible TVET Open Learning and Distance Education Institute. It will also offer prerequisite programs for students at Grade 12 general stream to enter TBC if they wish to change their career path to technical fields. TBC will offer programs in engineering at an operative level and preparing students as professional craftsman and woman. As craftsman and woman, students are employable at an operative engineering level. These programs embrace Sub-section 1.17.2.8 of the Vision 2050 - Pillar one..

Table 6: Program: Diploma in Technician Education

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>COURSES</th>
<th>QUALIFICATIONS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and Business College</td>
<td>1. Mechanical Eng.</td>
<td>Diploma in relevant trade disciplines</td>
<td>Technician/NC Diploma</td>
</tr>
<tr>
<td></td>
<td>2. Building/Arch</td>
<td>National Certificate 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Civil Eng</td>
<td>National Certificate 4</td>
<td></td>
</tr>
<tr>
<td>Two-year Operative Industrial Technical Education</td>
<td>4. Electrical Eng</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Applied Science</td>
<td></td>
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<tr>
<td></td>
<td>6. Business Studies strands</td>
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</tbody>
</table>

4.2.5 Polytechnic Institution (PTI)

PTI will offer two major programs. First, it will offer a three-year higher industrial technology education. This program offers a one-year higher industrial technology education at Advance Diploma level and a two-year industrial design and technology education at an Undergraduate level. Second, TVET education and teacher training programs will also be offered at Diploma and Degree level. These programs reflect Sub-section 1.17.2.13 and 1.17.2.6 of the Pillar one of Vision 2050.

To materialise these processes, new TVET programs must be instituted at various levels of TVET institutions. TVET curriculum will be reviewed for tertiary institutions. Design and develop new suitable curriculum to accommodate the proposed post primary TVET institutions including vocational training centres.

4.2.6 The program relationship

The above programs will create accreditation and cross eligibility pathways. Furthermore, it will also create access for upgrading and acquisition of specialised skills for the industry, community and wider population. It also shows the link to employment and community at various exit points by defining its qualifications and status. The following figure depicts the TVET program relationship.
Figure 6: *The TVET Program Relationship*

Note: Refer to the series of tables (Table 1 - 6) above for more information about the program relationship.
Chapter 5: **Strategic goals, objectives and activities**

### 5.0 INTRODUCTION

There are eight major outcomes this strategic plan sets out to achieve between 2011 and 2020. For each of the outcomes, the objectives that will guide the achievement of the outcome, the tangible outputs that will indicate the achievement of the outcome and the specific activities that will be involved are set out below. This monitoring of the goals, objectives and activities will be detailed in every annual plan by the respective Division or Section.

### 5.1 MAJOR OUTCOME 1: REGULATORY FRAMEWORK

<table>
<thead>
<tr>
<th>MAJOR OUTCOME 1:</th>
<th>Legislate a Regulatory framework for TVET in consistent with the National Governments Vision 2050</th>
</tr>
</thead>
</table>

**Objective 1.1:**  
*Enact a Skills Training Bill through the Act of the Parliament to regulate Technical Vocational Education and Training.*

**Output 1.1.1**  
A Parliamentary “Act” to establish a Technical Vocational Education and Training Legal Entity approved by the Parliament.

**Activities:**  
1.1.2.1 A working committee to develop a draft framework  
1.1.2.2 Mobilise and consult line Departments, NPO, DPM, PMD DCD  
1.1.2.3 Organise writing workshop  
1.1.2.4 Working committee to edit first draft  
1.1.2.5 Present first draft to SEOC  
1.1.2.6 Present second draft to NEB  
1.1.2.7 Present third draft to CACC  
1.1.2.8 Present fourth draft to NEC  
1.1.2.9 Present final draft to Parliament  
1.1.2.10 Gazette for publication and distribution

**Input 1.2.3:** Refer to Input Category No. 3, Table 7, p.56

**Objective 1.2:**  
*Establish and merge all Technical Vocational Education and Training Policies in a new Policy Framework.*

**Output:** 1.2.1 Relevant and appropriate TVET Policy document is in place.

**Activities:** 1.2.2  
1.2.2.1 Organise working workshops
1.2.2.2 Include Department of Labour and Community Development
1.2.2.3 Develop a draft policy
1.2.2.4 Edit first draft
1.2.2.5 Present the first draft to TMT
1.2.2.6 Present the edited draft to SEOC
1.2.2.7 Obtain legal advice
1.2.2.8 Present second draft to NEB
1.2.2.9 Publish approved document
1.2.2.10 Launch and distribute approved document

Input 1.2.3: Refer to Input Category No. 3, Table 7. p.56

Objective 1.3: Establish a new Regulatory framework for Technical Vocational Education and Training.

Output: 1.2.1 A new Regulation Framework for Technical Vocational Education and Training is established

Activities: 1.3.2
1.3.2.1 Working committee to organise workshops
1.3.2.2 Include Department of Labour, Community Development & Trade and Industry
1.3.2.3 Working committee to develop a Regulatory draft framework
1.3.2.4 Edit first draft
1.3.2.5 Present to SSM/TMT
1.3.2.6 Consult for Legal Advice
1.3.2.7 Present second draft to NEB
1.3.2.8 Publish approved document
1.3.2.9 Launch and distribute approved document

Input 1.3.3: Refer to Input Category No. 1 & 3, Table 7. p.56

Objective 1.4: Establish a new Technical Vocational Education and Training Regulatory System.

Output 1.4.1 National skills training regulatory system is developed

Activities 1.4.2
1.4.2.1 Establish a TVET Skills Development Regulatory System Working Committee
1.4.2.2 Revisit and review existing TVET Regulatory System
1.4.2.3 Consult relevant stakeholders, including OHE, NATTB, NTC, NRI
1.4.2.4 Consult relevant ministries including DoCD, DoLIR, MoHEST, DNPM, MoNPM
1.4.2.5 Consult Attorney General for legal advice
1.4.2.6 Prepare draft NEC submission
1.4.2.7 Present to NEB for endorsement
1.4.2.8 Present final document to NEC for approval
Output 1.4.3  The TVET Skills Development Authority is established

Activities: 1.4.4
1.4.4.1 Establish a working committee
1.4.4.2 Establish the structure, roles and functions of the TVETSDA
1.4.4.3 Organise key personnel to formulate duties and responsibilities of TVETSDA
1.4.4.4 Consult Attorney General for legal advice
1.4.2.5 Prepare draft NEC submission
1.4.2.6 Present to NEB for endorsement
1.4.2.7 Present final document to NEC for approval
1.4.4.8 Declare, installation and commissioning of the Authority by the Minister
1.4.4.9. Establish a TVET standard, monitoring and evaluation branch.

Output: 1.4.5  Sub-Committees of Regulatory authorities are established.

Activities: 1.4.6
1.4.6.1 Establish National TVET Council
1.4.6.2 Establish TVET Professional and Appointment Committee
1.4.6.3 Establish TVET Curriculum Advisory Committee
1.4.6.4 Establish TVET Curriculum Working Committee
1.4.6.5 Establish TVET Academic Advisory Committee
1.4.6.6 Establish TVET Industrial Standards Panel
1.4.6.7 Establish TVET Board of Survey
1.4.6.8 Establish TVET Project Task Force Committee
1.4.6.9 Establish TVET Student Selection Committee
1.4.6.10 Establish TVET Student Disciplinary Committee
1.4.6.11 Establish TVET Finance and Budget Committee
1.4.6.12 Establish TVET Human Resource Development Committee
1.4.6.13 Establish TVET Registration and Accreditation Committee
1.4.6.14 Establish TVET Implementation, Monitoring and Validation Committee
1.4.6.15 Establish TVET

Input 1.4.7: Refer to Input Category No. 1&3, Table 7. p.56

5.2 MAJOR OUTCOME 2: ACCESS TO INDUSTRY AND SECTOR-BASED APPLIED EDUCATION FOR ALL

MAJOR OUTCOME 2:  Provide access to industry and sector-based applied education for the adult population in the informal sector (1.17.2.3)

Objective 2.1:  Establish one vocational training centre per District.

Output: 2.1.1  Existing vocational centres system in PNG is rationalised
Activities: 2.1.2

2.1.2.1 Make reference to the system-wide vocational reform strategy
2.1.2.2 Visit Provinces to confirm the PEB approved centres
2.1.2.3 Consult Non-Permitted School Agencies to TVET agencies.
2.1.2.4 Confirm PEB approved TVET Committee in the Provinces
2.1.2.5 Develop criteria for deregistration and re-registration
2.1.2.6 Deregistration of all vocational centres
2.1.2.7 Reregister all PEB approved centres

Output: 2.1.3: New vocational centres in the Districts without VTCs are established.

Activities: 2.1.4

2.1.4.1 Consult provincial authorities, Chamber of Commerce and other stakeholders
2.1.4.2 Formulate Project Proposals for new vocational centres establishment
2.1.4.3 Present to PEB for approval (in line with their Education Plan).
2.1.4.4 Present to IMG for validation and approval
2.1.4.5 Present to PEC for approval and implementation
2.1.4.6 Make submission to Dept of National Planning & Monitoring for funding
2.1.4.7 Provide technical advice and logistic support

Input: Refer to Input Category No. 1&3, Table 7.p.56

Objective 2.2: Develop varieties of occupational training programs for the adult population driven by the industry and informal sector.

Output: 2.2.1 Relevant training programs are developed.

Activities: 2.2.2

2.2.2.1 Conduct workshops to identify and compile suitable training programs for wider population
2.2.2.2 Identify and develop Entrepreneurial skills programs
2.2.2.3 Identify and develop Personal Viability Programs (Life Skills)
2.2.2.4 Identify and develop Relevant National Certificate programs for articulation
2.2.2.5 Identify and develop short course programs specified by community demand

Input: Refer to Input Category No. 1, Table 7.p.56

Objective 2.3: Design and Develop appropriate curriculum for industry and sector-based applied education for the adult population in the informal sector.

Output: 2.3.1 Appropriate modular courses are in place

Activities: 2.3.2
2.3.2.1 Facilitate and conduct training needs analysis in each Province
2.3.2.2 Conduct workshop to compile and standardise competencies
2.3.2.3 Design and write up the relevant modules
2.3.2.4 Design Assessment Instrument
2.3.2.5 Present to TVET Curriculum Advisory Committee for endorsement
2.3.2.6 Present to PEB for approval
2.3.2.7 Trail Approved modular courses
2.3.2.8 Evaluate the programs
2.3.2.9 Certification and Recognition of participants
2.3.2.10 Articulate and accredit for successful candidates

Input: Refer to Input Category No.1 & 3, Table 7.p.56

Objective 2.4: Provide new infrastructure for each vocational training centre based on programs and curriculum specifications.

Output: 2.4.1 New Vocational Centres infrastructures are in place.

Activities: 2.4.2.
2.4.2.1 Consultation with relevant stakeholders – Provincial Authorities, NGOs, Chamber of Commerce and community
2.4.2.2 Identify location/site
2.4.2.3 Submit report PEB/IMG for registration and approval
2.4.2.4 Prepare project proposal and scope of work.
2.4.2.5 Secure funding from donor agencies, Provincial Government/LLGs, and National Government.
2.4.2.6 Call for tender and awarding of contract to reputable contractors.
2.4.2.7 Implement, monitor and evaluate infrastructure projects
2.4.2.8 Issuance of certificate of completion and occupancy.

Input: Refer to Input Category No. 1, 2 & 3, Table 7.p.56

Objective 2.5: Maintain old infrastructure for each vocational training centre based on programs and curriculum specifications.

Output: 2.5.1 Existing infrastructure are rehabilitated

Activities: 2.5.2.
2.5.2.1 Consult with Provincial Authorities to identify infrastructures that need rehabilitation and those that will be demolished and replaced with new infrastructure.
2.5.2.2 Prepare project proposals and scope of work.
2.5.2.3 Secure funding from donor agencies, Provincial Government/LLGs, and National Government.
2.5.2.4 Call for tender and awarding of contract to reputable contractors
2.5.2.5 Implement, monitor and evaluate infrastructure projects
2.5.2.6 Issuance of Certificate of Completion and Occupancy.

Input: Refer to Input Category No. 1, 2 & 3, Table 7.p.56
Objective 2.6:  
*Provide tools, equipment and training materials for each training program based on the curriculum specifications*

Output: 2.6.1  
Relevant tools, equipment and training materials aligned with curriculum specifications are in place.

Activities: 2.6.2

2.6.2.1  Evaluate existing course programs  
2.6.2.2  Identify competencies  
2.6.2.3  List tools and equipment needed to cater for the competencies of the course programs  
2.6.2.4  Prepare project proposals for procurement and distribution of appropriate tools and equipment.  
2.6.2.5  Secure funding from donor agencies, Provincial Government/LLGs, and National Government.  
2.6.2.6  Call for tender and awarding of contracts to reputable suppliers.  
2.6.2.7  Implement, monitor and evaluate procurement and distribution of appropriate tools and equipment.

Suggest also build in on-going maintenance program + necessary security

Input:  
Refer to Input Category No.1,2&3, Table 7.p.56

Objective 2.7:  
*Collaborate and facilitate Trade Testing in all vocational centres with National Apprenticeship and Trade Testing Board.*

Output: 2.7.1:  
Trade Testing Centres in all vocational centres are established.

Activities: 2.7.2

2.7.2.1  Consultation with NATTB (TVETSDA)  
2.7.2.2  Verify and conform appropriate standards are met by Vocational Centres.  
2.7.2.3  Certify and register as Trade Testing Centres.  
2.7.2.4  Train selected TVET teachers as Trade Test assessors  
2.7.2.5  Certify and register selected TVET teachers as assessors.  
2.7.2.6  Collaborate with NATTB to sustain all registered trade testing centres in Vocational Centres.

Input:  
Refer to Input Category No.1&3, Table 7.p.56

5.3 MAJOR OUTCOME 3: EXPANSION OF COLLEGES

| MAJOR OUTCOME 3: | Expand teachers, technical, business, forestry, fisheries, maritime, tourism and hospitality, and community colleges (1.17.2.6). |

Objective 3.1:  
*Expand current 5 technical and business colleges.*

Output 3.1.1  
Public Investment Program project formulation are approved by Central Agency Coordinating Committee (CACC).
Activities 3.1.2

3.1.2.1 TVET project officers, develop a first draft project formulation document (PFD) on expansion of 5 technical and 2 business colleges with the governing councils and College staff.

3.1.2.2 Present first draft to TVET Wing
3.1.2.3 Present second draft to Top Management Team
3.1.2.4 Present third draft to internal Project and Donor coordination branch
3.1.2.5 Present fourth draft to Internal Project Budget Committee
3.1.2.6 Present to Department of National Planning and Monitoring

Input: Refer to Input Category No.1, 2 & 3, Table 7, p.56

Objective 3.2

Review and develop new curriculum for industry and sector-based applied education for technicians driven by the industry.

Output 3.2.1 Appropriate industry and sector-based applied education curriculum for technicians are in place.

Activities 3.2.2

3.2.2.1 Conduct training needs analysis in each Province and industry sector
3.2.2.2 Consult technical and business college
3.2.2.3 Conduct workshop to compile and standardise competencies
3.2.2.4 Design, adopt and adapt relevant modules
3.2.2.5 Design and develop the Assessment Instrument
3.2.2.6 Present to TVET Professional Committee for endorsement
3.2.2.7 Implement approved curriculum and course programs
3.2.2.8 Evaluate the curriculum
3.2.2.9 Certify and Award participants

Input: Refer to Input Category No.1 & 3, Table 7, p.56

Objective 3.3

Review and or develop new technician education programs for industry and sector-based applied education for technicians driven by the industry.

Output 3.3.1 Relevant training programs are in place

Activities 3.3.2

3.3.2.1 Conduct workshops to identify and compile industry and sector-based applied education training programs for technicians
3.3.2.2 Identify Business and Work skills programs
3.3.2.3 Identify Personal Viability Programs (Life Skills)
3.3.2.4 Identify relevant National Certificate programs for articulation.
3.3.2.5 Incorporate short and block course programs for apprenticeship specified by the industries

Input: Refer to Input Category No. 1 & 3, Table 7, p.56
Objective 3.4  Provide new infrastructure for each technical college based on programs and curriculum specifications

Output 3.4.1  New infrastructure are in place for expansion of all technical and business colleges.

Activities 3.4.2
3.4.2.1  Consultation with relevant stakeholders – Provincial Authorities, NGOs and industry, College staff and Governing Councils
3.4.2.2  Submit report IMG for validation and approval
3.4.2.3  Prepare project proposal and scope of work
3.4.2.4  Secure funding from donor agencies, Provincial and National Governments.
3.4.2.5  Public Call for Tender and awarding of contracts to reputable contractors.
3.4.2.6  Implement, Monitor and evaluate projects
3.4.2.7  Issuance of Certificate of completion.

Input:  Refer to Input Category No. 1 & 3, Table 7. p.56

Objective 3.5  Rehabilitate old infrastructure for all technical and business colleges based on program and curriculum specifications.

Output 3.5.1  Existing infrastructures are rehabilitated for all technical and business colleges.

Activities 3.5.2
3.5.2.1  Consult with technical and business colleges to identify infrastructures that need rehabilitation or demolition.
3.5.2.2  Prepare project proposals and scope of work
3.5.2.3  Secure funding from donor agencies, Provincial and National Government.
3.5.2.4  Public Call for tender and awarding of contracts to reputable contractors.
3.5.2.5  Implement, monitor and evaluate the projects
3.5.2.6  Issuance Certificate of completion

Input:  Refer to Input Category No. 1, 2 & 3, Table 7. p.56

Objective 3.6  Provide tools, equipment and training materials for each training program based on the curriculum specifications.

Output 3.6.1  Tools, equipment and training materials aligned with Curriculum Specifications are in place.

Activities 3.6.2
3.6.2.1  Consult, identify course programs and competencies
3.6.2.2  List tools and equipment needed to cater for the competencies of the program
3.6.2.3 Prepare project proposals for procurement and distribution of tools and equipment.
3.6.2.4 Secure funding from donor agencies, Provincial and National Governments.
3.6.2.5 Call for tender and awarding of contracts to reputable suppliers.
3.6.2.6 Implement, monitor and evaluate projects.

Input: Refer to Input Category No. 1, 2 & 3, Table 7, p. 56

Objective 3.7 Collaborate and facilitate Trade Testing in technical and business colleges with National Apprenticeship and Trade Testing Board (NATTB).

Output 3.7.1 Trade Testing Centres in all Technical and Business colleges are established.

Activities 3.7.2

3.7.2.1 Consultation with NATTB (TVETSDA)
3.7.2.2 Verify and conform appropriate standards are met by Technical and Business Colleges.
3.7.2.3 Certify and register as Trade Testing Centres.
3.7.2.4 Train selected TVET teachers as Trade Test assessors
3.7.2.5 Certify and register selected TVET teachers as assessors.
3.7.2.6 Collaborate with NATTB to sustain all registered trade testing centres in Technical and Business Colleges.

Input: Refer to Input Category No. 1 & 3, Table 7, p. 56

Objective 3.8 Establish one Community College per District

Output 3.8.1 Existing Vocational Centres for conversion to Community Colleges are rationalised.

Activities 3.8.2

3.8.2.1 Make reference to the Community College Policy
3.8.2.2 Visit Provinces to confirm the PEB approved centres for conversion
3.8.2.3 Develop criteria for registration of Community Colleges.
3.8.2.4 Conduct audit of facilities, administration and programs.
3.8.2.5 Submit audit report to PEB/IMG/CCB for validation and approval.
3.8.2.6 Register unregistered Vocational Centres as Community Colleges following approval
3.8.2.7 Issuance of Registration Certificate.

Output 3.8.3 Denovo Community Colleges are put in place

Activities 3.8.4

3.8.4.1 Consult provincial authorities and stakeholders
3.8.4.2 Formulate Project Proposals for new Community Colleges establishment
3.8.4.3 Present to PEB for approval (in line with their Education Plans)
3.8.4.4 Present to Community College Board for validation and approval
3.8.4.5 Present to Community College Board (Trustees) for approval and funding
3.8.4.6 Provide technical advice and logistic support
3.8.4.7 Obtain certificate of occupancy and conduct training programs.

Input: Refer to Input Category No. 1&3, Table 7. p.56

Objective 3.9  
*Design and develop new community college education programs for disadvantaged and underprivileged population driven by the industry and the informal sector*

Output 3.9.1 Relevant training programs are developed.

Activities 3.9.2
- 3.9.2.1 Conduct workshops to identify and compile training programs
- 3.9.2.2 Identify entrepreneurial skills programs
- 3.9.2.3 Identify Life Skills Programs
- 3.9.2.4 Identify Relevant National Certificate programs for articulation.
- 3.9.2.5 Identify and develop short course programs specified by community demands

Input 3.9: Refer to Input Category No.1, Table 7.p.56

Objective 3.10  
*Design and develop new curriculum for each Community College Education Programs for the disadvantaged and unprivileged population driven by the industry and the informal sector.*

Output 3.10.1 Appropriate curriculum are in place

Activities: 3.10.2
- 3.10.2.1 Conduct training needs analysis in each province
- 3.10.2.2 Consult TVET Curriculum Branch
- 3.10.2.3 Conduct workshop to compile and standardise competencies
- 3.10.2.4 Design and write up the relevant modules
- 3.10.2.5 Design the Assessment Instrument
- 3.10.2.6 Present to TVET Professional Committee for endorsement
- 3.10.2.7 Present to PEB for approval
- 3.10.2.8 Implement approved curriculum
- 3.10.2.9 Evaluate the curriculum
- 3.10.2.10 Certification and recognition of participants

Input: Refer to Input Category No.1&3,Table 7.p.56

Objective 3.11  
*Provide new infrastructure for each community college based on programs and curriculum specifications*

Output 3.11.1 New Vocational Centres infrastructure are in place
Activities 3.11.2

3.11.2.1 Consultation with relevant stakeholders – Provincial Authorities, NGOs and community and Vocational Centre experts.
3.11.2.2 Identify location/site
3.11.2.3 Submit report IMG/PEB for registration and approval
3.11.2.4 Prepare project proposal and scope of work
3.11.2.5 Secure funding from donor agencies, Provincial Government, National Government and Members of Parliament
3.11.2.6 Public Call for tender and awarding of contracts
3.11.2.7 Implement, monitor and evaluate projects

Input: Refer to Input Category No. 1, 2 & 3, Table 7, p. 56

Objective 3.12  Maintain existing vocational centre infrastructure for conversion to community college programs based on programs and curriculum specifications.

Output 3.12.1 Existing infrastructures for conversion is in place

Activities 3.12.2

3.12.2.1 Consult with Provincial Authorities to identify infrastructures that need rehabilitation or demolition/replacement
3.12.2.2 Prepare project proposals and scope of work
3.12.2.3 Secure funding from donor agencies, Provincial Government, National Government and Members of Parliament
3.12.2.4 Call for tender and awarding of contracts
3.12.2.5 Implement, monitor and evaluate the projects
3.12.2.6 Issuance Certificate of compliance and completion

Input: Refer to Input Category No. 1, 2 & 3, Table 7, p. 56

Objective 3.13  Provide tools, equipment and training materials for each training program based on the curriculum specifications

Output 3.13.1 Tools, equipment and training materials aligned with Curriculum Specifications are in place

Activities 3.13.2

3.13.2.1 Evaluate existing course programs
3.13.2.2 Identify competencies
3.13.2.3 List of tools and equipment needed to cater for the competencies of the programs
3.13.2.4 Prepare project proposals and scope of work
3.13.2.5 Secure funding from donor agencies, national and provincial governments and the members of Parliament
3.13.2.6 Call for tender and awarding of contracts
3.13.2.7 Implement, monitor and evaluate projects

Input: Refer to Input Category No. 1, 2 & 3, Table 7, p. 56
Objective 3.14  *Collaborate and facilitate Trade Testing in community colleges with National Apprenticeship and Trade Testing board*

Output 3.14.1  Trade Testing Centres in all community colleges are established

Activities 3.14.2

3.14.2.1  Consultation with NATTB (TVETSDA)
3.14.2.2  Appoint inspectors from NATTB to inspect facilities in collaboration with TVET Institutions administration
3.14.2.3  Check to verify that the appropriate standards are met
3.14.2.4  Certify and register as trade testing centres by the NATTB Board
3.14.2.5  Issuance of certificates by NATTB
3.14.2.6  Train selected TVET teachers as trade test assessors
3.14.2.7  Certify and register selected TVET teachers as assessors

5.4  **MAJOR OUTCOME 4: MULTI-DISCIPLINARY TECHNICAL COLLEGES**

<table>
<thead>
<tr>
<th>MAJOR OUTCOME 4:</th>
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<tbody>
<tr>
<td>Establish one multi-disciplinary technical college in each province (1.12.2.8.)</td>
</tr>
</tbody>
</table>

Objective 4.1  *Establish one multi-disciplinary Technical College per Province*

Output 4.1.2  A new/upgraded existing Vocational/Technical Secondary School is in place

Activities 4.1.3

4.1.3.1  Consultation with relevant stakeholders; Provincial Authorities, NGOs community
4.1.3.2  Identify location/site
4.1.3.3  Submit report of IMG/PEB for approval
4.1.3.4  Prepare project proposal
4.1.3.5  Secure funding from donor agencies, Provincial Government and National Government
4.1.3.6  Call for Tender and awarding of contract
4.1.3.7  Implement and monitor the development of the project i.e. construct training facilities
4.1.3.8  Issuance of Certificate of Completion
4.1.3.9  Register all approved vocational technical secondary schools
4.1.3.10  Procurement of tools and equipment
4.1.3.11  Appointment of teaching and support staff
4.1.3.12  Student enrolment

Input:  Refer to Input Category No. 1,2&3, Table 7.p.56
Objective 4.2  *Review and or develop new multi-disciplinary technician education programs for industry and sector-based applied education for technicians driven by the industry*

Output 4.2.1  New Academic and Trade programs are in place.

Activities 4.2.2

4.2.2.1  Prepare Terms of Reference for the establishment of a TVET Curriculum Steering Committee

4.2.2.2  Prepare a Strategic Plan for the development of the Curriculum Documents

4.2.2.3  Secure funding from donor agencies, Provincial Government and National Government

4.2.2.4  Conduct a Consultation workshop with relevant stakeholders to develop industry standards based on National Qualification Framework

4.2.2.5  Conduct workshop to design curriculum based on industry standards

4.2.2.6  Develop relevant National Training Packages

4.2.2.7  Implement, monitor and evaluate the National Training Packages

4.2.2.8  Procurement of tools and equipment

Input: Refer to Input Category No. 1&3, Table 7.p.56

Objective 4.3  *Review and or develop new multi-disciplinary technician education programs for industry and sector-based applied education for technicians driven by the industry.*

Output 4.3.1  A new Polytechnic Institute programs are in place.

Activities 4.3.2

4.3.2.1  Consultation with Relevant stakeholders, NEB, TMT, SSM, Provincial Authorities, NGOs, Community

4.3.2.2  Identify location Site

4.3.2.3  Submit report to IMG/NEB for approval

4.3.2.4  Prepare a project proposal –Should this come first?

4.3.2.5  Secure funding from donor agencies, provincial and National Governments

4.3.2.6  Call for tender and awarding of contract

4.3.2.7  Implement and monitor the development of the project i.e. build training facilities

4.3.2.8  Issuance of Certificate of Completion

4.3.2.9  Procurement of tools and equipment

4.3.2.10 Appointment of teaching and support staff

4.3.2.11  Student enrolment

Input 4.3.3:  Refer to Input Category No.1,2&3, Table 7.p.56

Objective 4.4  *Provide new infrastructure for each multi-disciplinary technical college based on programs and curriculum specifications*
Output 4.4.1 New infrastructure for Multi-discipline Technical Colleges are in place.

Activities 4.4.2

4.4.2.1 Consultation with relevant stakeholders, Provincial Authorities, NGOs, Community and College staff and Governing Councils
4.4.2.2 Identify location/site
4.4.2.3 Submit report to IMG/TMT for approval
4.4.2.4 Prepare a project proposal
4.4.2.5 Secure funding from donor agencies, Provincial Government and National Government
4.4.2.6 Implement and monitor the development of the project i.e Build training facilities in full consultation with stakeholders
4.4.2.7 Issuance of Certificate of Completion

Input 4.4.3: Refer to Input Category No. 1, 2 & 3, Table 7.p.56

Objective 4.5 Provide tools, equipment and training materials for each training program based on the curriculum specifications

Output 4.5.1 Tools equipment and training materials aligned with curriculum specifications are in place

Activities 4.5.2

4.5.2.1 Evaluate existing course programs
4.5.2.2 Identify competencies
4.5.2.3 List of tools and equipment needed to cater for the competencies of the program
4.5.2.4 Prepare list of tools and equipment in consultation with stakeholders
4.5.2.5 Secure funding from donor agencies, provincial and National Governments
4.5.2.6 Procurement of tools and equipment
4.5.2.7 Ensure asset management system is in place

Input 4.5.3: Refer to Input Category No. 1, 2 & 3, Table 7.p.56

Objective 4.6 Collaborate and facilitate Trade Testing in vocational Centres/secondary school with National Apprenticeship and Trade Testing Board

Output 4.6.1 Trade Testing Centres in all vocational centres are established

Activities 4.6.2

4.6.2.1 Consult with NATTB (NSA)
4.6.2.2 Appoint inspectors from NATTB to inspect facilities and qualification of assessors in collaboration with TVET Institutions administration
4.6.2.3 Check to verify that appropriate standards are met
4.6.2.4 Certify and register the centres as Trade Testing Centre by NATTB Board
4.6.2.5 Issuance of certificate by NATTB
5.5 MAJOR OUTCOME 5: VOCATIONAL/TECHNICAL SECONDARY SCHOOLS

**Objective 5.1:** Establish one Vocational/Technical Secondary school per district.

**Output: 5.1.1:** A new/upgraded existing Vocational/Technical Secondary School is in place.

**Activities: 5.1.2**

- 5.1.2.1 Consult with relevant stakeholders; Provincial Authorities, NGOs, Community
- 5.1.2.2 Identify and locate/site
- 5.1.2.3 Submit report to IMG/PEB for approval
- 5.1.2.4 Prepare project proposals
- 5.1.2.5 Secure funding from donor agencies, Provincial Government and National Government.
- 5.1.2.6 Form project teams including Vocational/Technical Secondary School nominees.
- 5.1.2.7 Call for Tender & Awarding of Contract
- 5.1.2.8 Implement and monitor the development of the project. i.e. construct training facilities,
- 5.1.2.9 Issuance of Certificate of Completion
- 5.1.2.10 Procurement of tools and equipment
- 5.1.2.11 Register all approved Vocational Technical Secondary Schools
- 5.1.2.12 Appointment of teaching and support staff
- 5.1.2.13 Student enrolment

**Input 5.1.3:** Refer to Input Category No. 1&3, Table 7.p.56

**Objective 5.2:** Develop new two-year lower (grade 9-10) Vocational /Technical Secondary School and trade curriculum for commerce/industry, community and informal sector based on National Qualification Framework.

**Output 5.2.1:** New Academic and Trade Curriculum are in place.

**Activities: 5.2.2**

- 5.2.2.1 Prepare Terms of Reference for the establishment of a TVET Curriculum Steering Committee
- 5.2.2.2 Prepare a Strategic Plan for the development of the Curriculum Documents.
5.2.2.3 Secure funding from donor agencies, Provincial Government and National Government.

5.2.2.4 Conduct a Consultation workshop with relevant stakeholders to develop industry standards based on National Qualification Framework.

5.2.2.5 Conduct workshop to design curriculum based on industry standards

5.2.2.6 Develop relevant National Training Packages.

5.2.2.7 Implement, monitor and evaluate the National Training Packages

5.2.2.8 Procurement of tools and equipment.

Input: Refer to Input Category No. 1 & 3, Table 7, p.56

Objective 5.3: Develop new two-year upper (grade 11-12) Vocational/Technical Secondary school academic and trade curriculum for commerce/industry, community and informal sector based on National Qualification Framework.

Output 3.1: New Academic and Trade Curriculum are in place.

Activities: 5.3.2

5.3.2.1 Prepare Terms of Reference for the establishment of a TVET Curriculum Steering Committee.

5.3.2.2 Prepare a Strategic Plan for the development of the Curriculum Document.

5.3.2.3 Prepare a curriculum framework.

5.3.2.4 Secure funding from donor agencies, Provincial Government and National Government.

5.3.2.5 Conduct a Consultation workshop with relevant stakeholders to develop industry standards based on National Qualification Framework.

5.3.2.6 Conduct workshop to design curriculum based on industry standards

5.3.2.7 Develop relevant National Training Packages.

5.3.2.8 Implement, monitor and evaluate the National Training Packages

5.3.2.9 Procurement of tools and equipment.

Input: Refer to Input Category No. 1 & 3, Table 7, p.56

Objective 5.4: Provide new infrastructure for each Vocational/Technical Secondary school based on curriculum requirements

Output 5.4.1: A new infrastructure for Technical Secondary School

Activities: 5.4.2:

5.4.2.1 Consultation with Relevant stakeholders; Provincial Authorities, NGOs, Community

5.4.2.2 Identify location/site

5.4.2.3 Submit report to IMG/PEB for approval

5.4.2.4 Prepare a project proposal in full consultation with stakeholders
5.4.2.5 Secure funding from donor agencies, Provincial Government and National Government.
5.4.2.6 Implement and monitor the development of the project. i.e. Build training facilities,
5.4.2.7 Issuance of Certificate of Completion

Input: Refer to Input Category No. 1&3, Table 7.p.56

Objective 5.5: Provide maintenance to old infrastructure for each Vocational/Technical high school based on programs and curriculum requirements.

Output 5.5.1: Existing Vocational/Technical High School infrastructure are rehabilitated.

Activities: 5.5.2
5.5.2.1 Consultation with Relevant stakeholders; Provincial Authorities, NGOs, Community
5.5.2.2 Identify location/site
5.5.2.3 Submit report to IMG/PEB for approval
5.5.2.4 Prepare a project proposal in consultation with stakeholders
5.5.2.5 Secure funding from donor agencies, Provincial Government and National Government.
5.5.2.6 Implement and monitor the development of the project. i.e. Build training facilities,
5.5.2.7 Issuance of Certificate of Completion

Input: Refer to Input Category No. 1&3, Table 7. p.56

Objective 5.6: Provide tools, equipment and training materials for each education program based on the curriculum specifications

Output 5.6.1: Tools and Equipment are procured and distributed

Activities: 5.6.2
5.6.2.1 Consultation with Relevant stakeholders; Provincial Authorities, NGOs, Community
5.6.2.2 Carryout inventory of existing tools and equipment
5.6.2.3 Prepare list of tools and equipment in consultation with stakeholders
5.6.2.4 Secure funding from donor agencies, Provincial Government and National Government.
5.6.2.5 Procurement and distribution of tools and equipment to all vocational/technical secondary schools
5.6.2.6 Ensure asset management strategy in place.

Input: Refer to Input Category No. 1&3, Table 7.p.56
Objective 5.7: **Collaborate and facilitate Trade Testing in Vocational/Technical Secondary school with National Apprenticeship and Trade Testing Board**

**Output: 5.7.1** Trade Testing Centres in all vocational centres are established.

**Activities: 5.7.2**
- 5.7.2.1 Consult with NATTB (NSA)
- 5.7.2.2 Appoint inspectors from NATTB to inspect facilities in collaboration with TVET Institutions administration.
- 5.7.2.3 Verify that appropriate standards are met for facilities, equipment and assessor qualifications.
- 5.7.2.4 Certify and register as Trade Testing Centre by NATTB Board.
- 5.7.2.5 Issuance of Certificate by NATTB
- 5.7.2.6 Train selected teachers as Trade Test assessors
- 5.7.2.7 Certify and register selected TVET teachers as assessors.

**Input:** Refer to Input Category No. 1&3, Table 7.p.56

5.6 **MAJOR OUTCOME 6: INDUSTRIAL TECHNOLOGY AND DEVELOPMENT INSTITUTES (POLYTECH)**

<table>
<thead>
<tr>
<th>MAJOR OUTCOME 6:</th>
<th>Establish an Industrial Technology and Development institute (1.17.2.13)</th>
</tr>
</thead>
</table>

**Objective 6.1:** *Establish one Polytechnic industrial technology and development institute per region.*

**Output 6.1.1:** Four (4) new Polytechnic Institutes are established.

**Activities: 6.1.2:**
- 6.1.2.1 Consultation with Relevant stakeholders; NEB, TMT, SSM, OHE, Provincial Authorities, NGOs, Community
- 6.1.2.2 Approval of location/site
- 6.1.2.3 Submit report to IMG/NEB for approval
- 6.1.2.4 Prepare a project proposal
- 6.1.2.5 Secure funding from donor agencies, Provincial Government and National Government.
- 6.1.2.6 Call for Tender & Awarding of Contract
- 6.1.2.7 Implement, monitor and evaluate the development of the project. i.e. establish training facilities in consultation with stakeholders
6.1.2.7 Issuance of Certificate of Completion
6.1.2.8 Procurement of tools and equipment
6.1.2.9 Recruitment, Appointment of teaching and support staff
6.1.2.10 Student enrolment

Input 6.1.3: Refer to Input Category No. 1&3, Table 7, p.56

Objective 6.2: Review and or develop new engineering industrial programs and sector-based applied education for engineers driven by the industry based on the National Qualification Framework.

Output 6.2.1: New Industrial Engineering Programs are developed.

Activities: 6.2.2.
6.2.2.1 Consultation with relevant stakeholders; Provincial Authorities, NGOs, Community, Commerce and Industry.
6.2.2.2 Prepare Terms of Reference for the establishment of a TVET Curriculum Steering Committee
6.2.2.3 Prepare a Strategic Plan for the development of the Program Document.
6.2.2.3 Secure funding from donor agencies, Provincial and National Government.
6.2.2.4 Facilitate workshop with relevant stakeholders to develop industry standards.
6.2.2.5 Facilitate workshop to design institutional-based programs based on industry standards

Input 6.3.3: Refer to Input Category No. 1&3, Table 7, p.56

Objective 6.3: Review and develop new mechanical and civil engineering curriculum for industry and sector-based applied education for engineers driven by the industry.

Output 6.3.1: A new Curriculum Document

Activities: 6.3.2
6.3.2.1 Consultation with Relevant stakeholders; NEB, TMT, SSM, Provincial Authorities, NGOs, Community
6.3.2.2 Prepare Terms of Reference for the establishment of a TVET Curriculum Steering Working Committee
6.3.2.3 Prepare a Strategic Plan for the development of the Curriculum Document.
6.3.2.3 Secure funding from donor agencies, Provincial Government and National Government.
6.3.2.4 Conduct a Consultation workshop with relevant stake holders to develop industry standards based on National Qualification Framework.
6.3.2.5 Conduct workshop to design curriculum based on industry standards
6.3.2.6 Develop relevant National Training Packages.
6.3.2.7 Implement and monitor the National Training Packages

**Input 6.3.3:** Refer to Input Category No. 1&3, Table 7, p.56

**Objective 6.4:** Provide new infrastructure for the industrial technology and development institute based on programs and curriculum specifications.

**Output 6.4.1:** A new infrastructure

**Activities: 6.4.2**

6.4.2.1 Consultation with relevant stakeholders; NEB, TMT, SSM, Provincial Authorities, NGOs, Community
6.4.2.2 Identify location/site
6.4.2.3 Submit report to IMG/NEB for approval
6.4.2.4 Prepare a project proposal
6.4.2.5 Secure funding from donor agencies, Provincial Government and National Government.
6.4.2.6 Implement and monitor the development of the project. i.e. Build training facilities, in full consultation with stakeholders
6.4.2.7 Issuance of Certificate of Completion

**Input:** Refer to Input Category No. 1&3, Table 7, p.56

**Objective 6.5:** *Provide tools, equipment and training materials for the industrial technology and development institute education program based on the curriculum specifications.*

**Output 6.5.1:** Procurement of new tools, equipment and training materials

**Activities: 6.5.2**

6.5.2.1 Consultation with Relevant stakeholders; Provincial Authorities, NGOs, Community
6.5.2.2 Carryout inventory of existing tools and equipment
6.5.2.3 Prepare list of tools and equipment in full consultation with stakeholders.
6.5.2.4 Secure funding from donor agencies, Provincial Government and National Government.
6.5.2.5 Procurement of tools, equipment and materials

**Input:** Refer to Input Category No. 1&3, Table 7, p.56

**Objective 6.6:** *Establish a design and technology Department within the Polytechnic industrial technology and development institute.*

**Output 6.6.1:** New Design and Technology Department
Activities: 6.6.2

6.6.2.1 Consultation with Relevant stake holders; NEB, TMT, SSM, Provincial Authorities, NGOs, Community
6.6.2.2 Develop an organisation structure
6.6.2.3 Submit structure to IMG/NEB for approval
6.6.2.4 Secure funding from donor agencies, Provincial Government and National Government.
6.6.2.5 Implement and Appoint staff to fill vacant position.

Input: Refer to Input Category No. 1 & 3, Table 7. p.56

Objective 6.7: Establish a rural and appropriate technology Department within the Polytechnic industrial technology and development institute.

Output 6.7.1: New Rural and Appropriate Technology Department

Activities: 6.7.2:

6.7.2.1 Consultation with Relevant stake holders; NEB, TMT, SSM, Provincial Authorities, NGOs, Community
6.7.2.2 Develop an organisation structure
6.7.2.3 Submit structure to IMG/NEB for approval
6.7.2.4 Secure funding from donor agencies, Provincial Government and National Government.
6.7.2.5 Implement and Appoint staff to fill vacant position.

Input: Refer to Input Category No. 1 & 3, Table 7. p.56

5.7 MAJOR OUTCOME 7: TVET FLEXIBLE AND OPEN LEARNING INSTITUTE

Objective 7.1: Establish TVET Flexible and Open Learning Campus (FOLC).

Output: 7.1.1: Flexible and Open Learning Unit in TVET Wing is in place.

Activities: 7.1.2

7.1.2.1 Select location/space in consultation with planners
7.1.2.2 Prepare management Plan/.activity schedules and costs in consultation with stakeholders
7.1.2.3 Prepare tender documents with appropriate Departments/agencies
7.1.2.4 Secure funding for Flexible and Open Learning Unit.
7.1.2.5 TVET project officers develop project formulation document (PFD) for expansion of Flexible and Open Learning in consultation with stakeholders.

7.1.2.6 Present first draft to TVET Board/NEB/National TVET Council.

7.1.2.7 Present final document to Internal Project Budget Committee.

7.1.2.8 Present to Internal Project and Donor Coordination Branch.

7.1.2.9 Present to Department of National Planning and Monitoring.

Input: Refer to Input Category No. Table 7.p.56.

Objective: 7.2: Establish provincial-based TVET Flexible and Open Learning Centres.

Output: 7.2.1: TVET Flexible and Open Learning Centres established in Districts and Provinces.

Activities: 7.2.2

7.2.2.1 Consult Provincial Education Advisors, TVET Co-ordinators, TVET Institutions, NGOs and LLGs, RTCs to establish Flexible and Open Learning Centres.

7.2.2.2 Select new location/space in consultation with Provincial Authorities.

7.2.2.3 Prepare management Plan/activity schedules and costs (Scope of Work) in consultation with stakeholders.

7.2.2.4 Prepare tender documents with appropriate Departments/agencies.

7.2.2.5 TVET project officers develop project formulation document (PFD) for establishment of Flexible and Open Learning Centres in consultation with stakeholders.

7.2.2.6 Present first draft to PEB for validation and approval.

7.2.2.7 Present second draft to Top Management Team/NEB.

7.2.2.8 Present third draft to Internal Project Budget Committee.

7.2.2.9 Present third Draft to Internal Project and Donor Coordination Branch.

7.2.2.9 Present to Department of National Planning and Monitoring.

7.2.2.9 Implement plan following approval by National Planning and Monitoring.

Input: Refer to Input Category ,Table 7.p.56.

Objective 7.3: Design and develop varieties of distance mode TVET programs for the out of school and wider population.

Output: 7.3.1: Training Packages developed for Flexible and Open Learning mode.

Activities: 7.3.2

7.3.2.1 Develop appropriate and valid programs for Flexible and Open Learning mode in line with appropriate industry Standards.
7.3.2.2 Present first draft to TVET Board of Studies via Curriculum Advisory Committee
7.3.2.3 Present second draft to Top Management Team
7.3.2.4 Present third draft to TVET Steering Committee for approval
7.3.2.5 Develop appropriate Training Packages in line with NTQF

**Input:** Refer to Input Category. Table 7.p.56

**Objective 7.4:** *Design and develop curriculum based on the distance mode TVET programs for the out of school and wider population.*

**Output 7.4.1:** Relevant and appropriate training modules are developed.

**Activities: 7.4.2.**
- 7.4.2.1 In consultation with stakeholders, prepare relevant and suitable training packages for Flexible and Open Learning mode.
- 7.4.2.2 Present draft one to Curriculum Advisory Committee
- 7.4.2.3 Present second draft to TVET Board of Studies for approval
- 7.4.2.4 Trial Training Package in selected Flexible and Open Learning Centres
- 7.4.2.5 Evaluate the trial Training Package and review
- 7.4.2.6 Present the reviewed Training Package to TVET Board of Studies for implementation approval.

**Input:** Refer to Input Category No. Table 7.p.56

**Objective 7.5:** *Adopt and adapt appropriate (technical/VOC??) distance mode curriculum*

**Output 7.5.1:** Appropriate Training modules for Flexible and Open Learning are adopted and adapted.

**Activities: 7.5.2**
- 7.5.2.1 Identify and customise appropriate curriculum for flexible and open learning mode from within and abroad
- 7.5.2.2 Develop appropriate assessment instruments for Flexible and Open Learning mode.
- 7.5.2.3 Create curriculum item bank for Flexible and Open Learning mode.

**Objective 7.6:** *Establish an assessment and examination system and policy*

**Output 7.6.1:** Assessment and examination system is developed.

**Activities: 7.6.2:**
- 7.6.2.1 Develop Assessment and examination instruments for FOL
- 7.6.2.2 Develop Policies to govern the FOL assessment and examination system
- 7.6.2.3 Present draft one to Curriculum Advisory Committee
- 7.6.2.4 Present draft two to TVET BOS for endorsement
- 7.6.2.5 Print and distribute to all FOL centres
Objective 7.7: *Administer TVET Flexible and Open Learning Programs*

**Output 7.7.1:** TVET FOL program guidelines are developed

**Activities 7.7.2:**
- 7.7.2.1 Develop appropriate guidelines that will administer FOL Operations
- 7.7.2.2 Present first draft to Curriculum Advisory Committee
- 7.7.2.3 Present second draft to TVET BOS
- 7.7.2.4 Print and distribute to all FOL centres and other relevant operators

Objectives 7.8: *Register with both international and locally established open learning and distance mode institutions.*

**Output 7.8.1:** Affiliated with suitable and appropriate institutions both locally and internationally.

**Activities: 7.8.2:**
- 7.8.2.1 Establish a committee to prepare accreditation instruments on FOL
- 7.8.2.2 Develop instruments that will link and register with overseas and local FOL operations
- 7.8.2.3 Present draft one to Curriculum Advisory Committee
- 7.8.2.4 Present second draft to TVET BOS for endorsement
- 7.8.2.5 International FOL providers approached to establish partnership
- 7.8.2.6 International FOL partnerships established and implemented

5.8 MAJOR OUTCOME 8: HUMAN RESOURCE MANAGEMENT

<table>
<thead>
<tr>
<th>MAJOR OUTCOME 8:</th>
<th>Establish new TVET Human Resource Management requirement</th>
</tr>
</thead>
</table>

**Objective: 8.1:** *Review manpower establishment structure for the administration of the new TVET system.*

**Output 8.1.1:** Appropriate Human Resource Development Policy and Plan for the TVET System is in place

**Activities 8.2.1:** Provide work-base training for all public servants in the TVET System.

- 8.2.2.1 TVET Management Competencies developed
- 8.2.2.2 Training Needs Analysis designed, developed and implemented
- 8.2.2.3 Provide senior managers of the TVET System/Wing with targeted training in order to improve their capacity to lead the organization.
- 8.2.2.4 Develop a National Accreditation Policy to be articulated throughout all institutions in all Public and Private Training Providers.
8.2.2.5 Identify and support officers, instructors/Trainers, Lecturers that are suitably qualified for promotion.

8.2.2.6 Carry out regular assessment of training needs at the national provincial local level and TVET institutions.

8.1.2.7 Train TVET Academic staff and support staff

8.1.2.8 Train TVET Academic staff for industrial Technology Institute

8.1.2.9 Train TVET project officers to develop project formulation document.

8.1.2.10 Present first draft to TVET (NEB) Steering Committee via Board of Studies

8.1.2.11 Present second draft to Top Management Team for further endorsement from National Education Board (NEB)

8.1.2.12 Present third Draft to internal Project and Donor Coordination Branch

8.1.2.13 Present fourth draft to internal Project Budget Committee

8.1.2.14 Present to Department of National Planning and Monitoring

Input: Refer to Input Category No. 1&3, Table 7, p.56


Output 8.2.1: Develop and implement a program for the training of Trade Instructors/trainers in TVET Secondary Schools.

Activities: 8.2.2: Provide training for Trade Trainers/Instructors and support staff.

8.2.2.1 Identify and support all instructors/trainers suitably qualified for promotion.

8.2.2.2 Carry out regular assessments of training needs for Trainers/Instructors and support staff.

8.2.2.3 Develop the data management system for all trainers' instructors and support staff.

Input: Refer to Input Category No. 1&3, Table 7, p.56


Output 8.3.1: Develop and implement a program for the training of Trainers/Instructors and Lecturers for Technical and Business Colleges.

Activities: 8.3.2: Provide training for Trainers/Instructors and Lecturers

8.3.2.1 Identify and support all Trainers./Instructors and lecturers suitably qualified for promotion.

8.3.2.2 Carry out regular assessments of training needs for Trainers/Instructors and Lecturers

8.3.2.3 Develop the data management system for all Trainers/Instructors, Lecturers and support staff.
**Input 8.3.3:** Refer to Input Category No. 1&3

**Objective 8.4:** *Create Human Resource Management Plan and establish structure for Polytechnic Institutions.*

**Output 8.4.1** Training of Academic staff for Polytechnic Institution is developed and implemented.

**Activities 8.4.2:** Provide training for Academic staff and support staff
- 8.4.2.1 Identify and support all staff suitably qualified for promotion
- 8.4.2.2 Carry out regular assessments of training needs for all Academic and support staff
- 8.4.2.3 Develop the data management system for all Academic and support staff

**Input:** Refer to Input Category No. 1&3, Table 7.p.56

**Objective 8.5:** *Review Human Resource Development Plan and establish structure for Vocational Training Centres.*

**Output 8.5.1:** Training Programs for instructors in Vocational Training Centres are developed and implemented.

**Activities 8.5.2** Provide training for instructors and lecturers and support staff
- 8.5.2.1 Identify and support all teachers suitably qualified for rapid promotion.
- 8.5.2.2 Carry out regular assessments of training needs for instructors, lecturers and support staff.
- 8.5.2.3 Develop the data management system for all instructors, lecturers and support staff.

**Input:** Refer to Input Category No. 1&3, Table 7.p.56

**Objective 8.6:** *Create Human Resource Development Plan and establish structure for Community Education and Coordinating System.*

**Output 8.6.1:** Training Programs for Administrative Staff, Academic Staff for Community Education and Coordinating Systems are developed and implemented.

**Activities 8.6.2** Provide training for Administrative staff, Academic staff and support staff
- 8.6.2.1 Identify and support all Administrative staff, Academic staff and Support staff that are suitably qualified for promotion.
- 8.6.2.2 Carry out regular assessment of training needs for all Administrative staff, Academic staff and Support staff.
- 8.6.2.3 Develop the data management system for all Administrative staff, Academic staff and Support staff.

**Input 8.6.3:** Refer to Input Category No. 1&3, Table 7. p.56
Objective 8.7: Create Human Resource Development Plan for Flexible and Open learning institutions.

Output 8.7.1: Training Programs for Administrative staff, Academic Staff for Flexible and Open Learning Institutions are developed and implemented.

Activities 8.7.2: Provide training for Administrative staff, Academic staff and support staff.

8.7.2.1 Identify and support all Administrative staff, Academic staff and Support staffs that are suitably qualified for promotion.
8.7.2.2 Carry out regular assessment of training needs for all Administrative staff, Academic staff and Support staff.
8.7.2.3 Develop the data management system for all Administrative staff, Academic staff and Support staff.

Input: Refer to Input Category No. 1&3, Table 7.p.56

Objective 8.8 Review TVET public service emoluments and conditions

Output 8.8.1: New emoluments and conditions for TVET public servants are established.

Activity 8.8.2: Prepare and present a concept paper on the public service emolument and conditions

8.8.2.1: Present a concept paper to Top Manage Team (TMT) for approval
8.8.2.2: Conduct consultative workshop with appropriate Departments/Agencies and stakeholders for their input.
8.8.2.3: Finalise documents and submit to National Education Board for endorsement.
8.8.2.4: Submit documents to Department of Personal Management for final screening and necessary amendments.
8.8.2.5: Submit documents to national Executive Council for parliamentary deliberation and Endorsement.

Input: Refer to Input Category No. 1&3, Table 7.p.56

Objective 8.9: Review TVET Teaching service emoluments and conditions

Output 8.9.1: New emoluments and conditions for TVET Teachers, Instructors and Institution support staff are established.

Activities 8.9.2: Prepare and present a concept paper on the Teaching Service Commission for academic staff emolument and conditions

8.9.2.1: Present a concept paper to Top Management Team (TMT) for approval
8.9.2.2: Conduct consultative workshop with appropriate Departments/Agencies and stakeholders for their input.
8.9.2.3: Finalise documents and submit to National Education Board for endorsement.
8.9.2.4: Submit documents to Department of Personal Management for final screening and necessary amendments.
8.9.2.5: Submit documents to National Executive Council for Parliamentary deliberation and endorsement.
**Input:** Refer to Input Category No. 1&3, Table 7, p.56

### 5.9 INPUT REQUIREMENTS

The following table categorises the inputs that would be required to implement the eight major programs and respective outcomes.

**Table 7: Resource Input categories**

<table>
<thead>
<tr>
<th>Category No.</th>
<th>ACTIVITY CATEGORY</th>
<th>INPUT REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshops, Research, Evaluation &amp; Awareness and Training Input</td>
<td>Workshop resources, ICT, Laptop, Multimedia, Printer, Transport cost, Allowances, writers, researchers, evaluators, Travel Cost, Accommodation, Human Resource,</td>
</tr>
<tr>
<td>2</td>
<td>Capital and Construction Input</td>
<td>Construction materials, Tools and Equipment, contractors</td>
</tr>
<tr>
<td>3</td>
<td>Submissions Input</td>
<td>Short Term Technical Input; Technical working groups, Taskforces</td>
</tr>
</tbody>
</table>
Chapter 6: Significant programs and targets

6.1 VOCATIONAL CENTRES COMMUNITY COLLEGES

6.1.1 Programs

Table 8: Range of Programs offered by vocational centres community colleges

<table>
<thead>
<tr>
<th>Length and type of program</th>
<th>Intake/Target group</th>
<th>Accreditation possible</th>
<th>Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate (NC) 1 – 2 Courses – Up to One Year</td>
<td>Grade 8 – 12 &amp; up to two years out of school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>PETT/Spec. Bridging Courses</td>
<td>Grade 10 – 12</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One week to one month individual and industry driven modular block courses</td>
<td>Individual and industry</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One day to three months community demand driven short courses offered in one institution</td>
<td>Local community</td>
<td>Yes/No</td>
<td>No</td>
</tr>
<tr>
<td>Community Education</td>
<td>Out of school youth in communities and local community</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Industry, Sectoral Training Programs</td>
<td>Community, Grade 8 – 12 leavers</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

6.1.2 Enrolments

Table 9: Projected fulltime equivalent vocational and community college institutions enrolments, 2011 to 2020

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Conventional</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>National certificate 1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>National Certificate 2</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>National Certificate 3</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>PETT/Link Courses</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>TOTAL ENROLMENT</td>
<td>12,500</td>
<td>13,100</td>
<td>13,600</td>
<td>13,900</td>
<td>14,300</td>
<td>14,900</td>
<td>15,500</td>
<td>16,100</td>
<td>16,800</td>
<td>17,500</td>
</tr>
</tbody>
</table>
Table 10: Projected transition rates from primary school to vocational and community college institutions and enrolment rates, 2011 to 2020

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</thead>
<tbody>
<tr>
<td>Transition rate</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Enrolment rate</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>National Certificates</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
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</tr>
</tbody>
</table>

Table 11: Vocational and community college institutions staffing requirements 2011 to 2020.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td>1050</td>
<td>1081</td>
<td>1114</td>
<td>1153</td>
<td>1199</td>
<td>1247</td>
<td>1296</td>
<td>1361</td>
<td>1429</td>
<td>1501</td>
</tr>
</tbody>
</table>

Table 12: Vocational and community college institutions subsidies (K'000s) 2011 to 2020 - selected years

<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Subsidies</td>
<td>.500</td>
<td>.500</td>
<td>.500</td>
<td>.900</td>
<td>.900</td>
<td>1.300</td>
<td>1.30</td>
<td>1.30</td>
<td>1.50</td>
<td>0</td>
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<tr>
<td>Scholarship</td>
<td>.800</td>
<td>.800</td>
<td>.800</td>
<td>1.40</td>
<td>1.40</td>
<td>1.800</td>
<td>1.80</td>
<td>1.80</td>
<td>1.80</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 13: Vocational and Community institution's instructors salaries and personnel emoluments (K'000s) 2011 to 2020 - selected years

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>8,000</td>
<td>9,600</td>
<td>10,260</td>
<td>11,130</td>
<td>13,200</td>
<td>14,200</td>
<td>15,700</td>
<td>16,450</td>
<td>17,500</td>
<td>17,500</td>
</tr>
<tr>
<td>Allowances</td>
<td>1,200</td>
<td>1,200</td>
<td>1,200</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,800</td>
<td>1,800</td>
<td>2,100</td>
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<tr>
<td>Leave fares</td>
<td>4,200</td>
<td>4,800</td>
<td>5,400</td>
<td>5,800</td>
<td>6,300</td>
<td>7,100</td>
<td>7,800</td>
<td>8,200</td>
<td>8,600</td>
<td>8,600</td>
</tr>
<tr>
<td>Total</td>
<td>13,400</td>
<td>15,600</td>
<td>16,860</td>
<td>17,430</td>
<td>21,000</td>
<td>22,800</td>
<td>25,300</td>
<td>26,450</td>
<td>28,200</td>
<td>28,200</td>
</tr>
</tbody>
</table>

Significant programs and targets 59
6.2 TECHNICAL AND BUSINESS COLLEGES

Table 14: Projected full-time equivalent enrolments in Technical and Business Colleges 2011 to 2020.

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students. Enrolment</td>
<td>3838</td>
<td>3914</td>
<td>4011</td>
<td>4111</td>
<td>4213</td>
<td>4434</td>
<td>4567</td>
<td>4704</td>
<td>4868</td>
<td>5038</td>
</tr>
</tbody>
</table>

Table 15 shows the staffing required to reach targets of 95 per cent localisation and a lecturer-student ratio of 1:15 during the Plan period.

Table 16: Projected Technical College staffing by status, 2011 to 2020, selected years

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Staffing</td>
<td>255</td>
<td>261</td>
<td>267</td>
<td>274</td>
<td>280</td>
<td>295</td>
<td>304</td>
<td>313</td>
<td>324</td>
<td>334</td>
</tr>
<tr>
<td>Student lecturer ratio</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
<td>1.15</td>
</tr>
<tr>
<td>PNG lecturers</td>
<td>230</td>
<td>238</td>
<td>246</td>
<td>255</td>
<td>263</td>
<td>280</td>
<td>291</td>
<td>302</td>
<td>315</td>
<td>327</td>
</tr>
<tr>
<td>Non PNG lecturers</td>
<td>25</td>
<td>23</td>
<td>21</td>
<td>19</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Localisation rate</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>19%</td>
<td>19%</td>
<td>8%</td>
<td>5%</td>
</tr>
</tbody>
</table>
## Chapter 7: Financing the Plan

The following table (Table 17) is the summary of the costs projected in implementing this plan. There are 5 components and these are rendered in Appendix 1.

### Table 17: Summary of Financing and Cost of the Plan

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<tbody>
<tr>
<td><strong>TEACHERS’ PERSONNEL EMOLUMENT</strong></td>
<td>26,220,000</td>
<td>27,832,000</td>
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<td>40,929,000</td>
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<td>1 MAINTENANCE BUILDING &amp; EQUIPMENT</td>
<td>20,000,000</td>
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<td>60,000,000</td>
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<td>2,393,400</td>
<td>2,789,200</td>
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<td>2,744,750</td>
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<td>21,400,000</td>
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<td>175,600,000</td>
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<tr>
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<td>106,305,550</td>
<td>136,482,000</td>
<td>175,161,250</td>
<td>199,761,050</td>
<td>221,326,150</td>
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<td>347,120,450</td>
<td>403,680,850</td>
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<td><strong>PNG GOVERNMENT CONTRIBUTION (70%)</strong></td>
<td>74,587,975</td>
<td>74,413,885</td>
<td>95,537,400</td>
<td>122,612,875</td>
<td>139,832,735</td>
<td>154,928,305</td>
<td>190,767,920</td>
<td>188,503,175</td>
<td>242,984,315</td>
<td>282,576,595</td>
<td>1,566,745,180</td>
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<tr>
<td><strong>DONOR CONTRIBUTION (20%)</strong></td>
<td>21,310,850</td>
<td>21,261,110</td>
<td>27,296,400</td>
<td>35,032,250</td>
<td>39,952,210</td>
<td>44,265,230</td>
<td>54,505,120</td>
<td>53,858,050</td>
<td>69,424,090</td>
<td>80,736,170</td>
<td>447,641,480</td>
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<tr>
<td><strong>BUSINESS AND COMMUNITY CONTRIBUTION (10%)</strong></td>
<td>10,655,425</td>
<td>10,630,555</td>
<td>13,648,200</td>
<td>17,516,125</td>
<td>19,976,105</td>
<td>22,132,615</td>
<td>27,252,560</td>
<td>26,929,025</td>
<td>34,712,045</td>
<td>40,368,085</td>
<td>223,820,740</td>
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</table>
Chapter 8: **Risk Management**

The risk management in the TVET Division is never realized by the system of the Education and past governments until now in the twenty-first century. The economic activities in the nation had accelerated and the demand for skilled work force is in very high demand for developers and the government.

For far too long, the education system and the government have neglected TVET. This oversight has come to surfaced and reorganizing and restructuring in TVET is necessary to address the need. It is timely that TVET is recognized and given political support by the government of the day. To drive the economy forward, it is common knowledge that nation needs skilled work force and TVET is given recognition and priority to deliver the services required.

There is enormous pressure on the handful of the officers reforming and restructuring the Division to give a new status through creation of a separate wing. The risk in the new direction of TVET must be considered carefully and seriously since it does not only provide education alone. Its operation deals with skills ranging from lifelong skills to semi professional skills. This covers the formal and informal sectors of the society.

The TVET officers deployed in Head Office Waigani at various levels and capacities are unique. Just like teachers deployed at both National and Provincial TVET institutions. They cannot be compared with other public servants in the department. The fact is that they are not only teachers but also skilled personnel in their rights, prior to becoming teachers and public servants.

Therefore, generally the risks are associated with the administration of the system and management. The risks will increase three fold over the next ten to thirty years. The current risks should be addressed as new risks are anticipated due the expansion. The list below, is not conclusive, but is an indicative of issues and risks in TVET.

- a. Low levels of funding at Divisional and institutions.
- b. Land Compensation
- c. Lack of Capacity in TVET for all levels of administration and management
- d. Lack of Technical Know How
- e. Poor Infrastructure and Facilities
- f. Obsolete Training Tools & Equipment
- g. Poor Attitudes and Commitment
- h. High rate of teachers turnover
- i. Lack of housing
- j. Remuneration below competitive market rate
- k. Inefficient and ineffective management and distribution of funds
<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>WEAKNESSES</th>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Support</td>
<td>Lack of support for long time</td>
<td>Recognition and expansion of TVET in Vision 2050</td>
<td>Sustainability of the support and recognition</td>
</tr>
</tbody>
</table>
| TVET Wing         | Lack recognition & Support  
Lack positions needed  
Lacked adequate funding  
Lack fair representation at senior departmental levels | Re-structure of the Division  
Upgrade the levels of positions                                           | Increase costs                                                           |
| Administration    | Poor and weak Administration & Management  
Lack of leadership                                                       | Better trained Administration & Management and leadership needed              | Must have appropriate qualification & training before Appointment made and not appointment before training |
| And Management    |                                                                            |                                                                              |                                                                         |
| Teachers          | Lack of professionalism  
Teachers resigning at will  
Disciplinary measures not enforced  
Lack teachers for proposed TVET expansion                                 | Appropriate Training  
Better employment Conditions  
Enforce Disciplinary appropriately Increase number of teachers             | High rate of Turnover  
Short fall in the target of teachers required                              |
| Training Tools    | Obsolete Training Tools & Equipment  
Run down facilities                                                       | Upgrade Tools  
Equipment Facilities                                                           | Maintenance and sustainability costs                                  |
| Equipment Facilities |                                                                            |                                                                              |                                                                         |
| Housing           | Inadequate of Housing                                                      | Provide adequate Housing                                                     | Employment not attractive                                               |
| Technology        | Out dated Technology                                                      | Update Technology                                                            |                                                                         |
| Land              | Communal Ownership                                                        | Title /Deeds/MOA                                                             | Compensation Law and Order                                              |
| Internal Revenue  | Poor Control  
Over Spending                                                   | Development of Projects                                                      | Deviate from original intention                                        |
### Risk Management Table

<table>
<thead>
<tr>
<th>RISKS</th>
<th>Consequences</th>
<th>Probability</th>
<th>Risk Rating</th>
<th>RISK MANAGEMENT STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of political support</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>Full political support of the proposal. There is inadequate attention and recognition Political member’s have concern for education..</td>
</tr>
<tr>
<td>Lack of administration support</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Full administrative support of the proposal. (Refer to supporting letters attachments).</td>
</tr>
<tr>
<td>Lack of Capacity of Key teaching personnel</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>Originating agency has the capacity to manage the project and deploying experience personnel. If need be, we will train.</td>
</tr>
<tr>
<td>Land not secured</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Govt. lease land. (Refer to attached copies of land lease agreements.</td>
</tr>
<tr>
<td>Maintenance &amp; recurrent costs not met</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>The Province will allocate 10% of the budget appropriations and the institute will submit request to donors for funding support to sustain its assets on annual basis beside its school based project support.</td>
</tr>
<tr>
<td>Project tools and</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Improve measures of</td>
</tr>
<tr>
<td>Risk Factor</td>
<td>Score</td>
<td>Likelihood</td>
<td>Impact</td>
<td></td>
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<tr>
<td>-----------------------------------------</td>
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<tr>
<td>Assets - Personalized controlling use and care of assets. Education Div. will monitor.</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
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<tr>
<td>High cost of goods transfer</td>
<td>4</td>
<td>2</td>
<td>8</td>
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<tr>
<td>Concession will be sought through shipping companies operating within the routes.</td>
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<tr>
<td>Lack of community support</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Survey report indicates community support. Encourage community involvement and appreciation of services provided.</td>
<td></td>
<td></td>
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<tr>
<td>Environmental impacts</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Project will promote positive impacts.</td>
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<td></td>
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<tr>
<td>Lack of reliable contractors &amp; suppliers</td>
<td>2</td>
<td>2</td>
<td>4</td>
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</tr>
<tr>
<td>Engage qualified and reliable contractors and suppliers.</td>
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<tr>
<td>Women do not participate</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>This is an equal opportunity project to benefit both males &amp; females. Church is open minded and will promote.</td>
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<tr>
<td>Lack of resources (equipment etc)</td>
<td>3</td>
<td>3</td>
<td>9</td>
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</tr>
<tr>
<td>Seek financial assistance from donors locally and externally. Some Industry is willing to counter finance on some of its Support Grant Schemes.</td>
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<tr>
<td>Fire hazard</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td></td>
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<tr>
<td>Obtain insurance cover for all assets. Install fire extinguishers. Current high Industry safety standards in place will apply.</td>
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</tr>
<tr>
<td>Lack of funds</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Secure funds through Donors, Tax Credit Scheme, District Grants for school projects etc.</td>
<td></td>
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<tr>
<td>Lack of staff training</td>
<td>2</td>
<td>2</td>
<td>4</td>
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</tr>
<tr>
<td>Staff development plans are in place pending funding support.</td>
<td></td>
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<tr>
<td>HIV AID Awareness</td>
<td>2</td>
<td>2</td>
<td>4</td>
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</tbody>
</table>
Chapter 9: Monitoring and Evaluation

This plan’s implementation will be routinely monitored and evaluated. Monitoring will be ongoing at the Branch, Section, Division and Wing level during normal meetings and at specific periods of this plans timeframe.

Team leaders of Units, Divisions and the Wing will be responsible for

(a) Monitoring and evaluating the status and performance of TVET
(b) Management and leaders will assess and take corrective measures when and where necessary
(c) Have information to improve on past performance
(d) Measure progress of the key outcomes and outputs and report on a regular basis. This will specifically aim at:

- Progress on the implementation of the programs, Eight Core Outcomes foreseen by the Plan with respect to schedules, resources, inputs, objectives, costs and funding;
- Results and impact achieved

The Measurement and Quality Assurance Unit will be responsible for overall monitoring and evaluation of the plan.

This Plan will be reviewed in 2015. This will done to take into account the next National Education Plan (2015 to 2024) visions and directions.
References


Acknowledgements

The Department of Education acknowledges the tireless efforts and contributions of the TVET SMP 2011 – 2020 Task Force under the leadership of Mr. Jaysundara J Banda that put together this 10 Years TVET Strategic Plan. The members of the Task Force were

- Mr. Jaysundara Banda, - Assistant Secretary TVET
- Mr. Wini Leka – Superintendent Inspection
- Mrs. Arseneth Tugiau – Superintendent Vocational Education
- Ms. Monica Maluan – Superintendent Operation Technical
- Mr. Lasa Korepa - Vocational Senior Project Officer
- Mrs. Rossa Apelis – Senior Curriculum Officer Business Studies.
- Mr. Thomas Aiye – Curriculum Officer Electrical
- Mrs. Vialot Gerega – Curriculum Officer Business Studies.
- Mr. Damon Tiromry – Senior Curriculum Officer mechanical

The reviews and inputs of this Plan by Dr. Uke Kombra, Maxton Essy, Geoff Thompson and Jonathan Caseley were valuable and is acknowledged. Mr Craig Fergusson – AusAID Business consultant attached to Port Moresby Technical College has edited this document and his contribution is acknowledged.
Table A. Teachers’ Personal Emoluments

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<tr>
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<tbody>
<tr>
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<td>17,000</td>
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<tr>
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<td><strong>3 Technical Colleges</strong></td>
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<td>295</td>
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<td>18,500</td>
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<tr>
<td>Costing</td>
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<td>6,080,000</td>
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<tr>
<td><strong>4 National Polytechnics</strong></td>
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<td></td>
<td></td>
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<tr>
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<td>120</td>
<td>220</td>
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<td>320</td>
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<tr>
<td>Costing</td>
<td>1,980,000</td>
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<td>2,640,000</td>
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<td>6,440,000</td>
<td>7,360,000</td>
<td>8,160,000</td>
<td>11,520,000</td>
<td>12,240,000</td>
<td>12,960,000</td>
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<td><strong>TOTAL STAFFING</strong></td>
<td>1,670</td>
<td>1,762</td>
<td>2,151</td>
<td>2,377</td>
<td>2,639</td>
<td>2,962</td>
<td>3,240</td>
<td>3,704</td>
<td>4,063</td>
<td>4,325</td>
</tr>
<tr>
<td><strong>TOTAL COSTING</strong></td>
<td>26,220,000</td>
<td>27,832,000</td>
<td>35,856,000</td>
<td>40,929,000</td>
<td>47,084,000</td>
<td>53,119,500</td>
<td>62,272,000</td>
<td>71,917,000</td>
<td>81,871,000</td>
<td>91,727,000</td>
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</tbody>
</table>
### Table B: TVET Institutional Building & Equipment Maintenance, Replacement and New Purchases

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1 Vocational Centres</strong></td>
<td></td>
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Table C: Teacher In-service Training and Skills Upgrading (Diploma, Degree)
Table D: TVET Head Office Personal Emoluments, Goods and Services

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Table E: Tuition Fees and Scholarships

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