

NATIONAL TVET ACTION PLAN, 2010-2015 'HOUSE BLONG TVET'

Goals (in correspondence with the NEAP, 2010-2012):

- 1) Improve equitable access to TVET for all youth and adults
- 2) Improve the quality of TVET
- 3) Improve the management and monitoring of TVET

I. TO IMPROVE EQUITABLE ACCESS

Strategies	Activities	Expected output and indicators¹	Timing	Risks
1. To develop rural and urban communities from which the students come	1.1 Create awareness about the TVET-action plan through radio, newsletters and TV programmes	Communication strategy for TVET developed. <i>Increased enrolment and attendance rates</i>	2010	TVET seen as 'second-chance'-training or education, as training for school drop outs and not as first choice
	1.2. Organize and conduct discussions and display projects done by students or exhibitions for communities to attract more students (including girls). Utilise ex-students as 'local role models'. Develop students exchange scheme.	<i>Increased enrolment and attendance rates, number of TVET-awareness meetings, press statements, exhibitions etc.</i>	2010-2015	Inadequate data management to develop students exchange scheme
	1.3. Organise visits to national centres of 'excellence' or where specific courses are provided. Expand visits to regional centres, APTC's or other TVET-providers (PNG, Fiji, Polytechnics in NZ etc.) where needed.	<i>Increased enrolment and attendance rates, number of visits or tours organised and new courses developed in Solomon Islands</i>	2010-2015	Adequate funding for the TVET-sub sector
	1.4. Make students aware of the possibilities for further qualifications. Develop national and/or provincial handbooks or hand outs of available courses in the country and province.	Students encouraged and aware of opportunities doing further studies, career, and pathways. <i>Nr. of TVET-awareness meetings, press statements, exhibitions and handbooks or handouts produced.</i>	2010-2015	Takes time to develop
	1.5. Involve communities in selection of students for courses	Meetings in the communities to assist with the selection of students	2010-2015	

¹ Indicators are put in italic

Strategies	Activities	Expected output and indicators¹	Timing	Risks
2. Promote gender balance in TVET	2.1 Organise specific awareness meetings etc. for girls, women. Involve parents. Use female 'role models'. Set local and national targets for women participation in courses.	<i>Increased number of female enrolment and attendance rates.</i>	2010-2015	Resistance from some communities and some men to empower or train women.
	2.2 Develop courses to attract more girls, women	Specific courses to attract more women. <i>Increased number of courses which meet women interests, demands</i>	2011-2015	Inadequate number of specialised TVET-curriculum developers
3. Provide opportunities for students with special needs	3.1 Develop specific plan for an 'inclusive' TVET-sub sector. Utilise BETHESDA-experiences. Involve 'Red Cross'	Inclusive TVET-plan produced. <i>Nr. of schools that make adaptations and attempt to include these students, however selected schools or centres will specialise in accommodation of students with disabilities and providing special programmes. Nr. of centres that provide TVET training for students with special needs; enrolment numbers.</i>	2011	Specific local expertise to develop national plan not available
	3.2 Prepare teachers and instructors to work with and teach students with disabilities	Capacity building for teachers/instructors to work with students with disabilities. <i>Nr. of teachers trained</i>	2011-2012	
4. Provide adequate infrastructure, tools, equipment, materials for TVET	4.1 Organise a survey on the most urgent infrastructure needs (based on prioritised courses) at RTCs, CLC's, SICHE, USP-Honiara. Include storage needs in the survey. Use SIEMIS where possible and/or adapt TVET-SIEMIS form.	Infrastructure survey done. Data input in SIEMIS and report produced	2011	Financial limitations. Complexity of the survey, can take more time than expected as TVET SIEMIS data are not complete. Technical problems with SIEMIS.
	4.2 Formulate a TVET-infrastructure plan, including strategies for maintenance and a budget. Include the desire of NCRA to establish one good Technical College per province. Include recommendations for equitable access (e.g. students with special needs)	Costed TVET-infrastructure plan produced for prioritised needs in infrastructure and equipment, including for storage and maintenance. <i>Nr. of facilities, which accommodate enrolment from students with disabilities. Nr., types of facilities</i>	2011	Current infrastructure is inadequate; it will take time to develop more professional and fully equipped centres and accommodation.
	4.3 Develop quality and security (insurance) policies and standards for TVET	Quality and security standards and insurance policies at RTC's and other	2011	Complex task which might require

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	infrastructure and work with specific equipment	schools developed		international TA
	4.4 Develop a maintenance/replacement plan for equipment	Maintenance/replacement plan for equipment produced. <i>Nr., types of tools, equipment maintained-versus replaced</i>	2011	Secure storage of equipment, stock management. Theft.
	4.5 Provide equipment and tools that are required for the prioritised courses	<i>Nr. and types of tools and equipment newly supplied</i>	2011-2015	Adequate funding for the TVET-sub sector
	4.6 Provide a basic toolkit for graduated TVET-students. Develop distribution plan. Utilise services of ERU.	<i>Nr. of graduated students vs. nr. of toolkits provided</i>	2011-2015	

II. TO IMPROVE QUALITY OF TVET

5. To integrate employability skills in all TVET - courses and a stronger focus on preparation for self- and/or formal employment	5.1 Raise awareness among curriculum developers, CLC-, RTC-, SICHE-, USP local management about inclusion of employability and life skills in TVET courses.	<i>Nr. of awareness meetings organised</i>	2010-2012	TVET seen as 'second-chance'-training or education, as training for school drop outs and not as first choice and opportunity to get (self)employed
	5.2 Integrate students' self-discipline, self-reliance and practical business skills (selling of products) in current and all new courses to be developed (see 6)	<i>Nr. of courses developed integrating employability, life and business skills. Nr. of graduated students finding employment (by 'tracking')</i>	2010-2015	TA needed, which can take time to recruit and course development generally takes a long time
6. To adapt and to develop curriculum that is responsive to students' and employers' demands for skills in urban and rural areas	6.1 Improve communication and liaison with communities, rural organisations, industries, APHEDA, SICCI etc. and get them involved in outcome based course design, determination of standards (entrance levels and assessment requirements)	<i>Nr. of business, firms, rural organisations etc. involved in course design, setting standards</i>	2010-2015	Industries, private sector not yet adapted to be regularly involved in TVET-training and having difficulties in determining standards, learning outcomes
	6.2 Organise a quick survey on main skill demands and regular meetings with rural organisations, SICCI and private sector. Utilise and update outcomes of 'Study to	<i>Survey done and summary produced, Nr. of meetings held with industries, rural organisations, SICCI etc. Results integrated in SIEMIS.</i>	2011	SIEMIS-management and system not yet prepared to capture this new type of information

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	Support Development' of NSTP (2007) and feed results into SIEMIS.			
	6.3 Update TVET-providers with the outcomes of the quick survey and needs of the industry, urban and rural areas and make them and curriculum developers aware of what trades, skills, attitudes etc. are in demand.		2011	Survey will take longer than planned. Follow up on study delayed because of capacity or coordination problems in TVET-division
	6.4 Based on the outcomes of the quick survey, prioritise new outcome based course development and/or adaptations and revision of existing curriculum where needed. Utilise the NQF (see 9.1). Group courses in basic, intermediate and higher level and for different target groups (informal, rural, formal, urban) and different aims (life skills or employment). Produce a prioritised course curriculum action plan (selected courses, time framework, costing and TA needed)	Utilise survey summary in the short term for prioritised curriculum and courses. Detailed plan (including subjects/courses provided at different levels, methodology, assessment tools etc.) for TVET produced with timelines. <i>Nr. of new courses developed, adopted Nr. of enrolled students for these courses and passed for these courses</i>	2011-2015	Different TA will take long time to be recruited and will be difficult to manage towards a comprehensive and coherent TVET-curriculum
	6.5 Include assessments in the courses in line with the National Learners' Assessment Policy 2010 and include satisfaction surveys to know satisfaction level from trainee and communities or employers.	<i>Reports produced about satisfaction levels by trainees, communities and employers</i>	2010-2015	
	6.6 Maintain or integrate traditional skills in the curriculum development where relevant and in demand in rural and urban areas.	<i>Nr. of courses which have included traditional skills</i>	2010-2015	
	6.7 Develop modular approaches for most courses to accommodate individual learning path and a good basis for DFL.	<i>Nr. of courses provided in modules</i>	2010-2015	
	6.8 Promote DFL and learning by doing approaches within national TVET curriculum development. Utilise the Distance Education and Flexible Learning policy as guideline and utilise OER's.	<i>Nr. of courses specially developed in DFL-mode</i>	2010-2015	DFL is still a relatively new area. There might be insufficient local technical capacity available. International

				TA seems needed.
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	6.9 Produce national comprehensive curriculum development plan or statement for different TVET and integrate this in the National Curriculum Statement (2010). Involve CDD.	National TVET Curriculum Development Framework and later on integrated in the National Curriculum Framework.	2011-2012	TA needed, can take long to recruit.
	6.10 Continue to test students by NTTC. Where needed review trade tests to match new demands.	<i>Nr. of students undergone testing by NTTC</i>	2010-2015	
7. Build capacity for teachers, instructors and managers in TVET and EA's	7.1 Do inventory under teachers and check education/training level, experience and specific training needs.	Survey done of teacher/instructors' establishment and quality (education level) and training needs assessment and data input in SIEMIS.	2010	Data not yet available, limited communication facilities, so field assessment is needed.
	7.2 On the basis of the inventory, develop a strategy for the training of TVET-trainers/instructors (including for teachers of practical subjects at secondary schools) and TVET managers for different levels.	Training strategy and action plan for teachers, trainers, instructors at different levels within TVET produced.	2011	Can take some time to be developed and delay actual training.
	7.3 Develop teaching standards for TVET teachers and instructors. Utilise the National Teaching Standards adopted by Ministry.	TVET Teaching Standards developed and agreed upon	2011	
	7.4 Recruit and train specific TVET inspectors	<i>Nr. of TVET inspectors recruited and trained</i>	2011-2015	
	7.5 Upgrade selected group of teachers/instructors who are 'untrained' or have not gone through sufficient training.	Nr. of teachers/instructors involved in upgrading or pre/in-service	2011-2015	To train and upgrade without distracting trainees too long from daily duties
	7.6 Train TVET-managers in financial, grant and education management, leadership, monitoring, marketing of courses, public relations, (self)-income generation and fund raising.	<i>Nr. of trained teaching staff and TVET-managers</i>	2011-2015	
	7.7 Integrate 'internships' and 'practical on the job training in the workplace' in the training strategies. Include a clear role and	Nr. of business, firms, organisations offering internships and 'practical on the job'-training (apprenticeship). MoU for VTC reviewed and	2011-2015	Not many industries, businesses etc. interested in offering

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	support for VTC	updated.		apprenticeships
	7.8 Train instructors and teachers in general pedagogy, inclusion of employability skills, 'learning by doing', in new equipment and tools (when provided) and mentoring students towards world of 'work' and in self-reliance or self-employment.	<i>Nr. of secondary school teachers for practical subjects, nr. of TVET-trainers, instructors and managers trained</i>	2011-2015	Adequate number of professional and experienced trainers
	7.9 Develop some specific in-service training also in DFL-mode	<i>Nr. of courses for teacher/instructors' training developed in DFL-mode</i>	2011-2015	Specific expertise needed

III. TO IMPROVE MANAGEMENT AND MONITORING OF TVET

8. Strengthen planning, budgeting, co-ordination, management and monitoring in TVET-sub sector	8.1 Support the establishment and development of the NHRDTC and develop a NHRDT-plan which aims at the coordination, coherence, prioritization of all national HRD (TVET included) training with benchmarks and budget	NHRDT-council in place and NHRDT-plan produced	2011	NHRDTC needs strong coordination and planning from different actors, organisations and Ministries. Will take time to be established and to lead the national HRD-planning
	8.2 Strengthen strategic, financial management, planning, budgeting in TVET-division, SIARTC and SICHE and other TVET-providers. National TVET division moves to new office. Development of strategic action plans for RTC's, CLC's, SICHE and USP-Honiara, which serve as the basis for SIG-funding and donor/project funding or grant support. Align these plans as much as possible to NHRDTC-planning.	Reformed TVET division (different staff in place), office upgraded and connected to email and Internet, local TVET-project team recruited and mainstreamed in Ministry or TVET-organisations later on. <i>Nr. of training provided to staff in TVET-division, SIARTC and SICHE. Increased number of TVET-projects supported by grants, nr. of specific capacity building for TVET-division on (EU)-project and grants management. Decreasing amount of ineligible expenses in EU-supported TVET-project. Increased funding and TA-support to TVET which is aligned to demands and facilitating self-initiative</i> Reformed SIARTC and SICHE, reviewed strategic action plans for RTC's, SIARTC	2010-2015 2011 2010-2015	Local and international TA needed, can take long to recruit. Reorganisation of TVET-division needs quick follow up from Ministry and MPS. Local project team too busy with EU-project. Large number of TA's and growing interest and funding from DPs (e.g. AusAID and EU) difficult to coordinate and to manage by TVET-division.

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		and SICHE developed and implemented.		
	8.3 Develop HRD-plans for the TVET-staff at national and provincial level and collaborate with the PSIP- and PGSP-programmes.	Working and living conditions improved for TVET-managers, teachers/instructors HRD-plans produced by TVET-providers HR-database in place for TVET.	2011-2015	Funding to implement HRD-and other programmes (PSIP and PGSP) might be limited e.g. for upgrading of staff housing. Also land issues could prevent progress in TVET-infrastructure.
	8.4 Develop stronger provincial coordination of TVET and provincial network. Increase support to provincial TVET-staff. Produce plan for provincial TVET-support.	Plan for provincial coordination and support developed	2011	Provincial TVET-officers not fully capable to react on increased demand for coordination and training. Reorganisation and coordination of TVET in provinces takes time.
	8.5 Develop a financial support system to students in TVET (grants, scholarships, cost sharing mechanisms) in line with the Tertiary Education policy and the outcomes of the Feasibility study on loan schemes (2010)	Student grants for TVET reviewed, financial support system developed for students and TVET providers	2011	Funding might not be adequate and many students will need to contribute or fully pay themselves
	8.6 Expand the provision of TVET by increased number of high standard RTC's and well functioning CLC's with community support.	<i>Nr. of RTC's and CLC's</i>	2010-2015	Uncontrolled establishment of RTC's and CLC's is contradictory to SIG's policy to control teacher establishment and pay roll
	8.7 Improve ICT/telecommunication facilities and data exchange between TVET-providers (national, provincial, community level).	<i>Nr. of computers with email/internet facilities available per staff/students at TVET-providers. All RTC's equipped with either telephone or two-way radio.</i>	2010-2015	Move to new office not made on time.

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	8.8 Continue to organise regular meetings in TVET such as for the TWG TVET, SIARTC, RTC-principals and SICHE-council meetings in which there is a better exchange of information between the different organisations involved in TVET e.g. on progress made with the national TVET action plan	<i>Nr. of meetings held.</i> TVET-monitoring framework and planning framework regularly updated and distributed to different organisations in TVET.	2010-2015	Participation in meetings in particular from private sector and other TVET-providers decreases because of daily tasks and busy agenda's.
	8.9 Organise 2 bi-annual stakeholders' workshops and report about progress in TVET (similar to AJR and ESCC/ESGC-set up in Basic Education sector) and annually review National TVET-action planning. Produce bi-annual reports for TVET-sub sector.	<i>Nr. of TVET sub sector meetings and (bi)-annual reports produced on the progress of the National TVET action plan. Costed and annually reviewed national TVET action planning.</i> All TVET-providers produce bi-annual reports according to agreed format.	2011-2015	Costing of TVET-planning framework could take long time, but should not prevent phased approach and support to short term and tangible actions.
	8.10 Develop within the national PAF-framework for the education sector a clear monitoring framework for the national TVET medium term action planning. (including targets, benchmarks, indicators and methods of data collection). This National TVET Action Plan already includes some indicators. All data should be included in the SIEMIS. Make SIEMIS accessible to all TVET-providers	Monitoring and evaluation framework in place for TVET and included in PAF. TVET-providers are linked to SIEMIS and utilise the database for benchmarking and planning.	2011-2015	Data collection, analysis and reporting capacity within TVET sub sector is still limited. SIEMIS-system, PCRU-staff and management is not yet fully adapted to capturing of TVET-data
	8.11 Develop and strengthen Inspectorate for TVET based on minimum standards and specific assessment forms for TVET within the newly reviewed inspectorate framework	<i>Nr. of inspectorate visits to CLC's, RTC's, SICHE-schools, USP-Honiara and reports produced.</i>	2011-2015	There are just one specific TVET-inspector
	8.12 Revise the TVET policy	TVET policy reviewed	2012	

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	8.13 Track students' (self) employment. Include data in PAF and SIEMIS. Support students with start kit for SME's.	PAF and SIEMIS include (self) employment data.	2011-2015	Funding (or micro-credit, small loan schemes) might be a problem for starters' kits.
	8.14 Organise regular surveys in communities to measure satisfaction with course provision and skills provided	Data included in SIEMIS and reported.	2011-2015	Technical difficulties in merging these data into SIEMIS
9. Quality control and accreditation	9.1 Develop a National Qualifications Framework for TVET, which sets clear and higher standards, enables quality assurance and opportunities for students for continuous learning. Include minimum standards (entrance level, expected learning outcomes for different levels).	NQF for courses, including student entrance and learning outcome levels and teachers/instructors' education levels etc.	2010-2011	No regular participation from private sector
	9.2 Develop minimum standards (entrance level, expected learning outcomes and levels).	Selection of students for courses is based on nationally agreed entrance levels and <i>nr. of courses reviewed to align to agreed outcomes.</i> (see also 6.4)	2010-2011	Special expertise needed.
	9.3 Ensure sufficient linkages between different provision of TVET-courses. For selected courses at intermediate and higher level aim at Australian or NZ-standards for TVET (APTC/Polytechnics) or newly agreed national standards from NQF.	<i>Nr. of courses for intermediate and higher level reviewed and adapted to NZ and Australian standards.</i>	2010-2011	
	9.4 Review testing by NTTC (see also 6.9)	NTTC-reviewed	2011	
	9.5 Accredite TVET providers	<i>Nr. of TVET providers accredited</i>	2011-2015	Accreditation mechanisms and criteria need to be put in place. SITEC still need to be established. Cooperation from all TVET providers is assumed.

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10. National and regional partnerships and exchange	10.1 Initiate ToRs and study tours to learn from organisations in the country, the region and from exemplary management and leadership in TVET by local TVET-providers and abroad (APTC, Polytechnics, FIT, vocational institutes in PNG etc.)	<i>Nr. of study tours organised</i>	2011-2015	Funding might be limited
	10.2 Develop partnership arrangements with local or several institutions overseas. Participate in regional or international seminars on TVET	<i>Nr. of partnerships signed Nr. of international meetings participated in by TVET-staff</i>	2011-2015	Overseas partners not yet interested in twinning with Solomon Islands' TVET institutions.
	10.3 Encourage overseas partners to adapt their courses to DFL and to market these for a reasonable fee in order that a growing number of Solomon Islanders could enjoy and participate in the courses.	<i>Nr. of students from SI following courses on DFL provided by internationally/regionally recognised institutions.</i>	2011-2015	Overseas institutions might not be interested because of high investment costs and low enrolment expectations

Explanation:

	Prioritised activities