



Australian Government  
Department of Foreign Affairs and Trade

Education Learning and  
Development Module



**Diplomatic  
Academy.**



## **TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

Foundation Level  
2020



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# ACRONYMS

ADB	Asian Development Bank
APTC	Australia Pacific Training Coalition
CEDAW	Convention on the Elimination of All forms of Discrimination Against Women
DFAT	Department of Foreign Affairs and Trade
GNP	Gross National Product
ILO	International Labor Organization
NQF	National Qualifications Framework
TVET	Technical and Vocational Education and Training
PNG	Papua New Guinea
PRC	People's Republic of China
UNESCO	United Nations Educational, Scientific and Cultural Organization



# 1 INTRODUCTION

The purpose of this module is to provide introductory information Technical and Vocational Education and Training (TVET), outlines the case for investment and provides effective strategies to strengthen TVET investments. It provides a foundation to engage in this topic and apply advice from staff with operational or expert levels of knowledge in education. On successful completion you will be able to be an informed participant in forums related to TVET.

## 2 WHAT IS TVET AND WHY IS IT IMPORTANT?

### An activity for you

Consider the following scenario.

**You participate in a discussion on the high unemployment and low productivity rates of the partner country you are working with.**



The following are some of the statements made by attendees.

- 'Productivity and incomes will not increase unless firms put more money into training their workforce.'
- 'Nobody's teaching entrepreneurial skills.'
- 'The high number of unemployed youth will lead to problems in the future.'
- 'There should be more adult courses for people in the informal sector.'
- 'Colleges and the professions aren't getting the right students.'
- 'Even with high unemployment rates, there are gaps in the national workforce, and migrant labour is needed.'
- 'Schools don't provide the skills needed by the labour market; they should teach more practical courses.'
- 'Graduates skills don't match up with workplace needs and requirements.'
- 'Women aren't strong enough for some professions.'

**You are asked whether you think there should be more emphasis on TVET.**

**Which of the statements above are talking about TVET and which aren't?**



## What is TVET?

TVET terminology tends to be used loosely. Terms ‘TVET’, ‘Vocational Education’ and ‘Vocational Education and Training (VET)’ are often used interchangeably, with various development partners and countries using different terms. Australia primarily uses VET domestically. Increasingly, Australia’s overseas development investments use ‘skills’ reflecting TVET’s contribution beyond learning to productive employment, sustainable livelihoods and economic growth. Regardless of what the sector or training is called, TVET is inherently practical and can be broadly understood as *‘the acquisition of knowledge and skills for the world of work’*.

Source: UNESCO-UNEVOC 2017, What is TVET?

TVET programs can be delivered as a formal qualification within a national training system. Such **formal education and training**:

- takes place in or involves the system of schools, colleges and universities and other formal education institutions
- constitutes a continuous ladder of education
- is directly relevant for the highest level of formal education attained.

Or, TVET can be delivered through **non-formal education and training**. These either do not lead to qualifications, or lead to a certificate of completion or similar qualification which is not directly recognised by relevant national education authorities.

Formal and non-formal TVET is also distinguished from **informal learning** or random learning which are not institutionalised, such as self-directed learning, coaching or networking.

TVET education, training and skills development takes place at a number of levels and relates to a wide range of occupational fields, production, services and livelihoods:

*‘TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET’.*

Source: UNESCO, 2015, TVETipedia Glossary.

In practice, TVET might be delivered through:

- Craft and business courses in general secondary schools (and in some cases, primary schools) or in vocational secondary schools.
- Vocational education and training at the tertiary level (notably in technical colleges and tertiary level vocational education).
- Adult vocational training for employees, those seeking employment and those



setting up businesses, particularly in the informal sector.

**Table 1 – Some examples of TVET provision and involved partners**

	Aspect of TVET			
	Technical Education	Vocational Education	Formal Vocational Training	Non-formal Vocational Training
<b>TVET oversight and governance</b>	Ministry of Education	Ministry of Education	National Training Commission	Labour and Social Affairs or Adult Education
<b>Purpose</b>	Provide skilled technicians for the workforce	Prepare school students for the world of work	Provide job-ready skills for those entering the workforce, and improve skills of those seeking employment	
<b>Trainer</b>	Government or non-government technical college	General secondary school	TVET college (public or private)	Adult education centre
<b>Course examples</b>	Certificate in ICT systems support  Certificate in computer aided design	Fashion design  Woodwork	Certificate 3: Hospitality  Certificate 2: Heavy plant operation	Textiles  Light vehicle maintenance

## Why is TVET important?

TVET has multiple benefits to an individual, an employee and a nation. It strengthens individual skills and employability, builds employer capacities leading to higher revenue and increases productivity in a nation which can contribute to a more competitive economy and economic growth. TVET also has returns to society, including improved health, social cohesion through increased democratisation and human rights, and better social equity particularly for disadvantaged groups and strengthened social capital.

### Benefits for the individual

- Possession of skills to undertake new tasks and move up the career ladder.
- Improved access to local, regional and international labour markets, especially for young people.
- Enhanced ability to financially support themselves and their family to improve living standards, especially engagements through the informal sector.

### Benefits for employers

- Increased motivation of employees leading to higher revenue.
- Higher standards of production or service provision leading to increased quality services.



- Reduced number of accidents in the workplace.

### National benefits of investing in TVET

- Increased employment for women and men, and associated social and economic benefits including poverty reduction.
- Reduced threats of crime and national security from disaffected or unemployed persons.
- Addressing skill gaps that are hindering economic growth and service provision, while reducing the need for migrant labour who remit currency and profit overseas.
- A national workforce that can compete in international job markets, with potential to return remittances and profits.

## 3 CURRENT STATUS OF TVET IN DEVELOPING COUNTRIES

### An activity for you

Consider the following scenario.

You are part of a small group visiting a technical college to discuss the need to improve training provision in the country concerned. At the last minute, you learn that the TVET expert cannot join you. You will still be expected to provide some information on the state of training provision at this college.

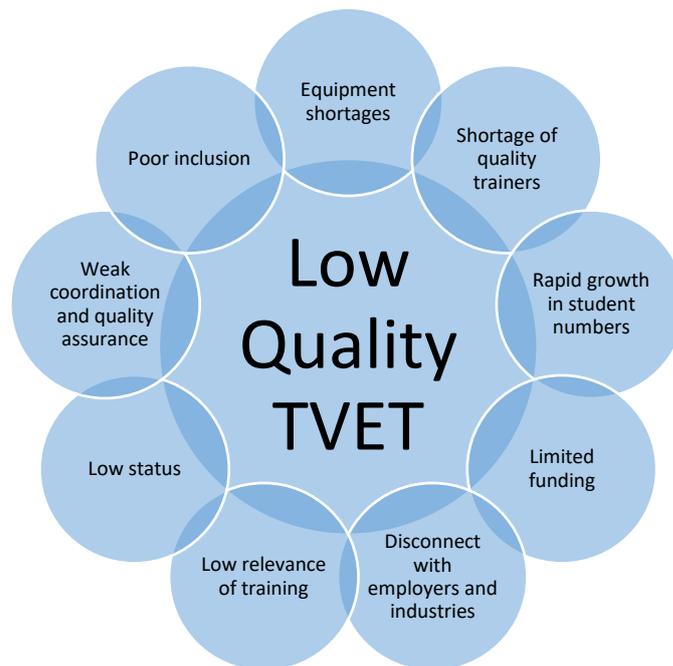
**What should you look out for, and what questions should you ask during the technical college visit?**

Try answering this question again after reading the next section on 'Problems with TVET provision'.



### Problems with TVET provision

The education and training capacity of most low-income countries have greatly expanded over the last few decades with increasing primary school participation, but TVET has often not kept pace, maintaining low enrolment numbers and not improving quality delivery. Some reasons for this are discussed below.

**Figure 1 – Barriers to quality TVET**

### Equipment shortages

TVET resourcing, which requires industry standard equipment and materials, typically involves a much higher cost and complexity than those needed for basic education. Limited education budgets means that TVET training in developing countries often relies on theoretical or classroom teaching, or demonstration and written work rather than on practical skills development. For example, public TVET trainers might offer automotive training, but not have any automotive tools. Students would be shown pictures of the tools, rather than how to actually use them.

### Shortage of quality trainers

A quality TVET trainer needs both up to date industry experience in the relevant occupational field, and the ability to teach. Too often, initial training and ongoing professional development of TVET teachers is absent. As a consequence, TVET is often taught by:

- a general teacher with little knowledge of the relevant trade or occupation, and therefore with limited experience troubleshooting technical processes and techniques
- a person who worked in the profession many years earlier, who is unfamiliar with the latest developments in the respective industry and workplaces
- a newly trained person, with limited practical industry or teaching experience
- somebody with a background in the occupation but with no teacher or instructor training.

### Rapid growth in student numbers

A bulge in student numbers in primary schools naturally results in greater demand for



secondary and tertiary level education and training. This situation is exacerbated in Indo-Pacific countries with a rapidly growing youth bulge. Rapid growth, combined with shortages of TVET trainers, equipment and funds, can lower the quality of vocational and technical provision.

### Limited funding

There are high operational costs associated with good quality TVET provision, coupled with the ever-present competition for public and private resources and low levels of government and enterprise funding for TVET. When teamed with limited recurrent and non-recurrent funding, this can constrain system effectiveness and quality.

Low budgets are compounded by inefficiencies in how funds are spent, shortages of equipment, materials, staffing problems and ineffective management.

But interest in TVET is now increasing, particularly in countries with high and rapidly growing youth populations.

### Disconnect with employers and industries

The interaction between the industry and institution is now widely recognised as an essential requirement to train and develop the right kind of work force necessary for sustaining and promoting industrial and economic growth.

In most developing countries, links with industry are not systematic and the supply of skilled workers falls a long way short of demand: in quantity, in the match of skills to jobs required, and in the quality of skills. TVET training is often a supply-driven skills system: people are trained with limited consideration of the demands of prospective employers and the skills needed in today's workplaces.

A more successful skills system provides a good match between skills demand and graduate supply as conditions in the labour market continue to evolve. Such a match requires ongoing and meaningful engagement between training institutions, accreditation bodies and key employer and industry groups. There should also be a firm view of labour market requirements and future areas of growth.

### Low relevance of training

Many training institutions find it very difficult to keep up with the rapid changes in technology and the labour market and processing changes including: understanding changes; developing new courses based on changing competency requirements; and retraining staff and acquiring new equipment. The result is to reinforce providers' tendency toward supply-driven program offerings, which further undermines their ability to respond to employers' needs.

Weaker training systems do not provide guidance on industry training requirements or link training to the nation's economic demands. TVET providers are hard pressed to understand and then satisfy the expectations of employers. Employers in turn can distance themselves from the providers, further weakening the relevance of training offered.

Employers can also be a major source of formal and non-formal skills delivery, both in



providing workplace training as well as opportunities for apprenticeship or work placements. This can be an important mechanism for developing work-ready skills, and to improve the relevance of training.

### Low status

In many countries, schools and their students as well as parents often focus attention on the academic pathway through secondary education and onwards to university. Anything else is often seen as second best. Young people are often not informed that TVET graduates can command high salaries, especially in high demand sectors or advanced economies. Those entering vocational secondary schools or technical colleges tend to be seen to be the lower achievers in education.

TVET's status can contribute to low morale, low expectation from trainers and trainees, and thus leading to low standards.

### Weak coordination and quality assurance

TVET systems are complex. Often TVET systems have a wide range of courses, providers and ministerial involvement, coupled with weak systems for planning and monitoring, financing and management. In such cases, accountability, oversight and quality assurance systems may be unclear, unevenly applied and with limited incentives for good performance.

A key component of improving the quality of TVET institutions is to streamline the regulatory environment. Requiring an investment in coordination, systems of quality assurance and accountability at sectoral and institutional levels in order to function well.

### Poor inclusion

TVET tends to have more selective access, participation and graduates than general education. There tends to be much lower numbers of female TVET students, particularly in 'traditional' male-dominated areas (e.g. building trades). There may be significant access and participation barriers for many people in rural areas, disadvantaged communities and people with disabilities.

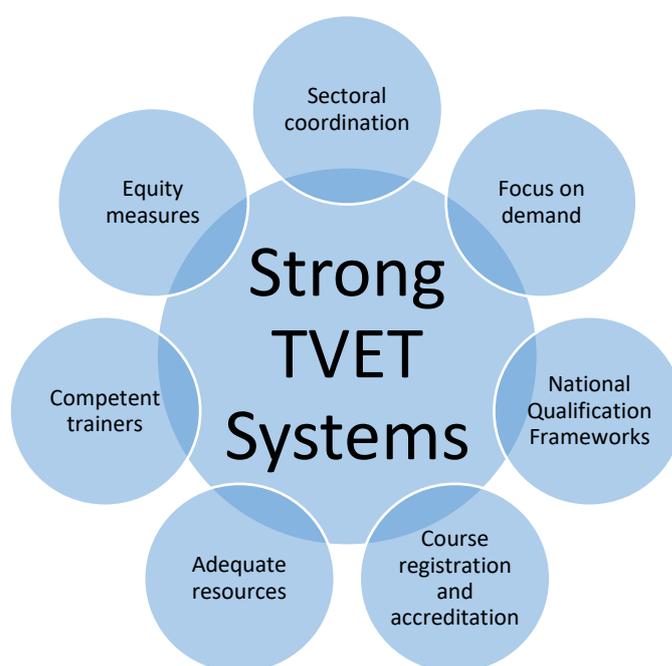
TVET's informal learning models can address existing inequities in the education system. TVET offers an effective way to draw in those with limited experience in the education sector, and to build technical and literacy and numeracy skills at the same time. Specific investments for equity groups will ensure nations benefit from all of TVET's possible returns on investments.



## 4 HOW ARE PARTNER GOVERNMENTS IMPROVING TVET

All governments acknowledge the contribution of a skilled workforce to a productive and growing economy. The following diagram below shows some of the ways that the partner governments supported by Australia are tackling challenges in their TVET systems.

Figure 2 – Government actions for strong TVET systems



### Sectoral coordination

Many countries have set up national training council's or similar agencies to ensure the training system provides standardised qualifications. Training Councils can forecast and respond to the knowledge and skill sets that industry needs, currently and into the future. Examples include the [Vanuatu Qualifications Authority](#) and the [Tonga National Qualifications and Accreditations Board](#). These bodies bring together staff of government ministries. In some cases they are autonomous bodies with industry supplying some of the directors. Sometimes there is a network of subsidiary provincial agencies (e.g. the National Employment Agency in Cambodia).

Sources: Vanuatu Qualifications Authority 2020, Tonga National Qualifications and Accreditations Board 2020.

### Focussing on demand

Countries with strong TVET systems prioritise meeting industry demand and identifying



priority skills. They often use labour market surveys to forecast economic and labour market changes. Signals from jobs analysis, from advertised job opportunities and from stakeholder feedback may be used to assess the demand for different skills. Singapore and Sri Lanka have demand led skills systems that use state-directed industrial policy and human development planning as part of national planning for industry and commerce.

A good practice example can be found through the Australia Pacific Training Coalition (APTC), the Australian Government flagship program for TVET in the Pacific. APTC undertakes detailed skills gap assessments in each of its campus countries (Fiji, PNG, Samoa, Solomon Islands and Vanuatu) through an annual Environmental Scan, industry consultations, labour market analysis and graduate employment outcomes monitoring to inform its course planning. These documents can be found on the [APTC website](#).

Source: APTC 2019.

## National Qualifications Frameworks

It is the role of National Qualifications Frameworks (NQFs) to structure and regulate TVET qualifications against agreed quality assurance measures such as occupational standards. Sector or Industry Working Groups develop the national qualifications for different industrial sectors, with appropriate representation from relevant industry, profession or community stakeholders.

NQFs identify equivalence standards for qualifications, allowing links between TVET, general education qualifications (e.g. school certificates) and higher education. An NQF typically shows pathways for progression from one course to a higher-level course. Such pathways can help overcome some of the status problems for TVET. Ideally NQF covers all accredited qualifications delivered in a country, whether delivered by a government or private training provider, but often countries run separate systems for public and private education.



### Case study: Papua New Guinea Government-led Reform



A recent whole of sector case study comes from Papua New Guinea, where responsibility for post-secondary education had been spread across nine different national departments and agencies and further fragmented at sub-national level. This led to inefficiencies and made national policy difficult to implement.

From 2017, Australia's technical support to the Department of Higher Education, Science, Research and Technology focused on supporting a Government of PNG-led change management process. The reform initiated a National Skills Development Agency to link skills training to industry demand, established a single national qualifications framework and transferred all post-secondary institutions to the oversight of a single ministry that of Higher Education, Science, Research and Technology.

Source: PNG 2019.

To be effective, an NQF requires strong enforcement to achieve expected quality assurance and accountability standards.

### Course registration and accreditation

A formal TVET program is one that is registered by a government regulatory authority. The registration process provides quality assurance, ensuring the program meets minimum standards in its courses and the teaching environment (e.g. qualified staff with adequate facilities). Registration should require an inspection that is repeated after a set interval.

Some national bodies (e.g. the [Philippines Technical Education and Skills Development Authority](#)) have a system of accrediting course providers that significantly exceed the compulsory minimum requirements for registration. This requires the institution to have its own Institutional Quality Assurance System in place.

Source: Philippines Technical Education and Skills Development Authority 2020.

### Adequate resources

Public (and sometimes private) training programs receive funds from government budgetary appropriations for technical and vocational education. Many TVET level training institutions charge fees, in part because of funding shortfalls, and in part because a TVET qualification is often perceived as accruing private benefits to trainees (i.e. higher future earnings as a result of the training). Fees can represent a significant resource for private institutions. Because fees can hinder access by poorer students, governments sometimes offer scholarships, particularly to encourage some disadvantaged groups into education (such as those with a disability) or to incentivise enrolment in priority courses to meet



identified labour market shortages.

Besides course fees, additional funding may accrue from:

1. **A national training fund:** Some countries, such as Samoa, Tonga and Vanuatu, have established a national training fund. This can pool funds from various sources, including donor funds, and can be disbursed to support national priority areas, for example training for the unemployed and for the informal sector.
2. **A national training levy:** Countries including Malaysia support national training through a national training levy. This is a tax on companies with payrolls above a specified level. A national training levy supports training by allowing firms to offset their own training provision against the tax. Training levies can be collected and targeted within an occupational grouping (for example, in Kenya a tax on hotel bills is used to fund training for the tourism sector).
3. **Market contributions:** Training providers can sometimes secure market contributions – funding directly or in-kind from industry and the private sector. This sometimes includes the loan or donation of equipment or experts. Colleges can generate income by selling goods or services to industry, including specially designed training programs, outputs from lessons (such as furniture, stoves or creating COVID-19 face masks), commercial testing and research and development.

## Competent trainers

A few countries have introduced specific training programs for TVET teachers and trainers, including, for example, Fiji and Samoa. This includes upgrading their technical expertise, especially in relation to new technologies and skills, and providing instructor effectiveness training.

There are often systemic challenges to trainer competence. In some countries, TVET trainers are required to have full teaching qualifications which means it is hard to recruit or retain qualified staff. In PNG for example, TVET trainers have been required to have a four year teaching degree in order to be employed as public servants. This has meant that the requirement for industry competence is often not enforced. It is also challenging for trainers to maintain industry currency and relevance once they have commenced, particularly public sector trainers who may not be released to undertake industry immersions.

## Equity measures

The high user costs of TVET are a major problem for poorer communities. Some governments provide merit-based scholarships for students from poorer communities.

Development interventions are a powerful avenue to drive improvement to access for women, people with disabilities and marginalised groups in TVET. Development partners can also help to even the playing field by support that helps people facing barriers to skills education into TVET institutions.

This aligns to the legislation against discrimination and for supporting equal opportunities for all that most countries have committed to. Examples of supportive policy include:



- The Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) (1979).
- The Beijing Declaration and Platform for Action (1995) stresses the need for women’s equal access to education training and employment.
- International Labor Organization (ILO) Conventions 100, 111, and 142 provide the international normative framework for gender equality with respect to access to vocational training opportunities.
- Sustainable Development Goal 4 (2015) includes a target of ensuring access for all women and men to affordable and quality TVET.

Sources: UNHCR 1979, UN 1995; 2015, ILO 2017.

Gender equality in TVET is usually monitored and reported on as part of an overall commitment to gender equality in education.

The APTC has successfully addressed inclusion by specifically allocating places for women on courses in traditional male dominated trades, mentoring female trainers to lead trade classes and supporting female-led networking initiatives. APTC’s [Gender and Social Inclusion Strategic Framework](#) outlines steps to develop a more skilled, inclusive and productive workforce to enhance Pacific prosperity. [The Kiribati Skills for Employment](#) program also targets inclusion by supporting female graduates to establish their own business in traditional male dominated trade areas through a business incubator.

Some programs are geared to helping women and people with disability enter the workforce by offering training closer to their homes, and with inclusion-focused infrastructure, facilities and training approaches (for example the [Tonga](#) and [Sri Lankan](#) ‘Skills for Inclusive Economic Growth’ programs).

Sources: UN 1978, UN 1995, UN 2019, ILO 2019, DFAT 2014, DFAT 2016, DFAT 2018.

### An activity for you

Read the case study and answer the following question.

How have some of the barriers against TVET for women been overcome in the case study?





## Case study: Educating women in non-traditional trades



Gail Waki teaches masonry and tiling - she is a rare breed in Vanuatu ... a woman in a traditionally male dominated trade. All but one of her TVET students at the Vanuatu Institute of Technology in Port Vila are young men. On the other side of the island, Rina Alau, is an electrician and teaches electrical wiring at the Institute's outpost in Ebule village.

The two women began their trades when they received scholarships to encourage more women into non-traditional trades at the Vanuatu Institute of Technology. They went on to further their skills at the then Australia Pacific Technical College. After graduating, they gained valuable practical work experience in the private sector. Gail and Rina are now dedicated teachers who also want to prove women can succeed in non-traditional trades.

Although men continue to make up the majority of trainees in the trades in Vanuatu, the fact that these two trainers are women is a big step forward in breaking down traditional perceptions about women's roles and their ability to work in a range of sectors, and helping women break into industries that may be higher paid than those traditionally dominated by women. By standing up at the front of classrooms, Gail Waki and Rina Alau are encouraging other young women to explore a life in trades.

Source: DFAT, Improving economic outcomes for women, 2014.



## 5 THE ROLE FOR AUSTRALIA AND OTHER DONORS

### Case study: Effectiveness of support for skills development – Lessons from Australia’s Pacific experience



High-quality skills programs are vital in addressing development challenges faced by many Pacific island countries, and in Timor-Leste. In these countries, growing youth populations, high unemployment, lack of formal sector jobs, limited access to international labour markets and ongoing gender inequality have hampered social and economic progress.

In this context, Australia has been supporting skills development systems to produce quality graduates at all levels, who are in demand by employers both nationally and internationally, and who have entrepreneurial skills to create their own jobs.

Going forward, there are significant changes that could influence the need for technical and vocational support in these countries. There will be increased opportunities for labour mobility through, for example, Australia’s Pacific Labour Scheme. The increased investment in infrastructure by Australia and other development partners will need a corresponding investment in building local infrastructure sector skills. The ongoing relevance of Australia’s engagement in this sector will clearly require ensuring the right balance in servicing changing local labour market needs and facilitating access to jobs overseas.

Office of Development Effectiveness’ 2019 meta-evaluation of DFAT’s support for skills development identified key lessons to improve Australia’s support to the skills sector. For example, better use of labour market analysis to help ensure Australia’s investments in skills training align with changing national and international labour market needs. Equally, a better understanding of local context and capacity, including for example the capacity of local employers to provide appropriate work experience, will help Australia deliver tailored skills investments.

Findings confirmed the fundamental importance of good aid management, such as strong design, implementation and monitoring and evaluation skills, for skills development and aid investments more generally.

Source: Office of Development Effectiveness ‘Skilling-Up in Timor-Leste and Pacific Island countries: Meta-evaluation of DFAT’s support for skills development’, 2019.



## Australia's investments to improve TVET in our region

Donor support to TVET is complex, but investments in this sector can offer Australia and our partners high rewards through its direct support to stability and economic growth in the Indo-Pacific region.

The Australian Government's [Strategy for Australia's Aid Investments in Education 2015-2020 priorities](#) 'Skills for Prosperity' as one of the four strategic areas for Australia's investments in education for development. The strategy recognises that economic growth and poverty reduction require a foundation of strong human development, and that a skilled and adaptive workforce is a vital pre-condition for countries to take advantage of economic opportunities.

DFAT is currently managing noteworthy bilateral investments in skills development in Asia (Bangladesh, Vietnam, Sri Lanka, Timor-Leste and Philippines) and in the Pacific Islands (PNG, Samoa, Solomon Islands, Tonga, Vanuatu, Nauru, Kiribati and the Pacific regional program). The APTC is Australia's largest regional investment in TVET, and the Government's flagship program for TVET in the Pacific. DFAT also makes core contributions to multilateral organisations, particularly the Asian Development Bank (ADB) and the World Bank Group, which provide concessional finance for skills development programs.

Source: DFAT 2015.

## How Donors Support TVET

Donors provide a much needed life line to TVET training in many partner countries and regions. For instance, the international donor contributions to financing TVET in the Pacific, including the APTC, is estimated to constitute about one-third of funding for TVET across the seven Pacific countries.

Since the 1990s, donor partners have emphasised program based approaches to avoid fragmentation of development assistance, to achieve enhanced coordination of financial means and to optimise cooperation. The ownership of development programs of partner countries and the support of local institutions is also strongly emphasised.

Source: UNESCO Agencies for International Coordination in TVET: Guide to Sources of Information, 2008.

However, the trend towards program based approaches has recently been balanced by the need to retain visibility, and maintain partner of choice status with partner governments, while also delivering high impact TVET investments. Australia uses a variety of modalities to support TVET:

- **Budget support** – relatively rare for Australian support but favored by the ADB and World Bank and delivered through loans, which Australia can top up.



- **Core contributions and pooled programs and funds** – examples of TVET pooled funds are relatively rare. Australia supported early discussions on a public private partnership in PNG to develop a Mining Skills Centre of Excellence, but to date the program has not eventuated.
- **Project type interventions** – is the most widely used mechanism to support TVET. APTC is the largest. There are a number of other smaller scale projects, including the majority of Australia’s bilateral programs, and programs channeled through non-governmental organisations e.g. in Vanuatu by New Zealand.
- **Experts and other technical assistance** – is commonly employed by Australia, especially to support system wide reforms such as quality improvements within ministries responsible for TVET delivery. It can also delivery specialist volunteers (e.g. by Japan), local scholarships (e.g. New Zealand), in-country training, support for conferences, seminars and workshops and non-project-related analytical studies.
- **Scholarships and student costs in donor countries** - Explicit targeting of scholarships to TVET is now quite rare. Major scholarship donors include Australia (Australia Awards, Pacific Secondary School Scholarships), India, Japan, NZ, Republic of China (Taiwan) and People’s Republic of China (PRC).

Source: Schofield, Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific, 2015.

## Tips for supporting a holistic sector-wide approach to TVET

Given that many TVET systems are characterised by fragmentation, with individual donors and government ministries in the same country pursuing separate agendas, it is good practice to pursue a holistic and sector-wide approach to TVET.

Understanding the local context, through studies and other means, is a vital pre-requisite for implementing any support to TVET reform. It is important to avoid ‘pushing’ faster than government and local stakeholder capacities allow and to ensure full ownership by domestic stakeholders. This can be a change of decades rather than a posting cycle. Many TVET projects have had problems in the early stages due to inadequate pre-investment studies and over-ambition, coupled with limited ownership and capacity.

Coordination may be difficult where there are several ministries involved and where development partners engage with different parts of the TVET sector. An effective government-led coordination group can support coherence, not just between development partners and government, but also between different arms of government and other TVET stakeholders, including the private sector.

Institutional strengthening and capacity building involving external expertise and experience, can support coherent, mutually reinforcing activities.

A sectoral approach has been used by many development partners to support increased resources for reform and to strengthen local commitment – including for equity issues. It can bring lessons from relevant contexts and strengthens lesson-learning through monitoring and evaluation. A sectoral approach can raise other challenges, as developments at the centre do not always result in the expected changes at the



institutional level. Any country embarking on a reform of their TVET system should ensure that individuals and organisations, and other stakeholders, are committed to such changes or they will not be implemented efficiently and sustainably.

In embarking on a sectoral approach, development partners will need to include the voice of the private sector both in terms of assessing skills needs, as well as providing alternate training capacity and facilities. The [Vanuatu Skills Partnership](#) has adopted a novel approach to sector approaches, working with the Government of Vanuatu to establish productive sector partnerships with various stakeholders working in the tourism value chain. Productive partnerships are now being replicated across other sectors.

Source: Vanuatu Skills Partnership, 2019.

## 6 TEST YOUR KNOWLEDGE

### Assessment questions

Answer the following questions by ticking 'True' or 'False'. Once you have selected your answers to all the questions, turn the page to 'The correct answers are...' to check the accuracy of your answers.

#### Question 1

TVET is the modern term for Technical Education.

Is this statement true or false?

True

False

#### Question 2

Non-formal TVET courses are informal courses that do not have certification.

Is this statement true or false?

True

False

#### Question 3

TVET can help improve foreign direct investment and reduce unemployment and poverty.

Is this statement true or false?

True

False

#### Question 4

Many firms in developing countries are not interested in training.



Is this statement true or false?

True

False

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### Question 5

Development partners should always focus on a sector based approach and avoid TVET projects.

Is this statement true or false?

True

False

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### Question 6

It is impossible to improve gender equality in TVET in countries with high gender discrimination.

Is this statement true or false?

True

False

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### Question 7

It is preferable for the management of TVET systems to take place within government and to be determined by political priorities.

Is this statement true or false?

True

False

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The correct answers are...



### Question 1

TVET is the modern term for Technical Education.

**This statement is false.** Technical education is just one part of TVET that also covers: (1) Technical Education; (2) Vocational Education; (3) Vocational Training; and (4) 'Soft Skills.'

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### Question 2

Non-formal TVET courses are informal courses that do not have certification.

**The statement is false.** Non-formal courses are defined as courses that do not result in a formal, degree-based qualification (e.g. as defined by the National Qualification Framework), but are typically institution-based, structured courses which may include their own form of certification (e.g. certificate indicating successful completion).

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### Question 3

TVET can help improve foreign direct investment and reduce unemployment and poverty.

**The statement is true.** International and local companies are more likely to invest where there are skilled human resources. TVET can also help to displace foreign migrant labour in favour of the local workforce.

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### Question 4

Many firms in developing countries are not interested in training.

**The statement is true.** The encouragement of employer engagement in training needs to be a key part of TVET reform, as firms, employer groups and industry are beneficiaries of an effective, well planned TVET system.

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### Question 5

Development partners should always focus on a sector-wide approach and avoid TVET projects.

**The statement is false.** Not all countries or development partners are in a position to take forward a sector-wide approach, and there may be a clear rationale for more discrete initiatives (e.g. as a pilot; for demonstration effects; to conduct a randomised control trial).

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### Question 6

It is impossible to improve gender equality in TVET in countries with high gender discrimination.

**The statement is false.** Possible measures to improve gender equality include targeted scholarships, breaking gender stereotypes through women in traditional male dominated areas, advocacy to open up labour markets to women, and community engagement on attitudes to training and the world of work.

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### Question 7

It is preferable for the management of TVET systems to take place within government and be determined by political priorities.

**The statement is false.** Effective TVET systems require a partnership between industries, public and private sector training providers and governments to identify priorities, deliver and fund TVET programs.

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