



# TLNQF PATHWAYS

GAPS AND CHALLENGES



BACKGROUND

# 2010 CENSUS DATA

In the 2010 Census:

85% of workers claimed to work in farming (own business) or farming related activities (other person's farms).

With this reality, many vocational and university graduates in Timor today, could be the first in their families to be employed in roles outside the farm.

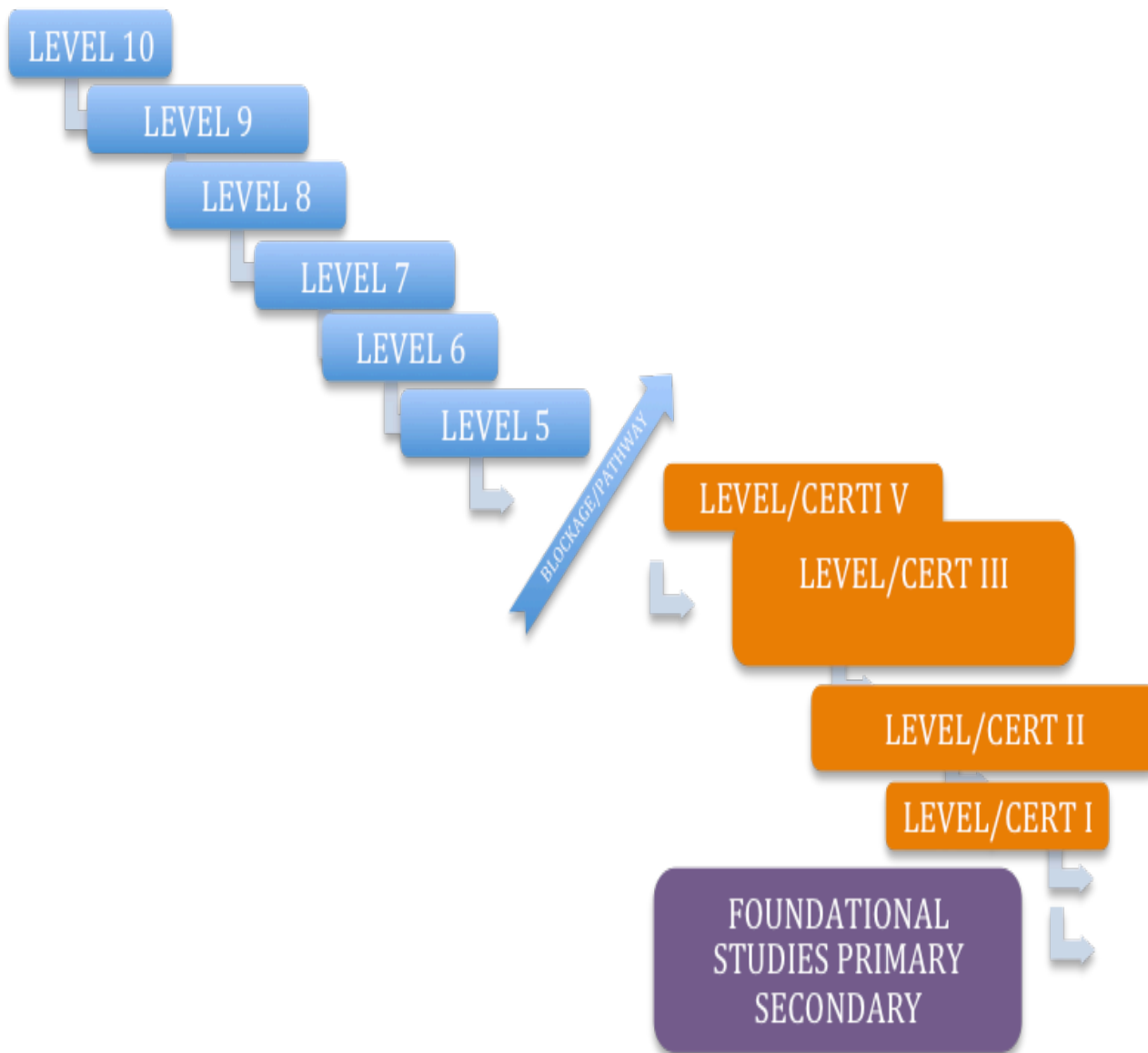
252,000 had work, 9,000 were looking for work.

- But 366,000 were neither looking for work, in training or working: these represent people who require skills development
- Many young people access training and university courses and desire this.
- In 2013 19% of training course graduates found jobs within one year according to SEPFOPE Tracer Study. No data yet on staying in jobs or university outcomes.



# THE BINARY SYSTEM

SOME EXAMPLES AND HOW



# All systems have barriers/blockages



- Plenty to criticize in the Australian system
- TLNQF is five years old in a new system and due for review
- This analysis is based on working under TLNQF for five years
- Police – establishing the Police Academy as a dual track institution.
- Current role: SEFOPE Mid-level Skills training

# NOTES



- There is a Barrier/ fence between Certificate IV and Level 5. All systems have this to some degree, but this talk will look at the specific barriers that exist in Timor-Leste.
- Vocational education is on its own – and marooned.
- The levels 1-10: 1-4 Vocational CERTIFICATES, 5,6,7 are Diploma 1-3, after which a research project is completed then you have a Bachelor Degree.
- Level 8 is post graduate diploma's and graduate certificates.
- Level 9 is masters
- Level 10 is PhD

# SOCIAL BARRIERS TO PATHWAYS



- Transition from 85% agricultural workers:  
agriculture cannot provide work for all people.
- To develop agriculture – skills are needed:
- Semi-skilled and technical-skilled workers are  
needed to fill Timor-Leste governance,  
management and leadership development  
needs
- Worldwide there is a trend to return after  
University for vocational training for specific job  
skills



# TVET PERCEPTION STUDY



- Overall it was found that there is fairly poor public perception of TVET.
- People see it as something done by people who don't finish school, don't have money or can't get into university.
- They don't see it as a career pathway but rather a means to fill in time and gain supplementary skills.
- These are social/emotional barriers block skill development
- In Australia a plumber earns more money

# PHYSICAL BARRIERS

- TVET SYSTEM STOPS AT LEVEL IV
- WHAT ABOUT DIPLOMA OF TRAINING AND ASSESSMENT?
- THIS LEVEL IS DIRECTED AT MANAGEMENT OF AN INSTITUTION AND DOES NOT EXIST IN TIMOR AFTER TEN YEARS OF TVET DEVELOPMENT
- A GROUP GAINED QUALIFICATION TO TEACH IT BUT HAVE NOT BEEN ABLE TO DELIVER THE COURSE
- Currently must to be taught under the auspices of a tertiary institution – IOB/ two-year delay

# Notes:

- The Diploma of TAE cannot be delivered under the Timor-Leste system. Given the current INDMO (Labour Force Institute for Accreditation of Vocational Training) specification to have certified trainers
- Lack of delivery of Diploma of TAE holds back the development of skills to manage training institutions in Timor-Leste
- A group of experienced and certified trainers were sent to Australia to gain a tertiary vocational qualification in 2012 and were ready to teach a Diploma of training and assessment.
- The diploma has not happened yet, but is planned. It has not happened because an institutional relationship with a higher education institution did not exist and took time to develop.
- The program will start this year – a 3 year delay on providing important management skills in Timor Leste TVET system.
- When the program is up, a requirement to have a trained person at this level in each institution could greatly increase management skills in training institutions.

# PHYSICAL BARRIERS



- POLICE TRAINING PROGRAM FOR EXECUTIVE LEADERSHIP- GIVEN COMMAND LEADERSHIP WITH FIVE YEARS EXPERIENCE
- LEVEL I, II, III, IV AND V EXPLAINED
- POLICE LEADERS NEEDED LEVEL 5 SKILLS
- UNDER TLNQF IT CAN ONLY EXIST IN HIGHER-ED
- THIS LEVEL IS ONE OF THE MOST NEEDED TRAINING LEVELS IN TIMOR FOR LEADERSHIP AND GOVERNANCE

# Notes:

- LEVEL I EXAMPLE: A BOSS WITH DIRECT SUPERVISION OF AN EMPLOYEE
- LEVEL II: A BOSS WITH CONSTANT SUPERVISION, BUT SOME INDEPENDENCE OF AN EMPLOYEE
- LEVEL III IS A PERSON WHO CAN WORK INDEPENDENTLY UNDER THE GENERAL SUPERVISION OF A SUPERIOR
- LEVEL IV IS A PERSON WHO CAN MANAGE WORK TASKS ALONE AND MANAGE OTHERS IN THE TECHNICAL TRAINING AREA
- LEVEL V IS THE MANAGER OF A SMALL INSTITUTION OR BROADER WORKPLACE MANAGER – THIS LEVEL IS ABOUT MANAGEMENT, SYSTEMS, PLANNING AND COORDINATION IN A GIVEN TECHNICAL AREA.
- THIS LEVEL IS THE MOST IMPORTANT FOR TIMOR'S DEVELOPMENT ACROSS ALL INSTITUTIONAL AND GOVERNANCE AREAS
- THE FACT THAT IT DOES NOT EXIST IN TIMOR-LESTE AT PRESENT REDUCES THE SKILL DEVELOPMENT ACROSS BROAD AREAS
- THE FACT THAT THIS LEVEL DOES NOT EXIST IN TVET – WORK ORIENTED EDUCATION –



# PHYSICAL BARRIERS

- DEPM program accepted by external examiners under ANAAA
- Criminal Investigations was required to be essay/conceptual program – less appropriate to leading investigations
- This is a barrier because Level V TVET courses have to move into conceptual areas
- Also a barrier because Level V courses are crucial for current governance and development needs in Timor-Leste

# Notes

- IN THE POLICE DID MANAGE TO GET A LEVEL 5/DIPLOMA GOING FOR THE POLICE FOR THREE YEARS AND HAVE THIS ACCREDITED.
- THE EXAMINERS (INTERNATIONAL) UNDERSTOOD THAT COMPETENCY-BASED DIPLOMA FOR POLICING, EVEN UNDER HIGHER EDUCATION SYSTEM, WAS A GOOD MODEL
- THREE YEARS LATER THE PROGRAM TRIED TO GET A CRIMINAL INVESTIGATIONS DIPLOMA THROUGH, AFTER TEACHING CERTIFICATE III AND IV. THEY WANTED A GROUP
- CAPABLE OF MANAGING INVESTIGATIONS. THIS WAS NOT WELL RECEIVED.



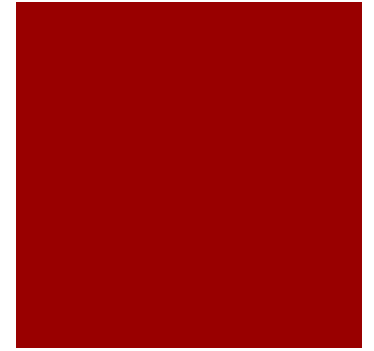
# PATHWAYS AS OUTCOMES

THINKING DIFFERENTLY ABOUT LEARNING ACROSS  
LEVELS 1-10



# TLNQF SHOULD PROVIDE:

- Needs to be movement between certificate and research/technical areas for specific job competencies
- Bachelor qualified expert needs a Cert IV or Grad Certificate in TVET to teach vocational areas
- Skilled industry workers can receive competency to train others via TVET training
- Skilled construction workers may want to move into technical/research or management areas
- A person may wish to change career/work focus
- PATHWAYS: LEARNING OUTCOME FOCUS



# TLNQF REVIEW

- Should allow for Level 5 and above in VET system for systematic skill development
- Should ensure systematic learning to allow TVET qualifications support movement into more technical/research/management oriented levels.
- Could be learning outcome focused
- Should link to capacities needed for specific jobs
- The need for an overall MANPOWER/Skills Gaps plan
- Plan to ensure critical work skills are in place.
- Role of LMO in defining skills directions/ indicates demand

# LEVELS AS LEARNING OUTCOMES



- It is possible to redefine each learning level in TLNQF as a learning outcome
- Learning outcomes can be defined as the skills needed for each work sector, for the variety of jobs in that sector.
- Skills should be customized to a particular environment or context.
- For Timor-Leste it is important not to do the 19<sup>th</sup> Century again but to move forward

# Notes



- THE NEXT TWO SLIDES REPRESENT JUST ONE ANALYSIS OF SKILLS' AREAS
- WHAT WE NEED IN TIMOR LESTE IS TO ANALYSE EACH OF THE AREAS TO SEE HOW THE PATHWAYS WORK ACROSS EACH AREA.
- EACH AREA SHOULD ALLOW FOR AND DEVELOP VOCATIONAL, TECHNICAL, LEADERSHIP AND RESEARCH SKILLS ACROSS THAT AREA.
- THE FRAMEWORK IS NOT A COMPLETE ANALYSIS, THERE NEEDS TO BE MORE DISCUSSION ABOUT WHAT FITS WHERE
- THE ISSUE IS TO START VIEWING EDUCATION AS LINKED TO SKILLS AREAS AND LEARNING OUTCOMES FOR SPECIFIC JOB AND WORK ROLES
- EACH AREA MUST COVER: VOCATIONAL, TECHNICAL (HIGHER LEVEL), RESEARCH, AND MANAGEMENT AREAS.



## **Basic Skills**

Functional literacy and numeracy, basic health knowledge and skills, 'basic education'.

## **Generic and Transferable Skills**

Problem solving, reasoning, creative thinking, analysis of information, attitudes communication and language skills, (particularly bi-and tri-lingualism), basic computer skills, social skills of interaction with others.

## **Private Sector/Business Skills**

Entrepreneurial skills (and attitudes), management, marketing and trading, dealing with banks, book-keeping, micro-enterprise management.



## **Public Sector Skills**

Policy-making skills, project design and management, including specific technical skills such as planning and management uses of ICTs.

## **Vocational Skills**

Building and construction, electrical installation and maintenance, electronic equipment repair, handicrafts and pottery, car mechanics, painting, tailoring, carpentry, ICT skills for secretarial work.

## **Agricultural Skills**

Improved agricultural techniques and technologies, improving soil fertility, food preservation and storage, diversification of crops.



## High Skills

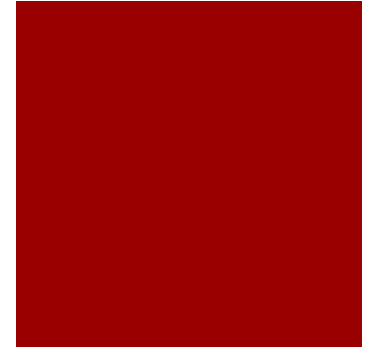
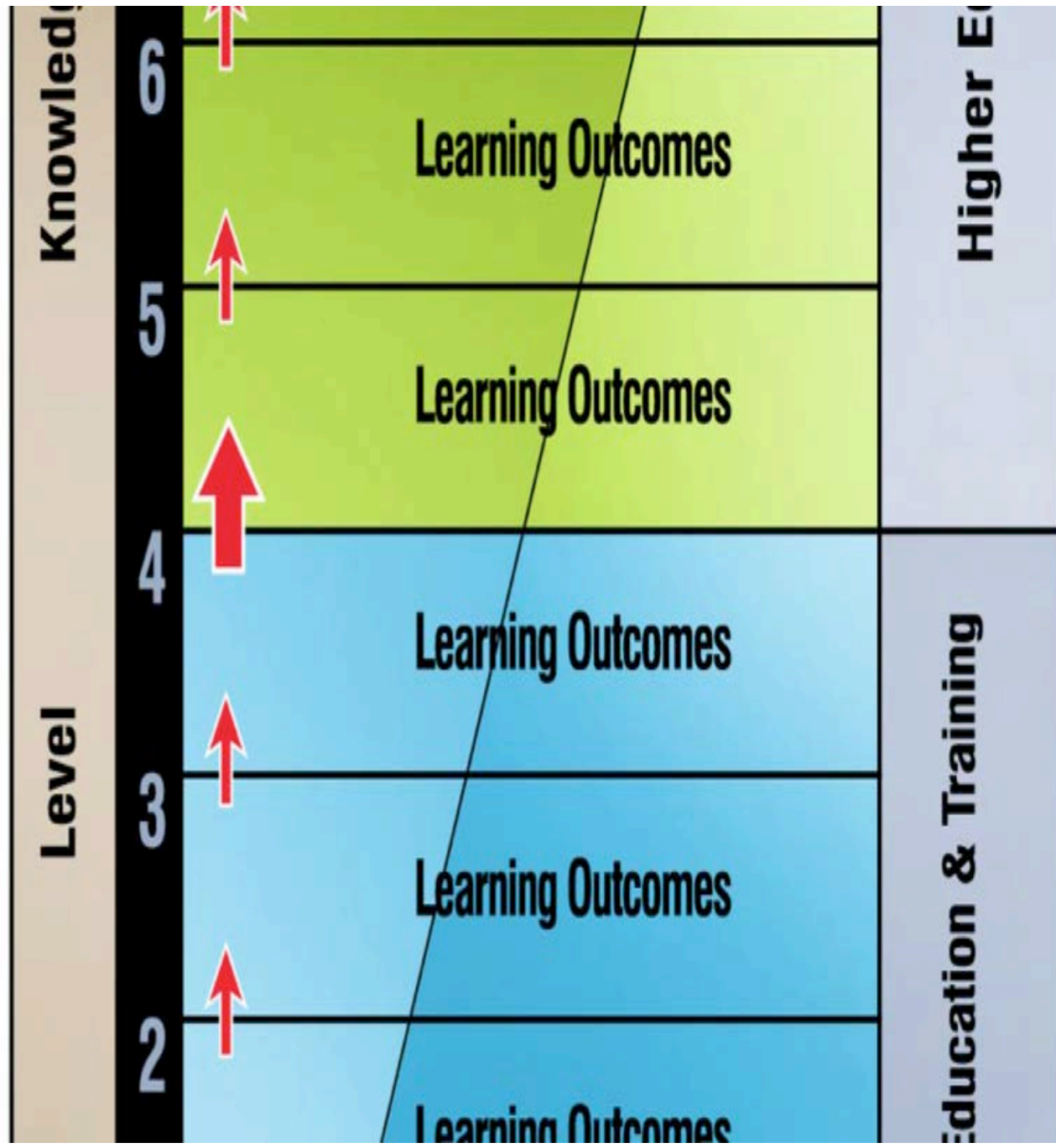
Science and technology skills, advanced technical skills (computing, laboratory technicians, etc.), engineering, research, agronomy, botany and biochemistry, teaching and education.

## Service Sector Skills

Accountancy, the servicing of contracts, hotel management, Service Delivery in CSO's etc.

## Political and Citizenship Skills

Moral and values education, culture and history, participatory citizenship education, political awareness and political thinking, attitudes to authority, human rights, unity and reconciliation.

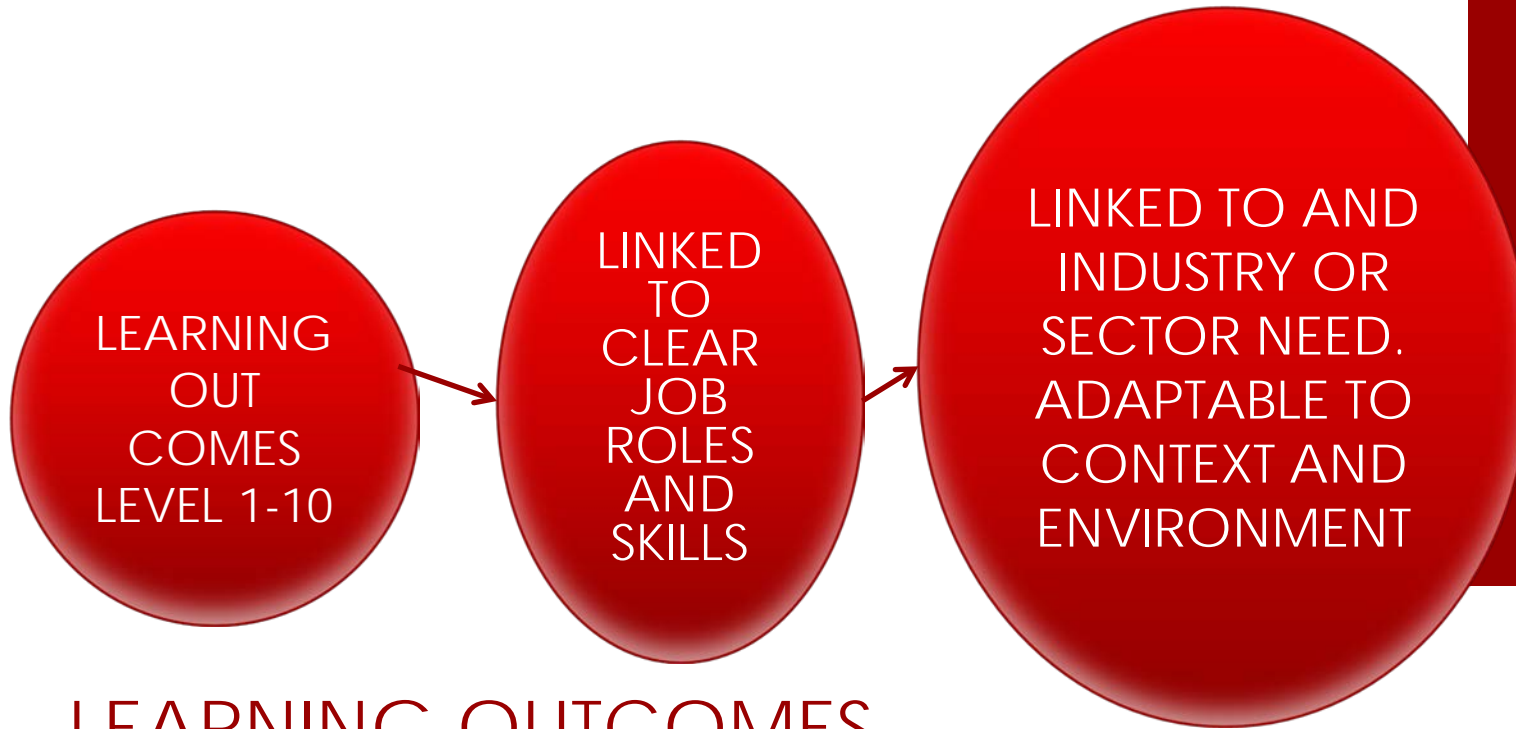




# NOTES FOR PREVIOUS SLIDE



- RATHER THAN SEPARATING UNIVERSITY AND VOCATIONAL TRAINING WE COULD ALSO SEE EACH OF THE LEVELS AS LINKED TO A SET OF LEARNING OUTCOMES.
- THE LEARNING OUTCOMES ARE INTURN LINKED TO JOB COMPETENCIES AND SKILLS FOR VOCATIONAL/PRACTICAL SKILLS, RESEARCH AND CONCEPTUAL SKILLS, MANAGEMENT AND LEADERSHIP SKILLS



## LEARNING OUTCOMES

CONNECTED PATHWAYS

# NOTES

- THE LEARNING OUTCOME LEVELS 1-10 SHOULD BE LINKED TO CLEAR JOB ROLES, SKILLS AND KNOWLEDGE
- IT IS IMPORTANT NOT TO BE REDUCTIVE TO ONLY JOBS/WORK ROLES – BUT TO ANALYSE BROAD NEEDS ACROSS TIMOR-LESTE FOR RESEARCH, ANALYSIS AND CONCEPTUAL UNDERSTANDING, MANAGEMENT, TECHNICAL SKILLS AND VOCATIONAL PRACTICAL AREAS.
- THIS IN TURN SHOULD BE LINKED TO SPECIFIC INDUSTRY OR SECTOR NEED
- THE NEEDS SHOULD BE ADAPTABLE TO CONTEXT AND ENVIRONMENT

# OVERCOMING THE BLOCKS



- LEARNING OUTCOME FOCUS ON THE SKILLS NEEDED FOR A GIVEN JOB/ROLE IN TIMOR-LESTE DEVELOPMENT CONTEXT
- THE NEED FOR A BROAD CAPACITY DEVELOPMENT PLAN THAT LOCATES THE NEEDED SKILLS AND ENSURES A PATHWAY BETWEEN THEM THROUGH THE TLNQF



# CREATING THE ESSENTIAL LINKS

THE ROLE OF INDMO AND ANAAA

# EMPLOYER'S FEEDBACK

- Employers reported they were less than satisfied with graduate skills – industry needs not met.
- A particular problem is work-ready attitudes: commitment, punctuality, loyalty, service.
- Another problem is lack of actual industry experience gained while training
- All employers must provide extra training to bring graduates up to scratch – from a low level

# OJT TRAINING IN THE STRATEGIC DEVELOPMENT PLAN



- The SDP promises:
- 'A National Traineeship Program ... with a combination of classroom and workshop training and industry-based learning experience.'
- That ' will introduce On The Job training to Timorese industry while at the same time creating formal entry to employment for Timorese students.'
- 'Training organisations will supervise or mentor the trainees.'

# OTJ Training



- SEPFOPE has an On-The-Job training department.
- The department struggled to get a functioning program in place and December 2014 the first OTJ programs began.
- The programs have snowballed with plans to employ construction and automotive workers in the next 12 months.
- OJT programs includes a significant monitoring role from SEPFOPE



## ENSURING RELEVANCE



# NOTES FOR PREVIOUS SLIDE

- THIS DIAGRAM FROM FRANK WOODS DEFINES THE INTERACTION OF THE EDUCATION AND TRAINING SECTION THAT ENSURES QUALITY AND RELEVANCE IN PROGRAMS
- THE LARGEST BLOCK IS THE CENTRAL EMPLOYERS AND PROFESSIONAL ASSOCIATIONS AND LARGE COMPANIES
- THESE HAVE AN IMPORTANT ROLE IN DEFINING THE QUALITY, AND STANDARD OF SKILLS FOR EACH SECTOR
- WHEN THESE TAKE REAL LEADERSHIP AND SET STANDARDS, THEY INFLUENCE TRAINING AND DEMAND HIGHER QUALITY OF TRAINING.
- UER VOCATIONAL TRAINING INDMO DOES ALL FOUR OF THE GREEN BLOCKS – THEY ENCOURAGE DEVELOPMENT OF TRAINING, HAVE OVERSIGHT FOR ASSESSMENT, SET STANDARDS, AND THEY ALSO SET UP INDUSTRY COMMITTEES FOR THE PURPOSE OF INPUTS TO TRAINING QUALITY AND DEVELOPMENT.
- THE LMIS MEASURES LABOR MARKET INFORMATION – DEFINING TRENDS SO THAT EDUCATION PROGRAMS CAN RESPOND AND PREPARE GRADUATES
- ON THE JOB TRAINING, TRAINEESHIPS AND APPRENTICESHIPS ARE THE LINK BETWEEN TRAINING AND INDUSTRY. THIS LINK IS A CRUCIAL ONE AND SEPFOPE HAS STRUGGLED TO HAVE A VISION AND PRACTICAL EXPERIENCE TO PULL THIS TOGETHER. UNIVERSITIES ARE CRITICISED FOR BEING ALL THEORETICAL WITH NO LINK TO THE WORKPLACE. EVEN PLACES LIKE TOURISM AND HOSPITALITY AT UNTL ARE THEORETICAL NOT PRACTICAL
- HAVING ALL OF THESE BUILDING BLOCKS INPLACE IS CRUCIAL TO ACHIEVE A RELEVANT AND QUALITY ASSURED SYSTEM
- THE MIDDLE BLOCK IS COMPLETELY MISSING IN TIMOR-LESTE JUST NOW

# MAKING THE LINKS



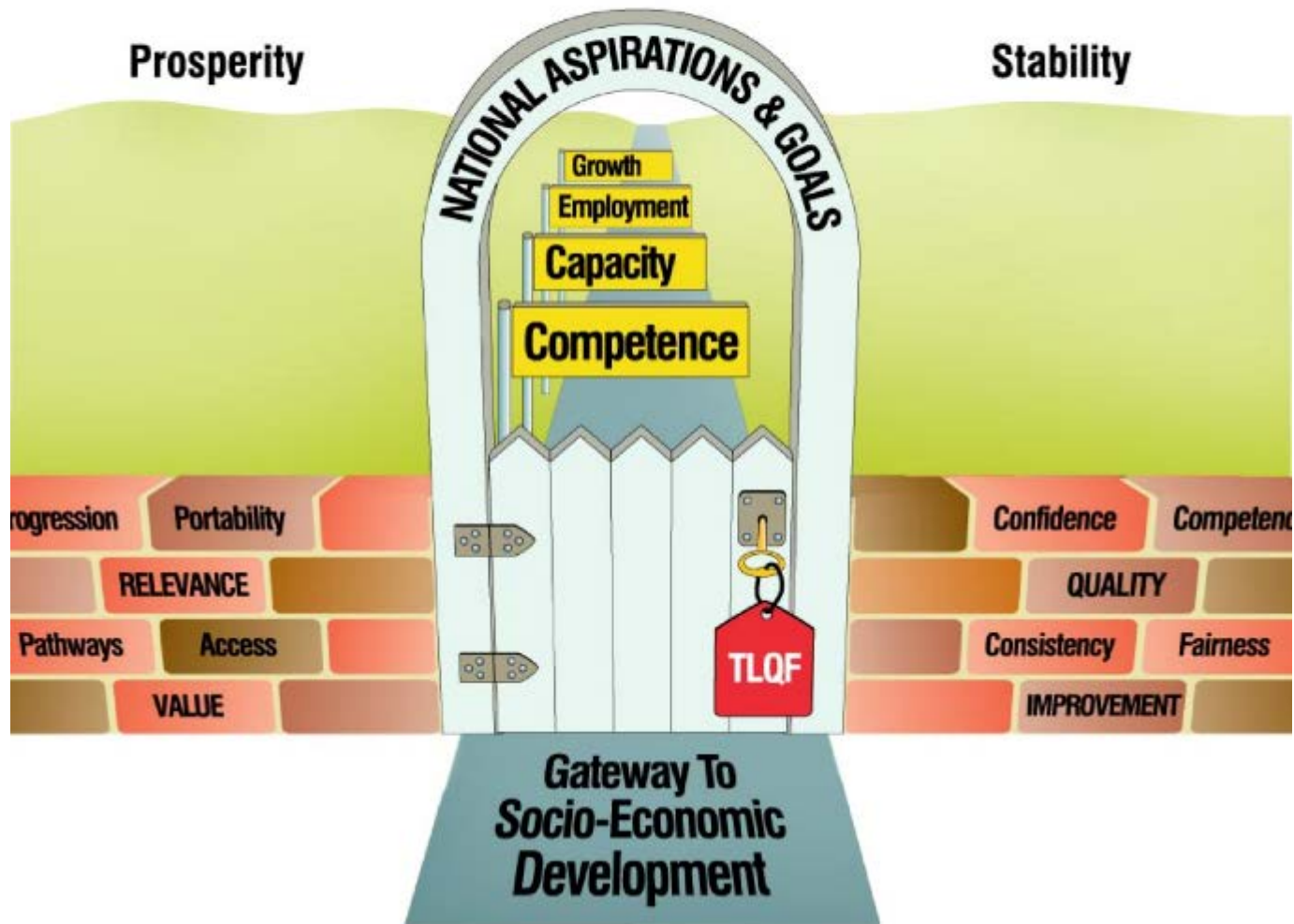
- INDMO creates a bank of training programs and systematizes learning
- Encourages and has oversight of course development and assessment
- ROLE OF ISC'S in supporting the development of quality, relevant training at vocational level
- The role of professional associations, employers and large companies in defining graduate skills – across all levels of sectors and skills areas
- SEPFOPE's LMO defines labour market demand side

# QUALITY AND RELEVANCE



- Currently the focus is on:
- Developing courses,
- Creating access
- QUALITY: arising from integration of industry/sector bodies/employers and professional associations provides a crucial development link
- QUALITY AND RELEVANCE ARE THE CORNERSTONES OF PATHWAYS THAT LEAD TO COMPETENCY

# NATIONAL ASPIRATIONS & GOALS



# NOTES FOR PREVIOUS SLIDE



- This diagram, again from Frank Woods, shows quality and relevance as the basic structure to create pathways.
- This structure is coming last in Timor-Leste. Many programs are taught. Less than half are accredited. Accreditation does not demand much in relation to quality and relevance yet as the system is new.
- The TLNQF is the key to the door to build capacity, competence, employment and growth.
- Without a focus on the brick wall of quality and relevance, the pathways built will not be the best possible.
- As we see now there is a lack of quality and a real lack of relevance in much teaching and education in Timor-Leste.
- A recent Ausaid paper criticised ILO programs that have spent 10 years building the Timorese TVET system saying there was too much focus on infrastructure and not enough on access.
- The new, major education project will focus on access.
- This is a false direction.
- INDMO driven by a solid TVET plan is focussed now on building ISC's and other institutions to ensure quality. They also want Workskills competitions to encourage industry relevance and industry standards. These are good directions and failing to fund this will take TVET backwards.
- Achieving relevance and quality in higher education is crucial to ensure programs taught link to actual skills' needs in the country.