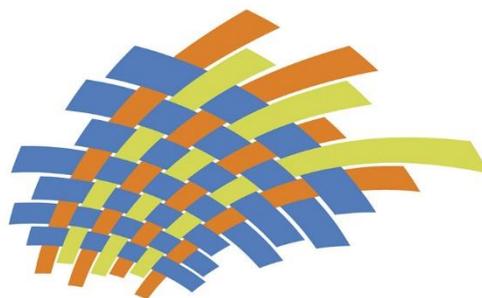




TRAINING PROVIDER SUPPORT REPORT July - December 2019

VANUATU

**SKILLS
PARTNERSHIP**



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Training Provider Support Report: July-December 2019

i. Introduction

This is an update on the activities that have been implemented over the last six months July to December 2019 through the Training Provider Support workstream. The report provides a summary of key strengths and highlights, key challenges/risks and progress on training provider support.

ii. Overview:

Training Provider Support (TPS) is one of several skills system-wide initiatives under the Vanuatu Skills Partnership (the Partnership), working simultaneously at the national and provincial level. The key focus area for TPS is to contribute to quality improvements in Post-School Education and Training (PSET) delivery as envisaged in the National PSET Policy 2016-2020 and the National PSET Policy Implementation Plan.

The TPS workstream works with the Tertiary Education Directorate (TED) of the Ministry of Education and Training (MoET) and the Vanuatu Qualifications Authority (VQA) to facilitate assistance to selected training providers to strengthen training provider capacity and delivery. This assistance is provided in part through Training Provider Improvement Partnerships (TPIP). The rationale for this approach is for the Partnership to work with selected training providers who have the potential to meet priority skill demands and who demonstrate a commitment towards the reform agenda as articulated in the National PSET Policy 2016-2020.

Key Strengths and Highlights

- In-demand accredited training delivered in Sanma Province in conjunction with the Ambae Recovery Program
- Upgrading of specialist training facilities at Lonnoc Vocational Training Centre (VTC) as part of the Ambae Recovery Program
- 2 new training providers registered by the VQA - Vaiduhu Rural Training Centre (RTC) and Ituani Vocational Skills Centre (VSC) – through TPS support
- 12 training providers participated in a month-long workshop on registration jointly funded and convened by the Partnership, TED and VQA, of which 6 training providers completed all the required documentation for submission to the VQA
- 9 Quality Coaches inducted by VQA to support internal quality reviews with selected training providers in preparation for 2020 reregistration audits
- 7 training provider partners continuing to improve capacity to meet national quality standards as validated by internal monitoring supported by the VQA
- The Partnership continued to extend its reach supporting rural and remote training providers in all six provinces.

"I learnt how to do setting up and block laying up to the roof...I will be able to transfer my skills and share with my congregation to build new houses and a new church houses..."

Female trainee, Certificate 2 in Building Construction (General Construction), Santo, July 2019.

TPS workstream assisted Sanma Skills Centre to broker the delivery of Certificate 2 in Building Construction (General Construction) on site at Lonnoc VTC in Hog Harbour as part of the Ambae Recovery Program. The construction skills training program was delivered by Pektel RTC. This is the fourth time Pektel RTC has been engaged by a Skills Centre to deliver accredited training in construction. Nineteen trainees (1 female and 18 males; 1 male with a disability) successfully completed two clusters of units of the qualification. The delivery of the skills training program was designed around the construction of specialist training facilities for Lonnoc VTC. The program provided valuable hands-on skills training for the participants which they can now use in securing employment.

As part of the training program, the trainees constructed a permanently accessible training room onsite at Lonnoc Vocational Training Centre. All participants received statements of attainment issued by the Vanuatu Qualifications Authority Chief Executive Officer at the end of the training.

Lonnoc VTC commenced delivery of their first accredited hospitality course this year and for the first time in East Santo. As noted earlier the costs associated with delivery of accredited training are high and for the smaller providers represent a barrier to entry into the formal skills training sector.

Anecdotal evidence suggests Lonnoc VTC would not be in a position to deliver accredited training in the East Santo region without the combined support of the Partnership and TED. It is likely Lonnoc VTC would have continued to deliver the training without the support of the Partnership and TED. Had this occurred the trainees would have completed the training without receiving a formal qualification.

ACOMVETS (Torgil RTC) with support from the TPS workstream completed the second phase of delivery of the Certificate 2 in Plumbing program in Luganville. This is the first full cycle of delivery ever of the nationally accredited plumbing course. Its completion represents a milestone in skills training in Vanuatu facilitated through a number of partners: Rural Water Supply Department, Australia Pacific Training Coalition and ACOMVETS. Sixteen participants (all male) from three provinces (Malampa, Penama and Sanma) commenced the program and 14 completed. At the end of the training the successful candidates received their qualification. Nine of the trainees are now self-employed and one is working for a construction company.

TPS Coordinator facilitated a Memorandum of Understanding (MOU) between Matahi RTC and Vaiduhu RTC to establish pathways for trainees between the two providers. The MOU provides the basis for the two training providers to establish pathways with Matahi agreeing to deliver Certificate 1 in Building Construction and Vaiduhu delivering Certificate 2 in Building Construction. In agriculture Vaiduhu will deliver Certificate 1 and Matahi Certificate 2. As both RTCs are located on Malo Island the MOU will help ensure more efficient allocation of courses and avoid competition in delivery of skills training. This is the first example of collaboration between two small rural training providers. It provides a model that could be adopted in other parts of the country where there are limited resources to support delivery of accredited training.

TPS Coordinator extended support to smaller training providers in July-December, working in particular with Vaiduhu RTC and Ituani STC. The support activity focused on drafting documents and material for their quality management systems. The assistance was provided via a mix of onsite work and remote support. The Sanma Skills Centre Provincial Training Coordinator also provided input, and this contributed to building his knowledge of training provider quality assurance processes and procedures. As the Provincial Training Coordinators are employed by TED through the MoET, close engagement with training providers further strengthens the connections with the support services provided by TED.

The VQA, TED and the Partnership conducted and facilitated a workshop with 12 non-registered providers in September 2019. The month-long workshop was a considerable investment from all three organisations. Rex Tandak, VQA Quality Assurance Officer (Provider Registration), led the workshop with input from Jerrol Arnambath, Principal Education Officer TVET at TED, and the TPS Coordinator. There were three providers from Penama, three providers from Shefa, three providers from Tafea and three providers from Sanma. One Shefa school, Gateway Institute, attended the workshop in order to register to deliver TVET in Schools programs at Certificate 1 level. At the conclusion of the workshop 11 providers had completed intention to register documentation and six providers completed and submitted initial registration documentation.

TPS Coordinator completed final assessment of the Training Provider Improvement Partnership (TPIP) Quality Improvement Plans. The plans formed part of the TPIP and provided basis for monitoring

quality improvements across different areas of training provider performance. See Section 3 for additional information about the assessment of the Quality Improvement Plans.

The TPS workstream contributed to an initiative by the VQA to strengthen training provider quality assurance capacity. This project initially supported 15 training providers in four provinces. The key focus of the project is improving self-review and internal monitoring capability. To assist the training providers the project used a team of quality coaches to provide mentoring support to designated quality officers within each provider. It is anticipated that training providers will have completed self-review and submitted reports to VQA by mid-December 2019.

Key Challenges/Risks

The key challenges and risks in the TPS workstream have not substantially changed over the last six months.

- 1. As reported earlier, the costs for training provider registration, course accreditation and approval to deliver courses remain high.** There are a limited number of training providers that can meet all of the associated costs without external funding support. These are the larger government training providers such as Vanuatu Institute of Teacher Education and Vanuatu Institute of Technology (VIT) who have guaranteed annual funding. Both TED and Vanuatu Skills Partnership have directly funded costs for training provider registration. The training provider registration workshop held in September will result in another round of applications for registration during 2020. Anecdotally, some of the participating providers have identified they will struggle to meet the full costs.
- 2. Advancing opportunities for larger providers such as Vanuatu Agricultural College to support smaller training providers continues to be a challenge.** At the moment all providers regardless of their size have to fulfill the same requirements such as course accreditation, course delivery and resourcing to meet the national Training Package training and assessment rules. For the training providers in the more rural and remote areas this can be a significant impost given the lack of resources and internal capacity. The lack of capacity can be seen at all levels: governance, management and teaching. At the governance and management level there is a lack of skills and knowledge to manage the governance arrangements. At the teaching level there is a lack of human resource capacity with suitably qualified and experienced trainers who meet the requirements of the national training packages.
- 3. Expanding the delivery of accredited training in Tafea Province with registered training providers such as Green Hill City Trade Centre and Lume Memorial RTC is challenging.** One of the key challenges is the lack of engagement by the training providers with the formal system. There seems to be limited interest on the part of the Tafea providers which is challenging when the Partnership wants to explore opportunities to strengthen skills delivery in the province. Another challenge is effectively engaging with skills sector stakeholders across Tafea to build a strong coalition to support growth in the sector. To support delivery of accredited agriculture training on Tanna the TPS Coordinator has had several discussions with Napil RTC. Napil RTC is hampered by a lack of capacity to deliver within the requirements of the national standards and willingness to become a formal provider. There are also historical issues that need addressing which relate to the original purpose for the establishment of Napil by the Farmers' Support Association.
- 4. Training providers, in particular smaller providers, have had a high dependency on the TPS Coordinator/TED officers to action TPS work during this reporting period.** This additional work covers areas such as completing templates, helping to locate information and documents and basic administration work. It was evident during the September training provider registration workshop that some providers lacked basic awareness of what is required to be a registered provider and the ability to understand the administrative processes to complete the registration process.

Key Mitigation Strategies (related to challenges/risks above)

Challenges one¹ and two listed above could be addressed through the same approach. One strategy would be for a larger provider to assume responsibility for supporting smaller providers. Another strategy could be to look at combining site visits so that providers could join together to complete quality audits rather than complete audits individually. The Partnership needs to work with the VQA and providers to identify strategies to lessen the burden on the smaller providers. This would result in the smaller providers focusing on building capacity in areas where they have strengths such as teaching delivery.

The third challenge can be addressed through Tafea Skills Centre and TED working closely together to put in place support mechanisms for local providers in the province. It would help the providers to engage more fully within the formal PSET sector if they understood the benefits of working within the formal system such as enhanced reputation and contributing to local economic development. There are capacity constraints with providers such as Lume RTC and Napil RTC. But these could be addressed and further strengthened through a programmed approach of support. The current Tafea Secretary General (former Tafea Skills Centre Manager) could support improved linkages between training providers and the Skills Centre.

Addressing the fourth challenge will require PTCs working with TED officers to determine how best to assist training providers. It is important, given the geographical spread of training providers, that efforts are coordinated to ensure value for money and complementary activity planning and implementation. This will hopefully mitigate the risk of fractured support activity. As seen in the joint workshop on training provider registration, the result of combining efforts of TED, VQA and the Partnership was beneficial. But it is costly and requires commitment from all parties to support the initiative equally. With the proposed changes to the PTC role and restructure of TED currently being considered by MoET there is an opportunity to review and improve current support mechanisms for training providers through TED.

iii. Partnership Status



IO-1
Skills planning
& coordination



IO-2
Public and private
resource allocation

The TPS workstream continued to work in partnership with TED during this reporting period even though TED officials had considerable overseas travel commitments in the second half of the year. In order to improve efficiency, the TED officers concentrated on providing support for RTCs in Shefa and Tafea provinces. The TPS Coordinator continued working with the TPIP training providers, provincial Skills Centres and new training providers.

Training Provider Improvement Plan (TPIP) Quality improvement Plan Assessment

As part of the Training Provider Improvement Partnerships training providers were required to develop and implement a quality improvement plan (QIP). The QIP was developed during a workshop facilitated by the TPS Coordinator with input from the relevant Skills Centre Manager and Provincial Training Coordinator and the Disability Inclusion Coordinator. The training provider lead and TPS Coordinator developed the plan together which was included in the partnership agreement. The QIP for each training provider is different and is tailored to specific institutional development needs. Progress against the QIP (completion of the action items) was monitored throughout the year by the TPS

¹ The Vanuatu Skills Partnership has limited capacity to influence change or reduction in the fees set by the VQA. Under the VQA Act the VQA can determine the fees which are approved by the VQA Board. The biggest cost under the schedule is for the site visit which the provider must contribute 90% of the cost. For a smaller provider this is a significant impost.

Coordinator who conducted several review visits and provided remote assistance. A final assessment was completed in November 2019 prior to the TPS Coordinator leaving his position in the Partnership.

Table 1 below shows the number of actions items listed in their QIP and the number completed as of 30 November 2019. The TPS Coordinator was unable to travel to all the TPIP training providers to conduct the QIP assessments due to lack of time. Also, two training provider managers were not present at the time scheduled for the assessment visits so the visits were postponed. It is anticipated the training providers that were not assessed in this quarter will be assessed in early 2020. This assessment is most likely to be done by the Provincial Training Coordinators but is yet to be confirmed.

Table 1 Progress on completion of QIP actions as part of Training Provider Improvement Partnership

Training Provider	QIP action items	#QIP action items completed	% completed
Matahi RTC	33	33	100%
Lonnoc VTC	27	16	59%
ACOMVETS	8	Not able to be assessed.	TBC
Marven RTC	4	Not able to be assessed.	TBC
Pektel RTC	4	Not able to be assessed.	TBC

Anecdotal feedback from TPIP training provider managers about the benefit of the QIP was positive overall. The process of supporting the training providers to deliver accredited training through the improvement partnerships was something new when it was introduced in 2018. One of the challenges in managing the QIP assessment process has been maintaining regular contact with the selected providers given their dispersed location and the TPS Coordinator being based in Port Vila.

Reviewing past performance of the QIP implementation demonstrates earlier comments about capacity of smaller training providers to complete quality assurance requirements under the national standards. Three of the five providers, Pektel, Marven and Matahi, needed ongoing assistance and support to the action items in their respective QIPs. Now that the VQA is investing in assisting training providers with internal quality assurance and monitoring there is the opportunity to review ongoing demand for a separate QIP-type activity funded through the Partnership. The planned restructure of TED and proposed changes to the responsibilities for the Provincial Training Coordinators should provide an opportunity to identify and implement strategies for working with training providers with maximum efficiency to improve quality of delivery.

iv. Co-contributions

The TPS workstream records sources of co-contribution (funding, personnel and other in-kind contribution to the skills system activities) for delivery of accredited training facilitated through the provincial Skills Centres. The information presented below on co-contribution is an example from the key partners and participants.

Ambae Recovery fund (DFAT)

DFAT funded the construction skills program delivered by Pektel RTC on site at Lonnoc in East Santo through the Ambae Recovery Program. The total amount of funding was 1,822,950VT.

Tertiary Education Directorate

TED contributed 206,100VT to Lonnoc VTC in preparation for the delivery of accredited tourism and hospitality training in East Santo. This contribution covered the costs levied by the VQA for approval to deliver an existing accredited course. TED’s contribution reduced reliance on funding support from the Partnership.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition continued its support for the plumbing skills program in July 2019 in Santo with a total of 1,941,892VT. This is less than the previous phase but to be expected as their contribution in the earlier delivery included payments for tools and equipment that were used in the second phase of delivery.

Training participants

The plumbing trainees contributed a total of 28,000VT to the second phase of program's delivery. This is a slight decrease compared to the first phase. The trainees at Lonnoc VTC contributed a total 1,672,000VT through enrolment fees.

v. Work plan progress update



Training Provider Registration

As at December 2019 the number of registered training providers nationally is 35. This is an increase of 104% from 17 in 2016. Of these registered training providers ten in 2019 are providing accredited training, compared to only four in 2016. The VQA has a goal of 70 registered training providers and for all PSET education courses to be accredited.² It is not clear what this goal is linked to or who set the target of 70 registered providers. Under the PSET Policy 2016-2020 the skills training system in Vanuatu is demand driven. It should be noted when analysing registration and delivery rates that quality in a national skills system is not determined by the number of training providers or number of courses delivered but rather by the quality of output and employability of the graduates. There are a significant number of training providers that are not delivering accredited training despite completing registration since 2016. See Figure 1 for 2016-2019 comparison of training provider registration and training provider delivery.

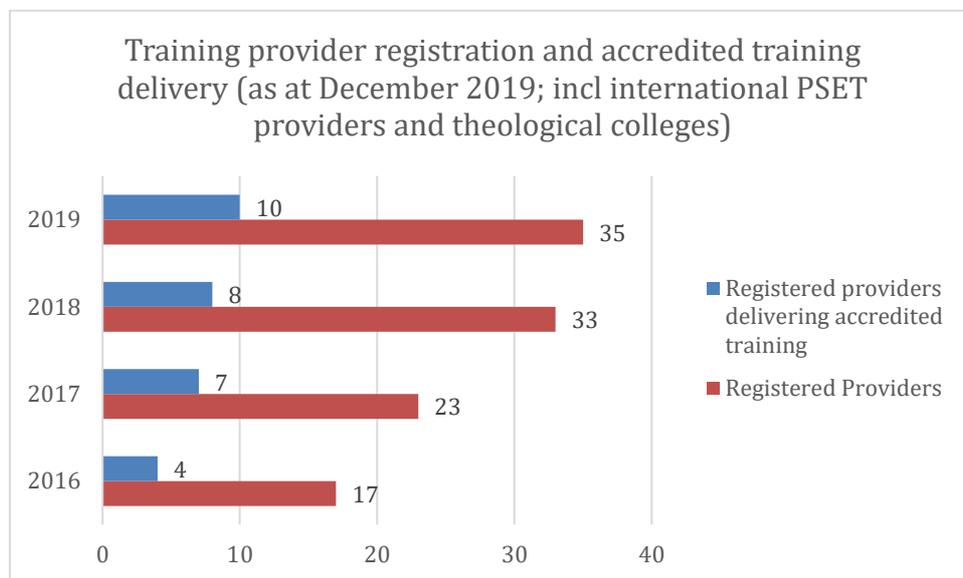


Figure 1 Registered training providers and delivery of accredited courses

The distribution of training providers by province shows most training providers are located in Shefa. It is worth noting that ACOMVETS is registered with the VQA as one provider even though it has four

² <http://vqa.edu.vu/> accessed 27 November 2019.

campuses in two provinces and its main office in Luganville. See Figure 2 for distribution of training providers by province.

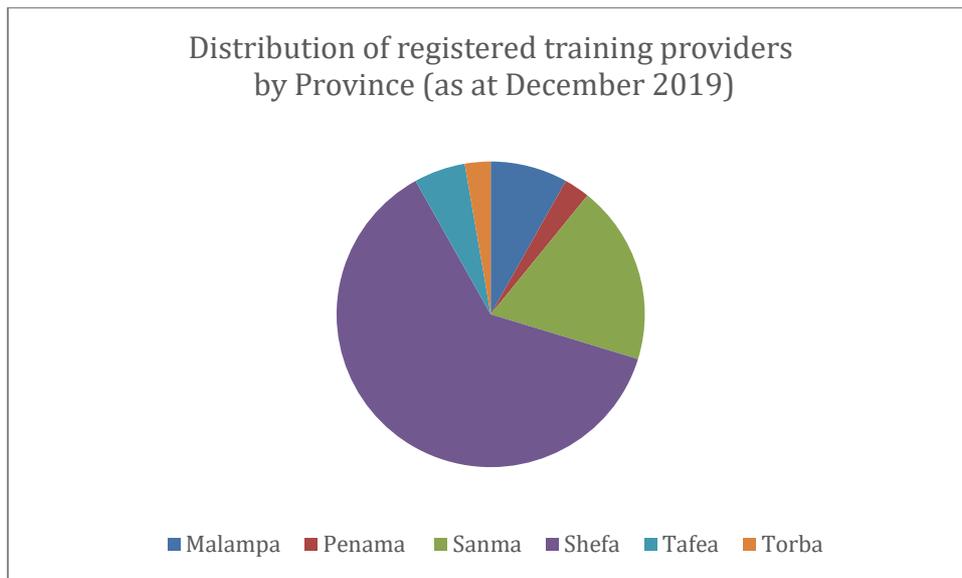


Figure 2 Distribution of registered training providers by province

Quality Management System (QMS) Implementation

Supporting training providers with the implementation of the QMS continued as a key activity during this reporting period.

The QMS is a central component of ensuring training providers meet the requirements of the Vanuatu Quality Assurance Framework (VQAF) and the national standards. The new initiative in September 2019 facilitated by the VQA to strengthen internal quality reviews focused on QMS implementation as evidence of continuous improvement. The TPS Coordinator provided input during the inception workshop for the project. This was in addition to ongoing support to the training providers on QMS improvement. Throughout this reporting period more than 20 visits were made to a total of seven training providers. At each of these visits the TPS Coordinator addressed aspects of QMS implementation or improvement with training provider managers, trainers and, where appropriate, management committees. As mentioned earlier the results of the VQA internal quality assurance project will help to determine further assistance requirements for the training providers.



Course Delivery

The TPS workstream and TED divided their support for training providers seeking approval to deliver accredited courses.

This was to ensure minimal overlap of inputs and responsibilities. The TPS workstream focused on supporting 14 training providers to submit applications for approval to deliver accredited courses. Since 2017 there has been significant increase in the number of accredited courses available for delivery and the number of accredited courses delivered. The comparison of figures 2018 to 2019 shows a moderate increase in number of accredited courses approved and a small increase in number of accredited courses delivered. See figure 3 below for 2016-2019 data on accredited courses available and accredited course delivered.

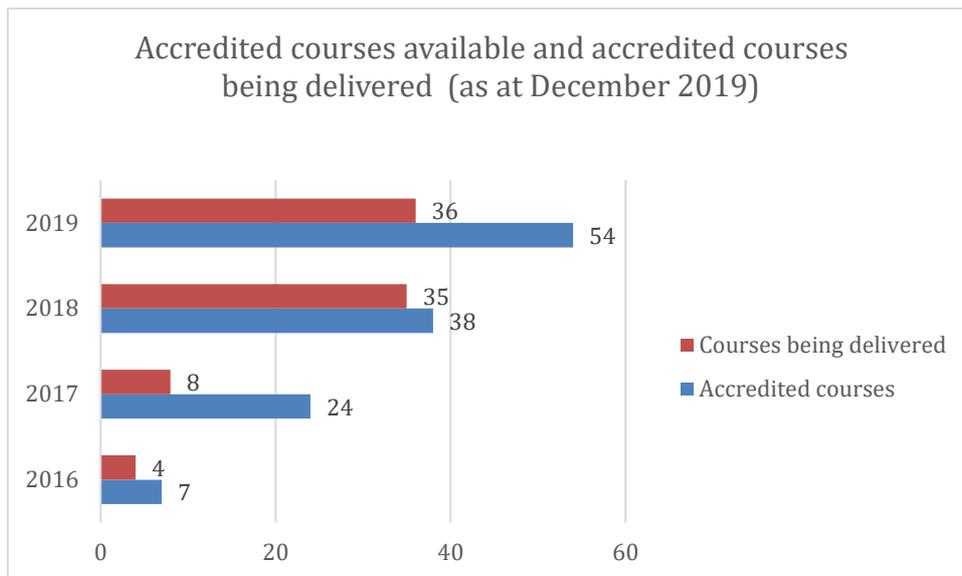


Figure 3 Number of accredited courses **available** and number of accredited courses **delivered** in 2019

For those registered training providers that currently deliver accredited training Figure 4 shows the number of accredited courses on their scope of registration and the number delivered in 2019. VIT has the highest number on scope and delivered which is to be expected as it is the biggest provider in the country. It is worth noting the next largest national training provider, Vanuatu Agriculture College, has a much lower ratio of courses on scope to courses delivered. This is partly explained by the lack of staff with higher level qualifications and resourcing requirements for level three courses. In terms of diversity of skills providers in the national system, two private training providers, Edwards Institute of Technology and Pacific Vocational Training Centre, maintain a strong presence delivering a total of five accredited courses in the fields of information technology and trades.

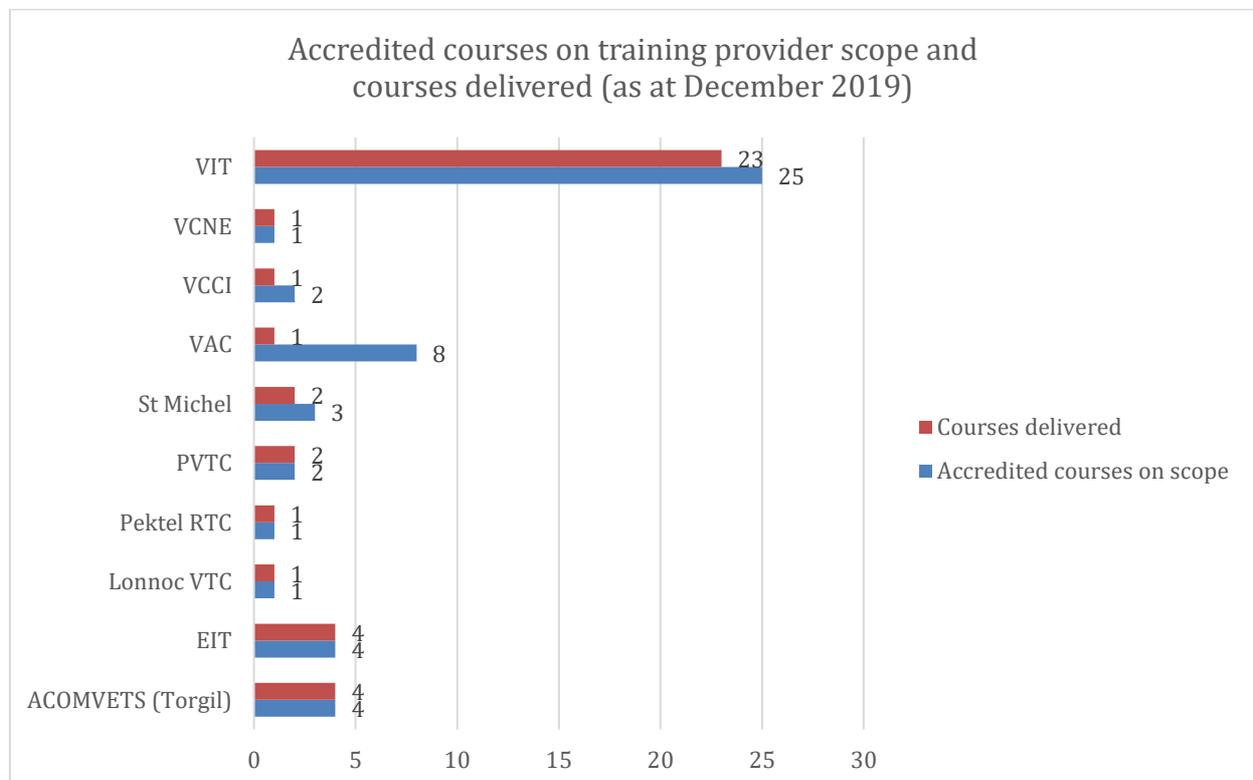


Figure 4 Number of accredited courses on training provider scope and number delivered in 2019



Women

In 2019 a total 45 trainers, coaches and assessors delivered skills development activities facilitated through the Skills Centres, which also included junior coaches - an initiative that commenced in 2019. Women assessors, coaches and trainer comprised 42% (19) of the total number. Women worked in four of the Partnership’s workstreams: Agribusiness, Creative Industries, Language, Literacy and Numeracy (LLN) and Tourism. Women trainers and coaches in the latter workstreams had a higher engagement than males:

Sector	Women	Men
Creative Industries	67%	33%
LLN	75%	25%
Tourism	62%	38%

Table 2 Engagement of women and men as assessors, coaches and trainers in 2019

The Infrastructure workstream had a 100% male engagement rate for trainers and coaches. The trades areas currently covered by this workstream – plumbing and construction – are considered non-traditional areas for female trainers and trainees. There continues to be a low female trainee participation rate in Infrastructure workstream activities and the lack of females delivering Infrastructure-related training. The participation of women in the construction training program in East Santo is a positive development. Progress towards achieving a better balance will require working with training providers to ensure they encourage women’s participation. A bigger pool of skilled women in the infrastructure sector is a precursor to having more women as trades trainers.

There are positive stories of women trainers achieving success in the skills sector. A female hospitality trainer commenced delivering the Certificate 1 in Tourism (Accommodation Services) in Santo this year through a partnership between the Sanma Skills Centre and Lonnoc VTC. The trainer is a full-time trainer and has been supported over the last two years through the Partnership with coaching and mentoring from another female hospitality coach, engaged by the Partnership. This is the first time the Lonnoc VTC trainer has delivered accredited tourism and hospitality training with a rural training provider. The achievement is a very positive development for the PSET sector particularly for the delivery of in-demand skills training in the East Santo tourism zone.

Rates of female representation and participation in national skills sector leadership and management remain stable. As has been previously reported, there is only one female training provider leader: the Principal at Vanuatu College of Nursing Education. Two women occupy management positions elsewhere in the sector at Vanuatu Agriculture College and Vanuatu Institute of Teacher Education respectively. Women are not equally represented at the coordination/management level in most training providers. This is particularly evident in the smaller rural training providers that have small governance committees and where it is more difficult for women to take on leadership roles and responsibilities given local community contexts.

Data on female participation in the national skills sector in leadership and management positions is not systematically recorded. What data there is held with different agencies, which makes it difficult to gain a whole-of-sector view about female participation. The Teaching Services Commission has information of number of women employed in state-supported training providers but is unclear how MoET records gender-related data on VEMIS for the PSET sector. More effort is required by training providers and education officers to improve collection and analysis of gender-related data concerning training providers and the PSET sector participation more broadly.

Disability Inclusion

The disability inclusion activity in the TPS workstream focused on providing support to Training Provider Inclusion Improvement Fund (TPIIF) activity in collaboration with the Disability Inclusion Coordinator. This involved supporting a number of activities in Port Vila aimed at enhancing sector-wide initiatives to increase inclusive skills training and working onsite with selected training providers. Additional information on training provider progress towards delivering inclusive skills training is detailed in the Disability Inclusions Report.

The onsite engagement with the training providers focused on assessments of the TPIIF action plans. The TPS Coordinator undertook two visits in Sanma province at Matahi RTC and Lonnoc VTC. The TPIIF action plans are an essential element to assisting training providers improve access to inclusive skills training for people with disabilities in their local communities. The TPS Coordinator reviewed the respective action plans and provided feedback on activities to date and what needed to be completed for remainder of the partnership agreement. The action plans were completed in preparation for submission to the TPIIF Steering Committee, which will review the plans and make decisions about funding allocations.

The TPS Coordinator was a member of the TPIIF Steering Committee. He made a valuable contribution to the committee meetings. In particular, he provided input to committee members on the current level of capacity regarding the TPIIF training providers. This was important information as it provided background information for the committee members to assess when considering the applications for funding support through the TPIIF.

The TPS Coordinator co-facilitated sessions during TPIIF reflection and planning workshops. At these workshops the TPS Coordinator assisted the training providers to identify relevant activities for the TPIIF action plans. In consultation with the Disability Inclusion Coordinator he was able to ensure activities contributed towards achieving the Partnership's intermediate outcomes relevant to skills training quality and the training provider strategic plans. Further, he provided input in terms of ensuring funding requests were relevant and represented value for money. His guidance helped to identify resources that would assist with improving accessibility and lead to improved delivery of skills training.

vi. Training Provider Support Contextual Analysis

Influencing Factors	Key Opportunities	Key Constraints	How are we taking advantage of these opportunities and mitigating any risks?
Policies and legislation, regulation and standards – government, industry, national and international	National Human Resource Development Plan 2020 - 2030.	<i>Lack of progress with the National PSET Policy 2016-2020 Implementation Plan.</i>	Early engagement with the officials in charge of the implementation of the newly launched National Human Resource Development Plan 2020 - 2030 to identify opportunities in terms of government support and funding. It will be important to determine what responsibilities TED may have with delivery of parts of the plan.
Economic – local, inter-island, regional and international economies, investment and markets scope and scale	Access to locally-based funding for training providers as a result of decentralizing service delivery.	<i>Continued high costs associated with delivery of accredited qualifications for smaller training providers.</i>	Continue to work with the smaller training providers to encourage greater links and collaboration. Work with the larger providers to encourage them to take on an expanded role supporting smaller providers. Examine options for incentivizing the larger providers.
Politics, leadership and relationships – the types of different power structures, processes and people of influence, power holders and decision makers in the system/sector/province	Positive relationship developed with the Director TED over last six months. Restructuring of MoET staff (potentially TED staff moving to VITE).	<i>Ability of Director TED to address structural issues and barriers in the PSET sector.</i> <i>RTC managers willing to promote increased cooperation between providers.</i>	Ongoing engagement with the Director to include familiarization with rural and remote training provider environment. Working with the Director and TED staff to prioritise support for training providers. Alignment between TED and VITE to support flexible options for TVET trainer professional development.

Influencing Factors	Key Opportunities	Key Constraints	How are we taking advantage of these opportunities and mitigating any risks?
	Matahi RTC and Vaiduhu RTC MOU – model for inter-island collaboration.		Promoting the benefits of cooperation between smaller RTOs through MOU mechanisms. Increasing awareness of what is possible in terms of trainer provider-to-training provider engagement by emphasising the benefits of cooperation and collaboration.
Society and culture Inclusion (gender or disability), cultural revitalization	Establishing link with Department of Women’s Affairs (DoWA) and MoET. Strengthening rural training provider interaction with DPOs.	<i>PTCs working across multiple sectors and government priority areas.</i>	Work with the PTCs to assist them to engage with provincial DoWA officers. PTCs to provide input into provincial and sectoral plans relating to gender equality and disability inclusion.
Environmental – climate change resilience and mitigation, disaster risk prevention and response	VIT building its capacity to deliver to Certificate 1 in Climate Change (Adaptation and Disaster Risk Reduction).	<i>Certificate 1 in Climate Change (Adaptation and Disaster Risk Reduction) course currently delivered as a full-time, campus-based program.</i>	Support VIT to redesign the course into discrete components for flexible delivery with smaller training providers in rural and remote locations. Support VIT to redesign units or sections of the course for integration with other qualifications (e.g., business, hospitality and building construction) to mainstream climate change, disaster risk reduction and resilience training.
Technology and Infrastructure - roads, shipping/flight schedules, airports etc.	PTCs engaging with rural training providers as part of decentralizing service delivery.	<i>High cost of travel to rural and remote areas; time and resources required for training provider support visits.</i>	Explore options for provincial Skills Centres to work with Area Administrators host regular training provider events and workshops. Explore use of technology to improve communication (e.g., web-based communications) and reduce need for face-to-face visits.