

# The new TVET training system in Timor-Leste

## Background

Timor-Leste is currently transforming the Vocational Training sector from a predominantly non-formal system to a formal, regulated, Technical and Vocational, Education and Training (TVET) system. The Secretariat of State for Employment and Training (SEFOPE), working closely with the regulatory body for the TVET sector the National Institute for Labour Force Development (INDMO), and the Ministry of Education is one of the main drivers of that transformation. SEFOPE and INDMO are supported by the ILO through the Youth Employment Promotion Program (YEPP), which is funded by AusAID.

Within the structure of the newly developed Timor-Leste National Qualifications Framework (TLNQF) the transformation process is guided by a set of underlying principles which are: access and equity; quality; proficiency; and relevance. It is a system which is responsive to industry needs, based upon international quality standards, and focused on employment outcomes for Timorese people.

The new system works in conjunction with the non-formal vocational training sector. It respects the sector's valuable and varied role particularly in providing practical skills and literacy and numeracy learning for out of school youth and marginalized groups.

There is currently a very robust community based non-formal vocational training system which delivers livelihoods skills, small business and entrepreneurship training ,and important social and community development programs. This type of training will continue to be supported as it provides opportunities for youth and marginalized groups particularly in the rural and remote areas of Timor-Leste.

## High number of youth and youth unemployment

Like many countries recovering from long-term conflict there is a disproportionate number of young people under 20 in Timor-Leste. Unemployment and under developed skills amongst this cohort is very high. A variety of youth employment projects have been put in place to engage youth at a community level. The Youth and Employment Promotion (YEP) program which is funded by AusAID and jointly implemented by SEFOPE and ILO, is one of the major youth targeted initiatives which engages youth in employment and training activities.

## Foundation courses as bridge to formal TVET system

In recognition of the high number of young people who are unemployed and remain outside the formal education system an articulation pathway, through Foundation courses, from the non-formal vocational training system to the formal TVET sector is being developed. Foundation courses provide life skills, leadership skills, work readiness skills as well as language and numeracy proficiency skills. Foundation courses combine this set of “soft” skills with basic functional skills in various industry areas such as construction, automotive, agriculture, administration and finance, or tourism.

The Foundation courses pathway will ensure that learners from different socio-economic and academic backgrounds can gain skills and knowledge to prepare them for gainful employment, and life-long learning.

The timing and delivery of particular Foundation courses is being tailored to meet the specific needs of female participants to create a gender inclusive environment.

## **Skills recognition**

The new TVET system also allows for those already in employment to upgrade their skills and receive national skills recognition. As the system develops centers of excellence will be established in each trade area. It is envisaged that these centers will have the capacity to conduct skills assessment. This means that people with many years of skills and experience can have their skills assessed against the national standards and receive appropriate qualifications.

The new TVET system provides minimum standards for all training providers in Timor-Leste whether they are civil society, Government, Church, or private enterprise based, to deliver quality training. The regulations also seek to strengthen existing training providers with the capacity and resources to deliver at a higher level, to deliver qualifications registered on the National Qualifications Framework to ensure a skilled work force for the future.

## **Progress to date**

At present the majority of the training and employment policies, processes, regulations and practices that support a strong TVET system have been developed and are being implemented by SEFOPE Directorates and INDMO. Planning, capacity building, institutional strengthening, skill and resource development, and infrastructure building to ensure a strong, market driven TVET system in 2015 and beyond is being undertaken with support from ILO advisers.

Industry Sub-Commissions are instrumental in ensuring an industry driven TVET system. Industry Sub-Commissions have been established in six major industry areas. These areas are Administration and Finance; Construction; Tourism and Hospitality; Education, and Training and

Assessment, Agriculture and Automotive. Planning has started for the establishment of the Petroleum and Maritime, and the Health Services Industry Sub-Commissions in 2012.

The new National TVET Strategic Plan which will be the framework for TVET development in the future has just been approved by the Council of Ministers. This document was produced by SEFOPE and INDMO after Nationwide consultation and with support of the YEPP.

## **National Qualifications Development and Certification**

1. Twenty Two National Qualifications and five National Certificates have been developed, approved and registered on the national data base with national codes and include over 200 units of competency. These are:

- i. Certificate I Hospitality (General)
- ii. Certificate II Hospitality (General)
- iii. Certificate II in Hospitality (Food Production)
- iv. Certificate II in Tourism (Tour Guiding)
- v. Certificate I in General office Administration
- vi. Certificate II in General office Administration
- vii. Certificate II in Financial Services (Micro finance and Banking)
- viii. Certificate III in Financial Services (Micro finance and Banking)
- ix. Certificate III in Training and Assessment
- x. Certificate IV in Training and Assessment
- xi. Certificate V (Diploma) in Training and Assessment (Joint certification with ANAAA)
- xii. Certificate I in Construction Trades (General)
- xiii. Certificate II in Construction (General)
- xiv. Certificate II in Welding
- xv. Certificate II in Plumbing
- xvi. Certificate II in Carpentry
- xvii. Certificate II in Masonry
- xviii. Certificate II in Electrical
- xix. Foundation Certificate with electives in agriculture, administration and finance, hospitality and tourism
- xx. Certificate III in Police investigations
- xxi. Certificate IV in Police investigations
- xxii. Certificate IV in Police Management

### **National Certificates**

- i. Certificate in Rural Water Supply Maintenance
- ii. Certificate in Small Scale Solar Power

- iii. Certificate in Coffee Making (Barista)
- iv. Certificate in Improving Your Business
- v. Certificate in Contractor Training (IADE)

Currently the following national qualifications are being developed for certification in 2011 and it is intended that they will be delivered by accredited training providers in 2012:

- vi. Certificate I, II in ICT
- vii. Certificate I and II in Automotive Service and Maintenance
- viii. Certificate I in Small Engines
- ix. Certificate IV in Public Sector Media studies (CEFTEC)

### SEFOPE’s integrated approach

With support from the YEPP, SEFOPE has developed an integrated employment and training system approach as shown in Figure 1 . SEFOPE directorates responsible for Training, Employment and Career Guidance, Labour Market Information (LMI), and the funding for Training Provision (FEFOPE) work closely together. They also support the INDMO, the regulatory body for TVET. The success of the system is based on the development and maintenance of strong linkages between the SEFOPE directorates and INDMO, and a common focus on training and employment through a regulated system. These links ensure that as INDMO develops relevant industry driven qualifications the capacity of training providers is being increased to deliver those national qualifications, youth are engaging with the system and making informed choices about career and employment opportunities, and appropriate funding formulas are being applied that support a range of TVET training activities and training and employment support initiatives.

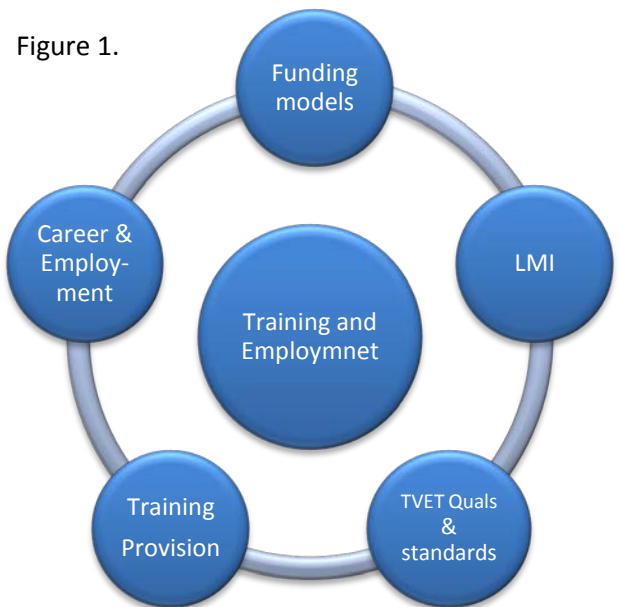
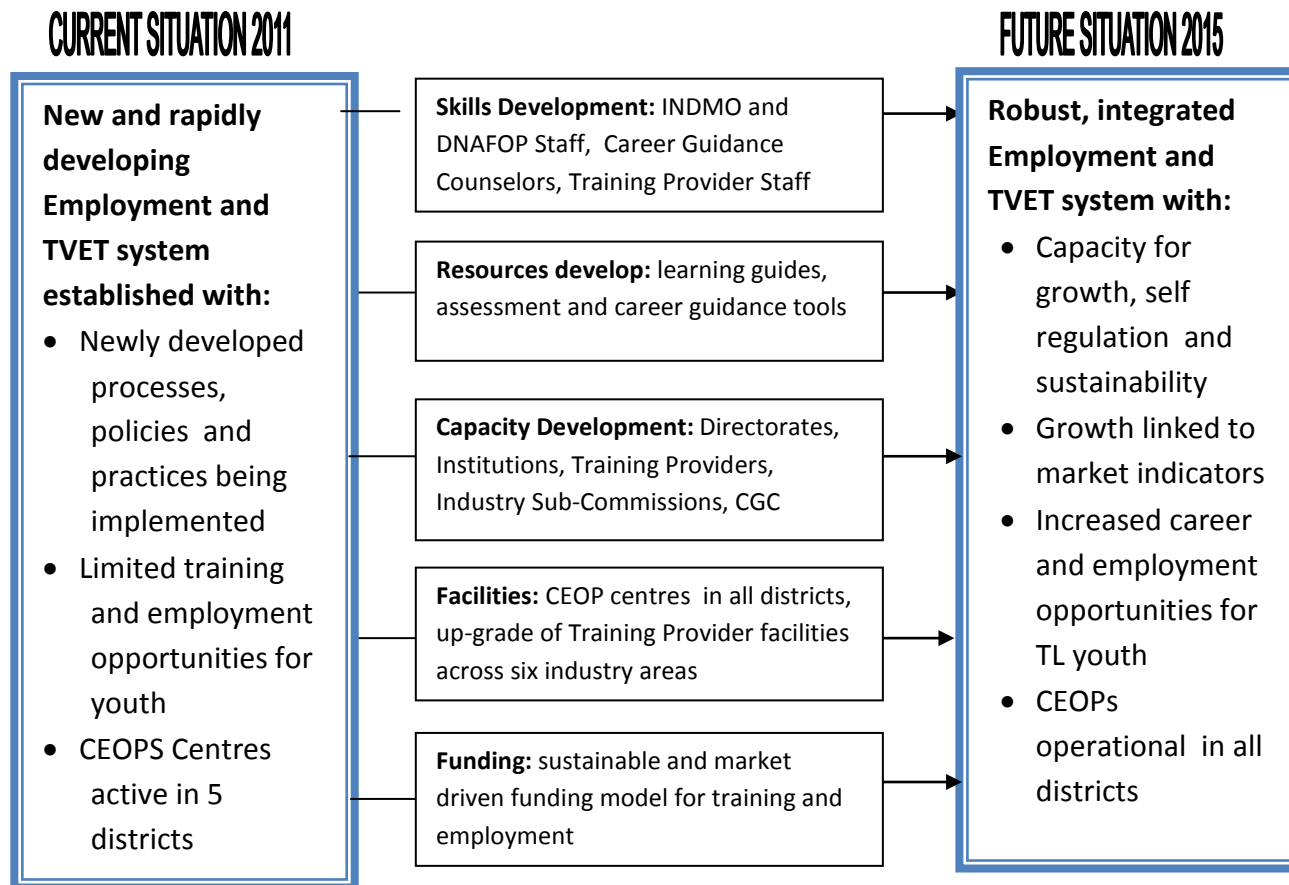


Figure 1.

While, as already stated, the TVET system is functional and active, as shown below (figure 2.) a great deal of on-going work needs to be done. This work includes planning, capacity building and institutional strengthening, skill and resource development, and infrastructure building to ensure a strong, market driven TVET system in 2015 and beyond.



## Emerging Issues

It is expected over the next five years that the work of SEFOPE and INDMO will increase dramatically as Civil Society, the public and private sectors and Training Providers gain confidence in the system. It is during this period that SEFOPE and INDMO will need its most significant financial and technical inputs to meet the new demands of a rapidly developing regulated system. It is envisioned that three Industry Sub-Commissions will be established per year over the next five years and a minimum of 20 qualifications developed per year across industry sectors. Qualifications at all levels will include Tetun/Portuguese language and numeracy proficiency standards to address the language and numeracy proficiency deficit in the current and emerging generation of young people coming into the training system.

## Training provision

Currently there exists a reasonably strong group of 15-18 Training Providers with the capacity between them to deliver good quality training across a wide range of industry areas, particularly at qualification levels one and two on the TLNQF. While a small number could also

deliver at a higher level, there is nevertheless, a critical training provision gap at qualification levels three and four. This training provision gap is being addressed immediately and processes put in place to build capacity of targeted Training Providers to deliver at this level within the next two years. Plans for resources and facilities to be upgraded for delivery at these levels are already in track.

To address the urgent need for the development of learning guides and assessment tools in Tetun and Portuguese, for the delivery of qualifications a Resources Development Unit has now been established. It is envisaged that this unit will develop into a centre of TVET practice which will provide professional development for trainers and for training provider management staff among a range of other support activities.

### **Challenges 2012 -2015 to be addressed:**

- i. Consolidation of the CEOPs network, including the development of Career Guidance Services in all districts to link youth to accredited training and employment/self-employment opportunities  
FEFOP
- ii. Increasing the capacity of the FEFOP (Employment and Vocational Training Fund) to support the envisaged strengthening of the key Training Providers, while continuing promotion of the creation of training and employment/self-employment opportunities;
- iii. Developing a funding model to pay for demand driven training ;
- iv. Designing a system that will enable the development of qualified trades people and technicians eg. apprenticeship/traineeship system;
- v. The strengthening of the Labour Market Information (LMI) Department of SEFOPE to ensure the permanent availability of updated key Labour Market Indicators to inform the Career Guidance Services of the CEOPs and the identification/selection of industry areas to be addressed by INDMO and by Training Providers;
- vi. Increased institutional strengthening, staff capacity building, Training Provider (TP) capacity building;
- vii. The identification and assessment of Training Providers with the capacity to deliver at qualification levels 3 and 4 and capacity building of identified TPs to become centers of excellence, and skills assessment centers, over the next four years;
- viii. Training and development of trainers across defined industry areas for delivery of Qualification levels 3 and 4 in 2013 onwards (Including overseas work experience and training where required);
- ix. Immediate and ongoing training of existing (untrained) trainers and up grading of existing trainers in the new TL Training and Assessment qualifications, certificate III, IV and V;

- x. Expansion of the pilot Resource and Development Unit to:
  - developing language and numeracy proficiency (LNP) standards for the workplace (Tetun/Portuguese) with learning and assessment materials;
  - Train certified trainers in LNP teaching, learning and assessment;
  - Work with accredited training providers (TPs) to map existing materials to new qualifications;
  - Producing learning guides and assessment tools for all units of competency in all industry areas (adopting and adapting) as needed (in progress);
  - Build the management and financial accountability skills of TPs.