



NATIONAL TRAINING POLICY

2022 – 2032



NATIONAL TRAINING COUNCIL



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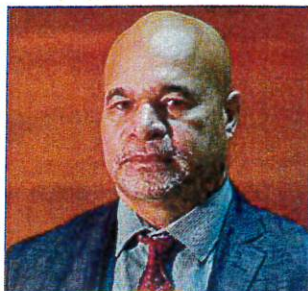
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June 2022

FOREWORD BY MINISTER FOR LABOUR AND INDUSTRIAL RELATIONS



The Government through the Prime Minister, Honourable James Marape, pronounced a new direction for the country and proclaimed: “Take Back PNG and make PNG the richest black nation”. In support of the proclamation, the Prime Minister issued **Circular Directive No. 15 of 28/6/2019** to all Cabinet Ministers, including the Minister for Labour and Industrial Relations on their Strategic Priorities or Key Result Areas (KRAs).

One of the strategic priorities or KRAs for the Ministry of Labour and Industrial Relations that is critical to driving the Prime Minister’s vision is having a relevant, inclusive, and dynamic national training policy framework for the country and how it harnesses the quality of skills, knowledge, competencies, and attitudes of citizens in their fields of trade, profession, and occupation. The Ministry of Labour and Industrial Relations, through the National Training Council, has delivered the National Training Policy 2022 – 2032, replacing the 1989 National Training Policy.

It is the culmination of the first major review in 33 years and highlights the importance of human resource development to Papua New Guinea. Recognised as one of the super pillars under the Vision 2050 contributing to Papua New Guinea’s economic growth and development, the National Training Policy 2022 – 2032 provides a coherent national human resource strategy aligned with other national development strategies to achieve the strategic objectives of the Government.

The intent of the National Training Policy 2022 – 2032 is to ensure a better functioning and client-focused training sector in the next 10 years that will meet the increasing demand of the government, the industry and the economy as a whole for a competent, trained, and skilled Papua New Guinean workforce.

To achieve this, we must build on our existing human resources, training, and research strengths to deliver high-quality and innovative products and services that will exceed our expectations, and also enable us to withstand the vagaries of global economic cycles.

The National Training Policy 2022 – 2032 is a policy development roadmap for all stakeholders, including business and industry, and key agencies involved in the delivery and administration of training in PNG.

It outlines the following 13 Key Policy Areas, with organisational responsibilities in section 4.3, policy implementation plan in section 5, monitoring and evaluation plan in section 6 and concludes with PNG Training Principles in section 7. The Key Policy Areas (KPAs) are;

- (1) Technical Vocational Education Training Sector (TVET) Reform
- (2) Labour Market Information
- (3) Foreign Labour and Skills Transfer
- (4) Training for Private Sector and Industry Engagement
- (5) Training for Micro, Small and Medium Enterprises
- (6) Training for the Informal Economy
- (7) National and Overseas Scholarships
- (8) Training for the Public Service
- (9) Training for Youth
- (10) Training for Community Development
- (11) Training for Civil Society Organisations

(12) Training for Women

(13) Training for People with Special Needs

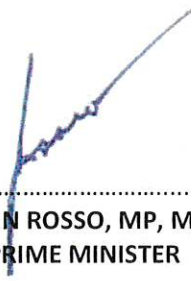
As part of the Ministry, NTC, through the *National Training Council Act 1991*, is responsible for supervising and managing the implementation of the National Training Policy (NTP) and for monitoring its progress and reviewing the policy when necessary.

The NTC will work with other agencies and organisations to develop and implement effective strategies and action plans in relation to each of these policy priorities over the next 10 years. It is through these collaborative approaches, that we will be able to ultimately achieve the Government's Vision 2050 objectives.

The NTC will monitor the implementation and progress of the National Training Policy, reporting annually to the SLOS, CACC and NEC.

To effectively coordinate the implementation of the National Training Policy, I will ensure the Department of Labour & Industrial Relations, in collaboration with National Training Council, receives the necessary support to realise the ambitions outlined in this policy.

As the Minister for Labour and Industrial Relations, I am proud to present to you, on behalf of our Government, the *National Training Policy 2022 – 2032* for the country. It is a vital step in developing this essential sector and will drive continued excellence and growth over the coming years.



.....
**HON. JOHN ROSSO, MP, MINISTER FOR LABOUR AND IMMIGRATION &
DEPUTY PRIME MINISTER**

PREAMBLE BY CHAIRMAN OF NATIONAL TRAINING COUNCIL AND ACTING SECRETARY DLIR



With extant challenges brought about by increasing youth population, increasing gap between the demand and supply of skilled labour in the labour market, coupled with increased unemployment in the economy, the need for a modernised and relevant, all-encompassing, sustainable, and pragmatic national employment policy is essential for Papua New Guinea.

Our key challenge now is harmonising it with related pertinent policies on training and skills development within the economy and achieving decent work, improving productivity, generating employment growth, and promoting economic and social development. The National Training Policy 2022 – 2032 is developed with that in mind.

The overall vision of the National Training Policy 2022 – 2032 is to ensure that by 2032, PNG should have a competent workforce and skilled human capital. PNG citizens will be able to access high quality skills training to acquire a National Qualification which supports national skills priorities. The main objective is to develop a professional, impartial, and efficient civil service that is responsible to the needs of the citizens as well as for ensuring that they possess requisite knowledge, skills and attitude to make them able to perform the functions they are entrusted with. The purpose of training under the National Training Policy is to bring improvement in the actual performance of the civil servants at all levels through capacity building.

The National Training Policy 2022 – 2032 is a policy framework that is consistent with key strategies for human resource development and training set out in the PNG Development Strategic Plan 2010 - 2030 and others. It has the following objectives;

- (1) Improve our national quality of life
- (2) Raise the skill levels of the population and be a major driver in the economic and social development of PNG
- (3) Training will be delivered within an institutional framework that is efficient, well-resourced and which is focussed on the training needs of citizens and identified national skills priority areas
- (4) Accessible and easily navigated and geared towards high quality skills training – trainers, programs and facilities
- (5) Assist to attain and sustain equity with respect to gender, persons with a disability and other minority and marginalised groups
- (6) Training to be declared a basic right for all PNG citizens so it is reflected in law and sets standards on how we conduct business and achieve objectives of the PNGNTP.

The National Training Policy will come into effect in 2022 and will coincide with the PNG Medium Term Development Plan 2018 - 2022 (MTDP III) and subsequent MTDPs. Whilst it has an initial span of 10 years, many of the policies to be implemented will extend beyond that period. The National Training Policy also sets out a range of operational Guiding Training

Principles that should be applied by all employers in PNG to ensure that effective training interventions are implemented to support PNG's growing economy.

On behalf of the NTC, I would like to thank all the stakeholders for their participation during and after the regional consultation workshops held around the country.

I would also like to acknowledge the former Secretary for the Department of Labour & Industrial Relations and former Chairman of NTC, the late Mr. Ravu Vagi, for his leadership in the review and finalization of the National Training Policy 2022 - 2032.

I commend the Director and his hard-working staff of NTC Secretariat for their efforts in one way or other in the formulation of this significant policy.

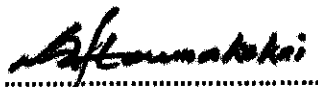
My appreciation to the Australian Government for providing initial technical assistance toward the review and completion of the policy.

I recommend the National Training Policy 2022 - 2032 to both the non-citizens and citizens of PNG to take ownership and implement this policy to benefit the people of PNG. I look forward to a coordinated effort by all stakeholders toward a successful implementation of the policy.

I encourage my fellow head of state agencies, development partners, private sectors, trade unions, and civil societies to take heed of this policy and implement it with commitment and dedication.

I am thankful that this policy will elevate the development of training in PNG.

God bless you.



.....
MR. GEORGE TAUNAKEKEI

CHAIRMAN of the National Training Council and
ACTING SECRETARY of the Department of Labour & Industrial Relations

ACKNOWLEDGEMENT BY DIRECTOR FOR NATIONAL TRAINING COUNCIL



The Secretariat acknowledges the efforts of the staff and stakeholders involved in the whole review of the 1989 National Training Policy after 33 years of its existence. The currently revised National Training Policy 2022 - 2032 is the culmination of much stakeholder consultation including workshops held in Port Moresby for the Southern region, Goroka for the Highlands region, Kavieng for the Islands region and Lae for the Momase region in August 2015.

The National Training Policy 2022 – 2032 has been developed by the NTC Secretariat with the assistance of a Technical Working Group comprising representatives from the following organisations;

- (1) Department of Higher Education, Research, Science & Technology (DHERST)
- (2) Department of Education (DoE)
- (3) Department of National Planning & Monitoring (DNPM)
- (4) Employers Federation of PNG (EFPNG)
- (5) Public Employees Association (PEA)
- (6) PNG Human Resource Institute (PNGHRI)
- (7) PNG Training & Development Society (PNGTDS)
- (8) National Research Institute (NRI)
- (9) Institute of National Affairs (INA)
- (10) Consultative Implementation Monitoring Council (CIMC)
- (11) Department of Personnel management (DPM)
- (12) PNG Trade Union Congress (PNGTUC)
- (13) Department of Provincial & Local Level Government Affairs (DPLLGA)

We also acknowledge the important technical assistance to the technical working group provided by the Education Capacity Development Facility (ECDF) through funding from the Australian Government.

We hope that the revised policy reflects the views and suggestions expressed throughout the regional consultations and from the written submissions received; and that the policy plays a vital role in shaping a better future for all involved in human resource development in Papua New Guinea.

A handwritten signature in black ink, appearing to read 'G. Kinsella', with a horizontal dotted line underneath it.

MR. KINSELLA GEOFFREY
DIRECTOR of the National Training Council Secretariat

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ACRONYMS AND ABBREVIATIONS

CACC	Central Agencies Coordinating Committee
CIMC	Consultative Implementation Monitoring Council
CLRC	Constitutional Law Reform Commission
DCTI	Department of Commerce Trade and Industry
DCDR	Department for Community Development and Religion
DHERST	Department of Higher Education, Research, Science and Technology
DLIR	Department of Labour and Industrial Relations
DNPM	Department of National Planning and Monitoring
DOE	Department of Education
DoFA	Department of Foreign Affairs
DPLLGA	Department of Provincial and Local Level Government Affairs
DPM	Department of Personnel Management
EFPNG	Employers Federation of Papua New Guinea
GoPNG	Government of Papua New Guinea
INA	Institute of National Affairs
NATTB	National Apprenticeship and Trade Testing Board
NEC	National Executive Council
NRI	National Research Institute
NSDA	National Skills Development Authority
NSO	National Statistical Office
NTC	National Training Council
NTCC	National Tripartite Consultative Council
NTP-TWG	National training Policy Technical Working Group
NCW	National Council of Women
OSS	Office of the State Solicitors
PEA	Public Employees Association
PNGCC	Papua New Guinea Chamber of Commerce
PNGCOC	Papua New Guinea Council of Churches
PNGCEC	PNG Church Education Council
PNGHRI	Papua New Guinea Human Resource Institute
PILAG	Pacific Institute of Leadership and Governance
PNGNQF	Papua New Guinea National Qualifications Framework
PNGNTP	Papua New Guinea National Training Policy 2022 - 2032
PNGQAS	Papua New Guinea Quality Assurance Standard
PNGTDS	Papua New Guinea Training and Development Society
PNGTUC	Papua New Guinea Trade Union Congress
TESDA	Technical Education and Skills Development Authority
TSC	Teaching Services Commission
TVET	Technical Vocational Education Training
EFPNG	Employer's Federation of PNG

EXECUTIVE SUMMARY

The National Training Policy (NTP) 2022 – 2032 replaces the 1989 National Training Policy and represents the first major review and update of the policy in 33 years. In that time, PNG has experienced rapid economic development and social change. It is vital that PNG develops a coherent national human resource development strategy in accordance with this growth and in line with PNG's other national development strategies.

The aim of the National Training Policy 2022 – 2032 is to provide a policy framework for the development of training within PNG for the next 10 years that will ensure a better functioning, client-focussed training sector. The policy will commence in 2022 and coincide with the PNG Medium-Term Development Plan 2018 - 2022 (MTDP3) and subsequent MTDPs. Whilst the NTP has an initial span of 10 years, many of the policies to be implemented will extend beyond that period. The National Training Policy 2022 – 2032 primarily deals with two key areas:

- (1) Policy development, structural reform, and implementation; and
- (2) Guiding training principles

Sections 1 - 3 include background and discussion of the wider policy context in which the policy will operate. It also contains the Vision, Objectives, Guiding Principles and Core Policies and Legislations. Section 4 outlines the 13 Key Policy Areas, the Current Situations, Analysis of the Issues and lays out the Strategies and Actions to be undertaken by stakeholders and agencies collaboratively. The key policy areas are;

- (1) Technical Vocational Education Training (TVET) Sector Reform
- (2) Labour Market Information
- (3) Foreign Labour and Skills Transfer
- (4) Training for Private Sector and Industry Engagement
- (5) Training for Micro, Small and Medium Enterprises (MSME)
- (6) Training for the Informal Economy
- (7) National and Overseas Scholarships
- (8) Training for the Public Service
- (9) Training for Youth
- (10) Training for Community Development
- (11) Training for Civil Society Organisations
- (12) Training for Women
- (13) Training for People with Special Needs (PWSN)

The NTC will work with other agencies and organisations to develop and implement effective strategies and action plans concerning each of these policy priorities over the next 10 years. Section 4.3 clarifies Organisational responsibilities, section 5 features the Policy implementation plan and section 6 outlines the Monitoring and evaluation plan whereby NTC will monitor the implementation and progress of the NTP, reporting annually to the CACC and NEC. Section 7 of the NTP is more operational in focus and sets out a range of Guiding Training Principles that should be applied by all employers in PNG to ensure that effective training is implemented to support PNG's growing economy.

SECTION ONE – BACKGROUND

1.1 Intent of the Policy

The aim of the National Training Policy (NTP) 2022 - 2032 is to provide an overarching policy framework for the development of training in PNG for the next 10 years to ensure a competent working population capable of servicing the needs of all sectors of the economy in PNG.

1.2 Audience

The National Training Policy 2022 – 2032 is a policy development road map for all involved in the delivery and administration of training in all sectors of the economy in PNG.

1.3 Policy Development Process

Under the *National Training Council Act* 1991, the NTC is responsible for supervising and managing the implementation of the National Training Policy and for monitoring, reviewing and revising the Policy when necessary.

The original 1989 National Training Policy, was in need of updating and in 2015, the National Training Council (NTC) through Decision No. 878/01/2015 resolved for a full review and update of the NTP to be undertaken.

NTC then embarked on the review through four regional consultative workshops in August 2015 to seek input from relevant stakeholders and key agencies across all sectors of the economy as to what changes should be made to the 1989 National Training Policy.

The workshops were held in Port Moresby for the Southern region, Goroka for the Highlands region, Kavieng for the New Guinea Islands region and Lae for the Momase region posing the following three key questions;

- (1) What needs to remain in the revised NTP?
- (2) What needs to change from the old NTP?
- (3) What needs to be included in the revised NTP?

A Technical Working Group (TWG) comprising of the following organisations was then established to develop the National Training Policy 2022 – 2032:

- (1) National Training Council Secretariat
- (2) Department of Higher Education, Research, Science & Technology
- (3) Department of Education
- (4) Department of National Planning & Monitoring
- (5) Employers Federation of PNG
- (6) Public Employees Association
- (7) PNG Human Resource Institute
- (8) National Research Institute
- (9) Institute of National Affairs
- (10) Consultative Implementation & Monitoring Council

- (11) Department of Provincial & Local Level Government Affairs
- (12) Department of Personnel Management
- (13) PNG Trade Union Congress
- (14) PNG Training & Development Society

Throughout 2015 and 2016, the NTC Secretariat with the TWG support, and assistance from Education Capacity Development Facility (ECDF) through funding from the Australian Government prepared various working drafts of a revised NTP culminating in version 10.

In August 2017, the NTC resolved to circulate version 10 of the draft NTP to stakeholders and key agencies for final inputs by 6th October 2017. Copies of NTP Version 10 were provided to all NTC members, all NTP-TWG members, all PNG Government department and agencies and all provincial and local level governments as well as the following organisations;

- (1) The Business Council of PNG
- (2) The PNG Chamber of Mines and Petroleum
- (3) PNG Chamber of Commerce and Industry
- (4) The Manufacturers Council of PNG
- (5) The Port Moresby Chamber of Commerce and Industry
- (6) The Lae Chamber of Commerce
- (7) The Digicel Foundation of PNG
- (8) The Oil Search Foundation PNG

In September of 2017, Public Notices were run in the Post Courier advising the public of the status of the development of the NTP and advising that a copy could be obtained by contacting a specially established email address pngntppreview@gmail.com.

The NTC Secretariat received many requests for the draft via the email address. Also, approximately 50 hard copies were given to interested person and stakeholders attending upon the Secretariat's offices.

On the 4th October 2017, the PNG Human Resource Institute (PNGHRI) conducted a seminar for its members and interested persons on the draft NTP. Responses from seminar attendees were received by the Secretariat.

At the time of writing, approximately 10 written submissions and comments were received before the deadline set for 6th October 2017.

The Secretariat reviewed all comments and responses, culminating in version 12 of the NTP, which was endorsed by the NTC at its meeting in February 2018 along with a draft NEC Submission.

Version 12 of the draft NTP was presented to National Tripartite Consultative Council (NTCC) meetings 22 in April 2018 and meeting 23 in December 2018. It was adopted by the NTCC. It was also presented to CIMC Education Forum in June 2018. The Forum recognized the importance of the NTP and urged the Secretariat to progress the Policy. Some of the major challenges that have prolonged timing in progressing the Policy towards its finalization include:

- (1) NEC Decision No: NG 25/2017 - Reforming, Transforming and Unifying the Higher Education System in PNG
- (2) Funding constraints
- (3) APEC Commitments in 2018
- (4) COVID 19 Pandemic in 2019

In November 2020, NTC through Decision No. 1059/1.2.3/2020 resolved to validate the NTP. The validation workshop was held at APEC Haus from 1 - 3 December 2020, attended by senior officials from various stakeholders and agencies from all sectors of the economy.

Finally, the National Training Policy (NTP) 2022 – 2032 was developed replacing the original outdated NTP of 1989. It is the culmination of many stakeholder consultations over the years and is aligned with the National Policy Structure. It represents the first major review and update of the National Training Policy in 33 years.

SECTION TWO – DEFINITIONS

As the National Training Policy 2022 - 2032 is a national policy dealing with training, it is important that some terms and concepts are clearly defined and understood. The following definitions apply in the National Training Policy 2022 - 2032.

GLOSSARY	
TERM	MEANING
Civil Societies	According to the World Bank “Civil society...refers to a wide array of organisations: community groups, non-government organisations (NGOs), labour unions, indigenous groups, charitable organisations, faith-based organisations, professional associations, and foundations”.
Labour Market Information	Any information concerning the size and composition of the labour market (labour supply and demand and their interaction) or a part of the labour market, the way it or any part of it functions, its problems (in terms of entering the market and maintaining a balance between supply and demand in the market), the opportunities which may be available to it, and employment-related intentions or aspirations of those who are part of it.
National and Overseas Scholarships	In the NTP, national scholarships refer to and includes both domestically provided scholarships (National Scholarship Training Fund, Independence Fellowship Scheme, Provincial Governments, Members of Parliament, etc) and those offered by donors (Australia Awards, NZ Awards, USA, European Union, JICA etc.) for the people of PNG.
National Qualifications	Are usually competency-based and determined by a relevant industry group. They are made up of Units of Competency that constitute the performance expected in the workplace for that job.
PNG National Qualifications Framework (PNGNQF)	Means the Papua New Guinea National Qualifications Framework.
PNG Quality Assurance System (PNGQAS)	Means the Papua New Guinea Quality Assurance Standards
Both PNGNQF and PNGQAS	• Are used by TVET Sector Agencies – to register, approve and audit public and private TVET training institutions and to accredit courses offered by them. • Provides for the development of National Qualifications for industry specific jobs.

	Primarily aim to ensure that TVET training institutions in PNG only offer courses that provide National Qualifications.
Professional Jobs	Those jobs that require a college degree. In other words, if the job customarily requires a bachelor's, master's degree or Ph.D., it's considered a professional job. Professional jobs include engineers, dentists, lawyers, doctors, architects, teachers, accountants etc. Training for professional jobs is generally undertaken by the completion of degree level (and higher) qualifications offered by higher education institutions such as universities.
Skill	A term often used with very different meanings. In the PNGNTP, skill is understood as having the ability to carry out mental or manual activity, acquired through learning and practice, where skill is an over-arching term which includes knowledge, competency, and experience as well as the ability to apply these to complete tasks and solve work-related problems.
Skills Gap	Used as a qualitative term to describe a situation in which the level of skills of the employee or group of employees is lower than that required to perform the job adequately, or the type of skill does not match the job requirements.
Skills Shortage	Used in this guide as a quantitative term to describe a situation in which certain skills are in short supply, for example where the number of job seekers with certain skills is insufficient to fill all available vacancies.
Skills Transfer	Method in which an employee is taught how to perform a new task or skill. An effective skills transfer requires that the individual transferring the skill needs to understand and be able to translate this skill to their peer.
Training	Refers to any planned activity aimed at raising the productivity and efficiency of people through developing practical or technical skills and knowledge and increasing personal motivation. This definition is very broad in scope and may relate to activities regulated by agencies such as the DoE; the NTC and DHERST. However, to avoid confusion and duplication, the strategies in the PNGNTP recognise the powers and functions of these agencies and operates to complement them.
Technical, Vocational Education and Training (TVET) Sector	Refers to the technical and vocational education and training sector. In PNG, the TVET sector comprises all organisations involved in occupational training for jobs that are other than professional jobs (e.g., engineers, dentists, lawyers, doctors etc.)

TVET Organisations	Includes both TVET regulators and TVET training institutions.
TVET Regulators	• National Training Council (NTC) • National Apprentice Trade Testing Board (NATTB) • TVET Division of Department of Education (DoE) • Department of Higher Education, Research, Science and Technology (DHERST). • TSC of DoE (in relation to TVET teacher qualifications)
TVET Training Institutions	Include public technical and business colleges, private training institutions and training centres established within government agencies and private organisations.
Units of Competency	Relates to workplace performance, they can be achieved almost entirely in the workplace or via a combination of the institution and workplace learning on and off the job.

SECTION THREE – POLICY CONTEXT AND DIRECTIONS

3.1 Vision

The overall vision of the National Training Policy is to ensure that by 2032, PNG should have a competent workforce and skilled human capital capable of servicing the needs of all sectors of the economy in PNG.

The policy aims to reform the TVET sector to ensure the delivery of National Qualifications are efficiently and robustly developed, and are consistently and effectively applied to both public and private TVET institutions. The development of industry-specific training package standards will also be a key feature of the National Training Policy.

3.2 Objectives

The role of the National Training Policy 2022 – 2032 is to develop a policy framework that is consistent with key strategies for human resource development and training set out in the PNG Development Strategic Plan 2010 - 2030 and other policies. The policy has the following objectives:

- (1) Improve our national quality of life.
- (2) Raise the skill levels of the population and be a major driver in the economic and social development of PNG.
- (3) Training will be delivered within an institutional framework that is efficient, well-resourced and is focussed on the training needs of citizens and identified national skills priority areas.
- (4) Accessible and easily navigated and geared towards high-quality skills training, trainers, programs and facilities.
- (5) Assist to attain and sustain equity with respect to gender, persons with special needs and other minority and marginalised groups
- (6) Training to be declared a basic right for all PNG citizens so it is reflected in law and sets standards on how we conduct business and achieve the objectives of the PNGNTP.

3.3 The Guiding Principles

The implementation of the National Training Policy 2022 – 2032 is based on the following underlying guiding principles;

i. The Constitution

The National Training Policy 2022 – 2032 is grounded in the opening declaration of the Preamble of the Constitution of PNG:

“We the people of PNG, are united in one nation, pay homage to the ancestors – the sources of our strength and origin of our combined heritage, acknowledge the worthy customs and traditional wisdom of our people – which have come down to us from generation to generation, pledge ourselves to guard and pass on those who come after us our noble traditions and the Christian principles that are ours now”.

ii. Effective Leadership, Prudent Management and Effective Reporting

Effective implementation of the National Training Policy 2022 – 2032 calls for sound and effective leadership to efficiently achieve desired outcomes of the policy. The policy focuses on promoting prudent management that will enhance the effective and efficient use of resources to optimise socio-economic benefits. The policy has embraced a sound and effective monitoring and evaluation plan (Annex 2) upon which the Government shall ensure that the implementation of the National Training Policy 2022 – 2032 is monitored and reported.

iii. Networking and Partnership

Dialogue, cooperation, and relationship-building among different stakeholders are important for the implementation of the National Training Policy 2022 – 2032 and for achieving its desired outcomes. Partnerships enhance and promote the spirit of cooperation while competition and rivalry are counterproductive. The successful implantation of the policy will only come about through mutual involvement and cooperation

iv. Human Dignity

The National Training Policy 2022 – 2032 promotes the **leave no one behind** principle, fostering inclusive and **equal participation** of all citizens across all sectors. All people hold a special value that is tied solely to their humanity. It has nothing to do with their status, colour skin, gender, disabilities, class, race, abilities, or any other factor other than them being human. No one will be left behind – their interests will be served accordingly.

v. Good Governance

All stakeholders and agencies in all sectors, through the National Training Policy 2022 – 2032 will serve the collective interest, believes in responsibilities, accountability, transparency and invites wider community participation and share their grievances guided by the common principle of good governance. **Inclusive participation** will be promoted throughout the implementation of the policy.

vi. Promoting and Safeguarding National Interest

PNG's national interest will be protected, preserved and promoted in the training and skills development industry in PNG, through bilateral and multilateral relationships, dialogues, interactions, and treaties in terms of scholarships and foreign labour and skills transfers.

vii. Integral Human Development

The National Training Policy 2022 – 2032 recognises the need and importance for all citizens to have access to useful information that will genuinely contribute to their overall development and prosperity. The policy takes into account all aspects of development for the citizens, be it physical, psychological, intellectual, moral, or spiritual, and envisaged their integration.

viii. People's Empowerment

The National Training Policy 2022 – 2032 empowers citizens to contribute by being responsible users of public communication systems and skills acquired through training. Moreover, this policy is built on the premise that institutions and people in all sectors of the economy responsible for or undertaking training must be empowered to carry out their work effectively and efficiently.

ix. Cultural Basis

As PNG is very rich in cultural diversity, the promotion of culture and preservation of cultural practices and norms are of paramount importance to this policy. This includes traditional skills such as weaving, canoe making, sago making, knitting fish traps or nets and many more. These are realised in training for community development, the informal economy and other sectors.

x. Sustainability

Implementation of the National Training Policy 2022 – 2032 will be sustained through a variety of reviews and feedbacks. When appropriate recommendations of the reviews are acted upon, the flow and vitality of the PNGNTP intervention would be maintained. Determination, consistency, persistence, and patience are valuable qualities required by all stakeholders implementing the policy, if the policy is to be sustained.

3.4 CORE GOVERNMENT POLICIES AND LEGISLATIONS

The core government policies and legislations relevant to the development of the National Training Policy 2022 – 2032 are listed below:

POLICIES	LEGISLATIONS
PNG Vision 2050 Supporting the National Goals and Directive Principles set out in the PNG Constitution, Vision 2050 sets a strategic path to make PNG become a smart, wise, fair and happy society by 2050. The Mission Statement of Vision 2050 is as follows: We will be ranked in the top 50 countries in the United Nations Development Index by 2050, creating opportunities for personal and national advancement through economic growth, smart innovative ideas, quality service and ensuring a fair and equitable distribution of benefits in a safe and secure environment for all citizens." (p. 31).	PNG National Constitution The PNGNTP takes its cue from the Preamble of the National Constitution that provides the directive for successful implementation of the Constitution through enabling legislations and policies. Relevant Labour Legislations • National Training Council Act 1991 • The Apprentice and Trade Testing Act 1986 • Independent Fellowship Scheme Act • Employment Act 1978 • Industrial Relations Act • Industrial Organisations Act • Employment of (Non-Citizens) Act 2000

<i>Vision 2050 focuses on seven Strategic Focus Areas:</i> (1) Human Capital Development, Gender, Youth and People Empowerment (2) Wealth Creation (3) Institutional Development and Service Delivery (4) Security and International Relations (5) Environmental Stability and Climate Change (6) Spiritual Cultural and Community Development (7) Strategic Planning, Integration and Control Whilst PNG's training and vocational education sector clearly have a role to play in most, if not all, of these Focus Areas, it is in Human Capital Development that training plays an integral part. "Papua New Guinea's future success depends on the quality of its human resources. Vision 2050 is aimed at producing citizens who are healthy and intellectually astute and have high ethical and moral character and attitudes. Our people must be developed and empowered to take ownership of their own livelihoods. Experiences from countries with limited natural resources show that huge investments in human capital development result in massive and integrated socio-economic development." (p.33). Hence, the NTP 2022-2032 strives to foster partnerships with stakeholders dealing with HRD to forge a training system that will support the government's economic development agenda. The PNG Development Strategic Plan (DSP) 2010 – 2030. Supporting the Focus Areas of Vision 2050, the Strategic Plan sets a range of strategies	• Occupational Health & Safety Act • Independence Trust Act • Workers Compensation Act • Employment Placement Services Act Other relevant legislations: • Trade Licensing Act • Employment Statistics Act • The <i>Higher Education (General Provisions) Act</i> 2014 • The <i>Education Act</i> 1983 • The <i>Public Services (Management) Act</i> 2014 and General Orders • The PILAG Act 2019 • Medical Act • Lukautim Pikinini Act 2015 • <u>PNG Planning and Monitoring Responsibility Act 2016:</u> Section 4 provides for the National Planning Framework for the country. It encourages all policies and plans to align to the over-arching national policies and integrate with each other. • ILO Employment Policy Convention, 1964 (No. 122) laid the foundation for ILO future of Work Declaration: 2019 ILO Outcome Document on the Future of Work. PRIORITY 2: Promote productive and decent employment opportunities particularly for young women and men. OUTCOME: increase decent employment opportunities created because of National Employment Policy and enhanced labour market information. UN Sustainable Development Goals (SDG) 2030 Provides an overarching policy framework with 17 goals to be achieved. SDG 8 aims to promote inclusive and
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and actions to achieve Vision 2050's outcomes. One of the Strategic Plan's key areas is in relation to human resource development and training.

The Strategic Plan's overriding goal in relation to human resource development is to – "provide a workforce that is professional and skilled by developing a coherent human resource development strategy". (p. 63).

The Strategic Plan recognises the importance of a skilled workforce for a growing economy like PNG and the need for effective human resource and training strategies.

The Strategic Plan recognises that in education and health alone, the number of skilled workers required to service those sectors effectively will need to increase by 300% and 600% respectively, by 2030.

The NTP 2022-2032 forges the pathway for collaboration by important agencies dealing with HRD to address the workforce skills gap and to meet the required human resources for the country, through the development of a coherent HRD strategy for the country.

• **Medium Term Development Plan 2011 – 2015 (MTDP1):**

In 2011, the MTDP1 was launched to implement the strategies in the Strategic Plan. MTDP1 makes some very cogent observations about the current status of human resource development in PNG.

The NTP 2022-2032 acknowledges the seven observations set out in MTDP 2011-2015 which are still relevant to the current PNG HRD situation. Hence, the thirteen (13) Key Policy Areas and their strategies outlined in the NTP 2022-2032 have taken into account these

sustainable economic growth, full and productive employment and decent work for all. SDG indicators have been localised and embedded into the PNGNTP.

Other relevant Sectoral Policies and Plans.

- The PNG Monitoring and Evaluation Framework and Service Delivery Framework.
- The SME Policy 2016.
- National Population Policy
- GESI Policy
- National Employment Policy
- UN Sustainable Development Goals
- ILO Declaration on the Fundamental Principles and Rights at Work
- National Youth Policy
- Health Plan
- Labour Market Information Policy
- Retirees Exit Policy, DPM
- The National Strategy for Responsible Sustainable Development for PNG
- The PNG Five-Year Medium-Term Development Plans
- Policy for Integrated Community Development, 2019 - 2018
- National Policy on Disability 2015 – 2025

observations and have incorporated them to address the situation. Medium Term Development Plan 2016 – 2017 (MTDP 2), the National Strategy for Responsible Sustainable Development for PNG and the SME Policy 2016. These recent PNG development strategies build upon those that came before them. Human resource development, particularly in relation to skills training, remains a national priority. Higher and Technical Education Strategic Implementation Plan, 2017 – 2038: By NEC Decision 25/2017, GoPNG approved the implementation of this Plan along with the transfer of post-secondary higher education institutions to DHERST. Policies developed under the PNGNTP will be aligned to this Plan.	
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SECTION FOUR – POLICIES AND STRATEGIES

4.1 CURRENT SITUATION

The previous National Training Policy had been in place since 1989. Since then, PNG has experienced major economic growth and social change. The rate of growth and development in PNG has been rapid, particularly in the last decade, so the time is right for a holistic review and reconsideration of the training industry and human resources development.

The first and key element required to achieve the eight human resource strategies set out in the Strategic Plan, and reinforced by the MTDPs, is the development of a coherent national human resource development strategy. The National Training Policy 2022 - 2032 goes a long way to achieving this national development goal.

4.2 ANALYSIS OF ISSUES: THE THIRTEEN (13) KEY POLICY AREAS (KPAs)

There are number of issues that needs to be addressed through the National Training Policy. Section 4.3 outlines and identifies the vital strategies and actions that will be undertaken in collaboration with relevant stakeholders and key agencies to achieve the desired outcomes of the Policy.

The following are 13 Key Policy Areas (KPAs) that the National Training Policy will focus on to address Papua New Guinea's human resource development and training needs. These are;

4.2.1 – TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET) SECTOR REFORM

It has long been recognised that the PNG TVET sector has been hampered by a fragmented regulatory and operational structure with functions and responsibilities spread across a range of agencies.

This has led to a lack of cohesive strategic planning and national policy direction for the sector and no clear, consistent and sustainable funding policy.

Currently, the TVET sector is regulated across three Ministries and four agencies below. Their responsibilities are clarified in Section 5 – Organisational Responsibilities.

- National Training Council and National Apprentice Trade Testing Board under the Ministry and Department of Labour and Industrial Relations (MLIR), Department of Education (DoE), principally the Technical, Vocational Education and Training (TVET) Division and Teaching Service Commission (TSC).
- Department of Higher Education, Research, Science and Technology (DHERST).

All agencies will work closely together to develop and implement policies that will ultimately address this issue.



4.2.2 - LABOUR MARKET INFORMATION

Like many developing nations, PNG has found it difficult to capture up-to-date and relevant data in relation to its workforce needs. Strategies and plans in relation to national training priorities in PNG need to be based on current evidence-based data. Whilst the NTC has historically been charged with the function of obtaining and analysing training plans in relation to national skills and workplace priorities, it is fair to say that it has not been able to consistently provide the data required to produce effective policies.

Respective sustainable and effective manpower planning must be based on accurate information gathering and data. The end result of this data gathering should culminate in the creation of a national skills databank.

The NTC and other stakeholders will work to develop policies to greatly improve the information gathering processes in PNG in relation to workplace skills requirements and to examine the best ways for PNG to acquire, analyse, use and disseminate information in relation to the nation's skills and workforce requirements and priorities.

The information produced by an improved information gathering process can then be used to determine National Skills Priorities and National Skills Development Plans going forward.

4.2.3 - FOREIGN LABOUR AND SKILLS TRANSFER

In this context, skills transfer refers to the process whereby jobs that were once undertaken by skilled foreign labour are filled by appropriately qualified and experienced PNG citizens. PNG has long recognised the need to look to overseas labour sources to fill jobs that cannot be filled by local labour supply. At the same time, PNG has recognised the need to ensure that the national skills base is increased. The NTC will work with other stakeholders to develop localisation of labour policies that have two main aims.

Firstly, during this period of rapid economic and social development, the policies will ensure that PNG has clear, effective and accessible procedures for both the private and public sector to obtain necessary expatriate labour in areas where the required skills are not available from the local workforce. Secondly, the policies will ensure that there is an effective strategy and plan for the training and mentoring of national staff to take over from expatriates once their skill level has reached the required level.

Some important progress was made in skills transfer arrangements in 2015 with the passing of legislation in relation to the engagement of foreign technical advisers. However, more holistic and focussed planning needs to be developed covering all aspects of this issue.

4.2.4 – TRAINING FOR PRIVATE SECTOR AND INDUSTRY ENGAGEMENT

It is well understood that the private sector is the power-house of a developing economy. Private investment and enterprise provide the capital and entrepreneurial drive that leads to wealth creation. It is imperative that any policy in relation to skills development in PNG must have the fullest possible buy-in from the private sector. The private sector is also a major provider of on-the-job and in-house training in PNG.

The private sector has, at times, found navigating the PNG training and TVET sector a complex and frustrating exercise. As a result, the degree of private industry engagement with government policy-making and administration in the sector is less than it could be. To rectify this and to promote a rejuvenated and sustainable ongoing dialogue and partnership between government and the private sector, the NTC and all sector agencies must develop strategies to ensure that private industry at all levels is engaged in skills training to meet its own needs and the country's skills development needs.



4.2.5 - TRAINING FOR MICRO, SMALL AND MEDIUM ENTERPRISES (MSME)

In 2016, the government launched the SME Policy 2016 including a Master Plan 2016 – 2030. The objective of the Policy is to support and grow the small and medium enterprise sector to create new employment opportunities, achieve sustainable economic growth (outside the resources sector) and achieve a fair and equitable distribution of wealth through majority citizen ownership of business activities.

Some of the key goals of the Policy include:

- Growing SMEs from 49,500 to 500,000.
- Growing formal employment from 290,000 to 2 million.
- Reducing unemployment from 84% to 49%.
- Increasing citizen control over the formal economy from 10% to 70%.
- Increasing SME contributions to per capita GDP from 10% to 50%.
- Increasing per capita income from US\$2000 to US\$9000.



The Policy sets out range of strategic plans to achieve these goals with training and access to skills development playing a crucial role. For example, the Policy calls for appropriate business management training for SME's and identification of training institutions, private sector, NGO's and development partners that can deliver relevant training programs. An accessible database should be established to enable SME's to easily access training information.

The Policy recognises that development of an entrepreneurial mindset is fundamental to the success of SME's and that systematic entrepreneurial training and capacity building is crucial.

This can range from simple financial literacy and business management skills training at start-up to more advance business management and leadership knowledge as businesses develop.

The NTC and other agencies must work together to affect the goals of the SME Policy 2016.

4.2.6 - TRAINING FOR THE INFORMAL ECONOMY

Put simply, the informal economy is that part of the economy where people “get by” earning money without having “jobs”. This might include producing and selling cooked food or producing and selling other products. A large proportion of the PNG population is engaged in the informal economy, and this is likely to continue for the foreseeable future.

PNG’s policy on the informal economy is set out in the National Informal Economy Policy 2011 – 2015 and is supported by the *Informal Sector Development and Control Act* 2004. This policy



recognises the informal economy’s importance to the overall economic life of PNG. Its Vision is that the informal economy be acknowledged as the full and legitimate partner of the formal economy.

The National Informal Economy Policy 2011 - 2015 provides an excellent overview of how the informal economy operates in PNG, along with strategies to support it.

The NTC and relevant stakeholders must work together to draw on the key findings in the National Informal Economy Policy 2011 - 2015 and to develop strategies and programs focussing specifically on the skills development and training needs of the informal economy.

4.2.7 - NATIONAL AND OVERSEAS SCHOLARSHIPS

A significant source of training opportunities in PNG is provided through scholarships. Often, scholarships are the only way citizens are given the opportunity to study. Scholarships are provided by a range of organisations including the national government, private sector organisations, NGO’s, churches and aid donors.

Currently, there is no central coordination of scholarships in PNG. Individual agencies, donors and organisations offer a range of scholarships without reference to any clearly identified national skills priority areas.

There is a need for a review and analysis of all scholarships on offer with a view to ensuring resources are directed to the most needed skills areas.

4.2.8 - TRAINING FOR THE PUBLIC SERVICE

An effective, efficient and well-trained public service is vital to the successful functioning of government.

Training of public servants is the responsibility of the Department of Personnel Management. The current policy governing the training of public servants is the *General Order No. 6 Training and Development* (the General Order) dated 1 January 2012 and made under the *Public Services (Management) Act 1995*.

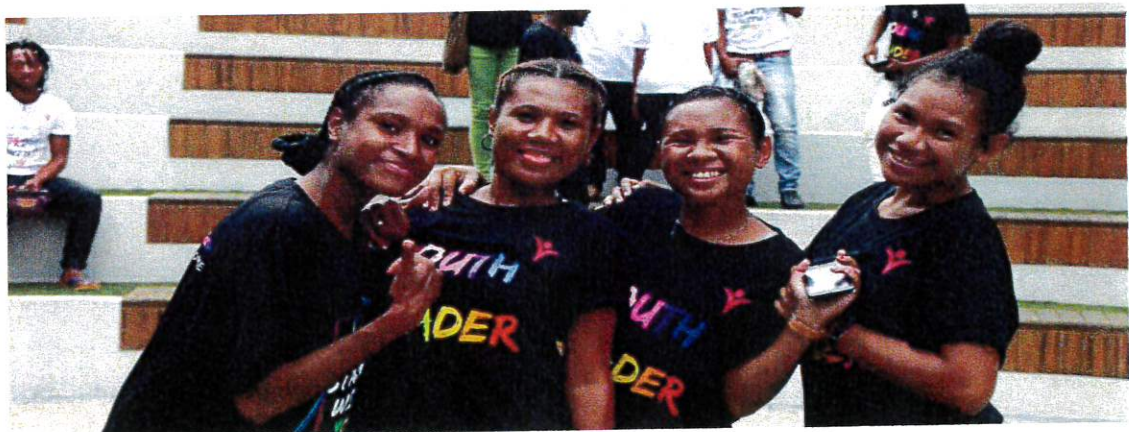
The General Order provides details of public service requirements for staff development; career planning and performance appraisal; determining training needs and the administration of in-country and overseas training.

Whilst the General Order provides a sound basis for public sector training, the NTC will work with DPM and other agencies to develop policies that cover the training needs of all public servants at the national, provincial and local levels.

The goal of these policies will be to provide a clear plan for focussing on the skills training needs of the wider public sector and determining how those needs will be best met over the next 5 - 10 years.

4.2.9 - TRAINING FOR YOUTH

PNG finds itself in a situation where, on one hand, PNG has a significant need for skilled workers as it continues to grow at a strong pace. At the same time, there are many young people who, despite being motivated to do so, cannot or have difficulty accessing quality training to fill those workplace demands. In other words, there is a need for skilled workers, and at the same time, many young people cannot find employment.



The NTC will continue to work with other sector agencies to develop policies that focus on the specific training needs and potential of young PNG citizens aged between 12 - 30 years.

The aim of these policies will be to target the training needs and desires of young people and develop effective strategies to ensure there is an efficient and effective training path for any young person wanting to engage in training.

4.2.10 - TRAINING FOR COMMUNITY DEVELOPMENT

PNG faces complex social and community challenges as it moves to a modern market-driven society. With a greater movement of people to larger centers seeking employment, there is a strong need for community leadership at both the village and town levels to deal with the changing nature of PNG society.

Increasingly, communities are turning to a model of sustainable development known as Asset-Based Community Development (ABCD) to underpin their civic development activities. Essentially, this model is based on communities building on their strengths and potential by assessing the resources, skills and experience available in a community; organizing the community around issues that move its members into action, and then determining and taking appropriate action.

Unlike development models that look at community deficiencies and what outside agencies can do to help, ABCD focuses on honing and leveraging existing strengths within the community.

As a development model based on empowerment, ABCD relies on the notion that solutions to community problems already exist within a community's assets including the skills of individuals, the strengths of relationships and the community and institutional organisations that already exist.

The adoption of community development models such as ABCD will greatly assist many communities in PNG as they deal with the transition to a modern free-market state. The NTC and other agencies can work to assist in the implementation of effective community development models.



It can be stated that certain law and order problems in the communities are best solved by village chiefs and these skills need to be promoted and preserved. Other skills include weaving and crafts, painting, canoe making, making sago and etc. These also need to be captured, recorded and documented for the younger generation.

4.2.11 - TRAINING FOR CIVIL SOCIETY ORGANISATIONS

PNG's size and rugged terrain mean that for large parts of the country, service delivery by both government and the private sector is difficult. Often, it is Church and other not-for-profit organisations that provide basic needs and services in these areas.

The NTC and other training agencies need to continue to focus on the training needs of these essential organisations. The NTC's National Scholarship Training Fund for example, provides short terms skills training to those involved in Church and other not-for-profit organisation to help the organisations operate more effectively.

4.2.12 - TRAINING FOR WOMEN

PNG has a very low representation of women in the paid workforce and particularly in managerial and other senior roles. Whilst there are clearly many cultural and social factors that affect this, the NTC will continue to work with other relevant agencies to develop policies and strategies with the specific goal of seeing participation by women in key roles and sectors increase to 50% by 2032.

4.2.13 - TRAINING FOR PEOPLE WITH SPECIAL NEEDS

International research and World Health Organisation (WHO) Standard Estimate indicates that 10 - 15% of a country's population has some kind of disability that includes persons with physical, hearing, visual, psychological and other impairments. This is consistent with research conducted in PNG. Accordingly, one could expect to find 800,000 to 1,000,000 persons in PNG living with one or multiple disabilities.

It has long been recognised that the best way to frame government policy in relation to disability is to recognise disability as cross-cutting, people with disabilities as an investment and development agenda, and all efforts must be put into creating that enabling environment for equal participation in mainstream life.

Persons with special needs are empowered, their human rights recognised and reasonable accommodation and adjustments for each class of disability is provided to determine their equal participation in all aspects of social and economic development.

This approach is formally captured in the *National Policy on Disability 2015 – 2025* under the Department for Community Development. The Vision of this policy is – “Remove Barriers, Make Rights Real” that calls for a compassionate and family-based society that recognises that people with special needs or impairments have the same human rights and that there are no physical or social barriers or attitudes that limit their full participation in everyday life.

To achieve this Vision, the *Papua New Guinea National Policy on Disability 2015 – 2025* outlines a range of targeted priority areas including the setting up of a National Advisory Committee on Disability to advise the government on improving the coordination of agencies and organisations working with and for the people with disabilities. It emphasises on all sectors of government and civil society to include appropriate budget allocations for the provisions of reasonable accommodation and adjustments in all aspects of service delivery to make inclusion and rights real.

The *National Policy on Disability 2015 – 2025* also focuses on education, training and employment of persons with disabilities. “People with disabilities have equal right to education and for their skills to be fully utilised through decent work. Decent work is productive work in conditions of freedom, equity, security and human dignity. They require the same educational vocational training, employment and business development opportunities available to all.”

The *National Policy on Disability 2015 – 2025* advocates initiatives that will ensure equal access to education and training resources appropriate for each class of impairment as well as

for developing programmes that encourage employers to train and employ people with disabilities determined by provisions of reasonable accommodation and adjustments.

In recognition of the very important role of the National Advisory Committee on Disability and the three (3) coordinating pillars; the PNG Assembly of Disabled Persons, the PNG Disability Sector Coalition (formerly NBDP), and the Department for Community Development & Religion, the NTC is committed to the inclusive approach and will continue to work with the 3 pillars and other relevant agencies and organisations to focus specifically on the training needs of persons with each class of disability.

4.3 POLICY RESPONSE: STRATEGIES, ACTIONS AND ORGANISATIONAL RESPONSIBILITIES

The National Training Policy 2022 - 2032 recognises that to achieve its Vision and Objectives, a fresh and focused light must be shone on Human Capital Development. Existing institutional frameworks must be re-examined in light of PNG's significant skilled manpower needs and the desire of its people for quality and affordable skills training.

The National Training Policy 2022 - 2032 also recognises that to deliver effective skills training in PNG, stronger policy development work is needed in many areas.

Accordingly, the policy recognises that the NTC and other relevant agencies must continue to develop comprehensive strategies and action plans in all thirteen (13) Key Policy Areas (KPA's).

The table below summarises the roles and responsibilities expected to be carried out by all organisations in the delivery of the National Training Policy 2022 - 2032.

It is important to note that the Ministry of Labour & Industrial Relations through the National Training Council (NTC) will take a leading role in the implementation of the Policy. This requires many collaborative efforts and coordination amongst relevant stakeholders and key agencies over the next 10 years to achieve the desired outcomes.

IMPLEMENTING ORGANISATION	ROLE AND RESPONSIBILITY (Strategies, Actions and Responsibilities)
FOR ALL THE THIRTEEN (13) KEY POLICY AREAS (KPA's)	
National Training Council (NTC)	• Lead role in coordination and implementation of the National Training Policy (NTP). • Partnership and networking with all relevant stakeholders and key agencies to implement the strategies and actions highlighted for all 13 key policy areas • Review and complete needed amendments to NTC Act and develop Regulations to allow it to effectively undertake its core functions.

	NTC is responsible for the management of training in accordance with the <i>National Training Council Act 1991</i>.
Department of Labour & Industrial Relations (DLIR)	- Encourage collaborative participation from respective branches and divisions of DLIR towards achieving the objectives of the NTP 2022 – 2032. - This includes NEP Secretariat, NATTB, IFS, FED, Corporate Services, Policy Division, etc.
Department of National Planning & Monitoring (DNP&M)	- Budgetary support - Coordinate development partner's support - Monitor the progress of PNGNTP in relation to MTDP and the SDGs.
Department of Treasury (DoT)	- Provide sufficient recurrent budgetary support - Coordinate other finance policies to support the implementation of the PNGNTP.
IMPLEMENTING ORGANISATION	ROLE AND RESPONSIBILITY (Strategies, Actions and Responsibilities)
FOR EACH OF THE THIRTEEN (13) KEY POLICY AREAS (KPAs)	
KPA 1: TECHNICAL VOCATIONAL EDUCATION TRAINING (TVET) SECTOR REFORM	
National Apprenticeship Trade Testing Board (NATTB)	Responsible for the administration of apprenticeships and trade testing in accordance with the Apprenticeship and Trade Testing Act 1986.
DLIR Divisions/Statutory Offices – Independent Fellowship Scheme (IFS), National Employment Division (NED), Policy Development and Research branch (PDR), National Apprenticeship Trade Testing Board (NATTB), Office of Workers Compensation (OWC)	IFS: Provide support in terms of information on the number of scholarship awardees annually, type of programs offered, qualifications obtained, etc. NED: The number of job seekers and the number of vacant positions and in what occupations etc. All DLIR divisions and Statutory offices to assist in NTP implementation.
Department of Education (DoE)	Assist with strategies and actions intended to reform the TVET sector.
DoE (TVET Division)	The DoE's <i>TVET Strategic Management Plan 2011 – 2020</i> notes that PNG needs competently skilled manpower, especially in the skilled and semi-skilled sector of the labour force and sees a reinvigorated

	TVET sector as central to this end. "An aggressive overhaul in the TVET sector is needed, requiring innovative strategies and action to rationalize and revitalize the current TVET system thus, establishing new and innovative programs to cater for the vacuum and gaps created by mainstream education reforms at post-primary and post-secondary." [p.16]
Teaching Service Commission (TSC)	TSC is responsible for the qualifications and standards of teachers in government schools and colleges, including TVET teachers.
Department of Higher Education, Research, Science and Technology (DHERST)	DHERST is responsible for the registration and quality assurance of all public and private higher education institutions (including TVET institutions) in accordance with the <i>Higher Education (General Provisions) Act 2014</i> (HEGP Act 2014). DHERST's <i>Higher and Technical Education Strategic Implementation Plan (2017 – 2038)</i> notes the fragmented nature of the PNG higher and vocational education system.
• All relevant agencies including technical colleges, EFPNG and the private sector, and PNGTUC will work closely with the National Training Council (NTC) to develop and implement policies that will; - centralise strategic planning and policy development of the TVET sector - centralise registration and quality assurance of public and private TVET training institutions - centralise the development of National Qualifications and Training Packages - develop an effective and efficient apprenticeship system - are demand-driven, performance-based and established on a sustainable funding model - provide for wide online access to course and institution information - closely engage with industry at all levels. • The NTC will complete needed amendments to the <i>National Training Council Act, 1991</i> and develop the <i>National Training Council Regulations</i> to allow it to effectively undertake its core functions in the training sector	
KPA 2: LABOUR MARKET INFORMATION	
- National Employment Policy Unit, DLIR - Labour Market Information Policy Secretariat, DLIR - National Statistical Office - Department of Personnel Management (DPM) - Private sector	In collaboration with NTC; • review current methods of skills, workplace information and data gathering conducted in PNG - 3 Year Training Plans and NTC and DLIR Employment Surveys.

- Industry bodies - DHERST	• make recommendations for development of a robust, reliable and effective workplace information gathering system for PNG • review should consider all options including the use of external and international organisations.
KPA 3: FOREIGN LABOUR & SKILLS TRANSFER	
- Department of Labour and Industrial Relations (DLIR) - PNG Immigration and Citizenship Authority (PNG ICA) - DPM - EFPNG - PNGTUC	In collaboration with NTC; • review PNGs current work permit system and make recommendations to ensure both public and private sector can access labour with skills that are needed for PNGs economic and social development • review should consider all aspects of the current work permit regime including an examination of any systemic roadblocks to the employment of needed foreign labour and what can be done to ensure increased and skills transfer to PNG citizens • all employers must take a leadership role to ensure that there is a robust skill transfer arrangement in place whenever employing foreign skilled labour.
KPA 4: TRAINING FOR PRIVATE SECTOR AND INDUSTRY ENGAGEMENT	
- DLIR - Private sector - Industry bodies - EFPNG - PNGTUC - DHERST - DoE	In collaboration with NTC; • develop a cohesive plan and strategy for integration of private sector input to training and TVET policy development and planning • the plan must be developed with considerable input from private sector organisations and cover such matters as how the private sector can work with government to deliver quality training; unblocking structural impediments to the private sector contributing to training and the development of incentives for the private sector to invest in training • develop standardised national training packages for all sectors • industry sector responsible for respective industries must work collaboratively with responsible government agencies to develop standardised national training packages for all sectors.

KPA 5: TRAINING FOR MICRO SMALL AND MEDIUM ENTERPRISES (MSMEs)	
- Small Medium Enterprises Corporation (SMEC) - National Development bank (NDB) - Bank of PNG BPNG) - Commercial Banks - Department of Commerce & Industry	In collaboration with NTC and other sector agencies; • develop a holistic training policy for the SME sector, that reflects the goals of the SME Policy 2016, and which deals with developing effective training and courses in small business management; financial literacy and entrepreneurial thinking • assist with strategies and actions for training for MSMEs, the informal economy, and community development.
KPA 6: TRAINING FOR THE INFORMAL ECONOMY	
- NTC - DLIR - Department of Community Development & Religion (DCDR) - National Youth Development Authority (NYDA) - Consultative Implementation Monitoring Council (CIMC) - Churches	- review training needs of key sectors of the informal economy and make recommendations in relation to: - areas of activity in the informal economy most in need of skills training - the best way to ensure that training is provided in a planned, managed and integrated way - the type of training that is required (e.g., basic financial literacy, adult literacy) - developing self-employment skills and basic entrepreneurship - developing partnerships between government and private enterprises to deliver training to the sector in areas such as product and market development and micro-privatization.
KPA 7: NATIONAL AND OVERSEAS SCHOLARSHIPS	
- NTC - Donors - DHERST - National Research Institute (NRI) - Institute of National Affairs (INA) - University of PNG (UPNG)	• conduct an analysis, review and capture of all scholarships provided in PNG (both domestic and overseas) and their associated schemes to ensure that they are being administered in the most efficient way and are supporting identified national training priorities • depending on the reviews, make recommendations for central coordination of scholarships to ensure they meet PNG's training needs and priorities, workplace and societal needs

	• assist with strategies and actions for better coordination of overseas scholarships intended to build capacity of PNG Citizens.
KPA 8: TRAINING FOR THE PUBLIC SERVICE	
- NTC - DPM - PILAG - DLIR - Training providers	• review General Order 6 (Training and Development) to ensure it is effectively fulfilling the training and development needs of the public service • analysis of major skills training deficiencies and what strategies will provide skills training in those areas • analysis of training courses provided by institutions for public servants, effectiveness of those courses and strategies that may improve effectiveness of training • assist with strategies and actions for training in the public service • review <i>General Order 6 (Training and Development)</i> to ensure that is effectively fulfilling the training and development needs of the public service • review should consider analysis of major skills training deficiencies in the public service and what strategies will quickly provide skills training in those areas.
KPA 9: TRAINING FOR YOUTH	
- NTC - National Youth Development Authority (NYDA) - DCDR - CIMC - SMEC	• Develop a comprehensive policy for youth training and development that identifies; - impediments to young people obtaining skills training in PNG and how these impediments can be addressed. - national youth training priorities for young people and how they can be encouraged to undertake training in these priority areas - best ways to mobilise young people into prioritised skills training - how more apprenticeships can be made available. - how the apprenticeship system can be made more attractive both to young people and potential employers - Effective training programs that engage youth training by respective training organisations.

KPA 10: TRAINING FOR COMMUNITY DEVELOPMENT	
- NTC - Department for Community Development and Religion	• Develop a holistic community development training policy that considers; - how a community can be best assisted in implementing any community development model or initiative that can be suitable for different communities - the best way to deliver training to community leaders to implement a community development plan - the best ongoing support that can be provided to communities once they embark on a community development project - the role those corporate entities can play in delivering community development training - capture and record relevant traditional customs, practices and morales to be passed on so they are preserved by training providers, government agencies, NGOs – initiate programs and activities that promote self-reliance and integral human development.
KPA 11: TRAINING FOR CIVIL SOCIETY ORGANISATIONS	
- NTC - DCDR - Churches and NGOs	• Develop a holistic training plan for civil society organisations that covers; - key areas of skills training required for Church and not-for-profit organisations and how best training can be delivered - how government agencies can work more closely to support their work - civil society organisations to prepare TNAs.
KPA 12: TRAINING FOR WOMEN	
- NTC - National Council of Women (NCW) - PNGTUC - NGOs - DPM - EFPNG - Private sector - Industry groups	• Develop a holistic training policy for increased female participation in the workforce that considers; - the structural impediments to women undertaking skills training and what are the recommended ways to dismantle those impediments - what programs and plans can be implemented to encourage women to undertake skills training?

	- what are the key skills areas where female participation is under-represented and what goals should be set for increased participation? - appropriate targets and quotas for women in training courses to effect change - the development of micro-enterprise courses specifically targeted to women.
KPA 13: TRAINING FOR PEOPLE WITH SPECIAL NEEDS (PWSN)	
- NTC - National Board for Disabled Persons (NBDP) - Donors - DCDR - NGOs - EFPNG - PNGTUC	• Develop inclusive training guidelines for PWSNs that considers; - identifying training needs and how best to deliver that training - role of the public sector in delivering this training - how the private sector can be engaged to develop strategies for training and employment for PWSNs - training providers encourage PWSNs registration requirements – programs, facilities and trainers (allowance and consideration of training needs for PWSNs such as ramps, toilets, trained and recognised trainers, other requirements)

SECTION FIVE – POLICY IMPLEMENTATION PLAN

Whilst many agencies and organisations will play a part in developing sectoral and organisational training policies under the National Training Policy (NTP) 2022 - 2032, the NTC will have over-arching responsibility for the implementation and monitoring of the NTP in accordance with the *National Training Council Act, 1991*.

Refer to Annex 1: Implementation Plan – National Training Policy 2022 - 2032

The following timetable will apply to the development of strategies and action plans under the thirteen Key Policy Areas identified in Section Four.

	2022 - 2023	2023 - 2028	2029 - 2032
All Thirteen (13) Key Policy Areas	Development of strategies and action plans by relevant stakeholders. • NTC Secretariat to drive/ push for the development of strategies and action plans by relevant stakeholders. • NTC to clearly set specific timeframes for the development of strategies and action plans by relevant stakeholders.	Implementation of agreed strategies and action plans including monitoring and review by NTC. End of 2028: Review of the implementation undertaken by NTC and, where necessary, implementation strategies will be adjusted for the period 2029 - 2032.	Review of strategies and action plans with adjustments to implementation as required. The revised and updated strategies and action plans will be implemented with regular monitoring and reporting undertaken by the NTC.

During 2022 and 2023, the NTC will work with relevant stakeholders to agree on and develop strategies and action plans for each of the thirteen Key Policy Areas.

During 2023 - 2028, the agreed strategies and action plans will be implemented with regular monitoring and reporting undertaken by the NTC.

At the end of 2028, a review of the implementation will be undertaken by the NTC, and where necessary, implementation strategies will be adjusted for the period 2029 - 2032.

During 2029 - 2032, the revised and updated strategies and action plans will be implemented with regular monitoring and reporting undertaken by the NTC. At the end of 2032, a revised National Training Policy for the next ten years shall be developed.

SECTION SIX – MONITORING AND EVALUATION PLAN

In accordance with the Implementation Plan, strategies and action plans for implementing the thirteen key policy areas must be in place and ready for implementation during 2022/2023.

From 2023 to 2028, the NTC will work with the relevant stakeholders to develop the necessary strategies and action plans. These must include clear responsibilities for implementation including targets and expected results that can be objectively assessed.

They must be linked to, and assessed against, the eight-core strategies for human resource development set out in the PNG Development Strategic Plan 2010 – 2030 and any relevant strategies in the PNG Medium-Term Development Plan 2018 – 2022 (MTDP3).

The NTC will report to the NEC in July and December 2024 in relation to the development of the stakeholder-agreed sectoral training strategies and action plans.

From 2025 on, the NTC will provide 6 monthly reporting to the NEC, on the progress of the Implementation Plan.

Refer to Annex 2: Monitoring and Evaluation Plan – PNG National Training Policy 2022 – 2032.

SECTION SEVEN – PNG TRAINING PRINCIPLES

The National Training Policy 2022 - 2032 provides the national plan for improving all aspects of training and human resources development in PNG. Its implementation is over a 10-year period from 2022 – 2032. During this period of transition, training activities will continue. The following principles should guide all relevant sector agencies and stakeholders during this transition period.

7.1 OPERATIONAL TRAINING PRINCIPLES

- 7.1.1 Assessing training needs within an organisation is vital to its success and should always form part of its corporate planning. Organisations must take responsibility for setting training needs and priorities, including the identification of staff for formal training opportunities.
- 7.1.2 Organisations should have a plan to regularly conduct training needs analysis to determine the training needs of the organisation and should prepare training plans for staff that is regularly assessed and updated.
- 7.1.3 The NTC with other relevant agencies such as DPM will provide advice on the conducting of training needs analysis and the structure of training plans for organisations of particular sizes and natures.
- 7.1.4 Organisations should be open to considering all kinds of training including in-house training; staff exchanges between organisations or departments either locally or internationally; courses at domestic training institutions and overseas training. Staff should always be encouraged to take courses with reputable institutions and should check with the relevant authorities if they have any concerns about a particular institution.
- 7.1.5 Training should be an ongoing objective within an organisation – not just a one-off activity. Career development planning helps staff by improving morale and productivity. Organisations should give all employees, to the extent possible, an indication of the training and advancement opportunities open to them within the organisation. Organisations must encourage career development and succession plans.
- 7.1.6 Training does not need to be of a formal nature to be effective. In-house and informal self-training should be a significant form of training within organisations and widely promoted as should part-time and correspondence programmes. Staff should be encouraged to take responsibility for improving their skills by self-assessment; self-skilling and on-the-job training. Formal and informal approaches to training must be encouraged.
- 7.1.7 The main purpose of training is to improve workers' motivation, performance and productivity. This must be the test by which all training must be assessed and evaluated. All training must be assessed and evaluated, according to workers motivation, performance and productivity.

- 7.1.8 All sectors of the economy need enthusiastic, competent workers who possess an “ethic of service”.
- 7.1.9 In assessing which workers receive certain training, the needs of the organisation are paramount. The desire of workers to receive training and additional qualifications is also a significant and relevant factor. Hopefully in most cases, there is an aligning of the two.
- 7.1.10 There should always be a focus on building the skills of PNG citizens. Those responsible for human resource development should ensure that any work done by expatriate contractors is taken over at the appropriate time by national staff.
- 7.1.11 As Departments and private organisations are continually changing, so must their training strategies and programs, which must align to the constantly changing times and circumstances. For example, at times there may be many low-skilled new-starters. This will require a different training strategy to a situation where there are more experienced staff.

7.2 TRAINING FOR EXITING EMPLOYEES

- 7.2.1 Particular focus should be given by employers to the training needs of employees who are coming to the end of their formal working life. Each person will have a unique view on what they want to do after retirement and efforts should be made to assist retiring staff in this transition.
- 7.2.2 Some retiring staff will fully retire and support should be given in directing staff to services that provide sensible advice in relation to investing retirement saving and superannuation. Other retiring staff may not yet be ready to fully leave paid work and may consider reskilling options. Support should be given in directing retiring staff to reskilling opportunities including training that would support them in the establishment of a consultancy or small business. Organisations should develop exit training plans for all retirees in all sectors of the economy.
- 7.2.3 Retiring staff have a wealth of experience, knowledge and wisdom. For those seeking to remain active in work, every effort should be made to encourage and support them as they move to their next phase of life.
- 7.2.4 Training for retirement needs to start when an employee starts work and must be ongoing.

7.3 EMPLOYEE BONDING ARRANGEMENTS

- 7.3.1 Employers who provide and pay for training for their employees can include provisions in their employment contracts whereby the employee must undertake to remain employed with that employer for a specified period after the training has been provided.

- 7.3.2 This is a complex area of contract and industrial relations law. Sometimes courts have upheld such agreements and other times they have set such contracts aside as being "in restraint of trade".
- 7.3.3 Any employer seeking to enter into such a contract with an employer is strongly encouraged to get legal advice on the matter prior to entering into the contract.
- 7.3.4 Employers should ensure that any such contracts are reasonable to both the employer and the employee. This will involve a consideration of things like the cost and specialty of the training provided and the period of proposed bonding.
- 7.3.5 Reaffirm the thinking or mindsets of employers – Training is an Investment, Not a Cost.

7.4 TRAINING ROLES AND RESPONSIBILITIES

- 7.4.1 NTC's roles and responsibilities are clearly outlined in NTC Act 1991.
- 7.4.2 All programs and courses may include "Rights of Workers" as a requirement prior to accreditation so all those who are trained (future workers) know their rights at the workplace.
- 7.4.3 All those involved in training coordination should know their roles. Coordinated training will result in much better training outcomes.

THE INDIVIDUAL TRAINEE

- 7.4.4 Ambition is healthy particularly if directed at being more productive and serving PNG. Workers should take every opportunity to self-learn. Individuals should be encouraged to undertake life-long learning.
- 7.4.5 During formal training, a worker is expected to work hard to derive the maximum benefit from the training. If receiving overseas training, a worker is expected to be a good international ambassador for PNG. On his or her return to PNG, the worker should honour all legal and moral agreements regarding the training and try to impart the training knowledge into the workplace. In any form of training, the trainee should commit to attain maximum benefit from the training acquired.

SUPERVISORS AND MANAGERS

- 7.4.6 All supervisors have a responsibility to motivate and improve the performance of staff through workplace training. Formal training must be followed up with well-designed on-the-job training. It is vital that supervisors understand their important role in training. Well-trained staff should result in improved productivity.
- 7.4.7 Supervisors and Managers of organisations should also do the following things:
- Encourage their staff to pursue part-time or correspondence courses;
 - Ensure expat contractors perform a training function;

- Promote a “learning atmosphere” within the organisation;
- Encourage staff to teach one another;
- Encourage staff to be productive – perhaps through a staff appraisal system;
- Conduct needs assessment in relation to training; see where there are any skills gaps and recommend the training to fill the gap;
- Nominate staff for training with registered or recognised training institutions both in PNG and abroad;
- Advice and counsel staff in relation to training matters;
- Ensure that persons selected for training are fully briefed and that any pre-training matters are dealt with;
- Maintain contact with a staff member who is on long-term training;
- Be aware of their completion dates and prepare for their return to work;
- If engaging a private training organisation, ensure that the organisation is registered and accredited with respective PNG authorities;
- Ensure that those returning from training are fully integrated back into the workplace;
- Ensure those returning especially from long term training provide a full training report covering areas on what they learnt and how this will have a positive impact on the organisation. The report can be in written form and also, presented verbally to the management and staff of the organisation.
- Evaluate the impact of the training on performance and reporting on same.

HUMAN RESOURCE DEVELOPMENT UNITS

7.4.8 Larger Government Departments and some private organisations may have Human Resource Development Units.

7.4.9 Some of the functions of these Units can include:

- The administration of staff appraisal systems;
- Conducting Training Needs Analysis and making recommendations in response;
- Drafting Training Plans;
- Maintaining records of available courses and other training activities;
- Recommending staff for formal training;
- Managing all training-related administration;
- Arranging appropriate in-house training; workshops and informal training activities;
- If engaging a private training organisation, ensure that the organisation is registered and accredited with relevant authorities.

7.4.10 These Units should be a key part of an organisation’s human resource’s function and they should prepare and administer their own budgets.

7.4.11 Each HRD Unit should contain a least one experienced, registered and accredited trainer.

7.4.12 For Government Departments, the head of these HRD Units should be at the Assistant Secretary or Divisional Manager level and report directly to Secretaries or General Managers.

7.4.13 The HRD Units should work closely with the wider human resources function but should be “evangelic stimulators” for all types of training and development.

7.4.14 Senior staff in the Units should consider becoming members of professional bodies relating to training, human resource development and or management.

ORGANISATIONAL HEADS

7.4.15 Training is a management function and Organisational Heads must be constantly involved in its development and implementation although certain functions may be delegated.

7.4.16 Particularly, Organisational Heads must ensure that the organisation’s Training Plans are clear, complete, in the specified format, reflect the organisation’s priorities and are submitted on time.

7.4.17 Organisational Heads must also:

- ascertain the relevance of training;
- ensure that what is learnt on courses is put into practice;
- monitor the training provided by expatriates and the allocation of counterparts.

7.4.18 Irrespective of whether any of these matters are delegated by Organisational Heads, it is the Organisational Head who is ultimately accountable for the training function and they will be judged accordingly.

7.4.19 The Organisational Head must ensure that staff training is ongoing within the organisation and must meet the standard requirements.

7.5 COLLABORATION BETWEEN ALL SECTOR AGENCIES

7.5.1 All PNG agencies tasked with the regulation and delivery of training and TVET in PNG must continue to work in a collaborative and forward-thinking way. The complex nature of the existing regulatory framework means that greater consultation and regular meetings between agencies should occur. In particular, discussions between DHERST; DoE and the NTC should continue to take place to progressively build the country’s human resources.

ANNEX 1:

IMPLEMENTATION PLAN

OBJECTIVES OF THE NATIONAL TRAINING POLICY 2022 - 2032

The role of the National Training Policy 2022 – 2032 is to develop a policy framework that is consistent with the eight key strategies for human resource development and training set out in the PNG Development Strategic Plan 2010 – 2030 which achieves the following objectives:

1. Improve our national quality of life.
2. Raise the skill levels of the population and be a major driver in the economic and social development of PNG.
3. Training will be delivered within an institutional framework that is efficient, well-resourced and which is focussed on the training needs of citizens and identified national skills priority areas.
4. Accessible and easily navigated geared towards high quality skills training – trainers, programs and facilities.
5. Assist to attain and sustain equity with respect to gender, persons with a disability and other minority and marginalised groups.
6. Training to be declared a basic right for all PNG citizens” so it’s reflected in law and sets standards on how we conduct business and achieve objectives of policy (NTP).

OUTCOMES	ACTIVITIES	2022				2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	COST (K)	RESPONSIBLE AGENCY
		1	2	3	4												
National Training Policy 2022 – 2032 in place	Finalise NTP																
	NEC															50,000.00	NTC
	Submission for endorsement															50,000.00	NTC
	Launching																
	Mass distribution of NTP to stakeholders															300,000.00	NTC
	Review of NTC Act 1991															300,000.00	CLRC, OSS, DPM, EFPNG, PNGTUC

ANNEX 2:

MONITORING AND EVALUATION PLAN														
OBJECTIVES OF THE NATIONAL TRAINING POLICY 2022 – 2032														
Objective 1	Improve our national quality of life.													
Objective 2	Raise the skill levels of the population and be a major driver in the economic and social development of PNG.													
Objective 3	Training will be delivered within an institutional framework that is efficient, well-resourced and which is focussed on the training needs of citizens and identified national skills priority areas.													
Objective 4	Accessible and easily navigated geared towards high quality skills training – trainers, programs and facilities.													
Objective 5	Assist to attain and sustain equity with respect to gender, persons with a disability and other minority and marginalised groups.													
Objective 6	Training to be declared a basic right for all PNG citizens” so it’s reflected in law and sets standards on how we conduct business and achieve objectives of policy (NTP).													
KEY POLICY AREAS	STRATEGIES AND ACTIONS (AS INDICATORS)											MEANS OF VERIFICATION	RISKS AND ASSUMPTIONS	
TVET Sector Reform	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032		
		5%	10%	15%	25%	40%	60%	70%	80%	90%	100%	100%		
• All relevant agencies will work closely to implement NEC Decision 25/2017 by implementing policies that: ✓ centralise strategic planning and policy development of the TVET sector; ✓ centralise registration and quality assurance of public and private TVET training institutions; ✓ centralise the development of National Qualifications and Training Packages; ✓ develop an effective and efficient apprenticeship system; ✓ are demand-driven, performance-based and established on a sustainable funding model; ✓ provide for wide online access to course and institution information; ✓ closely engage with industry at all levels. • The NTC will complete needed amendments to the <i>National Training Council Act</i>, and develop the <i>National Training Council Regulations</i>, to allow it to more effectively undertake its core functions.														
													• TVET Policy • Central registry of public and private training institutions, national qualifications and training packages, online access to course and institution information • Effective and efficient	The following risks and assumptions will impact the successful implementation, monitoring and evaluation of the National Training Policy 2022 – 2032 • Most agencies/ stakeholders have commenced

Labour Market Information	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
		5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%
	- Review current methods of skills, workplace information and data gathering conducted in PNG (including 3 Year Training Plans and NTC employment surveys) and make recommendations for the development of a robust, reliable and effective workplace information gathering system for PNG. - The Review should consider all options including the use of external and international organisations.											
Foreign Labour and Skills Transfer	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
		5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%
	- Review PNG's current work permit system and make recommendations to ensure that both the public and private sector can access labour with skills that are needed for PNG's economic and social development - The review should consider all aspects of the current work permit regime including an examination of any systemic road blocks to the employment of needed foreign labour and what can be done to ensure increased and skills transfer to PNG citizens. - All employers must take a leadership role to ensure that there is a robust skill transfer arrangement in place whenever employing foreign skilled labour.											
Training for the Private Sector & Industry Engagement	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
		5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%
	Develop a cohesive plan and strategy for the integration of private sector input to training and TVET policy development and planning.											

apprenticeship system

- Review of NTC Act 1991

working on the respective policies (National Youth Policy, National Employment Policy, Policy for Integrated Community Development etc.

Reliable and effective workplace information gathering system for PNG

MEANS OF VERIFICATION

Review of PNG's Current Work Permit System

MEANS OF VERIFICATION

Plan and Strategy -

- Lack of collaboration amongst agencies/ stakeholders

- Lack of coordination amongst stakeholders and agencies

- Lack of enforcement and implementation by stakeholders and agencies

- Lack of funding support

- Lack of skills

- The plan must be developed with considerable input from private sector organisations and cover such matters as how the private sector can work with government to deliver quality training; unblocking structural impediments to the private sector contributing to training and the development of incentives for the private sector to invest in training. - Industry sector responsible for respective industries must work collaboratively with responsible government agencies to develop standardised national training packages for all sectors.	Integration of Private Sector Input to Training TVET Policy	- Lack of resources - Unwillingness to work																								
<table><tr><td rowspan="2">Training for MSMEs</td><td rowspan="2">Indicators</td><td>2022 (Baseline)</td><td>2023</td><td>2024</td><td>2025</td><td>2026</td><td>2027</td><td>2028</td><td>2029</td><td>2030</td><td>2031</td><td>2032</td></tr><tr><td>5%</td><td>15%</td><td>30%</td><td>60%</td><td>80%</td><td>90%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table>	Training for MSMEs	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%	MEANS OF VERIFICATION	
Training for MSMEs			Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032												
	5%	15%		30%	60%	80%	90%	100%	100%	100%	100%	100%														
Develop a holistic training policy for the SME sector, that reflects the goals of the SME Policy 2016, and which deals with developing effective training and courses in small business management; financial literacy and entrepreneurial thinking.	Development of Training Policy for MSME Sector																									
<table><tr><td rowspan="2">Training for Informal Economy</td><td rowspan="2">Indicators</td><td>2022 (Baseline)</td><td>2023</td><td>2024</td><td>2025</td><td>2026</td><td>2027</td><td>2028</td><td>2029</td><td>2030</td><td>2031</td><td>2032</td></tr><tr><td>5%</td><td>15%</td><td>30%</td><td>60%</td><td>80%</td><td>90%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table>	Training for Informal Economy	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%	MEANS OF VERIFICATION	
Training for Informal Economy			Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032												
	5%	15%		30%	60%	80%	90%	100%	100%	100%	100%	100%														
- Review the training needs of key sectors of the informal economy and make recommendations in relation to: ✓ the areas of activity in the informal economy most in need of skills training; ✓ the best way to ensure that training is provided in a planned, managed and integrated way; ✓ the type of training that is required (e.g., basic financial literacy, adult literacy) ✓ developing self-employment skills and basic entrepreneurship. ✓ developing partnerships between government and private enterprise to deliver training to the sector in areas such as product and market development and micro-privatisation.	Recommendations made on training needs of key sectors of the informal economy																									
<table><tr><td rowspan="2">National and Overseas Scholarships</td><td rowspan="2">Indicators</td><td>2022 (Baseline)</td><td>2023</td><td>2024</td><td>2025</td><td>2026</td><td>2027</td><td>2028</td><td>2029</td><td>2030</td><td>2031</td><td>2032</td></tr><tr><td>5%</td><td>15%</td><td>30%</td><td>60%</td><td>80%</td><td>90%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table>	National and Overseas Scholarships	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%	MEANS OF VERIFICATION	
National and Overseas Scholarships			Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032												
	5%	15%		30%	60%	80%	90%	100%	100%	100%	100%	100%														
- Conduct analysis and review of all scholarships provided in PNG (both National and Overseas) and their associated schemes to ensure that they are being administered in the most efficient way and are supporting identified national training priorities. - Depending on the reviews, may make recommendation for central coordination of scholarships to ensure they meet workplace needs.	Central coordination of both National and Overseas scholarships																									

Training for the Public Service		Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	MEANS OF VERIFICATION
			5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%	
- Review <i>General Order 6 (Training and Development)</i> to ensure that is effectively fulfilling the training and development needs of the public service. - The review should consider the analysis: ✓ of major skills training deficiencies in the public service and what strategies will quickly provide skills training in those areas; and ✓ of training courses provided by institutions that train public servants; the effectiveness of those courses and strategies that may improve the effectiveness of the training.														
Training for Youth		Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	MEANS OF VERIFICATION
			5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%	
- In conjunction with other sector agencies, develop a comprehensive policy for Youth Training that identifies: ✓ the impediments to young people obtaining skills training in PNG and abroad, and how those impediments can be cleared; ✓ the national training priorities that most lend themselves to training by young people and how can they be encouraged to undertake training in these priority areas; ✓ the best way to mobilise young people quickly into prioritised skills training; ✓ how more apprenticeships can be made available to young people and how the apprenticeship system can be made more attractive both to young people and potential employers ✓ effective training programs that engage youth training by respective organisations operated. - Develop Training Policy for Youths - Conduct TNA for youths.														
Training for Community Development		Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	MEANS OF VERIFICATION
			5%	15%	30%	60%	80%	90%	100%	100%	100%	100%	100%	
- Development of a holistic community development training policy that considers: ✓ how a community can be best assisted in implementing any community development model or initiative that can be suitable for different communities; ✓ the best way to deliver training to community leaders to implement a community development plan; - Policy for Integrated Community Development														

✓ the best ongoing support that can be provided to communities once they embark on a community development project; ✓ the role those corporate entities can play in delivering community development training.													• Develop Community Development Training Policy	
Training for Civil Society Organisations	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032		
		5%	10%	15%	25%	35%	50%	60%	70%	90%	100%	100%		
• Development of a holistic plan for the training needs of Civil Society Organisations that covers: ✓ key areas of skills training required for Church and not-for-profit organisations and how would that training be best delivered; ✓ how can Government agencies work more closely to support the work of Church and not-for-profit organisations - request them to do TNAs.													Holistic Plan on Training Needs of Civil Society Organisations	
Training for Women	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032		
		5%	10%	15%	25%	35%	50%	60%	70%	90%	100%	100%		
• Development of a holistic policy for increasing female participation in the workforce (particularly at senior levels) which considers: ✓ the structural impediments to women undertaking skills training and what are the recommended ways to dismantle those impediments; ✓ what programs and plans can be implemented to encourage women to undertake skills training; ✓ what are the key skills areas where female participation is under-represented and what goals should be set for increased participation; ✓ appropriate targets and quotas for women in training courses to effect change; ✓ the development of micro-enterprise courses specifically targeted to women.													Holistic Policy to increase Female Participation in the workforce.	
Training for People with Special Needs (PWSN)	Indicators	2022 (Baseline)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032		
		5%	10%	15%	25%	35%	50%	60%	70%	90%	100%	100%		
• Development of a holistic training policy for people with special needs that considers: ✓ identifying the training needs of citizens with a disability and how best to deliver that training;													Holistic Training Policy for PWSN.	

✓ what role the public sector can play in delivering this training; ✓ how the private sector be engaged and encouraged to develop strategies for the training and employment of people with special needs. ✓ Training providers encouraged to meet People with Special Needs registration requirements for programs, facilities and trainers.	Training providers to provide conducive learning environment. i.e., provision of ramps, toilets, trained and recognised trainers and learning aids.	
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