

Vocational Education Strategic Framework Document

for East Timor

Strategic Framework Development Team

The Strategic Framework has been prepared by the VET Development Group comprising Professor David Beanland AO, Mr Ian Predl and Mr Luke McNamara and Mr Chris Trueman.

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Table of Contents

Purpose of this Strategic Framework	3
Trust Vision.....	3
Trust Mission	3
Strategic Framework Preparation	3
Basic Assumptions	3
Context	3
The areas of need in East Timor	3
Strategic Framework Summary	4
Action Program	4
East Timor Program Summary	4
Cost of each component:.....	5
Possible expenditure pattern	5
Ongoing Strategic Framework development	5
Strategic Framework Detail	6
Strategies.....	6
1. Program Focus	6
2. Industry and Community Ownership	7
3. Government Context	8
4. Transparent Outcomes.....	8
5. Efficiency and effectiveness	9
Appendix 1 – Action Program	10
Program Components.....	10
1. Limited duration projects with specific funding.....	10
2. Major new areas of vocational education considered to be a high priority.....	10
3. Business/management skill development in existing organizations.....	10
4. Institutional development.	10
Cost of each component:.....	10
Criteria for Program Selection	11
Necessary pre-conditions for Program Support.....	11
Related issues to consider for Program Support.....	11
Potential priority areas for new program development: (indicative list only).....	11
Appendix 2 - Context notes	12
The general environment.....	12
Vocational education structure	13
Vocational education provision.....	14

Purpose of this Strategic Framework

The intent of this strategic framework is to provide a structured way for the Trust to deliver support to the Vocational Education sector in East Timor so that the Trust's Vision can be pursued and its Mission have purpose.

Trust Vision

The vision of the Xanana Vocational Education Trust is a self sustaining vocational education system that meets the needs of the people of East Timor.

Trust Mission

The mission of the Trust is to raise funds for distribution to approved organisations or individuals in East Timor for the purpose of developing a vocational education system contributing to productive employment outcomes. These funds will be distributed according to agreed criteria including openness, equity and results achieved.

Strategic Framework Preparation

Basic Assumptions

The Strategic Framework is predicated on the fact that at the time of writing:

- The present numbers of graduates from existing vocational institutions represent a small proportion of the needs of East Timor both in overall numbers and in skill diversity

This great need to expand the number of training opportunities overall can be achieved by;

- adding additional places to those already on offer.
- developing major new areas of training which are considered to be a priority.

The greatest immediate benefit in East Timor will result from the Trust building on existing organisations and infrastructure for vocational training and job development.

Context

Refer to Context Notes – Appendix 2 (Page 12)

The areas of need in East Timor

There are five areas of need:

1. There is a need for skill development in existing businesses and organisations to improve capacity, enhance organisational performance and thereby lead to economic growth and additional employment opportunities in an incremental way. This will help to increase demand and economic activity generally in the country.
2. The capacity of existing institutions will need to be built so that an increase in the supply of existing skills in areas considered to be a priority can be achieved. They will need to expand incrementally to deliver greater numbers of trainees, of higher quality, and in a cost effective way.
3. To develop new skill areas considered to be a priority, existing institutions will need to be encouraged to add appropriate new training courses and associated infrastructure.
4. To add significantly to the supply of graduates, there is a need for additional major institutional capacity.
5. There is a need for investment in some existing and/or new projects, particularly when programs are identified which will enable major changes to be effected for a relatively small outlay, and which will lead to very positive outcomes.

Strategic Framework Summary

The main feature of the Trust's Vocational Education Strategic Framework is to connect the Trust's Principles to the context in East Timor (see Appendix 2 - Page 12 - for a snapshot of the East Timorese context). The outcome being a framework for deciding where the Trust should focus its effort so that it adds value to East Timor's economic and social development through enhanced provision of vocational education and the associated growth of a skilled workforce.

The Trust's nine principles have been organised under five objectives as follows:

Objectives	Trust Principles
1. Identify the focus of the Trust's program support	<ul style="list-style-type: none"> ▪ Achieve integrated outcomes for individuals.
2. Facilitate industry and community ownership	<ul style="list-style-type: none"> ▪ Produce sustainable outcomes for the community. ▪ Involve the East Timorese in planning and implementation. ▪ Build involvement in East Timor incrementally.
3. Operate within the government context	<ul style="list-style-type: none"> ▪ Support the vocational and employment policies and plans of the East Timorese Government.
4. Produce transparent outcomes	<ul style="list-style-type: none"> ▪ Use best practice to achieve transparency in reporting and accountability.
5. Operate efficiently and effectively	<ul style="list-style-type: none"> ▪ Achieve cost effective outcomes. ▪ Evaluate Trust initiatives. ▪ Review Trust activities.

The Strategic Framework is initially underpinned by an Action Program (Appendix 1 Page 10). In due course, further supporting documents will be developed to facilitate further implementation. For example a Risk Management analysis and East Timorese Accountability Requirements for the use of Trust Funds.

Action Program

East Timor Program Summary

Refer to Appendix 1 (Page 10) for the full Action Program

An Action Program is proposed as the first stage of implementation of the Strategic Framework.

The program comprises four components:

1. Limited duration projects with specific funding
2. Development of major new high priority training areas
3. Business management & skill development in existing organisations
4. Institutional development
 - a. Minor incremental development of existing organisations
 - b. Major new development

It will be a priority precursor to the implementation of the Action Program that an MOU with the East Timor Government be arranged as soon as possible, as recommended in the Strategic Framework Detail (Refer page 8).

The appointment of a person to represent the Trust in East Timor, with office accommodation in the Ministry of Labour and Community, will also greatly enhance the chance of successful implementation of the Program.

Cost of each component:

1. US\$50K/year
2. US\$50K/year initially increasing up to \$500K/year
3. US\$50K/year to \$100K/year
4. US\$250K/year to \$500K/year
- Total US\$150K/year initially, growing to \$1.150M/year in 5 years time.

Refer to **Figure 1** for an expenditure pattern over the next five years.

Possible expenditure pattern

Figure 1

(US\$ - '000's)

Program Component	Year 1	Year 2	Year 3	Year 4	Year 5
1	50	50	50	50	50
2		50	100	200	300
3		25	50	75	100
4			25	50	100
Total	50	125	225	375	550

In terms of the Program Components shown, the figures do not represent a minimum or maximum. They are a 'realistic' estimate of what is possible rather than being a recommended figure. The Trust's programs would benefit from a much greater expenditure than either this 'realistic' estimate, or the upper figure shown for each program.

"Donations in Kind" and partnership arrangements have the potential to add to these figures.

Importantly, the programs can be tailored to match the funds available.

Ongoing Strategic Framework development

1. The Strategic Framework Detail section will be used to develop a long term operational plan which expands the Action Points, sets up Outcome Measures, allocates Priorities and established a Timeline.
2. The Strategic Framework will continue to be a "work-in-progress"
3. As an Operational group of the Trust, the VET Development Group will continue the work of refining the Strategic Framework and developing appropriate Action Plans. It will develop further supporting documents to facilitate further. For example a Risk Management analysis, and requirements and conditions for project bidding and for accountability relating to use of Trust monies..
4. The VET Development Group will assist will oversee and review all work related to VET undertaken by the Trust in East Timor.

Strategic Framework Detail

Objectives (Trust Principles)	Strategies	Action
<p>1. Program Focus</p> <p><i>Achieve integrated outcomes for individuals</i></p>	<p>1.1 Support programs and services which provide tangible benefit to the development and employability of individuals</p> <p>1.2 Establish realistic goals which build on a 'modest' base</p> <p>1.3 Focus on the knowledge and skills relevant to East Timor's workforce and community needs.</p> <p>1.4 Support programs which connect into the East Timor certification structure</p> <p>1.5 Promote learning and employment pathways to enable individuals to build on their knowledge and skill base.</p> <p>1.6 Structure learning on the acquisition and application of practical skills and the related underpinning knowledge.</p> <p>1.7 Support initiatives which have a high probability of achieving positive outcomes for individuals, industry and communities</p>	<ul style="list-style-type: none"> ▪ Establish framework and criteria for identifying training needs and for selecting vocational training programs (Program Components) to be funded by the Trust ▪ Engage with East Timorese stakeholders to identify employment opportunities and the associated training priorities which satisfy short term needs and which also deliver long term benefit ▪ Identify significant gaps in the range/level of current training provision ▪ Fund a mix of training initiatives to satisfy employment and community needs ▪ Develop plans to optimise the use of community, industry and training provider resources ▪ Prepare innovative plans to increase the participation of individuals at all Certificate levels, with a particular emphasis on Certificate 1 & 2 programs ▪ Support the training of a teacher workforce competent in designing and delivering quality learning outcomes. ▪ Support initiatives to promote existing/new programs to increase community awareness and confidence in training opportunities and benefits

Objectives (Trust Principles)	Strategies	Action
<p>2. Industry and Community Ownership</p> <p><i>Produce sustainable outcomes for the community</i></p> <p><i>Involve the East Timorese in planning and implementation</i></p> <p><i>Build involvement in East Timor incrementally</i></p>	<p>2.1 Support initiatives which have long term benefit to the individual, industry and community</p> <p>2.2 Integrate vocational training with industry and community development</p> <p>2.3 Increase industry and community participation in vocational training.</p> <p>2.4 Enhance public confidence, credibility and acceptance of vocational training</p> <p>2.5 Develop individual/community pride in achieving success in a vocational training program</p> <p>2.6 Develop delivery methods to improve access of rural communities to training</p>	<ul style="list-style-type: none"> ▪ Develop clear guidelines/ criteria for stakeholders to 'bid' for Trust funds ▪ Establish clear protocols for Trust/Registered Training Provider partnerships ▪ Develop partnerships with communities/industry/providers to gain their ownership of the vocational training initiatives and outcomes ▪ Decide which VET managers and teachers should receive Trust support to participate in management development and/or vocational skills upgrade. ▪ Where appropriate, and indicated, consult with the community to decide which individuals should receive Trust support to participate in vocational training. ▪ Use vocational training graduates to act as mentors to share their applied knowledge and skills ▪ Use community/provider resources to stimulate long term community ownership. ▪ Facilitate partnerships between Australian VET Providers and East Timorese RTOs ▪ Establish feedback processes and procedures which monitor the sustainability of Trust initiatives

Objectives (Trust Principles)	Strategies	Action
<p>3. Government Context</p> <p><i>Support the vocational training and employment policies and plans of the East Timor Government</i></p>	<p>3.1 Support and complement the plans of the East Timor Government.</p> <p>3.2 Fund initiatives which will become self sustaining and not be a burden to the East Timorese Government or the Trust.</p> <p>3.3 Complement the initiatives taken by non-government and other government agencies.</p> <p>3.4 Provide 'seeding' funds to Registered Training Organisations to facilitate a training initiative</p>	<ul style="list-style-type: none"> ▪ Negotiate a Memorandum of Understanding with the East Timor government to establish the relationship between the Trust and the government. ▪ Appoint an appropriate person to be the Trust's representative in East Timor and negotiate placement in the Department of Labour & Community ▪ Develop clear protocols for the transfer of Trust funded programs and services to full resourcing by community/ industry/providers to ensure long term sustainability without adding unplanned imposition on the East Timor Government's limited resources ▪ Negotiate partnership agreements with interested parties with the understanding that they complement these funds with their own resources wherever possible. ▪ Prepare guidelines for the implementation of the 'Lead Registered Training Provider' concept. ▪ Prepare plans with interested parties for Trust funded initiatives to become self supporting without loss of the quality of outputs/outcomes ▪ Establish and maintain communication links with government and non-government agencies to minimize the duplication of effort and funding support.

Objectives (Trust Principles)	Strategies	Action
<p>4. Transparent Outcomes</p> <p><i>Use best practice in achieve transparency in reporting and accountability</i></p>	<p>4.1 Apply best practice principles in establishing reporting and accountability arrangements.</p> <p>4.2 Gain acceptance from the East Timorese participants for the transparent reporting and accountability arrangements.</p>	<ul style="list-style-type: none"> ▪ Establish and implement user friendly financial accountability guidelines for initiatives funded by the Trust ▪ Establish and implement user friendly guidelines for monitoring and reporting the outcomes of initiatives funded by the Trust. ▪ Establish and implement protocols for informing stakeholders/ interested parties of the performance of Trust funded initiatives

Objectives (Trust Principles)	Strategies	Action
<p>5. Efficiency and effectiveness</p> <p><i>Achieve cost effective outcomes</i></p> <p><i>Evaluate Trust initiatives</i></p> <p><i>Review Trust activities</i></p>	<p>5.1 Optimise the value for investment in initiatives funded by the Trust.</p> <p>5.2 Optimise the use of voluntary and pro-bono professional services.</p> <p>5.3 Achieve realistic operational efficiencies within budget constraints.</p> <p>5.4 Use sound continuous improvement practices and processes</p>	<ul style="list-style-type: none"> ▪ Optimize the use of East Timorese resources in planning arrangements to deliver Trust funded initiatives ▪ Support initiatives which optimise East Timorese participation and benefit within finite resources ▪ Develop a network of Australian Registered Training Providers and vocational educators who are willing to donate their expertise or provide services at minimal cost to support Trust initiatives, including the concept of sponsorship ▪ Implement practices and procedures which minimize the Trust's expenditure on overheads. ▪ Establish guidelines to evaluate the effectiveness of Trust initiatives ▪ Establish guidelines for reviewing and reporting the Trust's performance of its guiding principles ▪ Periodically report Trust performance to stakeholders

Appendix 1 – Action Program

Program Components

It is proposed that the program will have four components:

1. Limited duration projects with specific funding.

- a. Determined as a result of submissions from Registered Training Organisations (RTO's) in response to an open Call made periodically by the Trust, or
- b. A Trust initiative.

Programs would be either new vocational programs or specific employment related initiatives and could include essential facilities that have not been able to attract funding from other sources. Funding would typically be \$US5-20K / Program normally for 1 year only.

2. Major new areas of vocational education considered to be a high priority.

They would constitute fields where a significant gap in the current vocational education system has been identified. Normally no more than 1 new program would be introduced per annum. Financial support is likely to be required for 3-5 years or longer on a diminishing basis to achieve sustainability. Funding would typically be \$US30-100K/program/year.

It would enable: staff training, curriculum development, facility provision, student sponsorship and innovative delivery.

3. Business/management skill development in existing organizations.

The objective is to improve the capacities of those presently employed to enhance the performance of existing organizations thereby achieving economic growth and providing new employment opportunities.

The vocational programs could be organized through business associations and would be delivered in part-time mode by suitable providers. They would be modular and lead to relevant Certificates.

Funding would typically be \$US20-100K/annum for at least 5 years.

There is also a need to present an equivalent program to develop the skills of government department staff.

4. Institutional development.

- a. The capacity of existing institutions needs to be built up so they can incrementally expand and deliver greater numbers of trainees and offer new areas of study. Funding would typically be \$US5 – 20K per annum and may continue over several years. Programs which are structured towards eventual sustainability which can be funded on a diminishing basis will be encouraged. Costs to be budgeted together with Component 1
- b. Incremental progress of the type outlined in Components 1-3 and 4 (a) will ultimately require new capacity that is best realized through major Institute development where exemplary practice can best be established. This should be considered in the future but not within the first 3 years.

Cost of each component:

- | | |
|--------------|---|
| 1. | US\$50K/year |
| 2. | US\$50K/year initially increasing up to \$500K/year |
| 3. | US\$50K/year to \$100K/year |
| 4. (a) | Included in Component 1. |
| 4. (b) | US\$250K/year to \$500K/year |
| Total | US\$150K/year initially, growing to \$1.150M/year in 5 years time. |

These programs can be tailored to match the funds available.

These estimates assume that the Trust's contributions are complementary to appropriate financial contributions from East Timor government and the Colleges/providers. It is also assumed that contributions "in kind" will be provided by Australian educational institutions. The above estimates are what the Trust needs to attract in cash to ensure that the vocational education system in East Timor makes reasonable progress toward being an effective provider of the skills the nation requires. It is a journey that will take 15-20 years.

Criteria for Program Selection

1. Employment opportunities for trainees
2. Contribution to East Timor development and East Timor society
3. Contribution to the development of the vocational education system
4. Cost effectiveness of the program

Necessary pre-conditions for Program Support

1. Support of Ministry of Labour & Community
2. Implementable
3. Sustainable
4. Demand /opportunities for trainees
5. Program quality
6. RTO/Certificate program
7. Trained staff or provision for training

Related issues to consider for Program Support

1. Working with Ministries of Labour & Community and Education to encourage :
 - shared access to facilities
 - co-operation between colleges
 - accreditation
 - lead institutions
 - standards in secondary colleges
 - teacher training
 - new program priorities
2. Internet connectivity
3. Equity
4. Language Laboratories
5. Development of part-time and in-service programs
6. Relationship to university programs in related fields

Potential priority areas for new program development: (indicative list only)

- Health support
- Water reticulation systems
- Tourism
- Hospitality
- Food Preparation
- Computer servicing and technical support
- Computer programming
- Computer applications in Business
- Municipal maintenance
- Manufacturing
- Agriculture
- Horticulture
- Aquaculture
- Oil and Gas industry technical support
- Plastics and fiberglass
- Arts and Crafts
- Design
- Architectural drafting
- Surveying/planning
- Textiles
- Solar energy/appropriate technologies
- Multi-skilling (village skills)
- Environment Agriculture & livestock
- Aquaculture - fish, crustacean, molluscs
- OHS
- Library & information storage
- Teacher/vocational trainer training
- Fibre production - silk & animal fibres
- Communications - telephone, internet, postal
- Music, dance, cultural history.

Appendix 2 - Context notes

The following is a brief summary of the current context in East Timor which has relevance to the development of the Xanana Vocational Education Trust's Strategic Framework. It informs the link between the Trust's Principles and a realistic strategy for vocational education development in East Timor.

NB *These are not in order of importance*

The general environment

Situation	Broad Implications for the Trust
1. One of the world's poorest countries which is a principally subsistence economy based on micro services and a very limited cash economy	<ul style="list-style-type: none"> ▪ The poor economic situation of the country is a blunt reality which needs to be confronted when considering what training initiatives should be supported and what links need to be established with East Timorese stakeholders
2. Portuguese is the official language of government. It is not as widely used as the <i>lingua franca</i> as Tetum or Bahasa Indonesian. Knowledge of English is quite limited.	<ul style="list-style-type: none"> ▪ Long term problem of Australian sourced teaching and learning resources being in English and the associated cost of translation. ▪ Ability of Australian personnel to communicate with East Timorese counterparts at system and provider level. ▪ Limits the ability of East Timorese educators to gain optimum benefit from placement in Australia if there is no development of their English language.
3. East Timor's terrain, roads and transport limits movement of the population, particularly in mountainous areas and between south and north coast	<ul style="list-style-type: none"> ▪ Access to training, particularly for those distant from Dili needs to be addressed. ▪ Consideration needs to be given to mobilising the training human and physical resources so that communities outside the main centres have access to VET.
4. The population is heavily skewed towards youth.	<ul style="list-style-type: none"> ▪ Under 16 year olds represented approx. 50% of the population placing a disproportionate demand on the primary, secondary and post-secondary education sectors compared with other countries.
5. Rebuilding the economy has been slow following Indonesian occupation	<ul style="list-style-type: none"> ▪ Poor transport, communication, power and water provision, particularly outside Dili, limits effective and efficient development and impinges on decentralisation of VET
6. No major infrastructure projects and little evidence of wealth generation. Oil and gas income is well into the future and may not be large enough to have a sufficient impact on economic activity.	<ul style="list-style-type: none"> ▪ No major 'circuit breakers' to provide a major impetus to employment and to wealth generation (through the associated economic multiplier) leading to a clearer picture of training demand. ▪ Lack of in-country capacity and resources makes it more difficult to negotiate partnerships with East Timorese enterprises and agencies, and to design strategies for East Timor to maintain momentum after initial injection of donor resources. ▪ Underemployment as well as lack of jobs are negative factors in deciding which training initiatives should receive priority ▪ More likely in the short to medium term for training initiatives to be supply driven; a less satisfactory strategy than demand driven
7. Economy based on micro businesses in an environment in which there is a lack of an appropriate legal structure to finance	<ul style="list-style-type: none"> ▪ Indications from the Department of Labour & Community are that the country has a huge need for training small business operators in improving and expanding their enterprise. Successful completion of such training could strengthen the small businesses ability to gain loan funds.

business development	<ul style="list-style-type: none"> Support for micro business training for the mature student cohort may well have a significant influence on improving the quality of small business management
8. Workplace standards and job descriptions are virtually non-existent	<ul style="list-style-type: none"> A further factor which limits the ability of VET to target the employment demand. The Industry Methodology Work Groups may be an important means of providing appropriate workplace data for use by the training providers.
9. Government policy is to give priority to primary education	<ul style="list-style-type: none"> This is a reality as to the current state of education in East Timor. While this is important in preparing the next generations, the Trust should use its influence to ensure that the VET sector is appropriately recognised in the country's economic and social formation and is not regarded as the 'poor relation' alongside school and university education. A Memorandum of Understanding between the Trust and East Timor Government would contribute to a recognition of VET's status and formalise the Trust's relationship with the government.

Vocational education structure

Situation	Broad Implications for the Trust
1. New Vocational Education and Training legislation to be managed by the Department of Labour and Community has been prepared and is pending approval by parliament	<ul style="list-style-type: none"> This is a vital piece of legislation which provides the launching pad for the development of a modern VET system. It provides the opportunity to place VET within an appropriate legal and political framework and to provide an appropriate infrastructure including, for example: <ul style="list-style-type: none"> - A VET Qualifications structure - System wide curriculum, including learning resources - Registration of providers - Resourcing standards
2. There is no systemwide plan for the location of courses and resources	<ul style="list-style-type: none"> VET provision would appear to be 'driven' by off-shore donors and the Catholic Religious Orders. While this has provided considerable benefit it has lacked cohesion because of the absence of a clear statement as to the country's training priorities
3. Apparent deficiency in leadership and management skills at system and provider level	<ul style="list-style-type: none"> This is a major impediment to VET's future development. It needs to be taken into account when framing the Trust's priorities. Provider management development requires serious attention
4. Methodology Work Groups (industry forums) recently introduced in selected fields	<ul style="list-style-type: none"> The VET sector's relationship with industry appears to be very weak, at system wide and provider level. The Trust's initiatives should be linked to the appropriate group where possible, so that the MWG expertise can be used as an important source of information
5. Some UN advisors have limited experience in planning and delivering VET.	<ul style="list-style-type: none"> This may provide an opportunity for the Trust to work collaboratively with the Department of Labour & Community and the Department of Education and their advisors to provide input from people working with the Trust who may have much stronger 'on the ground' system and provider experience. The Trust needs a person based in the department of Labour & Community.

Vocational education provision	
Situation	Broad Implications for the Trust
1. Substantial underprovision of VET when compared with developed countries	<ul style="list-style-type: none"> ▪ This is an enormous challenge for the East Timorese and their VET partners ▪ So that the Trust's initiatives are compatible with East Timor's plans the funding of programs will need to be informed by the priorities of the Department of Labour & Community and other relevant departments.
2. Training opportunities for those who have left formal education are very limited	<ul style="list-style-type: none"> ▪ This is a major obstacle in the development of the existing workforce and the unemployed. East Timor's current VET provision is focused on the full time secondary school student (formal) and neglects the needs of the those who have left full time schooling (informal). ▪ The Trust will need to consider the learning needs of both formal and informal so that a much wider cohort has access to VET.
3. Girls seem to be under-represented on VET programs.	<ul style="list-style-type: none"> ▪ This is largely because of the emphasis on traditional trades in secondary schools. ▪ New disciplines will need to be fostered to provide a wider range of programs to the community For example; health, tourism, personal services.
4. Basic competencies of those in VET schooling is generally very low	<ul style="list-style-type: none"> ▪ This represents a major obstacle to knowledge/skill acquisition and application. It probably means that a strong emphasis is required at Certificate 1 and 2 levels of the qualifications structure. ▪ In addition, innovative approaches need to be sponsored to overcome students' language and numeracy deficiencies and negative mindset.
5. Lack of curriculum/ delivery innovation	<ul style="list-style-type: none"> ▪ Curriculum approaches seem to be fairly traditional and delivery seems to be classroom based. Consideration needs to be given to thinking 'outside the square' and finding practical ways of achieving the training objectives while <ul style="list-style-type: none"> • providing wider access to vocational education and • strengthening the connection between learning and work
6. Teachers generally have academic qualifications but lack 'hands on skills/experience	<ul style="list-style-type: none"> ▪ The teaching of vocational education would be enhanced by teachers having experience in applying the knowledge and skills in the workplace. This enhances the connection between learning and work, for which the teacher should be a role model. ▪ Activities need to be developed which provide teachers with appropriate industrial experience (actual or simulated). This should be built into the 'package' of the program funded by the Trust.
7. Seriously deficient in appropriate equipment and associated learning resources, ranging from very limited to non-existent.	<ul style="list-style-type: none"> ▪ Three components of a major upgrade of resources are: <ul style="list-style-type: none"> • the identification of the teaching resource needs through the curriculum, • the provision of the appropriate resources; and • the training of staff to optimize the use of these resources. ▪ Improved planning would assist appropriate location of resources.
8. Inadequate relationship with industry at provider level	<ul style="list-style-type: none"> ▪ The use of industry for advice, and as a partner in training arrangements would significantly improve the preparation of students for work. It also gives students the opportunity to experience 'live work' and therefore be better equipped to enter the workforce ▪ Appropriate industry resources, when accessible, also provide an opportunity to offset a provider's poor resources

<p>9. Course location and resource provision driven by donor government funding</p>	<ul style="list-style-type: none"> ▪ The donor driven arrangements have arisen because of lack of planning capacity in East Timor in general, and in particular with a low capacity for planning Vocational Educations systems and outcomes within the Education Department and the Department of Labour and Community. ▪ The Trust decisions must be informed by the Education and Vocational Education Sector Investment Program
<p>10. Religious order VET schools would appear to have superior resources and training arrangements than their government counterparts</p>	<ul style="list-style-type: none"> ▪ This is an indication of the funding difficulties faced by government schools. ▪ The Church schools would be described as being “adequately” resourced at best, to carry out their training function. ▪ The resources in the Brazilian and Portuguese funded schools were superior to all other providers visited
<p>11. Major disfunction in language structures with teaching and learning resources invariably written in English or Bahasa Indonesian, with Tetum and Bahasa Indonesian the predominant oral languages of teachers and students. Portuguese is the official East Timor language of government.</p>	<ul style="list-style-type: none"> ▪ This is a major teaching and learning resource challenge. The development time and cost can be significant. ▪ Provider cooperation is essential in any resource deficient system. The sharing of teaching/learning should be built into the Trust’s programs where this is appropriate and possible. ▪ Standards in resource production need to be established so that there is general consistency in the materials for teaching/learning. ▪ Consideration should be given to accessing appropriate resources from overseas and customising them to East Timor requirements where they cannot reasonably be sourced locally. There are significant economies in time and cost to be gained by using the great amount of material already available.