

Country Paper

PAPUA NEW GUINEA



REORIENTING POLICY TOWARDS EXCELLENCE IN TVET EDUCATION FOR SUSTAINABLE DEVELOPMENT FOR PAPUA NEW GUINEA

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ABSTRACT :

Technical Vocational Education and Training (TVET) Division is part of the National Department of Education of Papua New Guinea. The prime objective is to provide coordinating services and logistics supports for seven (7) Technical and Business Colleges and 141 Vocational Centres situated in 21 Provinces. There are five (5) Branches in TVET Division namely Curriculum, Inspections, Operations, Vocational and Community Education. There are 49 officers working in TVET Division Head Office and 1075 teachers working in TVET institutions.

The TVET Education is a second priority of the Government of PNG beside Universal Basic Education. Managing and controlling of the Vocational Centres are the responsibility of the Provincial Government where as Inspection, Curriculum and Teacher Training are the responsibility of the National Government. Technical and Business Colleges are the National function and directly controlled by the TVET Division in line with the Education and Teaching Service ACTs.

Technical and Business Colleges are producing technician for Trades, Industries, Commerce, Public Service and Community and are offering Diploma, Certificate and extension courses for Full time and part time basis. Vocational Centres are offering community based short courses. There are 80% of the Diploma Students sponsored by the Trades and Industries and 60% of the Technical Training Certificate (TTC) are sponsored by the Office of Higher Education (Government). Approximately 30% of the Students in the TVET Institutions are sponsored by the families and the church organisations. All training programs are modularised and use Competency Based Training and Assessment (CBT &A) methodology. In 2008 PNG introduced 6 levels based on the National Qualification Frameworks.

The Department of Education is providing co-ordination and logistic support for Australia Pacific Technical College (APTC), Exxon Mobil Training Centre, EU Project on Human Resource Development and Community Colleges Pilot Project. TVET Division has introduced Curriculum, Vocational and Inspection reforms in line with National Education Plan 2005-2014 in order to address increasing market demand for technician education in PNG.

1. Introduction

Reorienting education policy towards Excellence in TVET Education is very important and timely as the National Government of PNG is reorienting and preparing strategic planning for education system for next 40 years. Technical Vocational Education and Training (TVET) Division is also working in line with the above Government vision. The Government new Vision is “ **Perusing and Promoting Excellence in Education for a Healthy, Wealthy and United Papua New Guinea by 2050.**” All Education agencies in PNG including Office of Higher Education, TVET Division, National Training Council and National Apprenticeship and Trade Testing Board are working together to prepare implementation strategy to achieve the Government Vision.

“ TVET is a Master Key for Socio-Economic Development for Papua New Guinea.”

2. Present Status on TVET Programs in Relation to Education for Sustainable Development

2.1 Major Changes in TVET Education

Technical Vocational Education and Training (TVET) within the PNG Education Sector has undergone major changes in the last five (5) years in its bid to develop a vibrant, responsive, relevant and efficient National Training System for the country. The emphasis has been placed on developing competitive skilled workforce for industries, for self-reliance and community development.

Experience has shown that both National and Provincial priorities directly affect functions and the delivery mechanisms in maintaining the expected standards in TVET. On the other hand, inspections and curriculum delivery strategies are also not effectively resourced and supported. There are administrative and management responsibilities that need to be addressed by both the National and Provincial authorities in order for TVET institutions to be effective training providers. In response to these challenges, TVET Division of the Education Department continues to undertake measures to reform the System consistent with the National Education Plan 2005-2014 and the TVET Policy.

The technical and business colleges operate as National institutions whilst the vocational centres operates as provincial institutions. Although the Technical and Vocational sections amalgamated as a division, there are very big gaps or differences in the systems, procedures and the processes of administration and management of these institutions. These main differences are in the areas of

responsibilities in the decision making process of the policies, in the management and administration of the institutions' assets, equipment and tools; infrastructures; staffing and staff appointments. This is compounded by the abilities and how well the powers vested upon the Governing Councils and the Boards of Management are enforced.

There are also differences in the stages or levels of competencies in the curriculum as well as duplications in the courses. The teacher's base levels vary in the division and there is no recognition and linkages in terms of vocational education as prior learning leading to higher technician education. TVET is trying to bridge this gap link at this stage.

2.2 TVET Vision and Mission

TVET VISION STATEMENT

A DEMAND-DRIVEN BROAD-BASED TECHNICAL VOCATIONAL EDUCATION AND TRAINING THAT MEETS NATIONAL COMPETENCY STANDARDS AND THE NEEDS OF THE COMMUNITY, GOVERNMENT, COMMERCE AND INDUSTRY.

MISSION STATEMENT

TO PROVIDE, FACILITATE AND PROMOTE INTEGRAL HUMAN DEVELOPMENT THROUGH THE DELIVERY OF RELEVANT AND NATIONALLY RECOGNISED TECHNICAL VOCATIONAL EDUCATION AND TRAINING PROGRAMS NECESSARY TO FOSTER, ENHANCE AND SUSTAIN THE SOCIO-ECONOMIC DEVELOPMENT OF PAPUA NEW GUINEA.

2.3 TVET Contributor to Socio-Economic Development

A vibrant, responsive, and efficient TVET System is an integral part of PNG's social and economic development and a necessity for the country's sustainable development. The long term effect as a result of rationalization and systemization of technical and vocational skills training would, provide informed skills and knowledge for productive work, increase informal sector participation and activities, thus, increasing growth in the national economy and eventual increase in Gross National Product (GNP). The primary effect or end result of this exercise is reducing poverty

and empowering marginalized population, both in the rural communities and the urban community.

Technical and Vocational institutions are potential contributors to the economy of the nation. TVET institutions offer courses in vocational and technical that are skills oriented that can contribute to the growth of industries both in the formal and informal sector. These skills can be used to activate both the renewal and non-renewal resources, and or maintain business activities, in primary production, secondary, and tertiary production. Primary production skills would produce agriculture, livestock, fishery and forest products, and contributes to down stream processing as well. Business skills activates trading and marketing, thus, creating culture of entrepreneurial in the community while, trade skills contributes to production from raw materials and services sector.

2.4 TVET Institutional Progress

Enrolments in 141 Vocational Centres have not been consistent with the teacher/student ratio (1:15), thus, expenditures in terms of teachers' salaries are beyond comparison. Average enrolment stands at 23 students per level 4 Centres to 120 per level 7 Centres and average staff on strength is 6 and 15 respectively. Average of 14,000 students graduated annually from the Vocational Centres. There are about 975 teachers in the Vocational Centres.

Enrolments in Technical and Business Colleges in 2008 are in-consistent. There are 231 full time teachers in the 7 Colleges and the total full time recorded enrolments are 3476 students. Colleges achieved targeted average Teacher / Students Ratio 1: 15 in 2009. However, Technical and Business Colleges could not compete with some Private Training Providers due to outdated/ deteriorated teaching equipment and short of technical skilled teachers. The Government has not lifted overseas teacher recruitment ban yet.

The scenario is devastating, coupled with deteriorating infrastructure, obsolete tools and equipments, incompetent teaching and management staff, outdated curriculum and training programs, and inconsistent support given by different levels of governance and administration of the provincial vocational education system

2.5 Rationale

The major activities in 2009 are that TVET Division is seeking to continue consultations with the major stakeholders and strengthen its coordination within the Division and the Department, to be consistent with National Education Plan and the Provincial Education Plans. The Division is conducting national seminars, conferences and workshops and other means to ensure that planned activities are realized.

The TVET's Branches are drawing the planned activities stated in the Operational Plan and budget them accordingly. These activities can be reviewed, researched, measured and evaluated to assess for further improvement or other cause of necessary actions.

3. Best Practices on Education for Sustainable Development

3.1 TVET Curriculum Reform

The TVET Division within the National Department of Education through its National and Provincial TVET institutions (colleges, and centres) is one of the three government agencies that provide services in the provision of skills training to school leavers, apprentices, employed personnel and the general community. The other government agencies are: the National Training Council (NTC) and the National Apprenticeship and Trade Testing Board (NATTB) who also provide services in managing the standards and quality of skills training in PNG.

The TVET System within the education system is a major stakeholder by providing skills training courses in accordance with the employment demands.

The TVET system reform is guided by the National Education Plan 2005-2014 to create a TVET system that meets Papua New Guinea's present and future workforce needs. It started in 1999 with the launch of the first TVET Corporate Plan 1999-2003. A major component of the TVET system reform is the reform of the TVET curriculum which has been part of the traditional educational system that is teacher-centred and objective-based. This approach is not effective when the goal is to train a person for specific job-related skills and knowledge and a more appropriate approach is competency-based training.

In March 1999, the Department of Education approved a major policy shift to the use of Competency-Based Training and Assessment (CBT&A) approach in the development of the curriculum and training delivery in TVET institutions. This approach aims for a mastery of industry-specific knowledge and skills and is learner-centred. The CBT&A policy was adopted at the time (1997 to 2002) the National Trade Testing and Certification System (NTTCS) was being developed for PNG. Maintenance Fitting and Machining

The competency standards were based on the current three-level training framework for apprentices. The competency standards were used for the setting up of a National Trade Testing and Certification system, and at the same time to develop the new competency-based curriculum for the seven courses (for apprentices). In the meantime, TVET courses remained to be offered and certified without a "unified system of qualifications" and stakeholders, particularly employers, continue to express that they do not fully understand the TVET qualifications.

Under the present arrangements the responsibility for the development of competency standards belongs to NATTB. Since the introduction of competency standards in PNG, only about 18 or so standards have been written, some are incomplete, some are outdated having passed the review date.

In short, PNG does not have a fully developed system of competency standards for all trades and occupations in PNG. The challenge is how best to develop the new TVET curriculum based on PNG standards or an adaptation from other countries.

A draft 6-level National Qualifications Framework was prepared in 2006 by a Steering Committee and presented for extensive consultations. A submission was then forwarded, through the channel of authorities in the Department of Education, to the National Executive Council. Concurrent with this development, the new TVET curricula was also undertaken using competency standards and aligning with the future qualifications framework.

Year 2007 was the preparation year for the implementation of the National TVET Qualifications Framework. Extensive program of awareness raising, capacity building and in-servicing assistance were conducted. A draft policy on National Quality Training Framework was drafted by a short term adviser to ensure consistent quality standards in all TVET providers.

In 2009 seventeen TVET institutions (7 technical colleges and 10 vocational centres) have been selected & implemented the above courses/national qualifications. An implementation strategy has been agreed to fully support these institutions to ensure that the critical elements of implementation are provided or are in place, such as, the new curriculum (National Training Packages); tools, equipment, learning resources such as books; infrastructure; and teacher competencies.

3.2 Competency Based Training

Competency based TVET reflects competency standards. It is a major means of involving industry in the design, development and provision of training. This involvement is designed to ensure the relevancy and responsiveness of training to industry needs. The essential aspect of CBT is that the delivery, assessment and certification of training relates to the demonstration of attained knowledge, skills and the application required for effective performance at the required level in the workplace as defined in the competency standards. In competency based system importance is placed on demonstrating what an individual can do in the workplace and not how long they spend in training or merely the amount of knowledge they acquired in a formal setting. This means that competency based training is outcomes orientated.

National Qualifications will only be issued by registered TVET providers or organisations. Typically a number of units of competency or modules of learning are

grouped together to form a qualification accredited at a particular PNG TQF level. For example, the National Certificate 1 in Hospitality (Commercial Cookery) consists of 9 modules. To award the qualification the student needs to be assessed as competent in all of the nine modules. If the student was to only attempt assessment in 2 modules, then he/she would be awarded a Statement of Attainment, which states the modules in which the student is deemed competent in.

The Statement of Attainment can be presented to any other TVET training institution/provider should the student wishes to complete the course with a different provider of TVET in the future.

3.3 Quality Assurance

Quality assurance guarantees that a product or service will satisfy customer's needs. In 2008, a policy on the registration of training providers was developed.

Quality assurance in TVET means the TVET graduates satisfy the needs of industry and employment. In TVET central to quality assurance is a National Qualifications Framework. It supports an outcome-based system, that is, a competency based TVET system.

A Qualification is a formal certification issued by an approving body in recognition that a person has achieved the learning outcomes or competencies relevant to identified individual, professional, industrial or community needs.

3.4 TVET Qualifications

TVET competencies are packaged into a qualification in accordance to the qualifications framework that describes the level of skills, knowledge and responsibilities in the workplace. Assessment materials or instruments are developed to determine whether or not a person can perform the competencies.

Training is offered so that a person can learn new skills and knowledge specified in the competencies. The qualification is a saleable item in the job market. An employer is buying skills and knowledge which will benefit the company.

National qualifications are the basic foundation of human resource development of a nation. If you want to quality assurance on curriculum, then you should ensure the curriculum really supports the qualification. If a training provider is to be registered to offer a qualification, then it should have the human and physical resources to teach the qualification. If you want to issue a certificate then you issue the certificate when a person has performed the competencies that make up the qualification.

3.5 National Qualifications Framework (NQF)

The need for a National Qualifications Framework (NQF) for PNG had been identified in a number of reports including the 1997 Report “According to their Talents” to NEC on the future of TVET in PNG.

A National Qualifications Framework (NQF) is a unified system of national qualifications and includes all qualifications of the Schools, TVET, and Higher Education sectors.

It provides clear rules on the level of education and training that each qualification title represents. It provides a qualifications system that is standard across the country and makes it easier for citizens to continue their education as there is a clearly defined pathways. The framework will eliminate confusion caused by different titles and education levels. The qualifications of the TVET sector are in need of the greatest reform.

We have the beginnings of a qualifications framework in 2006 with the drafting of a National TVET Qualifications Framework (NTQF), but we have yet to fully develop it. We have a system of centralized national curriculum in TVET for technical colleges and VTCs. The NEP recognises the need for localized curricula in response to the needs of communities. The provincial education plans link the national TVET plan to local economies. The Policy Submission to the National Executive Council (NEC) has been outstanding for the last two years and this need to be progressed quickly.

The PNG National TVET Qualifications Framework is consistent with the qualifications frameworks of other countries including our main neighbours of New Zealand, Australia, Hong Kong and the Philippines. Such equivalency is important in terms of international recognition of the skills and qualifications of Papua New Guineans.

3.6 Vocational System-Wide Reform Continuation

3. 6.1 Goals and Objectives of System Wide Reform

The major goal of the System Wide Reform is derived from the Medium Term Development Strategy (MTDS) and the National Education Plan to improve the education sector. TVET as division in the Department of Education it is responsible for the development of skills training in PNG and response accordingly to the Government goals and objectives through the Department of Education.

The current Technical, Business Colleges and the Provincial vocational education system responsiveness is below the required expectations. The system must provide a vibrant, responsive, and efficient technical and vocational skills training so

that a total of 88% of children leaving school every year and to the 86% unfortunates who have left school or who have not gone to school due to situations beyond their control be given some opportunities.

The primary objective of this innovation is to address the Governments Medium Term Development Strategy (MTDS) 2005 – 2015 by providing access to every Papua New Guineans to gain quality, appropriate and relevant technical and vocational education which would intend stimulate social order and economic growth, thus increasing Gross Domestic Product and uplifting living standards of every Papua New Guineans by 2020.

The outcome of the acquisition of quality, appropriate and relevant technical and vocational education by the number of Papua New Guineans mentioned above would generally improve social order and economic growth in the participating community with chain reaction in provinces and the nation. It is envisaged that there will be increased in rural productivity, increase in non-farm employment, reduction in urban unemployment, and increase opportunities for further studies for those who can make it through. Consequently, Papua New Guineans will be empowered to participate meaningfully in the government's overarching development process.

3.6.2 Vocational Reform Continuation

The major activity for the Vocational Education Branch for this year is focused on Provincial Vocational Education and Training Reform. Their targets are to conduct Provincial Vocational Centre Coordinators conference on strategic planning and provincial checklist development; National Education Board Submission for the endorsement of the Policy on System Wide Provincial Vocational Education and Training Reform (SWPVR) and a National Education Board Submission for the endorsement of commencement of SWPVR in 2009 and national TVET initiatives to financially and logistically support the operations of selected provincial TVET committees and provincial vocational coordinators. Provincial Vocational Education Coordinators roles will be reviewed within the framework of the SWPVR and restructured in favour of the National Department of Education.

Deregistration of 141 Provincial Vocational Centres and consequent signing of MOU on deregistration and re-registration of provincial vocational Centres between the national department and provincial education division will be the highlights of the 2009 planned activities.

Ongoing activities will continue concurrently within the context of the System Wide Provincial Vocational Reform, subsequently, implementing the National Education Plan 2005 – 2014. Major activities will include; completion of the 9 undone provincial TVET plans and provincial education plan integration, begin the development of District TVET plans and District Education Plan integration, facilitate development of institutional plans, facilitate provincial TVET policy development, continue to

facilitate provincial TVET committee establishment, strengthening of competency based enterprising vocational education and training project (Enterprise Oriented Training Program -EOTP) in 15 existing vocational Centres. In 2009 there are 4 provinces targeted for Vocational reforms.

3.7 TVET Inspection Reform

The inspection system had been restructured into 4 regions of Southern, Momase, Highlands and New Guinea Islands in 2008. This year's major Inspection activities is to address the administration and management issues that will be dealt by the regions through the senior inspectors via superintendent as a protocol process. The activities for the inspections are to rationalize the inspections administration and management procedures and processes; conduct any investigations; carry out all advisory and final inspections to all TVET institutions as an on going calendar year and any other issues from the National Rating Conference. The inspections must secure sufficient funding to carry out the tasks related to assist TVET Reform in

consultation with other branches of the division. The restructure of the inspection system by regions will enable the senior inspectors and provincial inspectors to clearly specify tasks in their roles and responsibilities to justify quality and standard in TVET institutions apart from routine duties. To do this, inspection must develop instruments and tools that must be measurable and accountable directly related to TVET major planned activities in order to make progressive report, assessment and evaluations for appropriate action.

In 2009 there are 315 teachers targeted to be inspected. There are seven (7) Technical and Business Colleges and 40 Vocational Centres are targeted to complete normal inspection and skills and facilities audit to justify suitability of introducing Levels 1 & 2 National Certificate courses. TVET inspectors are planning to visit every vocational centre within 2 years.

3.8 Provide Co-Ordination Services and Logistic Support for:

- AUSTRALIA PACIFIC TECHNICAL COLLEGE (APTC)

The Subsidiary arrangement and under the treaty on Development co-operation between Government of Australia (GOA) and Government of Papua New Guinea (GOPNG) to establish a Australia Pacific Technical College (APTC) has been reached in 2007. Port Moresby Technical College is one of the training centre that will accommodate this agreement.

Australia Pacific Technical College (APTC) has been officially launched at Port Moresby Technical College. Construction of building has also been started and its scheduled training program began in January 2009.

All administration of APTC under the umbrella of Port Moresby Technical College and all Assets and Training Equipment will be the property of Port Moresby Technical College after four (4) years transitional period. The Department of Education recognizes APTC as a Registered Training Organization (RTO) within Papua New Guinea. Engineering Fabrication, Engineering Mechanical Fitter and System Electricians courses will be offered this year. TVET teachers are attached with APTC for “ Job Attachment Training Program for maximum of 12 months same as industrial attachment.

- EXXON MOBIL TRAINING CENTER IN PORT MORESBY TECHNICAL COLLEGE

Exxon Mobile Company is planning to establish a training centre at Port Moresby Technical College to train technical skills personnel needed for the PNG-LNG gas project. The property developers and the Department of Education had preliminary discussions and Port Moresby Technical College and Department of Education fully support the establishment of a training centre at Port Moresby Technical College. Exxon Mobile training centre is planning to produce 7,500 skills personnel for the next 5 years. The APTC and Exxon Mobil colleges will be contributing to the Human Resource Development of Papua New Guinea.

- COMMUNITY COLLEGE PILOT PROJECT IMPLEMENTATION

The Community College system is an alternative system of Technical and Vocational Education is an inclusive education for national development, aimed at the empowerment of the disadvantaged and the underprivileged section of the population. It will promote job oriented, work related, skills-based and life coping education. It envisages access, flexibility in curriculum and teaching methodology, cost effectiveness and equal opportunity to all Papua New Guineans. The Community College system aims to achieve the liberation and empowerment of the exploited and deprived groups of society by releasing and developing the sources within, through middle skills development and facilitating self- actualization.

The National Government allocated 139m Kina for 17 pilot Community Colleges in the next five years. The first Community College, Marian Berg, was launched in East Sepik Province on 11th September 2008. The policy document was developed by TVET Division and submitted. The NEC endorsed to establish 15 community Colleges within the next three (3) years.

- EDUCATION TRAINING AND HUMAN RESOURCE DEVELOPMENT PROGRAMME (ETHRDP)

This programme (**ETHRDP**) is European Union funded (EDF9) which is valued at around Euro 39 Million. There are other components to the ETHRDP; however, only

component five (5) is focused on Community Based Vocational Education. (Euro Four (4) Million. The overall purpose of ETHRDP is to “promote the development of PNG’s human resources”. The specific objective is to provide effective learning support mechanisms for education and training established to promote sustainable human resource development.

Component Five (5) of the EU funded ETHRDP is focused on Community Based Vocational Education. Its objective is to strengthen community-based vocational education responsive to industry and local needs and to self employment. The programme will pilot activities in four VTCs in four Provinces. For component 5 (Community Participation in Vocational Education and Training) the TORs identify the need for a paradigm shift. The shift will ensure that VTCs respond to local needs and the needs of industry and the informal sector.

TVET Policy, released in 2006 confirms the importance of this paradigm shift. The policy reads, in part: “All registered Vocational Centres will plan and deliver short courses which are demand driven and meet the needs of their community. There will be strong community involvement in the programme planning and courses will be run at a time and venue which suits participants”. The TORs indicate the need for developing management support systems and by training inputs to strengthen the skills of individual Managers and Boards of Management. (NEP 2005-2014).

Vocational Education has now become a clear priority in GoPNG policy but a paradigm shift is required to ensure that Vocational Training Centres (VTC) become responsive to local needs, and to the requirements of industry and the informal sector. The sub-sector has suffered from past neglect. Institutional systems and management capacity have been weakened at the provincial and local level. Unless these are strengthened, the programme will not have any long-term impact. Particular attention will be given to strengthening management capacity in the VTCs themselves, through the development of operational plans by the VTCs, development of management support systems and training inputs to strengthen the skills of individual managers.

Capacity Building, an integral part of the programme, is required to support GoPNG efforts to provide relevant and quality education and training opportunities for all, and to develop all positive aspects of life for self-reliance, social and economic development. Issues such as transparency and accountability in decision making, gender equity and protection of the environment, will be mainstreamed in the programme. HIV/AIDS awareness will also be incorporated in the programme, notably through both curriculum development and programmed training activities.

3.9 CONVERTING LTC INTO NATIONAL POLYTECHNICS INSTITUTE

On the basis of the TVET Division NEB paper on Restructure of Technical and Business Colleges, the NEB meeting held on 28th February 2008 approved converting

Lae Technical College into the “National Polytechnic Institute of PNG” effective from January, 2009.

The NEB minutes states “ The National Education Board endorsed to change Lae Technical College into PNG Polytechnic Institute effective from 2008 onwards and expand enrolment to students of Pacific Countries.

The above NEB decision was circulated at the Governing Council Meeting of Lae Technical College. The Governing council strongly supported converting Lae Technical College into PNG Polytechnic Institute. The Governing Council has decided to launch National Polytechnic Institute of PNG on 4th of October, 2009.

3.10 LINKAGES WITH MEDIUM TERM DEVELOPMENT (MTD) STRATEGIES

1. Access	1. Good Governance in Institutions
2. Relevant Education	2. Export Driven Economic Growth
3. Human Resources	3. Enhancing Human Resource Capacity

4. Issues and Challenges

1. The Government, Donor Agencies and Non Government Organisations shall assist to resource TVET teaching facilities, tools, equipment and infrastructure in TVET institutions.
2. Strengthen institutional leadership and management including Financial Management..
3. Restructure TVET Division and TVET Institutions to meet increasing market demand.
4. Commercialise and give more autonomy to TVET institutions.
5. Provide more opportunities for teacher skills upgrading training.
6. Establish more TVET institutions to meet industry and community demands.
7. Increase linkages with Higher Education Institutes and International TVET capacity building organisations.

5. Conclusion

A stage approach and group working are important for making a transition to SMART TVET will undeniably be paramount for improving quality products, programs and the associated processes. It will require Government commitment, better coordination, and good leadership and support at all levels of system and personnel. To achieve these talents the reorienting policy on excellence in TVET Education for sustainable Development is very important and timely. It will contribute meaningfully to Socio-Economic Development for Papua New Guinea.

6 References

Administration Manuals, Financial Manual, Secretary's circulars, Journals & Etc.

7. Appendices:

- 7.1 TVET Policy Document 2005
- 7.2 TVET Policy Rationales and Action Plan
- 7.3 National Plan for Education 2005-2014.