

GREETINGS FROM PAPUA NEW GUINEA

**WELCOME TO
INTERNATIONAL EXPERT MEETING ON
“ REORIENTING TVET POLICY TOWARDS
EDUCATION FOR SUSTAINABLE
DEVELOPMENT.”**

26TH – 28TH AUGUST 2009

BERLIN, GERMANY.

Moving on...



TITLE:
**Reorienting Policy towards
Excellence in TVET
Education for Sustainable
Development of PNG.**



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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.

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 conducting community
based short courses.



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1. 1 Introduction – PNG's Growth



PNG's growth depends on its human capital resources to harness its vast natural resources for the country's development.

NEP/MTDS emphasis on Basic Education & TVET.

The Changing World

Globalization is
prompting renewed
interest in TVET.


1. 2 Introduction - Globalization



Globalization is a phenomenon that brings change of a global scale.

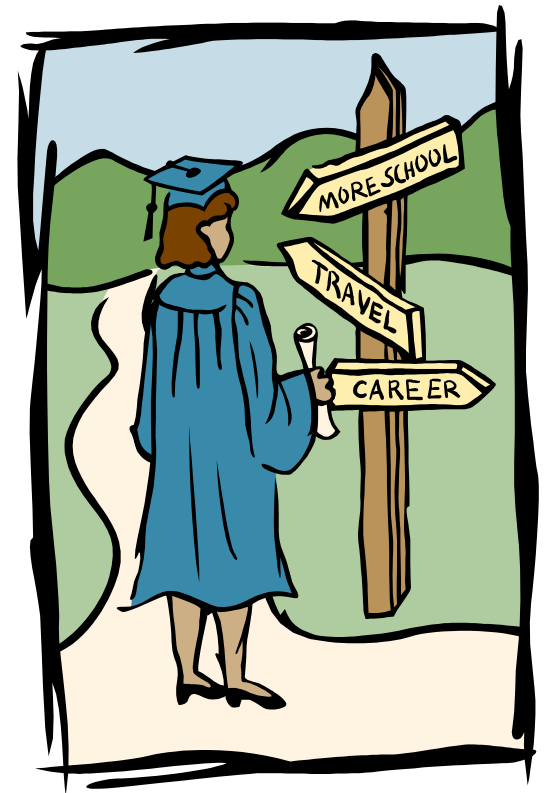
**Globalization has
rage everyone
about TVET!**

The Changing World

-  The world's people are becoming increasingly interconnected in all facets of their lives: cultural, economic, political, technological, environmental.
-  Technology & work practices are rapidly changing.
-  The world has become borderless.
-  The emerging reality of globalization is convergence which is forced and facilitated by global information systems, faxes, emails, and fiber optics.
-  Convergence is said to be the tendency for everything to become more like everything else.

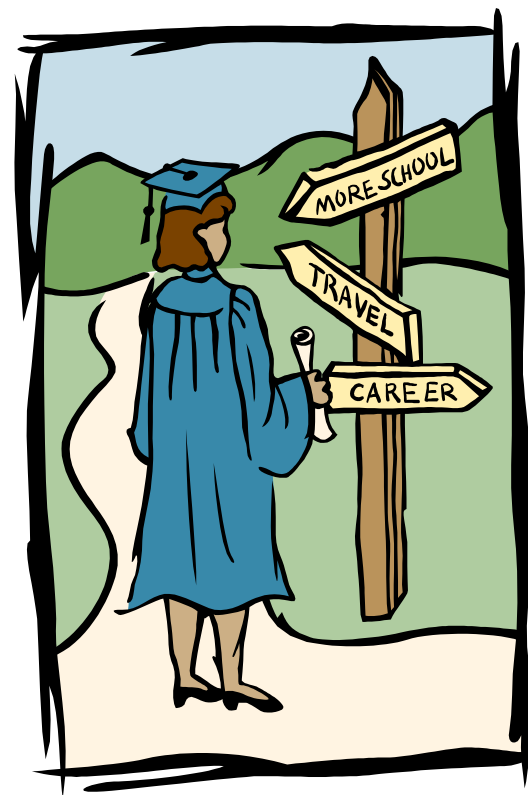
1.3 Introduction – TVET Vision Statement

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.



1.4 Introduction–TVET Mission Statement

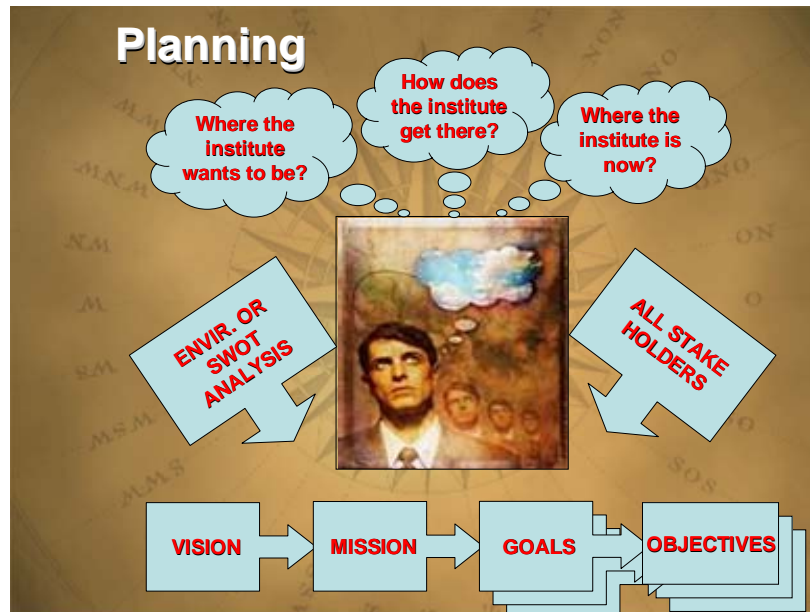
TO PROVIDE, FACILITATE AND PROMOTE INTEGRAL HUMAN DEVELOPMENT THROUGH THE DELIVERY OF RELEVANT AND NATIONALLY RECOGNISED TECHNICAL VOCATIONAL EDUCATION AND TRAINING PROGRAMS NECESSARY TO FOSTER, ENHANCE AND SUSTAIN THE SOCIO-ECONOMIC DEVELOPMENT OF PAPUA NEW GUINEA.



1.5 Introduction – PNG's National Vision



Lessons from past.
Opportunities.
Future.



1.6 Introduction – Vision 2050

***As leaders in TVET, our role is critical
in translating the dreams & goals in
the NSP 2050.***

***“Papua New Guinea
becomes a Happy,
Wealthy, Educated and
United Country by 2050”***

1.7 Introduction – Vision 2050

Based on events over the past 34 years, & given the challenges ahead for the next 40 years, the Government's National Strategic Plan (NSP) Mission 2050 is that “to mobilize all people to create wealth through smart innovative ideas, quality services & equitable distribution of wealth”.

The lessons since 1975 will require clear direction & foundation to design TVET institutions/systems to create the environment for economic engines.

1.8 Introduction – What is TVET ?

The Technical Vocational Education and Training (TVET) Division is one of the Section of the National Department of Education responsible to administer, monitor & provide logistic supports for :

1.7 Technical and Business Colleges (National Institutions) In 2008 Students Enrolment 3,950

2.141 Vocational Centres- Administration Provincial Function & Inspection, teacher training & partly curriculum National functions. In 2008 students enrolment 13,754

2. Present States on TVET programs. TVET Economic Contributor

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

2. 2 Present States on TVET programs. TVET Reform



**TVET contributes to
Nation building
through social &
economic
empowerment.**

TVET is recognized internationally.

2.3 The context for TVET Reform

Concerned with developing a new TVET System to promote excellence in TVET Education in PNG targeted to global standard and needs.

2.3 The context for TVET Reform

Paradigm shift for innovating TVET led to CBT&A which has seen improvement in education & training to addressing the complex demands of industry, thus reducing the gap between education and industry.

2.4 The context for TVET Reform

Moving to implementing a National Qualifications Framework to ensure consistent standards and quality of graduates globally marketable.

2.5 The context for TVET Reform

TVET caters for varied needs of people.

TVET is integral part of human capital development.

TVET is preparing people for the world of work.

2.6 The context for TVET Reform

TVET to become first choice.

CBTA was adopted in 1999, a great deal of progress made, but, we are still faced with many challenges.

Implications for implementation.

2.7 The National Training Framework

Within the TVET system, there are mechanisms, frameworks, policies & principles to ensure relevant, high quality TVET system.

The **National Training Framework** ensures a consistent environment for TVET institutions to operate an efficient & quality training system.

2.9 The National Training Framework

1.

PNG National Qualifications Framework

2.

National Training Packages

3.

PNG National Training Quality Framework

2.10 The National Training Framework

1.

PNG National Qualifications Framework

Over a period of time, by the six national qualification titles will be:

National Certificate 1 in (industry or descriptor of industry)

National Certificate 2 in (industry or descriptor of industry)

National Certificate 3 in (industry or descriptor of industry)

National Certificate 4 in (industry or descriptor of industry)

National Diploma in (industry or descriptor of industry)

National Advanced Diploma in (industry or descriptor of industry))

2.11 Curriculum Challenges



Challenges for effective implementation of the TVET reform.

2.12 Curriculum Challenges

- 1.** Full awareness on PNGNQF – Why/What?
- 2.** Full awareness on PNGNTQF, RTP – Why?
- 3.** Re-structured National arrangement for TVET System.
- 4.** Full development of PNG Competency Standards

2.13 Curriculum Challenges

- 5.** Continuing development & reviews of NTPs
- 6.** Adequate & continuous funding support.
- 7.** Resourcing of teaching/learning requirements.
- 8.** Strengthening capacity to deliver & assess national qualifications.

2.13 Curriculum Challenges

9. Private-Public Partnerships

3. *BEST PRACTICES :*

3.1 ENTRIPRINERSHIP TRAINING.

The prime objective of the System Wide Reform is derived from the MTDS and the National Education Plan to improve the Vocational education sector. The system must provide a vibrant, responsive, and efficient technical and vocational skills training to promote entriprionership training for self employment.

3. *BEST PRACTICES :*

3.2 One of the project in New Island is to promote use of coconut oil for diesel engine. This is working very well. Although the production cost is high, however, no transportation and storage cost. This is ideal for rural community use.

3.3 One of the foreign company selected to grow Cassava for 3500 H to produce energy & fuel.

3. *BEST PRACTICES :*

3.4 PNG is working partnership with Australia and New Zealand to develop policies on:

1. Climate Changes.
2. Green peace.
3. Gender Equality
4. HIV/AIDS.

HIV/ AID is a part of TVET curriculum now.

3.2 Australia Pacific Technical College

1. The Subsidiary arrangement 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.
2. Port Moresby Technical College is one of the training centre that has accommodated this agreement. Other training Centres are situated at Ela Motors, Hasting Dearing & OTML.

3.3 Exxon Mobil Training Centre.

1. Exxon Mobile Company is planning to establish a training centre at Port Moresby Technical College to train technical skills personnel needed for PNG-LND gas project.
2. The property developers and the Department of Education had preliminary discussions and Port Moresby Technical College and Department of Education are fully supported for establishment of training centre at Port Moresby Technical College.
3. Exxon Mobile training centre is planning to produce 7,500 skills personnel for next 5 years. Draft access agreement was produced by the property developers

3.4 Community College Pilot Project.

1. The Community College system is an alternative system of technical and Vocational Education an inclusive education for national development, aimed at the empowerment of the disadvantaged and the underprivileged section of the population.
2. 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.

3.4 Community College Pilot Project.

3. 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.
4. The National Government allocated 131m Kina & NEC endorsed 15 pilot Community College projects in the next five years. The First Marian berg Community College was launched on 11th September 2008 and allocate K3m for establishment cost. Civil works & Construction works are being carried out. The policy document has been developed by the TVET Division. The other Pilot projects have been identified for implementation. Two groups of teachers sent to India for training. Two pre-fabricated classrooms arrived in.

3.5 Converting Lae Technical College in to PNG polytechnic Institute.

1. On the basis of the TVET Division NEB submission, the NEB meeting held on 28th February 2008 approved converting Lae Technical College in to “ PNG Polytechnic Institute” .
2. The Governing Council sent five members group to New Zealand for facts finding mission as New Zealand has very good Polytechnic Institute structure and it is very famous in Pacific Region Countries.

3. 6 Education Training & Human Resource Development Program (EU)

1. This programme (**ETHRDP**) is European Union funded (EDF9) which is valued around Euro 39 Million. There are other components to the ETHRDP, however only component five (5) is focusing on Community Based Vocational Education. (Euro Four (4) M.

4. ISSUES AND CHALLENGES.

- The Government, Donor Agencies and Non Government Organisations shall assist to resource TVET teaching facilities, tools, equipment and infrastructure in TVET institutions.
- Strengthen institutional leadership and management including Financial Management.

4. ISSUES AND CHALLENGES.

- Restructure TVET Division and TVET Institutions to meet increasing market demand.
- Commercialise and give more autonomy to TVET institutions.
- Provide more opportunities for teacher skills upgrading training.
- Establish more TVET institutions to meet industry and community demand.
- Increase linkages with higher education institutes and International TVET capacity building organisations.

5. Conclusion

A staged approach is important for making changes in TVET Education for better future. National Qualification System is way forward , which will undeniably be important for improving the TVET globally marketable “products”. It will require the Government’s firm commitment, better coordination, good leadership and support at all levels.



Tenkyu tru



Taníkíu
Thank You