



United Nations
Educational, Scientific and
Cultural Organization



Pacific
Community
Communauté
du Pacifique



Review of the Pacific Framework for Technical and Vocational Education and Training

Review of the Pacific Framework for Technical and Vocational Education and Training

May 2015

UNESCO and the Pacific Community



© Copyright Pacific Community (SPC) and UNESCO, 2015

All rights for commercial / for profit reproduction or translation, in any form, reserved. SPC and UNESCO authorise the partial reproduction or translation of this material for scientific, educational or research purposes, provided that SPC and UNESCO, and the source document are properly acknowledged. Permission to reproduce the document and/or translate in whole, in any form, whether for commercial / for profit or non-profit purposes, must be requested in writing. Original artwork may not be altered or separately published without permission.

Original text: English

Pacific Community Cataloguing-in-publication data

Morris, Peter

Review of the Pacific Framework for Technical and Vocational Education and Training [TVET] /
Peter Morris

1. Education – Oceania.
2. Community development – Oceania.
3. Community education – Oceania.
4. Education – Social aspects – Oceania.
5. Education – Economic aspects – Oceania.

I. Morris, Peter. II. Title. III. Pacific Community. IV. UNESCO.

338.995

AACR2

ISBN: 978-982-00-0923-3

Disclaimer:

The report includes the views and recommendations of the author and does not necessarily reflect the views of the joint publishers, SPC and UNESCO, or indicate a commitment to a particular policy or action.

While reasonable efforts have been made to ensure the accuracy and reliability of the material in this document, SPC and UNESCO cannot guarantee that the information contained in the report is free from errors or omissions and do not accept any liability, contractual or otherwise, for the contents of this report or for any consequences arising from its use.

Prepared for publication at
SPC headquarters,
Noumea, New Caledonia, 2015

Acknowledgments

This review has been prepared with the support of a number of people. I am grateful for their time and professionalism during the preparatory, consultative and finalisation phases associated with the review.

Within the Pacific Community I would like to acknowledge the thoughtful and persistent support provided by Dr 'Uhilamoe Langi Fasi and his colleague Ms Viniana Dobui-Tagicakibau who managed the distribution of the surveys, the in-country consultation arrangements and the logistics associated with the in-country visits. Prior to all of this I would like to thank Ms Lia Maka for all the initial preparatory work including the provision of a number of the documents used in the research.

Funding for the review has been provided by UNESCO and the on-going support for review planning and finalisation by Ms Barbara Trzmiel is greatly appreciated.

I am also grateful to two Australian colleagues who undertook a number of the in-country consultations on my behalf. Mr Anthony Bailey completed the consultations in Palau and the Republic of the Marshall Islands and Dr Jan Edwards undertook the same task in Papua New Guinea. Thank you both for your responsiveness and flexibility with arrangements and the quality of your contribution.

Finally a big thank you to those on the SPC TVET sub-committee who took the time to read and provide thoughtful comments on the draft - Dr 'Uhila moe Langi Fasi (EQAP/SPC), Dr Akanisi Kedrayate (USP), Mr Hasmukh Lal (USP), Mr Filipe Jitoko (PIFS), Ms Barbara Trzmiel (UNESCO) and Ms Carol-Anne Blecich (APTC).

Contents

Acronyms	iii
EXECUTIVE SUMMARY	1
1. INTRODUCTION	8
1.1 Background	8
1.2 Purpose	9
1.3 Scope of the Review	9
2. APPROACH & METHODOLOGY	10
2.1 Approach	10
2.2 Methodology	14
3. PROGRESS AND UPTAKE OF THE PACIFIC TVET FRAMEWORK	16
3.1 Policy & Advocacy	16
3.2 Demand driven TVET data & market research	19
3.3 Coordination	21
3.4 Financing TVET	24
3.5 Quality and Standards	29
3.6 Organisation, delivery, access and pathways	32
3.7 Access and Provision	35
3.8 M&E	38
4. IMPACT AND SUSTAINABILITY OF THE PACIFIC TVET FRAMEWORK APPROACHES	40
5. LESSONS LEARNED	42
6. POLICY CONSIDERATIONS	45
7. NEW FRAMEWORK OPTIONS	46
ANNEX 1: PACIFIC FRAMEWORK FOR TVET	52
ANNEX 2: INDIVIDUAL COUNTRY REPORTS (BY PRIORITY AREA)	59
Annex 2.1: Policy & Advocacy	60
Annex 2.2: Demand-driven TVET data and market research	70
Annex 2.3: Coordination	77
Annex 2.4: Financing TVET	84
Annex 2.5: Quality and Standards	89
Annex 2.6: Organisation, delivery, access and pathways	94
Annex 2.7: Access and Provision	98
Annex 2.8: Monitoring & Evaluation	102
ANNEX 3: REFERENCES	105
ANNEX 4: PEOPLE/ORGANISATIONS CONSULTED	109
ANNEX 5: SURVEY INSTRUMENT	111

Acronyms

APTC	Australian Pacific Technical College
ADB	Asian Development Bank
DAC	Development Assistance Committee
DFAT	Department of Foreign Affairs and Trades (Australia)
ERF	Education Resource Facility
GDP	Gross Domestic Product
ISDF	Interim Skill Development Facility Tonga
KANI	Kiribati Australia Nursing Initiative
KTVETSSP	Kiribati TVET Sector Strengthening Program
MFAT	Ministry of Foreign Affairs and Trade (New Zealand)
NTPC	National Training and Productivity Centre
OECD	Office for Economic Cooperation and Development
PATVET	Pacific Association of TVET
PESDA	Pacific Education and Skills Development Agenda
PIPSO	Pacific Islands Private Sector Organisation
PRQS	Pacific Register of Qualifications and Standards
PSET	Post School Education and Training
SABER	Systems Approach for Better Education Results
SPBEQ	Secretariat for Pacific Board for Education Quality
SQA	Samoa Qualifications Authority
SYP	Skilling Youth in the Pacific Design
TCF	Textiles Clothing and Footwear
TNQAB	Tonga National Qualifications and Accreditation Board
TSP1	Tonga TVET Support Programme 1
TVET	Technical and Vocational Education and Training
VNTC	Vanuatu National Training Council
VQA	Vanuatu Qualifications Authority
VTVETSSP	Vanuatu TVET Sector Strengthening Program
WB	World Bank
WfD	Workforce Development

Executive Summary

Background

In 2012 the Pacific Forum Ministers of Education endorsed an overarching framework for TVET in the Pacific region for the years 2012 – 2015. The framework identified seven key priority areas which were seen as key issues/challenges for TVET as they link to the overarching TVET outcome under the Pacific Education Development Framework (PEDF) and to key Education for All goals, Millennium Development Goals and cross-cutting regional and national development goals.

The Framework was also intended to address a number of ongoing challenges and gaps for TVET in the Pacific including:

- An imbalance in demand for and supply of skills;
- Unclear coordination of TVET;
- Lack of demand-driven data;
- Quality assurance and standards – at a very early stage of development;
- Poor/inadequate management pool of TVET personnel;
- Financing – TVET is underfunded;
- Limited pathways and models of excellence; and
- Organisation and modes of delivery

Pacific Framework for TVET Review

The review was conducted in April 2015 using a variety of methods – desk research, survey, and in-country consultations. The observations and recommendations from this review will inform the Pacific Education Development Framework (PEDF) review later in 2015 - especially the PEDF TVET outcome.

Key concerns for the review of the Pacific Framework for TVET (PTVETF) have been to:

1. Evaluate the progress and uptake of the framework,
2. Evaluate the relevance and impact of the framework's implementation modalities and the sustainability of the results achieved,
3. Identify lessons learned and effective practices to support a new framework, and
4. Identify any policy gaps,
5. Propose strategic intervention options for a new framework and some key outcomes for a revised PEDF.

Key Observations

1. Progress and Uptake

While there has been progress in each of the PTVETF priority areas to a greater or lesser extent in a number of countries there is little evidence to suggest that these developments have been directly attributable to the Pacific TVET Framework.

This is not to say that the priority areas within the PTVETF are not appropriate. On the contrary, each of the priority areas is highly relevant to the development of an effective TVET system. The review mapped and found a close alignment between the seven PTVETF priority areas and the nine key policy areas identified by a World Bank¹ diagnostic tool for evaluating workforce development (WfD) institutional capacity, policies and practice by country.

¹ *What Matters for Workforce Development: A Framework and Tool for Analysis* (World Bank SABER Working Paper Series Number 6, April 2013)

Nor is it to say that good practice has not occurred but more to say that where good practice has occurred it has been as a consequence of Government and donor initiatives rather than an observable response to the PTVETF.

A matrix describing each Forum country's TVET activity in relation to each of the PTVETF priority areas is provided in Annexes 2.1 to 2.8.

2. Impact and sustainability

The overall objectives of Pacific TVET Framework for TVET (PTVETF) are listed below with an assessment of their impact and sustainability within the context of TVET developments in the Pacific.

Objectives	Impact & sustainability
i. Support the implementation of national TVET frameworks and action plans	While national frameworks and plans are for the most part seem to be aligned to the PTVETF there is little evidence to suggest that where this alignment occurs it is a direct result of the PTVETF.
ii. Enhance the status of TVET in the Pacific region and stress the importance of TVET in national and economic development	The Forum Ministers' endorsement of the PTVETF in 2012 was in itself an important step to enhance the status of TVET in the Pacific region. However, as noted above, evidence of the direct impact of the PTVETF at country level has yet to be realized.
iii. Strengthen, develop, and transform TVET into a mainstream activity for Pacific youth development, youth employment and capacity building.	The PTVETF is comprised of guides to best practice across the eight priority areas included in this study. It is a useful checklist from which Pacific Governments could benchmark their respective development practices. Since its endorsement, there has been no formal mechanism for monitoring and continuing advocacy of the PTVETF principles. As a consequence its promise as a guide for common and consistent approaches to TVET good practice has not been realised.
iv. Mobilise resources and support for TVET	There are strong signs of increasing Government commitment to increase investment in TVET in Fiji and Vanuatu but these are the exception rather than the norm. Particularly in the school sector TVET remains the 'second cousin' in education funding and programming.
v. Position regional institutions to showcase best practice in TVET and develop appropriate TVET programmes and a pool of TVET trainers and managers	Currently the University of the South Pacific (USP) and the Australia Pacific Technical College (APTC) are both extending their reach in the TVET area and providing opportunities for post-school TVET training and qualifications for students in smaller countries who would otherwise have minimal access to tertiary studies. USP is offering a Certificate IV in Training, Assessment and evaluation in a blended mode. Other institutions like the Fiji National University (FNU) are also providing opportunities for post-school training

Objectives	Impact & sustainability
	<p>and qualifications.</p> <p>The SPC through the Pacific Register of Qualifications and Standards (PRQS) and the Pacific Qualifications Framework (PQF) continues to offer best practice support and benchmarking opportunities for those countries with national qualifications authorities and qualifications structures for those countries without.</p>
<p>vi. Strengthen regional coordination of TVET through development, cooperation and partnerships</p>	<p>The development of the PTVETF was a regional initiative with the aim of coordinating TVET in the region and identifying gaps with regards to TVET provision. This initiative was supported by the PIFS and endorsed by FEdMM. At provider and qualification authority levels there is some evidence of regional cooperation but it is not apparent in practice at national government levels. This is because of the existence of bilateral arrangements between governments and donors.</p>
<p>vii. Promote life-long learning</p>	<p>The concept of life-long learning remains an aspiration for the most part. There are some minor instances but it is fair to say that at this stage the practice is not widespread. The absence of quality student data management systems is a significant constraint in this regard as student data are not captured at the school level. This indicates a need to develop a more efficient EMIS to capture student information/data.</p> <p>What is also missing is a pathway model for students after formal schooling.</p>
<p>viii. Facilitate labour mobility (temporal movement of natural persons)</p>	<p>International and regional recognition of qualifications remains elusive. Substantial and good quality effort has been applied at the regional level through the PRQS and at the national level several countries have established qualifications authorities and frameworks with an eye to international recognition.</p> <p>APTC is also providing programmes of study with the objective of awarding internationally recognized qualifications to students from the region.</p>

3. Lessons Learned

A number of lessons learned have been derived through the review including:

- **Framework development and monitoring needs to be collaborative**
Perhaps the most significant lesson learned from the PTVETF point of view is that without monitoring and evaluation strategies, it is unrealistic to expect Pacific countries to naturally take-up a Framework and refer to it for guidance on an on-going basis. The development of any new or revised framework should include input from each of the Forum countries. An implementation plan, including an agreed M&E approach, should

be developed simultaneously with coordinating agencies in each country identified as part of the plan.

– **The ‘Brand’ TVET needs to be reconsidered**

While acknowledging that the acronym TVET is firmly established as a brand across the world, it is suggested here that it is a brand with a number of connotations. In many instances it is perceived to be a strategy to deal with disaffected youth in and out of school. In other words it is seen as a mechanism to deal with potential social issues rather than a mechanism to support economic development priorities at national and enterprise levels. Resourcing levels reflect its low community status.

The discussion therefore needs to shift away from TVET as a mechanism that addresses social problems to one where it is seen as a real enabler of economic growth. It is time to lower the emphasis on the term TVET and increasingly insert skill development for specified outcomes into the lexicon of governments, employers, the community and training providers alike.

– **Coordination across Ministries, the private sector and TVET providers is weak**

There needs to be a shift in attitudes toward skill development initiatives in both the school and post school sectors by building a constituency of broad based support for training investment. Such a constituency comprised of the range of government ministries with a stake in economic development and skills supply, the private sector and the community can be derived through close engagement on the demand side, with targeted investments and with analysis of results.

In this context the demand side is not simply a discussion between an employer and a training provider about training needs but more the strategic economic considerations of government and the private sector as they progress their respective economic agendas. It is about identifying comparative advantage and prioritising skill development accordingly.

– **Better targeted skill development investments are needed**

Targeted investments imply a training system that is flexible and capable of being responsive to economic opportunities as they arise. A system that is not constrained by per capita or historic financing mechanisms but one that can respond to incentive based funding and yield an economic benefit for the training provider. A system that can operate outside institutional boundaries but within quality assurance structures that facilitate the acquisition of recognised qualifications over time at a pace that is more suited to the needs of trainees and employers than the needs of the training providers.

– **Increased investment in data collection, data management, analysis and publication of results is required**

It is critical to provide the evidence base to government, the private sector and the community that their respective investments in skill development are yielding a dividend. This means of course increased investment in and a much more rigorous approach to M&E and the widespread publication of results. Where additional investment in M&E leads to higher levels of appreciation and confidence within government, the private sector and the community, any concomitant funding increase will in itself yield a return on the increased M&E investment.

4. Policy Gaps

A key policy area for consideration is improved coordination mechanisms – nationally and regionally. It is essential to stress that the reference to the term ‘coordination’ is discrete and unqualified. It is not a question of improved TVET coordination, which simply implies improved supply-side mechanics. It is a question of macro-level coordination that sees, around the one table, those who have a stake in economic development, those that can

articulate skill demand as a result and those that can influence the nature, quality and quantity of skill development in response.

If this were to occur, the connotations currently associated with TVET would dissipate, and education and training providers would become integral elements of a coordinated response to national (and regional) economic objectives – partners with government and industry.

The priority policy considerations for training providers that flow from this type of development include:

- Coordination structures established with both public and private sector representation within national planning organisations,
- Funding and financial reporting with increased application of incentive based funding approaches from both government and the private sector,
- Institutional autonomy of post school public providers with opportunity to become more commercial, to compete for incentive funds, to enter into commercial agreements as legal entities and retain revenue for re-investment in quality improvements,
- Provider registration and course accreditation processes extended into the school sector to facilitate formal pathways from school to post-school training with current developments in Fiji and Tonga providing interesting models for consideration,
- Employment practices within public providers which would facilitate short term contracting of technical instructors for areas of specialist demand,
- Management of public providers where principals and directors of institutes are provided leadership and business management training as well as professional development opportunities to observe and study best practice institutional management practices elsewhere in the region and internationally,
- Incentive for private provider participation whereby adjustments are made to offset the inherent competitive advantage within public providers in a competitive market provided they have complied with registration and accreditation requirements stipulated by the national quality assurance agency.
- Scholarship awards better targeted specifically to priority outcomes and demands from the industry are considered.,
- Data and results monitoring where significant investment in student records and institutional information systems enables clear analysis of investment decisions, and
- Incentive for expanded research in skill development approaches alongside improved dissemination and communication practices.

5. Proposed strategic intervention options

The PEDF outcome objective for *the supply of skills supplied by Pacific TVET systems responds to meet the needs of the informal sector and the changing labour market demands in the formal sector* remains relevant but elusive.

It is recommended that the focus of any new framework shift away from supply (i.e. TVET) to skill development and to be demand oriented in response to national public and private sector economic development priorities. In this context it is suggested that the PEDF Outcome descriptor and related indicators be modified as follows:

Current	Proposed
PEDF Outcome Descriptor	
The supply of skills supplied by Pacific TVET systems responds to meet the needs of the informal sector and the changing labour market demands in the formal sector.	Skills development by Pacific public and private training providers is aligned to economic development priorities in the formal and informal economies and leads to a measurable economic outcome.
Strategic Objectives	
<p>Access and equity:</p> <p>Increased access to organized skills development education and training particularly for women & girls and geographically marginalized communities</p>	<p>Access and equity:</p> <p>Increased access to skills development opportunities that are directly linked to economic development priorities particularly for women & girls, people with a disability and geographically marginalized communities. Open and distance learning can be utilized as a mechanism to facilitate wider access to skills development opportunities.</p>
<p>Quality:</p> <p>Enhanced quality of Skills development education and training through Linkages to labour markets; higher attainment levels at primary & secondary levels; competent and qualified instructors; upgraded equipment and teaching materials; certification & accreditation and monitoring and evaluation of outcomes.</p>	<p>Quality:</p> <p>Enhanced quality of skills development linked to formal and informal economy labour markets; higher attainment levels at primary & secondary levels; competent and qualified instructors; upgraded equipment and teaching materials; certification & accreditation and monitoring and evaluation of outcomes.</p>
<p>Efficiency & Effectiveness:</p> <p>A more coordinated approach to skills development education and training including the informal sector through the rationalization of coordination at the national, regional and local levels and optimum resourcing levels.</p>	<p>Efficiency & Effectiveness:</p> <p>Improved coordination mechanisms stimulate targeted skill development in response to local, national and regional economic development priorities.</p>
Outcomes	
A skilled workforce meeting labour market needs	Skill levels of learners completing part or full qualifications are better matched to skill demand in the formal and informal economies
Performance Indicators	
X% increase in enrolments on skills development courses with demonstrable increases in participation of women, girls and marginalised communities	X% increase in completion of skills development courses linked to economic priorities with demonstrable increases in participation of women, girls, people with a disability and marginalised communities.

Current	Proposed
Professionally assessed and validated skills development programmes	Professionally assessed and validated skills development programs that meet quality standards determined by industry.
Plans and policies published jointly by coordinating bodies	A consistent approach to data collection, monitoring and evaluation provides the evidence base for improved coordination, policy development, planning, financing and analysis of results.
	Regional strategies are implemented to foster skill development research and share results.

A New Pacific Framework for TVET

The development of a new framework should be the product of inputs from the range of Forum countries to build understanding, ownership and a commitment to implementation. Included in any new framework development should be an implementation plan and the identification of responsible agencies in each country to oversee development, measure progress and share results on an on-going basis. With greater sharing between countries of strategies, lessons and outcomes, it is expected that opportunities will arise for improved regional cooperation, joint activity and sustainable.

If the focus shifts to how TVET can be better geared towards economic and social development priorities, perhaps a new framework might be called the **Pacific Skills Development Framework**.

1. Introduction

1.1 Background

Pacific Forum Leaders and Pacific Island Forum Ministers of Education have consistently called for increased strengthening of market driven and relevant skills for Pacific people to respond to a growing skills gap and a rapid growth of unemployment especially among its youth population. The leaders recognise that a majority of the youth population in the Pacific region has not gained sufficient employable skills to lead productive lives. Technical and Vocational Education and Training (TVET) provides opportunities for these young people to gain these productive skills for gainful employment and sustainable livelihoods which are critical to national development and regional economic integration.

An overarching framework for TVET in the Pacific region for the years 2012 – 2015 was endorsed in 2012 by Pacific Forum Ministers of Education. The framework identifies seven key priority areas which were seen as key issues/challenges for TVET as they link to the overarching TVET outcome under the Pacific Education Development Framework (PEDF) and to key Education for All goals, Millennium Development Goals and cross-cutting regional and national development goals. It also addresses a number of ongoing challenges and gaps for TVET in the Pacific. These include:

- a. an imbalance in demand for and supply of skills;
- b. unclear coordination of TVET;
- c. lack of demand-driven data – training needs analysis/market/graduate tracer surveys;
- d. quality assurance and standards – at a very early stage of development;
- e. poor/inadequate management pool of TVET personnel;
- f. financing – TVET is underfunded;
- g. limited pathways and models of excellence; and
- h. organisation and modes of delivery

The framework was therefore intended to provide a strategic focus on the achievement of these challenges, as they would contribute to the achievement of the PEDF specific TVET **outcome**, which is:

The supply of skills supplied by Pacific TVET systems to meet the needs of the informal sector and the changing labour market demands in the formal sector.

The framework's Vision is for *'A Pacific people and Pacific TVET systems capable of meeting current, emerging and future development and social needs of each country, the region and the global environment'*.

Its Goal is to *'position TVET as a tool for empowering the peoples of the Pacific, especially the youth, and equip them with the capabilities, know-how and skills to support, develop and sustain local, national and regional development efforts'*.

Its overall **objectives** are guided by principles and values of national development frameworks and TVET priorities in order to:

- a. support the implementation of national TVET frameworks and action plans;
- b. enhance the status of TVET in the Pacific region and stress the importance of TVET in national and economic development;
- c. strengthen, develop, and transform TVET into a mainstream activity for Pacific youth development, youth employment and capacity building through:
 - advisory support,

- taking an advocacy and mediation role in regional political and technical leadership mechanisms,
- best practice tools (for accountabilities to build capacity), and
- facilitating enabling policy and legislative environments;
- d. mobilise resources and support for TVET;
- e. position regional institutions to showcase best practice in TVET and develop appropriate TVET programmes and a pool of TVET trainers and managers;
- f. strengthen regional coordination of TVET through development, cooperation and partnerships;
- g. promote life-long learning; and
- h. facilitate labour mobility (temporal movement of natural persons)².

1.2 Purpose

As the framework rolls onto its final year in 2015, there is a need to evaluate its uptake and efficacy both at country and regional level. This is important as the key regional education plan, the Pacific Education Development Framework (PEDF) also comes to an end in 2015 and will be reviewed in 2015. The results for the review of the TVET framework will feed into the main review of the PEDF especially in terms of its progress against the specific PEDF TVET outcome, and these will be presented to the Forum Ministers of Education meeting in 2016 jointly by UNESCO and the regional TVET subcommittee.

1.3 Scope of the Review

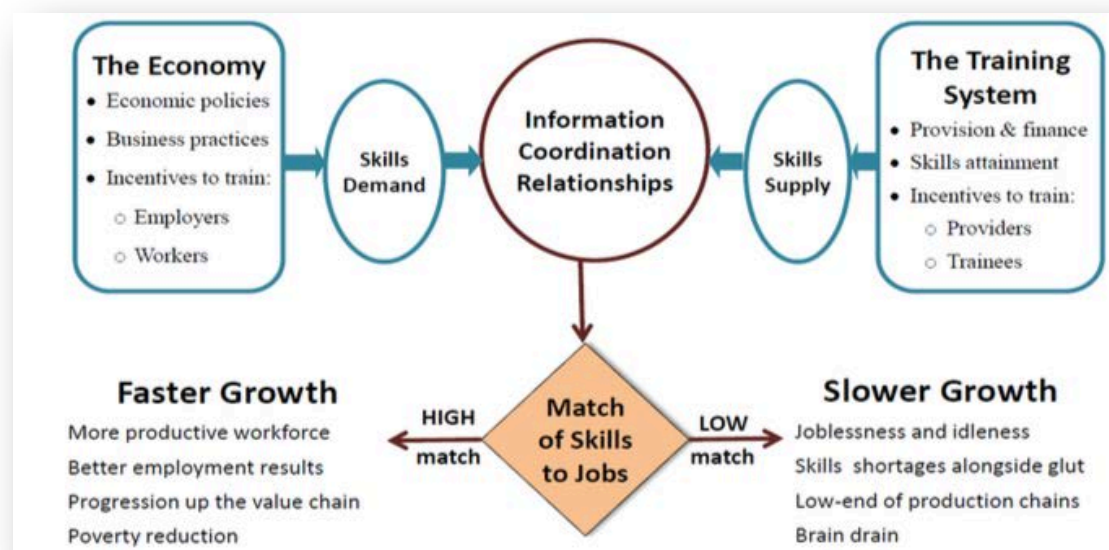
- Evaluate the progress and uptake of the framework (the extent to which countries have used the framework for their national skills development) at both country and regional level against:
 - a. the seven priority areas (Policy and Advocacy; Quality and Standards; Access and Provision; Organisation, Delivery, Access and Pathways; Demand-driven TVET data and market research; Coordination; and Financing TVET
 - b. the results indicators from the TVET Monitoring and Evaluation framework
- Evaluate the relevance and impact of the framework's implementation modalities and the sustainability of the results achieved. Map progress made
- Identify any policy gaps, existing and emerging challenges within and across the countries.
- Identify lessons learned and effective practices to support a new framework.
- Propose strategic intervention options for a new framework and some key outcomes for a revised PEDF.

² Regional framework for Pacific Technical and Vocational Education and Training, 2012 – 2015, p.2)

2. Approach & Methodology

2.1 Approach

Applying its *Systems Approach for Better Education Results* (SABER) the World Bank has developed a workforce development (WfD) diagnostic tool for evaluating institutional capacity, policies and practice by country³. Underpinning the diagnostic tool is a conceptual framework which highlights the necessary areas for consideration in any analysis of an effective WfD system. This simple framework succinctly describes the primary elements of a national WfD system and illustrates the consequences if there is coherence or lack of coherence between the elements⁴.



The diagnostic tool is premised on three functional dimensions for analysis comprised of:

- i. **Strategic Framework** - the extent to which WfD is aligned to national economic goals
- ii. **System Oversight** - governance of the WfD system and arrangements that support its operational functions
- iii. **Service Delivery** – the management of service provision (public and private providers) to achieve WfD outcomes



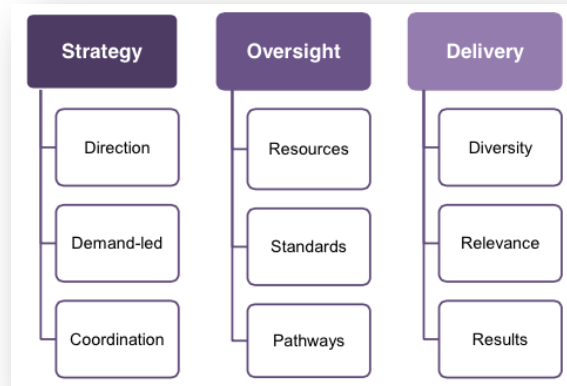
³ *What Matters for Workforce Development: A Framework and Tool for Analysis* (World Bank SABER Working Paper Series Number 6, April 2013)

⁴ Ibid P11

Each of the functional dimensions are interconnected with each one dependent on and informing the others.

For the purposes of the *Review of the Pacific Framework for TVET* it has not been the intention to undertake a full SABER analysis in each country⁵ but the World Bank conceptual framework has provided a useful structure around which the review has been built.

Its usefulness is further emphasised when considering the nine policy areas identified for analysis by the World Bank. For each of the three functional dimensions of an effective WfD system, there are three policy areas needing close analysis as illustrated in the diagram at right. It is noteworthy that each of these policy areas are closely related to the seven priority areas in the Pacific TVET Framework as demonstrated in the following table:



World Bank Policy Areas for Analysis	Pacific TVET Framework Priority Areas
Strategy	
Setting a strategic direction for WfD	Policy and Advocacy
Prioritizing a demand-led approach to WfD	Demand driven TVET data and market research
Strengthening critical coordination	Coordination
Oversight	
Ensuring efficiency and equity in funding for WfD (resources)	Financing TVET
Assuring relevant and reliable standards for quality in WfD	Quality and Standards
Diversifying the pathways for skills acquisition	Organisation, delivery, access and pathways
Delivery	
Enabling diversity and excellence in training provision	Access and Provision
Fostering relevance in public training programs	Demand Driven TVET data and market research
Enhancing evidence-based accountability for results	M&E Plan

The **approach** for the *Review of the Pacific Framework for TVET* is therefore built around key questions related to each of the nine World Bank policy areas for analysis and the *Pacific TVET Framework* priority areas as illustrated in the following table:

⁵ A full SABER analysis was conducted in the Solomon Islands by the World Bank in 2014. The results of this analysis have been published and are available to inform the Review of the Pacific TVET Framework.

Word Bank Policy & Pacific TVET Framework Areas for Analysis	Key questions related to Pacific TVET Framework Priority Areas
Strategy	
Setting a strategic direction for WfD <i>Policy and Advocacy</i>	<ul style="list-style-type: none"> – To what extent do senior levels of government and the private sector advocate for effective TVET systems at national and regional levels? – How well are strategic objectives for TVET expressed in national policy and strategic planning documentation? – To what extent do national policies reflect the goals and objectives of the Pacific Framework for TVET?
Prioritizing a demand-led approach to WfD <i>Demand driven TVET data and market research</i>	<ul style="list-style-type: none"> – To what extent have there been rigorous assessment and clear articulation of national economic and social policies and direction? – What mechanisms are in place to systematically collect and disseminate data related to economic and social development objectives and their associated skill requirements? – What is the nature of employer involvement (both from the formal and informal economies) in the determination of national economic priorities and associated skill requirements? – Are there incentives available to employers to actively participate in the determination of national economic priorities and associated skill requirements?
Strengthening critical coordination <i>Coordination</i>	<ul style="list-style-type: none"> – Are there barriers to cooperation between government agencies and between government and private sector agencies that have a stake in workforce development? – What mechanisms are in place to stimulate cooperation and coordinated activity within government and between public and private stakeholders? – Are monitoring and evaluation systems in place to provide credible evidence to support better coordination and management of effective TVET approaches? – Are there effective communications strategies in place to disseminate evidence based outcomes that promote enhanced cooperation and coordination?
Oversight	
Ensuring efficiency and equity in funding for WfD (resources) <i>Financing TVET</i>	<ul style="list-style-type: none"> – What proportion of government and private sector budgets is allocated to fund TVET that is aligned to national and private sector economic development objectives? – Are there partnerships with the private sector that broaden the funding base for TVET? – Is there any evidence of incentive based funding of TVET activities? – Do public providers have a level of autonomy that allows for the retention of revenue and the contracting of fixed term staffing? – How well is investment in TVET monitored and measured against effectiveness and cost efficiency criteria? – Are there funding mechanisms in place that promote access and improved equity for disadvantaged groups?
Assuring relevant and	<ul style="list-style-type: none"> – What mechanisms (including industry engagement) are in place to identify and quality assure standards for course accreditation

Word Bank Policy & Pacific TVET Framework Areas for Analysis	Key questions related to Pacific TVET Framework Priority Areas
<p>reliable standards for quality in WfD</p> <p><i>Quality and Standards</i></p>	<p>and delivery?</p> <ul style="list-style-type: none"> – Is a qualifications framework in place and, if so, <ul style="list-style-type: none"> > How well is its purpose and application understood by training providers, employers and the general community? > Are qualifications registered on the Pacific Register of Qualifications and Standards (PRQS)? – If a qualifications framework is not in place, <ul style="list-style-type: none"> > What processes are used to recognise qualifications? > Are there plans underway to establish a qualifications framework or adopt the Pacific Qualifications Framework? – What mechanisms are in place for skills testing and certification (licences)?
<p>Diversifying the pathways for skills acquisition</p> <p><i>Organisation, delivery, access and pathways</i></p>	<ul style="list-style-type: none"> – Do qualifications structures enable progression through multiple pathways between school, TVET and higher education? – Is there flexibility in the qualification system to enable multiple points of entry and exit in order to facilitate lifelong learning? – Are mutual recognition arrangements (including recognition of prior learning) in place between providers? – Is accredited training available through multiple settings including in the workplace, open and distance learning and in community facilities (especially for disadvantaged groups)?
Delivery	
<p>Enabling diversity and excellence in training provision</p> <p><i>Access and Provision</i></p>	<ul style="list-style-type: none"> – To what extent are public providers encouraged to be responsive to labour market demands through flexible and incentive based funding mechanisms? – Are incentives in place to encourage private provision of accredited courses in response to both generic and niche labour market demand? – What partnerships at national and regional levels are there for cost sharing and rationalisation of training supply? – Are there programs in place to encourage higher levels of female participation in skills development (including non-traditional trade areas)? – Are there programs in place that address the barriers to participation in skills development for disabled people? – Are there programs in place that address the barriers to participation in skills development for marginalised communities in remote locations?
<p>Fostering relevance in public training programs</p> <p><i>Demand Driven TVET data and market research</i></p>	<ul style="list-style-type: none"> – What are the links between industry partners and training providers including industry roles in curriculum development and course delivery? – What are the links between training providers and relevant research organisations? – What qualifications and industry experience do trainers have? – What is the proportion of full-time public service staff with permanent tenure to contracted fixed term staff? – What are the criteria for staff recruitment? – What mechanisms are there in place to promote and support on-going professional development of trainers?

Word Bank Policy & Pacific TVET Framework Areas for Analysis	Key questions related to Pacific TVET Framework Priority Areas
	<ul style="list-style-type: none"> – To what extent does the availability of tools, equipment, consumables and workshop space allow or inhibit the delivery of accredited and/or industry endorsed programs?
<p>Enhancing evidence-based accountability for results</p> <p><i>M&E Plan</i></p>	<ul style="list-style-type: none"> – What is the nature and extent of reporting of student related data by public and private training providers? – What is the nature and extent of graduate post-completion data? – What mechanisms are in place to systematically evaluate data and report performance in relation to national economic and social development objectives? – To what extent is research commissioned and applied in the development of policy and effective implementation of national and regional TVET systems?

The application of this structured approach to the *Review of the Pacific framework for Technical and Vocational Education and Training* has brought a number of advantages including:

- A consistent line of questioning and analysis that has provided both a comprehensive perspective of each country’s progress and uptake of the Framework, and a means by which countries can be benchmarked with respect to a Pacific norm,
- A mechanism to clearly identify policy gaps by country and the region,
- A logical reporting structure that is consistent with other WB country reports enabling comparison and benchmarking with respect to other countries and regions in the world, and
- The opportunity to propose evidence based strategic interventions based on global research and applicable models.

2.2 Methodology

The review was conducted over 39 days across the period March to May, 2015. It comprised 19 days for in-country consultation and just under 3 weeks for desk based research and report drafting and finalisation.

In-country consultation - Given the geographic breadth of the region it has been impracticable to consider consultative visits to all countries within the time and resources available. The review has therefore relied heavily on document research supplemented by a survey⁶ of targeted stakeholders. However, it has been possible to conduct **consultative visits**⁷ to a sampling of five Forum countries – Fiji, Palau, Papua New Guinea (PNG), Marshall Islands and Tuvalu. Opportunities also arose for the reviewer to undertake further consultations through networks associated with other activities in Samoa, Tonga and Vanuatu although the latter was disrupted by the destruction caused by Cyclone Pam. A full list of people formally consulted during the visits is provided in Annex 4.

Desk-based research⁸ commenced with an examination of national strategic development plans for each of the Forum countries. These documents offered insight into the significance of TVET and workforce planning in the thinking of national governments and provide clues to

⁶ A copy of the survey instrument is provided in Annex 5

⁷ A list of people/organisations consulted is provided in Annex 4

⁸ A full reference list is provided in Annex 3

the level of alignment with the Pacific TVET Framework and possible directions for further investigation.

The currency of the national strategic development plans varies with some dating to 2004/5 (FSM, Tuvalu and Nauru (although updated in 2009)). Most of the others date to the 2009-2011 period with Samoa and Kiribati being the most recent, dating to 2012. In addition, quite a number of the national plans are up for renewal – Tonga in 2014 and the Cook Islands, Fiji, Kiribati, Tuvalu and Vanuatu in 2015.

It has therefore been fortunate to have available the 2014 Country Reports that most of the Forum countries prepared for the *Third International Conference on Small Island Developing States* (SIDS) held in Samoa in September 2014.

Other recent and significant documentation includes the World Bank SABER WfD analysis completed in the Solomon Islands in 2014 and the range of Financing TVET in the Pacific Country Reports that have been developed by the Australian Council for Educational Research. Commissioned by the Australian Government, these studies for Vanuatu, Samoa, Papua New Guinea, Solomon Islands, Kiribati, Tonga and Fiji have been completed over the past 2 years. Each study provides an overview and analysis of the TVET system in the respective countries and an analysis of current funding arrangements which is particularly pertinent to the Pacific TVET Framework priority area related to financing.

The research has been supplemented during in-country consultations and through the survey to some extent. While the completed surveys provided valuable and current information, there was a disappointing response to the survey with only 8 replies as follows:

Nauru	1	Samoa	1
Niue	1	Tonga	3
Palau	1	Vanuatu	1

A range of other documents have been important including, for example: *Skilling the Pacific* (ADB, 2008), *PNG TVET Needs Analysis* (AusAID, 2011), and a number of ADB background papers on various countries prepared mostly between 2006 and 2011. While now dated to some extent, these documents have provided important baseline insights against which current developments with respect to the Pacific Framework could be measured.

3. Progress and uptake of the Pacific TVET Framework

Following in-country consultations in Fiji, Tuvalu, Papua New Guinea, Palau and the Marshall Islands and a review of the survey responses it has become clear that the Pacific TVET Framework (PTVETF) has in itself not had a significant impact on the development of TVET across the region.

While there has been progress in each of the priority areas to a greater or lesser extent in a number of countries there is little evidence to suggest that these developments have been directly attributable to the Pacific TVET Framework.

One possible reason as noted in a 2012 review of the Pacific Education Development Framework (PEDF) is that in some countries, subsectors such as TVET and NFE do not come under the ambit of the Ministries of Education creating a disconnect between formal education and TVET providers⁹. However it has also been noteworthy that there has been no reference to the Pacific TVET Framework in any policy documentation that has been available to the review from Ministries of Education.

In discussion with the SPC TVET Sub-committee members who developed the Framework for Forum Ministers' endorsement in 2012, it was assumed at the time, that the PTVETF would be taken up at a country level by the respective Ministries of Education and used as a basis to guide national TVET development, particularly in the school sector.

However up to the time of this review, there has been little follow up or monitoring of progress undertaken. In fact, the SPC TVET Sub-committee after preparing the PTVETF in 2012 has only recently reconvened for the purpose of developing the Terms of Reference for this review.

As a consequence the following discussion is more a stock take of TVET developments in the region rather than a commentary on the take-up of the PTVETF. It would appear that any correlation between TVET developments in the region over the past few years and the PTVETF are coincidental.

This is not to say the priority areas within the PTVETF are not appropriate. On the contrary, each of the priority areas are highly relevant to the development of an effective TVET system as evidenced by their correlation to the World Bank's key policy areas. The issue therefore is not so much about the content of the PTVETF it is more about the fact that for whatever reason there has been no monitoring of the framework's implementation on the assumption that, having being endorsed by the Forum Ministers, it would have been naturally taken up at country level.

3.1 Policy & Advocacy

Across the region, national development strategies express the necessity of quality education and training systems as a key determinant of national economic and social development. In some instances this flows into national education policy.

The key questions to be considered with respect to this PTVETF priority area are:

- To what extent do national policies reflect the goals and objectives of the Pacific Framework for TVET?
- How well are strategic objectives for TVET expressed in national policy and strategic planning documentation?

⁹ PIF Secretariat FEDMM May 2012 Update on the implementation of the PEDF – country and regional level P4

- To what extent do senior levels of government and the private sector advocate for effective TVET systems at national and regional levels?

A country-by-country analysis is provided in Annex 2.1. The following is a synthesis of viewpoints derived from that analysis.

3.1.1 To what extent do national policies reflect the goals and objectives of the Pacific Framework for TVET?

Statements embodied in national strategic development and departmental policy documentation are for the most part aligned to the PTVETF objectives and reflective of the PTVETF priority areas.

Across the region, skill development through effective TVET systems is seen as a primary strategy to:

- support private sector development,
- improve public sector service delivery, and
- improve overall economic growth.

Remnants of attitudes remain that TVET training in schools is primarily provided as an alternative pathway for academically underachieving students who might otherwise dropout of schooling at an early age. However, the majority of policy statements make the link between TVET delivery and economic outcomes.

Examples include where the Fiji Government notes that human resource development is at the core of their strategies to support inclusive national economic growth and that the promotion of TVET continues to be prioritized with a target to establish ten vocational centres as part of a strategy to expand vocational training.

In the Federated States of Micronesia (FSM) the 2012 *National Policy on Vocational Development and Skills Training* at the federal level establishes skills training with career pathways as a separate learning track for public schools.

The Marshall Islands' *TVET Strategic Plan 2012 – 2014 (TSP)* and the *National Training Council Strategic Plan 2013-2015 (NTCSP)* are both consistent with the intent of the PTVETF. Both documents incorporate objectives for:

- a demand driven TVET system based on improved labour market data
- expanding the output of TVET programs
- improving the internal efficiency of the TVET System
- Clarifying the roles and relationships within the TVET System

In Tuvalu the *Te Kakeega II – National Strategy for Sustainable Development (TKII) 2005 – 2015* has a strong focus on employment and private sector development in tourism, agriculture and fisheries and, as a result, education and training policy targets the skill and manpower demands of these productive sectors.

The *National TVET Policy* in Vanuatu was approved by the Council of Ministers in 2011. Its key objectives for a well-resourced and accessible TVET System that is demand driven, is quality assured, provides pathways to further education and training, and leads to productive employment, are entirely consistent with the PTVETF.

While the policy statements from countries across the region are for the most part in step with the PTVETF with respect to enhancing the status of TVET to a point where it might become a mainstream activity for Pacific youth development and youth employment, the extent to which these policies are being implemented is less clear.

It was noticeable in a number of instances where statements of intent for TVET system support in national strategic development documents written some years ago were being repeated in subsequent documentation including the more recent country reports prepared for the Small Islands Developing States Conference held in Samoa in 2014.

The view that there is a degree of variance between policy intentions and actual practice in some cases was reinforced by survey responses and in-country consultations. For example in the Marshall Islands comments received included:

- TVET objectives are not clearly understood by Government, and
- RMI used to have strong VET in Schools programs prior to independence. Facilities and teaching quality has declined over the last decade.

From PNG there was a view that the Department of Education in PNG does not provide adequate resourcing of TVET from the education budget.

The *Solomon Islands TVET Financing Study (2014)* undertaken by the Australian Council for Educational Research (ACER) on behalf of the Australian Government noted:

- an under developed policy direction for TVET; and
- a lack of cohesion in funding for TVET

In Tonga it was noted that at the parliamentary level there is limited understanding of the nature of TVET and its role.

3.1.2 How well are strategic objectives for TVET expressed in national policy and strategic planning documentation?

In every strategic development document from across the region, human resource development generally and skill development in support of economic outcomes specifically, are seen as a high priority.

Whether it be to support economic growth at home or to facilitate access to international labour markets abroad, Governments are planning and implementing ways to reform their respective TVET systems. Throughout the strategic development planning documentation and the more specific education and training policy statements where they exist, Governments are seeking to better align training delivery to priority skill demand areas at quality levels commensurate with the needs of national and international labour markets.

Economic sustainability is a major factor in determining the nature of Government objectives for TVET. In the larger economies such as PNG and Fiji a focus is on support for national industry development with a view to increasing national employment in areas of skill demand and reducing the reliance on foreign workers. In these better resourced countries there is also an objective to attract foreign investment in part through the availability of a skilled national labour force at relatively lower unit cost.

The extent to which the Fiji Government is actively pursuing its national skill development agenda was emphasised in their report to the Small Islands Developing States (SIDS) Conference in Samoa in 2014. In this report the Fiji Government noted that human resource development is at the core of their strategies to support inclusive national economic growth.

In the middle level economies in the region such as the Solomon Islands and Tonga the focus is on skilling youth for both national and international labour markets based on established labour market movements especially to New Zealand and Australia.

In the Solomon Islands the *National Human Resource Development and Training Plan 2012–2014* (NHRDP) includes a number of objectives to:

- Define the skills that are in demand domestically and internationally

- Establish mechanisms that assist the education and training system to meet current and future demands
- Support the development of a workforce with the skills to take advantage of international labour opportunities

In Tonga, the Government states that skilling people for social and economic development through effective TVET programs is at the core of the Government's commitment to meet the critical demands for skills and expertise for local industries, the informal employment sector and international labour markets

At the other end of the scale the very small economies that are vulnerable to the impacts of climate change are focusing their skill development objectives on regional and international labour markets. Countries such as Kiribati, Tuvalu and the Marshall Islands are examples where their strategic plans make specific reference to TVET as the mechanism to facilitate overseas employment and skilled migration. For example:

- Kiribati is enhancing tertiary and vocational training for youth to meet regional (Australian) and international standards
- In Tuvalu, the strategy is to expand TVET with an expected outcome that by 2015 TVET would be meeting the needs of the labour force at home and abroad.
- In the Marshall Islands the intention of Government is to maintain and enhance national regional and international partnerships to create new employment and training opportunities for Marshallese workers.

3.1.3 To what extent do senior levels of government and the private sector advocate for effective TVET systems at national and regional levels?

While there appears a strong appetite for TVET in national strategic development documentation, there is little evidence that suggests this translates into similar levels of advocacy for the TVET sector across Governments and the private sector generally.

Across the board, there were few references to advocacy as an integral strategy in any of the policy documents considered by this review. Exceptions included the Fiji Higher Education Authority identifying in its strategic plan that advocacy of the Fiji Qualifications Framework is an important strategy and the Marshall Islands where there is a plan to continue to strengthen the capacity of the National Training Council (NTC) to serve as the lead agency in identifying promoting and advocating effective employment training policies and practices.

In this latter example, the extent to which this has occurred is brought into question by comments made during consultations including *there is a need for government departments and agencies to advocate more strongly for TVET* and *there is a lack of commitment from industry to advocate for TVET*.

In Tonga it was noted in a survey response that, as mentioned in a comment above, at the parliamentary level there is limited understanding of the nature of TVET and its role and as a result there is limited advocacy within government.

In Vanuatu, a respondent to the survey believed that there is increasing advocacy for the TVET system particularly amongst productive sector departments at national and provincial levels. However, it was felt that the effectiveness of the TVET system needed to be advocated more to politicians (Member of Parliament) and to senior government officers within other Ministries.

3.2 Demand driven TVET data & market research

A country-by-country analysis is provided in Annex 2.2. The following is a synthesis of viewpoint derived from that analysis.

3.2.1 To what extent have there been rigorous assessment and clear articulation of national economic and social policies and direction?

The extent to which Governments across the region have rigorously assessed and articulated their respective national and social policies is evident in each national development strategy and the underpinning strategic plans at agency level. It is evident that the processes to develop these strategies have been comprehensive in nature involving extensive consultation and input from relevant government agencies. Irrespective of the size of the different countries, each country has exhaustively articulated consideration of its development challenges and the strategies in place to address them. Each of the strategic planning documents have also included outcome objectives, timeframes and indicators.

However it is not clear to what extent non-government stakeholders have been engaged in the development of these plans. In fact it is noticeable how frequently an intention to engage with external stakeholders is part of a strategy. It would seem in this context that for the most part, while being a focus of strategies in numerous instances, the private sector (industry/employers/workers) have not played a significant role in national economic policy development particularly with regard to labour market intelligence.

An exception appears to be Nauru where a survey respondent reported that employers are engaged in the development of national economic priorities and associated skill requirements through workshops. It also appears that Fiji employers have been surveyed during the development of the *National Strategic Human Resource Plan (NSHRP) 2011 – 2015*.

3.2.2 What mechanisms are in place to systematically collect and disseminate data related to economic and social development objectives and their associated skill requirements?

Other than through national statistics offices (NSOs), formal mechanisms to collect and disseminate data are difficult to find. Even within NSOs there are issues, as in most NSOs their limited resources are focused on censuses, household income and expenditure surveys and the occasional sectoral study. Some labour market studies have been conducted by NSOs but as was reported from Tonga, the last of these was twelve years ago due to lack of resources. In the more recent 2013 Tonga labour market study completed under a donor funded program, it was demonstrated that it is possible to extrapolate a great deal of labour market information from national census data applying International Standard Classification of Occupations (ISCO) codes but the infrequency of censuses and the lag before publications can mean that the data is out of date.

Other than through the NSOs most countries do not have any systematic mechanisms to inform skill development planning and delivery. Samoa has regular triennial employer surveys conducted by the Ministry of Commerce Industry and Labour (MCIL). Vanuatu has developed skills plans with industry, local government and productive sector department support for its six provinces and is working towards a national skill development plan. But for the mostly the links between industry and skills planning and delivery is weak. For example:

- In the Marshall Islands it was reported that there are no formal links with industry at government or provider level to involve employers/organisations in labour market analysis (although the RMI Chamber of Commerce and Industry does discuss issues with the Government).
- In PNG's Medium Term Development Plan (MTDP) 2011-2015 the National Statistics Office reports that labour market data is among the most important of statistics, yet regular official surveying is nonexistent.
- In Vanuatu there is a range of mechanisms to collect data related to economic and social

development. For example the Reserve Bank of Vanuatu, the National Statistics Office and the Ministry of Finance and Economic Management release quarterly report on economic and social development. However there is no further analysis to identify any associated skill requirements.

3.2.3 What is the nature of employer involvement (both from the formal and informal economies) in the determination of national economic priorities and associated skill requirements?

Across the region employer surveys and industry advisory groups are common strategies to assist with the development of competency standards, national qualifications and workplace practicum arrangements. In some instances employers are surveyed on a routine and periodic basis, but quite often surveys are irregular and when they do occur are specific in nature rather than strategic. Similarly, while in some cases industry advisory groups are standing committees, most are ephemeral, brought together for specific purposes and then disbanded.

Over the past few years the Samoa Qualifications Authority (SQA) has developed national competency standards and Samoan qualifications in a range of high priority skill areas with the direct support of industry advisory committees. The Vanuatu Qualifications Authority (VQA) Act mandates the Authority to establish Industry Skills Councils to advise the authority on the skills needs of each industry. In Tonga, the outcomes of a 2013 labour market study are validated and supplemented by consultation with the Tonga Chamber of Commerce and Industry and associated industry groups in the preparation of an Annual Training Plan. The purpose is to ensure that funding is targeted toward skill development programs in agreed priority areas. USP has approved TOR for Industry Programme Advisory Committees for every programme and there is genuine input from the industries. The extent to which USP is responding to industry demand is evidenced by the self-funding nature of its TVET offering.

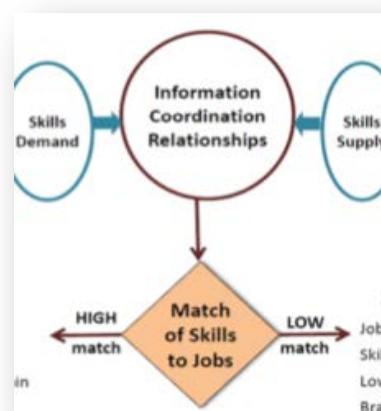
Other than meeting allowances there is no evidence of substantial incentives being offered to encourage employer participation in the development of national economic priorities and associated skill requirements. Employers are approached to give freely of their time on the assumption that they will ultimately benefit if, as a result of their input, the relevance and quality of training improves, which in turn will improve graduate employability and workplace productivity as a result. The risk of course being in this equation that if the quality of training does not improve despite the time and effort provided by industry, any existing negativity to the training system will be further exacerbated.

3.3 Coordination

Under the World Bank WfD Framework, Coordination is at the core of an effective workforce development system if there is to be a better match between skill demand and skill supply.

Unfortunately, across the region it is this aspect that is frequently lacking. Through in-country consultations and through survey responses it is apparent that TVET is seen mostly as a discrete responsibility of the education sector and that linkages to other government agencies and to the private sector have been tenuous at best. There are some signs of this improving, particularly in jurisdictions where donor funded TVET programs are underway and where educational quality assurance agencies are beginning to have an influence.

One of the primary conclusions from the *TVET Financing Study* conducted by the Australian



Council for Educational Research (ACER)¹⁰ for the Australian Government was that there is a need to improve overall management and coordination of the TVET sector to achieve greater policy coherence, better overall management and oversight, and, consequently, additional efficiency and equity¹¹.

A country-by-country analysis of the coordination question is provided in Annex 2.3. The following is a synthesis of viewpoint derived from that analysis.

3.3.1 Are there barriers to cooperation between government agencies and between government and private sector agencies that have a stake in workforce development?

One of the principle barriers to cooperation and coordination is a general perception of the nature and status of TVET. In many places TVET is associated with alternative pathways for the less academically minded to keep them in school or it is seen as an opportunity for second chance learning for out of school youth. This 'second cousin' attitude, as mentioned by one respondent, pervades across government departments, across the private sector and across the community as a whole.

With an attitude that dealing with less academically gifted young people and dropouts is an educational problem, other government departments tend not to perceive there to be any relevant linkages to their own portfolios. As a result coordination across ministries to put in place a more holistic, whole of Government, approach to national economic development and its associated skill development requirements is not evident.

The issue is exacerbated by the general quality of TVET delivery across the region. The lack of trained instructors, out of date courses, poorly equipped workshops and limited budgets to afford utility and consumable costs result in graduates that are less than work ready. As a result employers become disaffected with the output of training providers and see little incentive to engage with schools and institutions.

Where this is the case, the discussion needs to shift away from the use of the term TVET with its negative connotations, and move toward expressions such as skills for employability or skills development for economic growth. In this context it becomes apparent that practical skill development is not simply about alternative pathways in schools but more importantly it is about skill development that leads to an economic outcome for the individual in terms of employment, for the employer in terms of improved productivity and for national prosperity as a whole.

Recent developments in Fiji Department of Education offer a good example of how the negative TVET cycle might be broken. In recognition of the negative connotation attached to TVET the Department is now progressing the Technology Employment Skills Training (TEST) programme which is intended to lift attitudes and establish vocational education as a priority. Under TEST the Department has embarked on an ambitious programme to establish 10 technical colleges across the country. Three have already been established on previous secondary school sites by relocating affected secondary students to other schools.

The new technical colleges, with post year 10 entry level, are intended to raise the status of skills training in a college environment where students are no longer the lower level stream as they were in high schools. The colleges with improved economies of scale and with strong support from government are able to supplement existing staff with new instructors from industry and to offer better equipped workshops and teaching resources. Programs covering 14 discipline areas are being offered at the Certificate II level under the Fiji Qualifications

¹⁰ The 2012 – 2014 study included 7 countries – Fiji, Kiribati, PNG, Samoa, Solomon Islands, Tonga and Vanuatu

¹¹ TVET Financing Overview Paper, Kaye Schofield (DFAT 2015)

Framework. Graduates on completion will receive a nationally recognised certificate with improved opportunity for employment or further education and training at FNU.

Economic outcomes have also been the focus of Australian Government skill development interventions in Vanuatu. What was the TVET Strengthening Programme is now called the Skills for Economic Growth Program. By being able to demonstrate a clear link between targeted skills development and business development support services to improved productivity and income, the Programme has gained a high level of support at provincial and national government levels. The success of this approach might be best expressed by the Prime Minister of Vanuatu who in a 2014 speech said:

Today marks a new chapter in the development of the TVET sector in Vanuatu to ensure that our people have access to quality skills training that leads to economic growth outcomes - whether they are working in the formal economy or informal economy, whether they are living in urban areas or rural areas, whether they are a man or a woman, whether they are able-bodied or disabled... my Government is extremely pleased to pledge its financial and systemic support to ensure that our TVET system... will be sustained for the long-term.¹²

3.3.2 What mechanisms are in place to stimulate cooperation and coordinated activity within government and between public and private stakeholders?

Across the region there are few examples where mechanisms to stimulate cooperation and coordination are actually in place. Most governments in their strategic planning documentation at national and departmental levels make reference to the need for improved coordination mechanisms but in practice these intentions have yet to be realised.

For example in PNG, a proposal to establish a National Skills Development Authority (SDA) was included in the *National Human Resource Development Policy and Strategy (HRDP) 2005*. The proposal was reviewed and approved by Cabinet “in principle” in 2006. The intention was to create an autonomous statutory body responsible for the promotion, coordination, support and monitoring of training within PNG by amalgamating the National Training Council (NTC), the National Apprenticeship and Trade Testing Board (NATTB) and the TVET Division of National Department of Education (NDOE). Such an authority has still not been established. However, during consultations in PNG, signs of improving coordination were indicated with NDOE officers reporting positive cooperation with the NTC.

Other examples include Palau and Tuvalu where during in-country consultations education department officials advised that no coordination mechanisms were in place.

In Fiji, the Higher Education Commission is best positioned to undertake a central coordinating role but, while the FHEC Act includes an objective to promote cooperation, there is no reference to coordination in the FHEC vision, mission or overview statements on its website. Its coordinative relationship with Fiji National University (FNU) and the National Training and Productivity Centre (NTPC) remains unclear.

There are some examples where mechanisms are in place. The respective boards of the Samoa and Vanuatu Qualifications Authorities with their broad government sector and private sector representation provide a strategic focus for skills planning and delivery. Strategic Advisory Groups attached to Australian Government funded programs in Vanuatu and Tonga are further examples where cross-sectoral representation is facilitating coordinated approaches to skill development. The Provincial Training Boards in Vanuatu are further examples of effective coordination mechanisms at a local level.

¹² The Rt Hon Joe Natuman Prime Minister of Vanuatu from a speech delivered to the VTETSSP Strategic Advisory Group in July 2014

3.3.3 Are monitoring and evaluation systems in place to provide credible evidence to support better coordination and management of effective TVET approaches?

Substantial effort is evident in the measurement and analysis of achievements against the higher level Millennium Development Goals but this has not flowed into specific monitoring and evaluation of TVET related outcomes.

National and departmental level strategic documentation across the region incorporates TVET related outcome objectives and indicators, but there is little evidence of any systematic approach to data collection and analysis. Rarely is baseline data suggested and rarely is there reporting in relation to the achievement or otherwise of objectives. If there has been any analysis it has tended to focus on the school sector. For example in Vanuatu the education management information system (VEMIS) excluded TVET related data.

3.3.4 Are there effective communications strategies in place to disseminate evidence based outcomes that promote enhanced cooperation and coordination?

Comments were received during in-country interviews and through the survey that, given its generally low status, it is important to promote TVET and tell the 'good news stories'. There is little evidence however that this has been approached in a consistent and coordinated fashion. Donor funded programs in Kiribati, Tonga, Samoa, Vanuatu and the Australian Pacific Technical College (APTC) have developed communications strategies and relate their respective achievements especially graduations and subsequent economic outcomes through reports, media releases, DVDs and websites. Supportive monitoring and evaluation strategies provide the evidence base for much of this reporting. USP and the Commonwealth of Learning (COL) has created online community platform to allow sharing and dissemination of idea. The platform will begin running from August this year.

3.4 Financing TVET

A country-by-country analysis of the financing question is provided in Annex 2.4. The following is a synthesis of viewpoint derived from that analysis.

3.4.1 What proportion of government and private sector budgets is allocated to fund TVET that is aligned to national and private sector economic development priorities?

While expenditure data is not readily available from all the countries covered by the PTVETF review, the following table provides some insight into the levels of expenditure associated with TVET delivery in seven countries covered by the *Financing of TVET in the Pacific studies* undertaken by the Australian Council for Educational Research (ACER) on behalf of the Australian Government. All figures relate to 2013.

	Estimated Expenditure on TVET ^a USD Million	Population ^b Million	TVET Expenditure per capita USD	GDP ^b USD Million	TVET Expenditure as a % GDP
PNG	57.31	7.321	7.83	15,290	0.37%
Fiji	48.04	0.881	54.53	3,855	1.25%
Solomon Islands	36.20 ^c	0.561	64.53	1,096	3.30%
Kiribati	16.85	0.113	149.12	169	9.97%
Tonga	7.55	0.104	72.60	466	1.62%
Vanuatu	7.28	0.278	26.19	828	0.88%
Samoa	3.64	0.193	18.86	802	0.45%
	176.87				

^a Source: Financing of TVET in the Pacific Overview Paper

^b Source: Google including World Bank

^c includes almost USD23 million for scholarships but it is not clear what proportion actually relates to the TVET sector so there could be some distortion in the per capita and %GDP figures.

By way of comparison the following table has been extracted from the ADB 2008 study *Skilling the Pacific*¹³. While direct comparison is difficult as it is unclear as to what extent the research methodologies coincide, there is some similarity. If the methodologies have coincided in some way, the table below (even though it has been derived 5 years before the ACER study) could still enable some comparative analysis of the TVET share of GDP across a number of the other countries under review.

Table 3.6: Financing of TVET in the Pacific

Countries	TVET as Share of GDP (%)	TVET as Share of MOE Expenditure (%)	MOE Expenditure as Share of Budget (%)	MOE Expenditure as Share of GDP (%)
Cook Islands	0.2	6	—	3
Fiji Islands	0.4 ^a	4	19	10
Kiribati	0.6 ^b	3	25	21
RMI	1.8 ^c	24 ^d	12 ^e	24
FSM	1.4	7	—	19
Palau	3.3 ^f	54 ^g	11	7
PNG	0.5 ^h	13	16	8
Solomon Islands ⁱ	3.5	40	25	9
Tonga	0.3	9	13	3
Tuvalu	—	—	23	—
Vanuatu	0.6	3 ^j	26	12

^a If the training and productivity authority of Fiji is included, this increases to 0.68.

^b Data for Tarawa Technical Institute only. If the Fisheries Training Center and the Marine Training Center are included, the figure rises to 2.0.

^c Includes the National Training Council, National Vocational Training Institute, and the business studies/computing part of College of the Marshall Islands; however, if only the National Training Council is included, then the figure is 0.5%.

^d Includes the National Training Council, National Vocational Training Institute, and the business studies/computing part of College of the Marshall Islands; however, if only the National Training Council is included, then the figure is 2%.

^e Pertains to government funds only—excludes external funds.

^f Palau Community College only, which also offers bachelor degree courses.

^g Ministry of Education expenditure here also includes external funding through the Compact.

^h Vocational centers and business and technical colleges only. Excludes the National Training Council.

ⁱ TVET reference is for all tertiary sectors so the actual TVET expenditure is much smaller.

^j Vanuatu Institute of Technology only; 6% for all TVET-related activities.

Note: Data are not available for all countries in the study.

FSM = Federated States of Micronesia, PNG = Papua New Guinea, RMI = Republic of the Marshall Islands, TVET = technical and vocational education and training, — = data unavailable, % = percent.

Sources: In-depth and background reports; and World Bank, 2007.

If there is some commonality of methodology, it is also possible to note the changes if any between 2008 and 2013 for some of the countries in the ACER study. For example in Fiji the move from around 0.7% of GDP in 2008 to 1.25% in 2013 could be indicative of significant additional investment in the sector. Development of the Fiji National University (FNU), the

¹³ *Skilling the Pacific* (ADB 2008) p52

Higher Education Commission (HEC) and recent increased investment in the school sector have all occurred in the intervening period and could all be elements of increased investment in the TVET sector by the Fiji Government.

Similarly in Tonga, the substantial shift upwards could reflect increased donor funded investment, firstly through the Australia/New Zealand TVET Strengthening Programme and secondly through the Australian Interim Skill Development Facility; both of which have occurred after 2008.

The movement downward in PNG could reflect rapid economic growth over the past few years lifting GDP but the investment in TVET not keeping pace. A degree of dissatisfaction with TVET funding levels was noted during in-country consultations in PNG.

The ACER studies point to a disparity in the ways TVET is financed across the seven countries. Government grants and fees are the predominant financing mechanisms but the proportion of each to overall TVET funding varies considerably from country to country. In Samoa and the Solomon Islands for example the government grant component amounts to 63% and 54% respectively.

Of note, both Kiribati and Vanuatu, in addition to having lower Government grant financing of 30%, also have low fee elements. The Kiribati fee component is only 1.4% and in Vanuatu it is 12%. In the absence of any substantial private financing the balance of funding will be attributable to donor assistance with both countries implementing TVET Sector Strengthening Programs funded by Australia.

The extent to which TVET financing across the region is targeted specifically to national and private sector economic development objectives is variable. Perhaps reflecting its stronger economy and industrial base, the Fiji government through the HEC is progressing a demand led system with significant industry input into the development of national competency standards and qualifications. FNU is demonstrating increasingly targeting areas of skill demand and the National Training and Productivity Centre (NTPC) continues its direct involvement with workplace training.

Evidence of an increasing focus on demand can be found in Kiribati, Samoa, Tonga and Vanuatu where Australian funded programs are supporting national TVET system reform. The PNG NTC is also pursuing a similar agenda but the fragmented nature of TVET policy implementation and the reported lack of resources is limiting progress. In the Marshall Islands the NTC funds training conditional on providers demonstrating that the proposed training is linked to the NTC strategic plan and priority skill areas. There are also positive signs in Tuvalu where through an arrangement with FNU, post school TVET programs that target perceived employment opportunities for Tuvaluans abroad have commenced.

Outside these examples, TVET systems in other parts of the region tend to remain supply driven with financing mechanisms playing no role in the determination of TVET offerings in both the school and post-school environments.

3.4.2 Are there partnerships with the private sector that broaden the funding base for TVET?

Across the seven ACER countries, TVET financing from non-government sources amounted to 10.4%. Of this the bulk (6.9%) came from enterprise contributions mostly in the form of employer levies. Such levies are in practice in Fiji and PNG where levy funds are used to finance both workplace training and the institutional components of apprenticeships. The implementation varies in each country but their intent is similar – to promote workplace training and improve productivity. In Fiji the levy grant scheme supports management of the apprenticeship system. In both countries however the ACER research has pointed to

inadequacies in the implementation of the respective levy systems and recommended review and reform.

Other private sector support from industry is mostly in kind, either through donation of equipment and consumables or through support for the workplace component of training courses. The latter varies in degree from minimal workplace exposure in school based TVET programs to substantial exposure in apprenticeship programs and some institutional courses such as the maritime colleges where a significant component of ratings training is required on board ships.

In the Pacific, faith based organisations are another significant aspect of private sector contributions to TVET funding. In Tonga, Samoa, Vanuatu and the Solomon Islands church schools and rural training centres are important elements of TVET delivery. But as calculated by the ACER study, faith based provision across the seven countries in the study account for less than 1% of TVET funding overall.

3.4.3 Is there any evidence of incentive based funding of TVET activities?

Incentive based funding schemes are being steadily introduced in Vanuatu, Samoa, and Tonga under Australian development assistance programs. In Vanuatu an Employment and Training Fund (ETF) has been operational for sometime on an experimental basis in two northern provinces and more recently in a third. Through the ETF, providers are encouraged to deliver short courses in the provinces linked specifically to economic opportunities for participants. Based on successful outcomes to date, access to the fund has been extended recently to a fourth province and there is an expectation that over the coming years all six provinces will be able to access the fund. Given limited training capacity across the country, the ETF has not stimulated any great sense of competition between providers but it has demonstrated the benefit of targeted funding to Government and training providers alike. The Government is now considering the development of a national training fund through which better targeted TVET funding might be fostered rather than the continuance of existing grant funding based predominantly on previous annual allocations.

In Tonga a Skill Development Fund (SDF) has been established under the Australian funded Interim Skill Development Facility. The SDF is available to national training providers if they have the capacity to respond to identified skill demand at the required quality level. Where this is not the case, the SDF will contract international providers conditional on their partnership with a national provider. In the public sector in Tonga at present there is no real incentive for providers to actively change their traditional approaches to training as any revenue earned is returned to consolidated revenue. The purpose of the SDF is to demonstrate the benefits of targeted skills development funding with a view to encouraging demand driven reform of the Tonga TVET system downstream.

The Samoa Qualifications Authority (SQA) provides incentives for providers to both register and deliver accredited courses in priority skill demand areas. Incentives are provided in kind through either professional development funding for instructors or funding for consumables and minor equipment used in course delivery. In addition the SQA Access Grant scheme is intended to encourage registered providers to deliver accredited programmes in skill demand areas out in the community; attract females to enrol in non-traditional trades training; and enable registered providers to deliver accredited programmes in workplaces.

In the Marshall Islands the National Training Council funds training on a two-stage competitive grant basis. Stage one involves providers submitting an expression of interest. Providers must demonstrate how the training links to the NTC strategic plan and priority areas. Once the expression of interest is endorsed by the NTC a full proposal for training is submitted to the NTC Board for final approval.

Other than these examples, there are minimal indications of governments effectively leveraging their funding processes to strategically influence TVET provision.

3.4.4 Do public providers have a level of autonomy that allows for the retention of revenue and the contracting of fixed term staffing?

Understandably in the school sector there are no public providers with any level of autonomy. While some capacity might exist to engage in fund raising activities and contract support staff for specific purposes, schools for all intents and purposes remain fully reliant on national appropriations for capital and recurrent costs including staffing.

In the post-school sector there are a number of public providers with adequate levels of autonomy to retain revenue and contract staff. Examples include the dual sector universities such as the University of PNG (UPNG), the National University of Samoa (NUS), Fiji National University (FNU), the Solomon Islands National University (SINU), the FSM College of Micronesia (COM) and the College of the Marshall Islands (CMI).

However, amongst discrete post school TVET providers the situation is mostly reversed with the exception being in Vanuatu where the Vanuatu Institute of Technology (VIT), the Vanuatu Agriculture College and the Vanuatu Maritime College are all able to retain and reinvest revenue and contract staff. The maritime colleges in Tuvalu and Kiribati also have a degree of autonomy. In PNG, technical and business colleges can fund part-time and non-teaching staff from their own resources.

3.4.5 How well is investment in TVET monitored and measured against effectiveness and cost efficiency criteria?

Where donor funded TVET programs are in progress, significant resources are applied to establishing broadly based monitoring and evaluation frameworks. These are predominantly focused on the measuring indicators related to outputs and outcomes. However, while questions around efficiency are considered in programme evaluation there are few instances where evaluation has translated into any form of financial analysis related to costs and benefits. The efficiency measures have mostly focused on expenditure patterns in relation to budgets and forecasts. Elsewhere in the region, systematic collection and analysis of TVET related data is difficult to find.

The ACER studies across the seven countries have certainly provided a great deal of analysis about cost but there remains the task to evaluate the economic returns from this investment. The ADB Skilling the Pacific study makes reference to perceived benefits in terms of national economic development and the benefits derived from remittances associated with overseas employment. It also notes that in the latter case there may be social costs in terms of family disruption that would need to be accounted for in any benefit analysis. To date there is little evidence of perceived benefits and social costs being tested.

3.4.6 Are there funding mechanisms in place that promote access and improved equity for disadvantaged groups?

Donor funded programs in Vanuatu, Samoa, and Tonga each have an 'Access' objective including gender equality and increased participation rates for people with a disability.

By its very nature, the Vanuatu programme being provincially located is facilitating skill development in rural and remote areas. Such delivery improves access for women as the training is delivered close to their places of residence. It also facilitates mainstreaming of disabled people in training courses offered in local settings. The Australian Government's Pacific Women programme with its focus on gender equality and women's' economic empowerment is embedded in the Vanuatu TVET Program. Proposals for training funding incorporate criteria related to female and disabled people's participation. As an example of

the impact of this approach, gender parity was almost reached in 2014 with 48% of the one thousand plus trainees being women. The participation of disabled people in TVET Programme facilitated training and business development support services increased from 3% in 2013 to 8% in 2014.

Both Samoa and Tonga include financial incentives for training providers to expand their programs to support traditional female occupations and to support female participation in non-traditional occupational areas. Incentives are also provided in both of these cases to improve access for disabled people.

In the Kiribati program, a mid term review in 2013 found that the pre-Programme focus of KIT on the traditional trades has shifted to incorporate a wider programme base, opening up opportunities for more females. While the review noted that targets for female participation in non-traditional trades training were difficult to meet, it was pleasing to see that there were 21 females training in the non-traditional trades areas – automotive, electro technology, and carpentry and joinery.

3.5 Quality and Standards

A country-by-country analysis in relation to quality and standards is provided in Annex 2.5. The following is a synthesis of viewpoint derived from that analysis.

3.5.1 What mechanisms (including industry engagement) are in place to identify and quality assure standards for course accreditation and delivery?

The approach to quality assurance and standards varies across the region but it is possible to categorise these approaches under three broad headings:

- Those countries that are developing and implementing their own quality assurance, standards and qualification systems at a national level,
- Those countries that, through various methods, are accessing external quality assurance and course accreditation arrangements, and
- Regional providers such as the University of the South Pacific (USP) and the Australian Pacific Technical College (APTC).

The first group is comprised of Fiji, PNG, Samoa, Tonga and Vanuatu.

In Fiji, under the Higher Education Commission (HEC) the Fiji Qualifications Council (FQC) is responsible for the management of the National Qualification Framework and associated competency standard development and qualification packaging. In addition, the National Training and Productivity Centre (NTPC) has its own registration of provider requirement before providers can deliver training under the levy grant scheme. The NTPC is also involved in on-going development efforts by the National Trade Testing Department (NTTD), to continue to review the current Occupational Skills Standards (OSS).

In PNG, the National Training Council (NTC) in conjunction with other stakeholders such as the Department of Education introduced a National Qualifications Framework (PNGQF) and a quality framework in 2008. The purpose of both frameworks is to raise the quality of training in PNG.

The Samoa Qualifications Authority (SQA) has in place a qualifications framework and mechanisms for quality assurance of programs including provider registration and course accreditation. National competency standards and Samoa qualifications have all been developed with significant input from industry.

In Tonga the Tonga National Qualifications and Accreditation Board (TNQAB) has taken on the quality assurance role for course accreditation under the guidance of the New Zealand

Qualifications Authority (NZQA) to develop its policies and procedures. A national qualifications framework is in place. Attempts to date to develop industry training advisory committees (ITACs) have not been effective due to the limited commercial base and industry size and capacity to contribute.

The Vanuatu Qualifications Authority Act provides for the establishment of Industry Skills Councils to provide advice on the skills needs for individual industry and as a result the development of Training Packages has occurred with considerable support from industries. The VQA manages the Vanuatu Qualifications Framework and accreditation processes set up by the VQA provide for post-school education and training providers to engage with industries when developing courses/programs for accreditation.

The second group is comprised of Cook Islands, Federated States of Micronesia (FSM), Kiribati, Marshall Islands, Nauru, Niue, Palau, and Tuvalu.

The Cook Islands Trades Training Centre CITTC programme is accredited by the London City and Guilds and the New Zealand Qualifications Authority (NZQA).

In FSM the College of Micronesia programs are accredited either through the Accrediting Commission for Community and Junior Colleges (ACCJC) or the Western Association of Schools and Colleges (WASC), both United States of America agencies.

The Kiribati Cabinet approved the adoption of Australian competency standards as the basis for Kiribati Institute of Technology (KIT) delivery in 2010. Under the TVET Sector Strengthening Program, KIT is delivering Australian qualifications under an auspicing arrangement with South Australia TAFE. The Maritime Training Centre is delivering programs accredited by the International Maritime Organisation.

In the Marshall Islands there is a two-step process for accreditation within secondary school - firstly through MoE accreditation and secondly through WASC accreditation. As national standards are largely based on WASC standards it is easier for schools to complete both accreditation steps. The College of the Marshall Islands (CMI) programs are also accredited by WASC which regularly undertakes accreditation and quality assessments of CMI programs and operations.

The Nauru Secondary School TVET programs are aligned to the Australian Qualifications Framework and under an MOU with Queensland TAFE, recognition of prior learning (RPL) testing and interviewing is being conducted with students and trainers for certification purposes.

Levels 1, 2 and 3 qualifications on the New Zealand Qualifications Framework are being offered to Years 11, 12 and 13 students at Niue High School. All these courses must receive Consent to Assess (accreditation) from the NZQA.

In Palau all accreditation of TVET programs is managed through WASC.

Finally in Tuvalu, arrangements are being put in place for programs to be recognised by the Fiji National University as a precursor to enrolment in FNU courses with some degree of credit transfer.

Sitting outside both groups currently is the Solomon Islands. While there is no national qualifications authority at present, the development of one is in the pipeline. Work on a SIQA commenced under a former European Union project and it is expected that it will be established alongside other reforms with Australian Government support. It should also be noted that there is some delivery of Australian qualifications at Don Bosco under a partnership agreement with the Australian Pacific Technical College.

At a regional level, USP's TVET qualifications are Senate approved and Council Instituted and as such have international recognition. USP has set a strategic target to get all its TVET qualifications internationally accredited. It is also assisting quality improvements across the region by offering a blended mode of delivery for a Certificate IV in Professional Training, Assessment and Evaluation to train TVET teachers on competency based training and assessment.

The APTC delivers Australian qualifications overseen by the Australian Skills Quality Authority (ASQA) which is the national regulator for Australia's vocational education and training sector. Courses are delivered predominantly at the Certificate III level on the Australian Qualifications Framework. Some Certificate IV and Diploma level programs are also available. The Australian qualification is internationally recognised and provides graduates enhanced career prospects and the opportunity for further education and training at Australian educational institutions.

3.5.2 Is a qualifications framework in place?

Qualification Frameworks are in place in each of the countries that have qualification authorities. Each of these authorities expressed the view that they believed training providers well understood the purpose and application of the national qualifications authority but there was still more work to be done to achieve the same level of understanding in industry and the broader community.

With respect to regional developments, the respective qualification authorities also value the regional development of the Pacific Register of Qualifications and Standards (PRQS) and the Pacific Qualifications Framework (PQF) and all have qualifications registered on the PRQS. The view was expressed that the PQF as a meta-framework has the capacity to facilitate recognition processes between countries in the region.

For those countries without qualifications frameworks there was a mixed response to the regional development. During in-country consultations in the northern countries, Marshall Islands and Palau, respondents were unaware of the PRQS and PQF developments but did express interest in finding out more about them. A representative from the National Training Council in the Marshall Islands indicated that *they would like to explore the potential for joining the regional qualifications framework, given the tendency for graduates to move offshore, they would benefit from transportable qualification.*

Further south, while a respondent from Niue believed *there should be a common PQF that each Pacific country could draw from as they create their own qualifications frameworks*, a respondent from Nauru expressed the view *that Nauru should take ownership by developing its own national qualifications framework with a Pacific focus.*

3.5.3 What mechanisms are in place for skills testing and certification (licences)?

There is evidence of industry and/or professional association testing and licencing in only a few countries. In PNG, national recognition and certification is provided by an independent public trade assessment authority the National Apprenticeship and Trade Testing Board (NATTB). In Fiji the National Trade Testing Department (NTTD) within the FNU National Training and Productivity Centre establish national standards in all the trades, and conduct national trade tests for both institutional and public candidates on a regular basis. In the Solomon Islands, under the Ministry of Commerce, Industry and Employment the National Training and Trade Testing (NTTT) unit undertakes in the trade areas proficiency assessments of apprentices and exiting students from vocational and rural training centres as well as those in the workforce. In Samoa, professional groups in areas such as electrical and plumbing provide testing and licencing services. Other than these examples there is little evidence of such practices elsewhere in the Pacific.

3.6 Organisation, delivery, access and pathways

A country-by-country analysis in relation to this section is provided in Annex 2.6. The following is a synthesis of viewpoint derived from that analysis.

3.6.1 Do qualifications structures enable progression through multiple pathways between school, TVET and higher education?

For the most part, where countries have qualifications authorities and an established qualifications framework in place, pathways have in theory been established with notional levels of equivalency between the school, TVET and higher education sectors. In the qualifications frameworks the crossover point from senior secondary school to TVET is usually around the Certificate I and II levels of the frameworks and the crossover point from TVET to higher education is usually around the diploma to advanced diploma levels.

It is noteworthy that the previous paragraph includes the phrase 'in theory' and the word 'notional', for in practice there is little evidence of these frameworks being operational. For the most part, TVET delivered in senior secondary years has not been accredited and so any sense of equivalence with TVET certificate levels are hard to establish. On the other side, universities have tended to maintain their entrance requirements into diploma and degree programs without due regard or credit transfer for completed TVET qualifications.

There are apparently some exceptions though. For example, the mainstreaming of TVET within USP provides a model of excellence for pathways between TVET and higher education. USP's qualifications are regionally recognised which allows regional labour mobility and internationally where applicable. The internal credit transfer arrangements also enable greater efficiencies and cost savings.

FNU has been implementing franchise arrangements with secondary schools in Fiji and is looking to establish similar arrangements with providers in other countries such as Tuvalu. Under these arrangements, FNU undertakes the quality assurance and moderates the assessment. Successful graduates receive an FNU certificate which is recognised for entry into further studies at FNU.

However there a number of points to made about this. Firstly, this is not the national qualifications framework in action. FNU qualifications have not up until recently been accredited by the Higher Education Commission and the arrangements are simply an internal agreement between FNU and school providers. Secondly, the school-based qualification is not necessarily recognised by other tertiary providers. Thirdly in consultation with FNU officers it would seem that the process is breaking down due to limited finances and resources at FNU to undertake the necessary assessment and quality assurance processes.

While the franchising practice above is not the Fiji Qualifications Framework (FQF) in action, there is the beginning of such action with the Ministry of Education's college development. These colleges, operating at post year 10 level, will be registered and able to deliver Certificate II level programs on the FQF. Students will graduate with a nationally recognised certificate which should be fully portable and provide graduates with levels of credit transfer should they wish to pursue further studies with a tertiary TVET provider. The extent of credit will be dependent on the nature and level of course chosen.

Another interesting initiative is emerging in Tonga, where the Tonga Institute of Science and Technology (TIST) with the support of Manukau Institute in New Zealand is preparing a Certificate II programme for accreditation by the TNQAB. Once accredited the Certificate II in Technical and Vocational Education will be delivered by secondary schools with the practical

elements being undertaken in TIST workshops. Secondary school students through this programme will gain credits for entry into further study at TIST.

In Samoa, Tonga (other than as above) and Vanuatu, the application of their respective qualification frameworks is yet to be realised. At present in Samoa there are only a limited number of courses accredited mostly in the maritime sector. This is changing at present with the National University of Samoa (NUS) School of Applied Science adopting Samoan qualifications across the trade areas and a number of school providers preparing for course accreditation. Once accredited courses are in place the opportunity will arise for secondary students graduating with a nationally recognised certificate to access NUS enrolment with some level of credit transfer. In Tonga and Vanuatu, the relative newness of their respective national qualifications frameworks and the absence of accredited qualifications in the school sector are combined reasons why any real application has not occurred.

The situation in PNG is even more complex with two parallel frameworks in place. On the one hand there is the PNGNQF owned by the Higher Education Commission and on the other is the PNGNQF-TVET owned by the National Training Council and the Department of Education. Both frameworks include four certificate and two diploma levels but the level descriptors are different in each. As a result, articulation from one framework to the other is not given.

As mentioned in section 3.5.1 above, most of the other countries within the region have established accreditation and associated articulation arrangements with external quality assurance agencies such as the NZQA, ASQA, and WASC. Under these arrangements credit transfer and multiple pathways have been established. In the Cook Islands the Trades Training Centre (CITTC) has established multiple arrangements. For example:

- Their Diploma of Nursing will meet the competency requirements of the Cook Islands Nursing Council and be accredited at Level 6 on the NZQF.
- In the trades area CITTC will deliver a national certificate in mechanical engineering in partnership with Tereora College under NZQA accreditation, and
- In the Hospitality and Services area the Hospitality and Tourism Training Centre (HTTC) will deliver internationally recognised London City and Guilds accredited courses – equivalent to NZQF levels 3 and 4.

The College of Micronesia in FSM has a number of articulation arrangements but most of these relate to higher education. There is however an articulation arrangement with Guam Community College in the vocational area in electrical and electronics.

In Palau the Ministry of Education is supporting the Palau High School (PHS) to link more closely with Palau Community College (PCC) to create pathway for PHS students to complete vocational programs at PCC with PCC recognising PHS credits for selected courses.

It has been reported that in the Marshall Islands there are limited pathways opportunities due to small size of education sector but WASC accreditation of the College of Marshall Islands does provide opportunities for articulation into further study in U.S. jurisdictions.

The SABER analysis in the Solomon Islands concluded that at present there is a considerable disconnect between the non-formal, TVET and higher education sub-sectors.

3.6.2 Is there flexibility in the qualification system to enable multiple points of entry and exit in order to facilitate lifelong learning?

In principle, the application of qualification frameworks and the competency unit basis of qualifications facilitate multiple entry and exit points with trainees being able to build a qualification over time, and through different providers based on credit transfer

arrangements. For example in a survey response from Samoa it was pointed out that this is facilitated by having the programme accredited and qualifications registered on the SQF.

In practice this is yet to be realised to any great extent across the region given (a) the relative newness of qualification framework implementation and (b) the limited number of accredited courses available to date. There have been a few examples in Vanuatu where trainees in the business/accounting area have been able to build a certificate qualification involving two registered providers – the Chamber of Commerce and Industry and the Department of Cooperatives and ni-Vanuatu Small Business. Apart from these minor examples there is no evidence to suggest the practice has occurred to any significant extent elsewhere. Of course in reality, in a number of the smaller countries, there is only one provider available. So questions of the portability of qualifications do not arise.

There are instances such as in FSM where under their Strategic Development Plan 2004 – 2023 there is provision for Pathways to be provided ‘*so that young people who exit the education system early, can effectively re-enter at a later point in their working lives.*’ While after an examination of the College of Micronesia website evidence can be found for the possibility of part-time enrolment, there is no reference to any mechanisms whereby previous training might be recognised.

Indeed in an examination of numerous provider websites it is apparent that there is a predominance of institutionally based delivery, mostly on a fixed term basis. Despite the competency-based aspirations of many systems, delivery still tends to be lock-stepped and time-based. There appears to be little opportunity for enrolments in specific units of study.

During consultations in PNG, there was agreement with the proposition that multiple entry and exit was possible. This is consistent with the PNG National Human Resource Development Plan (NHRDP) which stipulated that there should be multiple pathways towards the achievement of qualifications.

A survey respondent from Nauru reported that a reentry programme exists which is for students who dropped out or left the school system early. There is also provision for adult students through evening classes.

In Tonga it was reported that there were some early signs in a small number of cases (in Construction and Hospitality) that training providers have provided multiple entry and exit points for trainees. In the Tonga case it was also pointed out that the use of competency-based training (CBT) seemed to be a prerequisite for this to be achieved and that such an approach has not been widely adopted in Tonga.

3.6.3 Are mutual recognition arrangements (including recognition of prior learning) in place between providers?

A number of countries reported the availability of mutual recognition arrangements including recognition of prior learning (RPL). Nauru reports that RPL is in place and is conducted by arrangement with Queensland TAFE as a registered provider in Australia.

In Vanuatu under the VQA’s accreditation system, qualifications offered by a registered provider have to be recognised by others registered providers *to facilitate articulation for learners into the higher levels of the VQF qualifications.* The PNG NHRDP stipulates that qualifications should be awarded on the basis of recognition of prior experience and current workplace experience.

Again the concepts of mutual recognition and RPL appear to be understood and incorporated into strategic planning and policy documentation but the extent to which these concepts are applied in reality is limited. As Tonga reported there are a few providers that have implemented RPL, but the practice is not widespread.

3.6.4 Is accredited training available through multiple settings including in the workplace, open and distance learning and in community facilities (especially for disadvantaged groups)?

In Vanuatu, accredited training is being delivered in a range of settings including workplaces and community facilities. In response to provincial skill development priorities, training providers are being contracted through a network of provincial training centres to deliver accredited short courses in a wide range of areas including agriculture, fisheries, forestry, tourism and trades.

The Samoa Qualifications Authority is implementing a policy to enable formal recognition of non-formal training delivered in community settings by non-government organisations.

Both the Vanuatu and Samoa approaches are improving access to recognised training with potential economic outcomes for women, people with a disability and those living in remote settings.

Under the Interim Skill Development Facility in Tonga, an extensive programme of workplace training has commenced in a number of areas including horticulture, manufacturing, construction, and tourism and hospitality.

All USP TVET qualifications have work attachment and practicums in order to produce work ready graduates.

Given resource constraints there is little evidence of any substantial open and distance learning other than through the University of the South Pacific which has campuses throughout the region. These programs have traditionally had a foundation or higher education focus. The USP has recently commenced TVET level programming using an open and distance learning mode.

3.7 Access and Provision

A country-by-country analysis of access and provision is provided in Annex 2.7. The following is a synthesis of viewpoint derived from that analysis.

3.7.1 To what extent are public providers encouraged to be responsive to labour market demands through flexible and incentive based funding mechanisms?

Under a number of Australian funded programs, strategies are being introduced to support more flexible funding approaches that respond directly to identified skill demand. Over the past 6 years in Vanuatu an Employment and Training Fund (ETF) has been managed through a network of provincial TVET centres. Provincial skill plans have been developed and Provincial Training Boards comprised of representatives of the provincial government and productive sector departments such as agriculture, fisheries and tourism make recommendations for funding support for skill development initiatives that are aligned to provincial economic priorities. The TVET Centres apply the ETF to purchase training and business development support services in response. Based on the success of this approach, the Vanuatu Government has incorporated the TVET Centre model into the newly restructured Ministry of Education and Training and the Government has commenced discussions around the establishment of a national training fund.

A similar approach has recently commenced in Tonga under the Interim Skill Development Facility (ISDF) where through a Skill Development Fund training is being purchased in response to identified skill demand both in Tonga and elsewhere in the region. It is too early to report the outcomes of this approach but it is hoped that it will establish a financing model that will foster reform of the TVET system overall in Tonga.

The Samoa Qualifications Authority is leveraging funding to encourage registered TVET providers to either adopt national Samoan Qualifications or accredit their own programs. Providers who respond are being rewarded in kind through professional development programs for their staff and support to finance additional consumable and utility costs in their respective institutions. Access grants are also being applied to encourage both formal and non-formal training delivery in community and workplace settings. The community based approach is intended to improve access for women and disabled people to either accredited qualifications or non-formal learning that can be recognised for credit in the formal system.

In PNG, the TVET Skills Scholarship Programme uses a purchasing model to procure good quality pre-apprenticeship training from overseas and place graduates with PNG employees.

Other than these donor supported examples, the one national government initiative that can be observed is in Fiji where the Higher Education Commission is developing a funding model based on outputs and outcomes.

No other examples of incentive based funding could be identified by this review. The ACER study makes the point that *there appears to be few incentives to improve internal efficiencies or to improve outcomes of training. Indeed, the widespread absence of valid and reliable data in most Pacific TVET systems constrains the use of such allocative instruments*¹⁴.

3.7.2 Are incentives in place to encourage private provision of accredited courses in response to both generic and niche labour market demand?

This review was unable to uncover any instances where specific programs were in place to encourage private sector provision except perhaps where governments subsidise faith based schools and training centres.

In the Solomon Islands the Government through the Ministry of Education and Human Resource Development (MEHRD) pays registered teaching staff salaries and also allocates a government grant to faith based Vocational Rural Training Centres. Grants to VRTC's are based on a per capita student basis, the availability of boarding facilities, and their geographic location. In Tonga similarly, a TVET grant based on the number of effective full-time students is paid to each non-government provider that is registered with the Tonga National Qualifications and Accreditation Board (TNQAB).

Given the per-capita grant nature of both of these grant programs, it is difficult to classify them as having any specific labour market emphasis.

3.7.3 What partnerships at national and regional levels are there for cost sharing and rationalisation of training supply?

While the cost sharing aspect is difficult to ascertain there is some evidence of supply rationalisation through provider arrangements in small countries such as Niue and Tuvalu.

In Niue articulation arrangements are in place between school based TVET programs and New Zealand post secondary TVET. A School Relationship Manager from NZQA visits annually to monitor and evaluate the School programme at Niue High School, including the School-based TVET program.

The Department of Education in Tuvalu has established a franchising arrangement with FNU whereby school based TVET programs are supported by FNU and secondary school TVET graduates receive credit if they enrol in FNU TVET programs.

¹⁴ Schofield Overview Paper

3.7.4 Are there programs in place to encourage higher levels of female participation in skills development (including non-traditional trade areas)?

Gender equality policy objectives are represented in most strategic development plans. For example the Cook Islands National Sustainable Development Plan 2011 – 2015 specifically seeks to ensure gender equality and empower women and the Kiribati Development Plan 2012- 2015 includes socio protection/gender equity as one of two guiding principles.

The translation of these policies into effective strategies remains elusive as indicated in the Kiribati Government's report to the Small Islands Development Conference in Samoa in 2014 in which in an assessment of the Kiribati Institute of Technology it was noted that *there was little improvement in social equity of access to KIT... overall, the programme is performing satisfactory in the quality areas of effectiveness, efficiency, sustainability and analysis and learning, but this is being less than anticipated in areas of gender...*

It was also reported during in-country consultations and through the survey that in a number of countries there were no specific programs in place to encourage higher female participation rates in training. Donor funded programs in Samoa, Tonga and Vanuatu all have gender equality objectives and actively pursue strategies to equalise access to skill development opportunities. The Australian Government's Pacific Women Shaping Pacific Development (PWSPD) now simply referred to as Pacific Women is integrated into the Vanuatu TVET Programme with the specific objective to support women's economic empowerment through targeted skills training. In a study commissioned by the Australian Office of Aid Effectiveness in 2014 it was reported that:

The [Vanuatu TVET] programme has contributed to women's economic empowerment, and captures these contributions through a strong monitoring and evaluation system. Women made up 32–62 per cent of trainees in accredited and business development courses. One year after receiving training, 91 per cent of self-employed women interviewed reported increased profits, and 70 per cent had introduced new business services. Women who were trained in tourism were particularly successful in business¹⁵.

Both the Samoa and Tonga programs include specific strategies in the form of incentives for providers to equalise their programme offerings across traditional gender based occupational groups and to encourage increased levels of female participation in skill development programs for non-traditional gender based occupations.

3.7.5 Are there programs in place that address the barriers to participation in skills development for disabled people?

A similar picture to that painted above in relation to gender equality is evident with respect to participation levels for disabled people in skill development activities. In some instances there are specific training centres for disabled people but these most often relate to occupational therapy rather than targeted skill development for an economic objective.

The ACER TVET Financing Studies noted that very few countries had data that mapped education and training participation by those with a disability and that this in itself was an indicator that perhaps their needs are not being met.

Again, most countries' development strategies include policy direction for improved access to education and training for children with disabilities but in the TVET area there is little evidence of specific strategies in place to implement them.

¹⁵ *Smart economics: evaluation of Australian aid support for women's economic empowerment* (DFAT Office of Development Effectiveness, August 2014)

Vanuatu once more would seem to be an exception where through the Australian funded programme a *National Disability Inclusion Strategy for the TVET Sector* has been developed and is being implemented. Since implementation has commenced the participation rates of people with a disability in mainstream training and business development support programs has increased from 3% in 2013 to 8% in 2014. The Samoa and Tonga programs also include incentive mechanisms to encourage improved participation rates for disabled people but in both instances it is too early to report any results.

3.7.6 Are there programs in place that address the barriers to participation in skills development for marginalised communities in remote locations?

With most TVET delivery contained within institutional boundaries there has been limited access to accredited qualifications in remote communities. In many places NGOs have taken on the role of non-formal education providers where access to formal training is limited. For example in the Marshall Islands a NGO called Juren Ae operates in outer atoll regions working with young females who have not completed high school. It provides two programs in sewing and handicraft production to provide the participants with practical skills and knowledge to make an income in their local community. Juren Ae would like to see their programs recognised so that a pathway could be established from their community programs to high school or college.

In the Solomon Islands and Vanuatu a network of mostly faith based rural training centres (RTCs) provide second chance education for young people 'pushed out' at the end of primary school due to limited access to secondary schools. Most often the RTC programs have a skill development component in areas such as agriculture, construction, automotive, sewing and home economics. In Vanuatu the RTC's are becoming increasingly registered by the Vanuatu Qualifications Authority and are beginning to seek course accreditation. Some RTC courses were previously registered and have had courses accredited by the Vanuatu National Training Council. This has enabled RTC delivery of accredited short courses in remote locations in response to local economic priorities. Courses have included horticulture, aquaculture, agriculture, tourism, and small engine maintenance.

The Samoa Qualifications Authority is implementing a program to recognise NFE delivered by NGOs and other non-registered providers. Through a Recognition of Prior Learning (RPL) process, trainees may gain credit for entry into formal programmes should they wish to pursue further training within the formal system. Grants are also being made available to registered providers to encourage delivery outside their institutional boundaries.

At a regional level, USP offers selected programmes and courses using open and distance learning modes to facilitate access to tertiary education across the Pacific.

3.8 M&E

The key questions to be considered with respect to monitoring and evaluation in the Pacific TVET sector are:

- What is the nature and extent of reporting of student related data by public and private training providers?
- What is the nature and extent of graduate post-completion data?
- What mechanisms are in place to systematically evaluate data and report performance in relation to national economic and social development objectives?
- To what extent is research commissioned and applied in the development of policy and effective implementation of national and regional TVET systems?

The ACER study across seven of the larger Forum countries¹⁶ highlighted that not only was the provision of TVET across the Pacific fragmented in nature but also that data related to the sector was difficult to find and the quality was variable.

Importantly the Overview Paper of the ACER Studies notes that:

...although data on TVET for almost 60 countries is currently available through the UNESCO-UNEVOC World TVET Database, there are no Pacific Island countries among them, including ... the seven countries that participated in this research. Data for a further 45 countries have been collected for the World TVET Database, and is awaiting validation. Fiji is the only Pacific Island country in that group¹⁷.

In this context, the key M&E questions that were to be considered individually are rolled into one on the basis that if the nature and extent of reporting is limited then it follows that the subsequent questions with respect to graduate outcomes, national economic and social impact and research are also limited.

A country-by-country analysis in relation to M&E is provided in Annex 2.8. The following is a synthesis of viewpoint derived from that analysis.

3.8.1 Data collection, management, analysis and reporting

As has been seen to be frequently the case, national strategic development frameworks and associated planning documents include considerable reference to PTVETF priorities areas. This is also the case with respect to monitoring and evaluation. Most strategic frameworks include quite specific reference to outcome and output objectives and their associated indicators. For example:

- The Cook Islands National Strategic Development Plan (NSDP) 2011 – 2015 includes social development indicators such as an Increase by 50% rate of vocational education and training achievement, an increase in the % of women in business and professional occupations and an increase by 50% the employment rate for persons with disabilities.
- The Federated States of Micronesia includes an output called an education sector manpower and training plan with indicators such as the percentage graduates in T3, WIA, COM-FSM that are trained and employed in a local job market.
- The PNG Medium Term Development Plan 2011- 2015 includes *Skilled labour accredited by higher learning institutions* as an output with the associated indicator being *Increase in current proportion of skilled labour accredited by higher learning institutions*

Of course if Governments are to monitor progress and measure outcomes it is fundamental that data collection, data management and data analysis systems are in place. However the ACER study found the student record keeping varies in quality and availability making it difficult to compile even basis statistics related to enrolments and graduates.

In Kiribati for example the financing study concluded that there were significant issues of standardisation and completeness among the main TVET providers with regard to student enrolment and graduation data.

The SABER analysis in the Solomon Islands reported that the Government does not collect or consolidate administrative data from training providers in a system wide database for analysis of provider performance and system trends to inform policy.

A survey response from Tonga advised that Enrolment and graduate data is collected each year for the EMIS system from all TVET providers, but results and analysis is not published except via overall ministry annual reports.

¹⁶ Fiji, Kiribati, PNG, Tonga, Samoa, Solomon Islands, and Vanuatu

¹⁷ *Overview Paper: The Research at a Glance* Kaye Schofield (DFAT, 2015)

One particular exception where data is collected and published is in Samoa where the Samoa Qualifications Authority compiles and publishes an annual statistical bulletin which provides comprehensive detail of all PSET providers including detailed breakdowns of enrolments, graduations, drop-outs and staffing.

In summary, despite the intentions of national planners there is little evidence to suggest the routine collection, analysis and reporting of TVET related data across the region. Not only is this the case for the more sophisticated evaluation of graduate employment outcomes but also for the more fundamental assessment of enrolments, early leavers and successful completions. More analysis related to M&E is provided in Section 5.1 below.

4. Impact and sustainability of the Pacific TVET Framework Approaches

The overall objectives of Pacific TVET Framework for TVET are listed below with an assessment of their impact and sustainability within the context of TVET developments in the Pacific.

Objectives	Impact & sustainability
i. Support the implementation of national TVET frameworks and action plans	National frameworks and plans are for the most part aligned to the PTVETF but there is little evidence available from in-country consultations, survey responses and the research literature to suggest that this alignment is a consequence of any deliberate strategies by Governments to design and implement their TVET system development based on the PTVETF. Any alignment would appear more coincidental than actual.
ii. Enhance the status of TVET in the Pacific region and stress the importance of TVET in national and economic development	The Forum Ministers' endorsement of the PTVETF in 2012 was in itself an important step to enhance the status of TVET in the Pacific region. However, it follows from the previous comment that if stakeholders throughout the study area have indicated that they have been unaware of the PTVETF then it has not been a contributing factor for any enhanced the status of TVET or its importance in national and economic development.
iii. Strengthen, develop, and transform TVET into a mainstream activity for Pacific youth development, youth employment and capacity building through: <ul style="list-style-type: none"> – advisory support, – taking an advocacy and mediation role in regional political and technical leadership mechanisms, 	The PTVETF is comprised of guides to best practice across the eight priority areas included in this study. It is a useful checklist from which Pacific Governments could benchmark their respective development practices. It is unfortunate therefore that since the endorsement of the PTVETF by the Forum Ministers in 2012 there has been no mechanism for monitoring and continuing

Objectives	Impact & sustainability
<ul style="list-style-type: none"> – best practice tools (for accountabilities to build capacity), and – facilitating enabling policy and legislative environments 	<p>advocacy of the PTVETF principles. As a consequence its promise as a guide for common and consistent approaches to TVET good practice has not been realised.</p> <p>This is not to say that good practice has not occurred but more to say that where good practice has occurred it has been as a consequence of Government and donor initiatives rather than a response to the PTVETF.</p>
<p>iv. Mobilise resources and support for TVET</p>	<p>There are strong signs of increasing Government commitment to increase investment in TVET in Fiji and Vanuatu but these are the exception rather than the norm. Particularly in the school sector TVET remains the ‘second cousin’ in education funding and programming.</p>
<p>v. Position regional institutions to showcase best practice in TVET and develop appropriate TVET programmes and a pool of TVET trainers and managers</p>	<p>Fiji National University (FNU) and the University of the South Pacific (USP) are both extending their reach in the TVET area and providing opportunities for post-school TVET training and qualifications for students in smaller countries who would otherwise have minimal access to tertiary studies. USP is offering a Certificate IV in Training, Assessment and evaluation in a blended mode.</p> <p>The SPC through the Pacific Register of Qualifications and Standards (PRQS) and the Pacific Qualifications Framework (PQF) continues to offer best practice support and benchmarking opportunities for those countries with national qualifications authorities and qualifications structures for those countries without.</p>
<p>vi. Strengthen regional coordination of TVET through development, cooperation and partnerships</p>	<p>At provider and qualification authority levels there is some evidence of regional cooperation but it is not apparent in practice at a national government levels.</p>
<p>vii. Promote life-long learning</p>	<p>Given that national qualification frameworks and the development of competency based assessment (including Recognition of Prior Learning (RPL) or recognition of Current Competence (RCC)) are relatively new to the region the concept of life-long learning</p>

Objectives	Impact & sustainability
	remains an aspiration for the most part. There are some minor instances but it is fair to say that at this stage the practice is not widespread. The absence of quality student data management systems is a significant constraint in this regard.
viii. Facilitate labour mobility (temporal movement of natural persons)	International and regional recognition of qualifications remains elusive. Substantial and good quality effort has been applied at the regional level through the Pacific Register of Qualifications and Standards and the Pacific Qualifications Framework. At the national level several countries have established qualifications authorities and frameworks with an eye to international recognition. However, developments and discussions continue across the region supported by the New Zealand Qualifications Authority (NZQA) without consensus to date.

5. Lessons learned

5.1 Framework development and monitoring needs to be collaborative

The following is an extract from the Pacific TVET Framework:

Monitoring and evaluation and expected action and outcomes:

13. *The framework, like the PEDF and the Pacific Plan, is a 'living document', which will be subject to regular review and monitoring and systematic and comprehensive evaluation.*
14. *Some of the major expected key actions and outcomes arising from implementation of this framework will be:*
 - (i) *development of an implementation and M&E plan with clear performance benchmarks; and*
 - (ii) *establishment of a regional advisory and coordinating committee to steer and oversee the implementation of the framework.*

Perhaps the most significant lesson learned from the PTVETF point of view is that without the monitoring and evaluation strategies identified in the extract above, it is unrealistic to expect a natural take-up and ongoing reference by Pacific countries to the Framework for guidance.

This was clearly foreseen by those who drafted the Framework given the very sound objectives to regularly review and follow up with systematic and comprehensive monitoring and evaluation. The development of a coherent M&E plan with performance benchmarks and the establishment of a coordinating/advisory structure are equally sound.

It is therefore unfortunate that none of these strategies have been implemented between the endorsement of the PTVETF by the Forum Ministers in 2012 and the time of this review in 2015.

If there is to be a Pacific TVET Framework post 2015, it will be important from the beginning to build a broad base of ownership as to its structure, purpose and implementation. A committee of experts from USP and the SPC developed the existing Framework but the level of consultation that preceded its development is unclear. The development of any new or revised framework should include input from each of the Forum countries. An implementation plan, including an agreed M&E approach, should be developed simultaneously with coordinating agencies in each country identified as part of the plan.

The need for regional cooperation in the development of any new Pacific TVET Framework is reflected in the following observation from the ACER TVET Financing Study:

The collection, analysis and use of high-quality TVET data will require cooperation at the regional level in a way that complements national data collection efforts. This would enable countries to share costs, gain scale economies and, critically, to ensure that the TVET data from any one country can be compared with other countries, thereby increasing opportunities for benchmarking performance and learning from others' experience¹⁸.

5.2 The 'brand' TVET needs to be reconsidered

It is clear from an examination of the various Governments' strategic development plans and any associated human resource development plans, that there is a strong focus on economic, social and cultural development with education and training being an essential enabler. What is less clear is the coordinative mechanisms that might maximise the contribution of education and training to the achievement of these broader objectives.

This review has made the point that TVET is seen mostly as a discrete responsibility of the education sector and that linkages to other government agencies and to the private sector have been tenuous at best. Rhetorically national plans and agency strategic plans are full of the need for more accessible, relevant and quality based training derived from improved linkages with employers – both public and private. But in practice, across many countries the coordination mechanisms that would provide a platform for those with a stake in economic development to actually guide education and training investments are limited at best.

While acknowledging that the acronym TVET is firmly established as a brand across the world, it is suggested here that it is a brand with a number of connotations. In many instances it is associated with second option learning for those who are less academically able. In the school sector especially it is seen as a mechanism to reduce dropouts and provide some skills that might be useful for getting a job. It is often seen as a quick fix by politicians who can claim they are implementing strategies to reduce the number of out-of-school youth by retaining young people in schools and expanding opportunities for future employment. The ADB makes the point that:

Prevocational programs in secondary education - vocationalising secondary education - have decidedly mixed results. The reasons have to do with expense of equipment and facilities, shortages of trained instructors, and low status of practical courses in an otherwise academic environment. Little evidence was found that the labour market outcomes of these programs are cost effective¹⁹

¹⁸ Schofield (2015)

¹⁹ ADB (2008)

The lack of effectiveness further exacerbates negative perceptions amongst employers and communities and the negative spiral continues. A perceived low return on investment flows into Government budget allocations and in many jurisdictions TVET financing lags behind other funding decisions and once again perpetuates 'the second cousin' status of TVET.

The discussion therefore needs to shift away from TVET as a mechanism that addresses social problems to one where it is seen as a real enabler of economic growth. It is time to lower the emphasis on the term TVET and increasingly insert skill development for specified outcomes into the lexicon of governments, employers, the community and training providers alike. The World Bank refers to Workforce Development (WfD) and the Australian Government refers to skills for economic growth. Perhaps such a shift is timely in the Pacific and that any new framework that emerges, subsequent to the PTVETF, adopts similar terminology such as the Pacific Workforce Development Framework or the Pacific Skills for Economic Development Framework or simply the Pacific Skills Development Framework.

5.3 Coordination across ministries, the private sector and TVET providers is weak

But it is not just about the name of the framework. There needs to be a shift in attitudes toward skill development initiatives in both the school and post school sectors by building a constituency of broad based support for training investment. Such a constituency comprised of government, the private sector and the community can be derived through (a) close engagement on the demand side, (b) targeted investments, and (c) analysis and publication of results. Each of these three elements is critical.

In this context the demand side is not simply a discussion between an employer and a training provider about training needs but more the strategic economic considerations of government and the private sector as they progress their respective economic agendas. It is about identifying comparative advantage and prioritising skill development accordingly.

It is here that effective coordination mechanisms need to be fully operational with purposeful representation from the private sector, from government agencies with a stake in economic and productive sector development, from employee organisations and from training providers. An example could be the newly created structure of the Vanuatu Qualifications Authority Board that includes the sort of representation cited above. As a Board it has a number of functions but the principal one is to drive the relationship between skill demand and skill supply. While it is early days yet, the expectation is that the VQA Board will not simply be a regulatory body approving or otherwise provider registration and course accreditation applications, but a Board that is actively engaged in skill development priority setting and through its decisions guide training provider registration requirements and course accreditation directions accordingly. It is also expected that in time and based on demonstrated success the VQA Board will become a principal advocate for appropriate levels of investment in skill development throughout the country.

5.4 Better targeted skill development investments are needed

Targeted investments imply a training system that is flexible and capable of being responsive to economic opportunities as they arise. A system that is not constrained by per capita or historic financing mechanisms but one that can respond to incentive based funding and yield an economic benefit for the training provider. A system that can operate outside institutional boundaries but within quality assurance structures that facilitate the acquisition of recognised qualifications over time at a pace that is more suited to the needs of trainees and employers than the needs of the training providers.

5.5 Increased investment in data collection, data management, analysis and publication of results is required

Analysis of results is critical to provide the evidence base to government, the private sector and the community that their respective investments in skill development are yielding a dividend. This means of course increased investment in and a much more rigorous approach to M&E and the widespread publication of results. Where additional investment in M&E leads to higher levels of appreciation and confidence within government, the private sector and the community, any concomitant funding increase will in itself yield a return on the increased M&E investment.

6. Policy Considerations

It follows from the previous discussion above that the key policy area for consideration is improved coordination mechanisms – nationally and regionally. It is essential to stress that the reference to the term ‘coordination’ is discrete and unqualified. It is not a question of improved TVET coordination that simply implies improved supply-side mechanics. It is a question of macro-level coordination that sees, around the one table, those who have a stake in economic development, those that can articulate skill demand as a result and those that can influence the nature, quality and quantity of skill development in response.

If this were to occur, the connotations currently associated with TVET would dissipate, and education and training providers would become integral elements of a coordinated response to national (and regional) economic objectives – partners with government and industry.

The priority policy considerations for training providers that flow from this type of development include:

- Coordination structures established with both public and private sector representation within national planning organisations,
- Funding and financial reporting with increased application of incentive based funding approaches from both government and the private sector,
- Institutional autonomy of post school public providers with opportunity to become more commercial, to compete for incentive funds, to enter into commercial agreements as legal entities and retain revenue for re-investment in quality improvements,
- Provider registration and course accreditation processes extended into the school sector to facilitate formal pathways from school to post-school training with current developments in Fiji and Tonga providing interesting models for consideration,
- Employment practices within public providers which would facilitate short term contracting of technical instructors for areas of specialist demand,
- Management of public providers where principals and directors of institutes are provided leadership and business management training as well as professional development opportunities to observe and study best practice institutional management practices elsewhere in the region and internationally,
- Incentive for private provider participation whereby adjustments are made to offset the inherent competitive advantage within public providers in a competitive market,
- Scholarship awards better targeted specifically to priority outcomes,
- Data and results monitoring where significant investment in student records and institutional information systems enables clear analysis of investment decisions, and
- Incentive for expanded research in skill development approaches alongside improved dissemination and communication practices.

7. New framework options

7.1 Current Pacific Education Development Framework (PEDF)

The PEDF identifies that the further development of the TVET sector is crucial to addressing the needs of a rapidly growing youth cohort and creating conditions for further economic growth. Strengthening of TVET's responsiveness to both the needs of the formal and informal sectors is now a high regional priority.

This review has identified some progress in a number of countries and in a number of the Pacific TVET Framework priority areas. It has also identified that progress has been patchy both within and between countries. To this extent, the PEDF outcome objective for *the supply of skills supplied by Pacific TVET systems responds to meet the needs of the informal sector and the changing labour market demands in the formal sector* remains relevant but elusive.

The following is a comment on the PEDF Outcome statement and the respective challenges as background to proposed changes to the skill development component of the PEDF.

PEDF Outcome to be achieved:	Comment
<p>The supply of skills supplied by Pacific TVET systems responds to meet the needs of the informal sector and the changing labour market demands in the formal sector.</p>	<p>Flexibility and responsiveness of training supply in the Pacific remains critical, as is a concern for both the formal and informal economy. To be consistent with the views expressed in previous sections a revised outcome statement should incorporate references to targeted skill development in response to national and regional economic objectives.</p>
Challenges	Comment
<p>Access and equity:</p> <p>Across the region, access to organised skills development is relatively low in relation to the number of school leavers. Lower- income groups, and those in rural areas and outer islands, tend to have much less access to skills development. Girls and women in particular tend to be under-enrolled in TVET, or concentrated in traditional female occupations.</p>	<p>Flexible and incentive based funding approaches are being developed in a number of countries to improve access for those disadvantaged by gender, disability or geographic location.</p> <p>These approaches are not universal across the region and so the challenge remains as valid in 2015 as it was in 2012.</p>
<p>Quality:</p> <p>Training systems tend to operate in isolation of labour market demand and with little or no employer participation.</p> <p>In most countries the ingredients for quality - occupational standards, qualified instructors, necessary equipment, and quality assurance mechanisms – are lacking.</p>	<p>In the past 3 years developments of national and regional educational quality assurance mechanisms have continued to expand.</p> <p>National competency standards and national qualifications have been developed in Fiji, Samoa and Vanuatu. At the regional level an increasing number of accredited</p>

Challenges	Comment
<p>Poor educational attainment of incoming trainees is limiting skill achievements.</p> <p>Significant gaps exist in the level of skills, knowledge and experience of teachers and work-based instructors. There are also shortfalls in the number and qualifications of instructors. Infrastructure, equipment and materials also tend to be inadequate and need upgrading. Quality assurance processes are generally weak, including skills-testing systems. Accreditation systems and processes for private training providers are weak. Monitoring and evaluation of the quality TVET outcomes in terms of competencies achieved is another critical weakness.</p>	<p>qualifications are being registered on the PRQS.</p> <p>There remains though substantial investment required to improve training delivery through instructor professional development and recruitment of instructors out of industry. In recognition of the practical and assessment requirements associated with competency based training there is also a need for improved training spaces, equipment and tools.</p> <p>The additional cost of consumables and utilities also needs to be factored into institutional budgets.</p> <p>Levels of literacy, numeracy and life skills remain a concern for employers and post-school providers of further education and training alike.</p> <p>Concern for the extent to which graduate skills meet employer expectations remains in question. To a large extent the challenges identified here are similar to those above, i.e. the quality of instructors, the adequacy of equipment and materials, and the availability of accredited qualifications.</p> <p>The other dimension here is monitoring and evaluation which as was discussed in section 3.8 remains a critical lack across the Pacific. With so much dependent on quality data – financing and investment decisions, credit transfer arrangements, portability of qualifications, graduate and post graduate outcomes, institutional management information systems – this must be given a very high priority in any future framework</p>
<p>Policy, planning and organisation:</p> <p>The ADB/PIFS <i>Skilling the Pacific</i> study found that TVET is the most difficult sub-sector to organise and manage in the education sector.</p> <p>Unclear central agency roles hamper the sector. In a number of Pacific countries several line ministries, such as the ministries of education and labour, have overlapping or uncoordinated responsibilities for TVET.</p>	<p>In earlier discussions in this review a case was made for coordination structures to be established closer to agencies that have a direct stake in national economic development. This is not to diminish educational authorities' (or other agencies') responsibility for training provision but it is to suggest that the determination of skill development standards and priorities would be better driven out of external coordination</p>

Challenges	Comment
<p>Responsibilities of the various supervisory organisations tend to be ill defined. Fragmented and uncoordinated provision of informal sector training limits effective use of resources. Key TVET organisations, particularly national training councils, often lack the resources to carry out their functions.</p>	<p>mechanisms.</p> <p>More flexible financing approaches linked to economic priorities will provide important leverage for reform. The application of incentive funds is currently being explored in Vanuatu, Tonga and Samoa within Australian funded programs. In each case, the programs are incorporating elements to strengthen educational quality assurance agencies in the respective countries. The Vanuatu model is currently focused in the informal economy.</p> <p>Each of these funding models is accompanied by solid M&E structures which will ultimately inform the development of national skill development funds where these are being contemplated.</p> <p>One potential development to be explored is the co-alignment of emerging coordination mechanisms and national skill development fund administration.</p>
<p>Lack of data and research on TVET is an impediment to progress.</p>	<p>As indicated above this remains an essential element for on-going reform and must be a very high priority.</p>
<p>Managers of institutions lack authority and incentives to improve performance.</p>	<p>Any drive for reform at institutional level will require improved approaches to management including greater levels of autonomy and performance based incentives for innovation and reorganisation.</p> <p>Access to increased and higher levels of professional development for institutional management will be required to build a cadre of reformist principals and directors.</p>
<p>Training for the informal sector where the majority of Pacific peoples live and work has tended to be particularly neglected.</p>	<p>Expanded opportunities for accredited training in the informal economy are being provided through Australian and New Zealand funded programs in Kiribati, Samoa, Tonga, and Vanuatu. Responding to such opportunities is entirely dependent on the adaptability and responsiveness of training providers and the flexibility of qualifications systems that facilitate modularised delivery at unit and skill set levels.</p> <p>Centralised and time bound institutional</p>

Challenges	Comment
	delivery continues to be the norm in most places. There remains a priority need for informal economy access to a flexible and responsive skill development sector.

7.2 Proposed PEDF Revisions in the Skill Development Area

On the basis of previous discussion within this review it is recommended that the focus of any new framework shift away from supply (i.e. TVET) to skill development in response to national public and private sector economic development priorities. In this context it is suggested that the PEDF Outcome descriptor and related indicators be modified as follows:

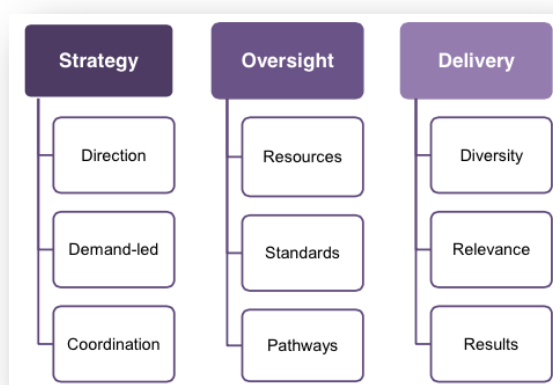
	Current	Proposed
PEDF Outcome Descriptor	The supply of skills supplied by Pacific TVET systems responds to meet the needs of the informal sector and the changing labour market demands in the formal sector.	Skills development by Pacific public and private training providers is aligned to economic development priorities in the formal and informal economies and leads to a measurable economic outcome.
Strategic Objectives	<p>Access and equity:</p> <p>Increased access to organized skills development education and training particularly for women & girls and geographically marginalised communities</p>	<p>Access and equity:</p> <p>Increased access to skills development opportunities that are directly linked to economic development priorities particularly for women & girls, people with a disability and geographically marginalised communities</p>
	<p>Quality:</p> <p>Enhanced quality of Skills development education and training through Linkages to labour markets; higher attainment levels at primary & secondary levels; competent and qualified instructors; upgraded equipment and teaching materials; certification & accreditation and monitoring and evaluation of outcomes.</p>	<p>Quality:</p> <p>Enhanced quality of skills development linked to formal and informal economy labour markets; higher attainment levels at primary & secondary levels; competent and qualified instructors; upgraded equipment and teaching materials; certification & accreditation and monitoring and evaluation of outcomes.</p>
	<p>Efficiency & Effectiveness:</p> <p>A more coordinated approach to skills development education and training including the informal sector through the rationalization</p>	<p>Efficiency & Effectiveness:</p> <p>Improved coordination mechanisms stimulate targeted skill development in response to local, national and regional</p>

	Current	Proposed
	of coordination at the national, regional and local levels and optimum resourcing levels.	economic development priorities.
Outcomes	A skilled workforce meeting labour market needs	Skill levels of trainees completing part or full qualifications are better matched to skill demand in the formal and informal economies
Performance Indicators	X% increase in enrolments on skills development courses with demonstrable increases in participation of women, girls and marginalised communities	X% increase in completion of skills development courses linked to economic priorities with demonstrable increases in participation of women, girls, people with a disability and marginalised communities.
	Professionally assessed and validated skills development programmes	Professionally assessed and validated skills development programs that meet industry determined quality standards.
	Plans and policies published jointly by coordinating bodies	A consistent approach to data collection, monitoring and evaluation provides the evidence base for improved planning, coordination, policy development, financing and analysis of results. Regional strategies are implemented to foster skill development research and share results.

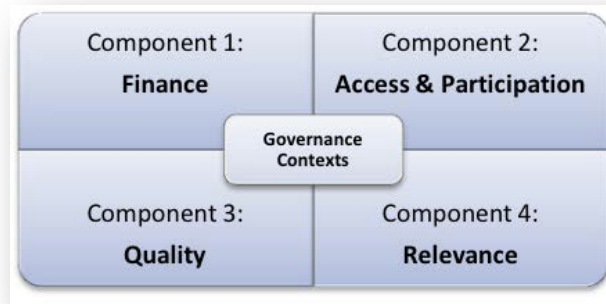
7.3 Revisions to the Pacific TVET Framework

This review has mapped the priority areas of the Pacific TVET Framework to the World Bank's Workforce Development Framework with its three domains and nine policy areas. While terminology in some cases is slightly different it has been demonstrated that there is a high level of commonality between the two frameworks.

If there is to be a revised Pacific TVET Framework it would be beneficial to examine the World Bank Framework in detail and determine the extent to which it meets the needs of Pacific countries as they pursue their respective skill development agendas. It would appear that already there is a high degree of correlation between the two and that in the interests of consistency and comparative analysis with global developments it may be advantageous to adopt the World Bank Framework as the basis for a new Pacific Framework.



An alternative may be the framework²⁰ at right developed by the Inter-Agency Group on TVET in 2013 which is intended to demonstrate the interlocked nature of the principal elements of a skill development system for policy, planning, and implementation and measurement purposes.



Source: ETF, ILO & UNESCO, 2013

The framework while simple in structure embodies the priority areas of the Pacific TVET Framework where elements related to policy, coordination and monitoring and evaluation are integral to the four components and the governance contexts.

However as discussed in Section 5.1 the development of a new framework should be the product of inputs from the range of Forum countries to build understanding, ownership and a commitment to implementation. Included in any new framework development should be an implementation plan and the identification of responsible agencies in each country to oversee development, measure progress and share results on an on-going basis. With greater sharing between countries of strategies, lessons and outcomes, it is expected that opportunities will arise for improved regional cooperation, joint activity and sustainable.

With a focus on how TVET can be better geared towards economic and social development priorities, perhaps a new framework might be called the **Pacific Skills Development Framework**.

²⁰ Extracted from TVET Financing Overview Paper, Kaye Schofield (DFAT 2015)

Annex 1: Pacific Framework for TVET



PACIFIC ISLANDS FORUM SECRETARIAT

PIFS(12)FEEdMM.08

**FORUM EDUCATION MINISTERS' MEETING
PORT VILA, VANUATU**

14–15 MAY 2012

SESSION SIX – PAPER 5

**A REGIONAL FRAMEWORK FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)
DEVELOPMENT IN
PACIFIC ISLAND COUNTRIES: 2012–15**

Paper prepared by the TVET Working Group led by USP and closely coordinated with SPC.



PACIFIC ISLANDS FORUM SECRETARIAT

FORUM EDUCATION MINISTERS' MEETING

Port Vila, Vanuatu

14–15 May 2012

**A REGIONAL FRAMEWORK FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)
DEVELOPMENT IN**

PACIFIC ISLAND COUNTRIES: 2012–2015

Purpose

The purpose of this paper is to present to Ministers for their endorsement a proposed regional framework for technical and vocational education and training (TVET) development in Pacific Island countries (PICs): 2012–2015.

Policy Context

2. The need for an overarching regional framework for TVET in the Pacific region has long been recognised, given the importance of TVET to national development and regional economic integration.

3. This regional framework identifies key priority areas in TVET for the years 2012 to 2015. Each priority area targets key issues/challenges for TVET as they link to the overarching TVET outcome under the Pacific Education Development Framework (PEDF) and to key Education for All goals, Millennium Development Goals and cross-cutting regional and national development goals. The framework supports the Pacific leaders' vision of TVET as providing an opportunity to prepare young people in the Pacific Islands for gainful employment and sustainable livelihoods.

4. Under the Pacific Plan, Pacific Forum Leaders recognise that a majority of the youth population in the Pacific region has not gained sufficient employable skills to lead productive lives. TVET provides an opportunity for these young people to gain these productive skills.

Scope and Purpose

Definition of TVET

5. A Pacific definition of TVET developed for the framework through wide consultation is:

*a holistic, inclusive and responsive approach, through either formal or non formal delivery, that develops quality-assured, worthwhile, employable and lifelong skills, values and attitudes for the formal and informal sector.*²¹

6. The framework is intended to provide a strategic focus on the achievement of the PEDF specific TVET outcome, which is:

²¹ Proposed by participants of the Pacific Regional TVET & NFE Symposium; December 2011

The supply of skills supplied by Pacific TVET systems to meet the needs of the informal sector and the changing labour market demands in the formal sector.

Guiding principles and values:

7. The Pacific TVET Framework is guided by the following principles and values:-
- alignment to national development frameworks and TVET priorities;
 - PEDF core values and principles of education as a human right, a holistic approach, diversity, harmonisation and partnership;
 - Pacific context – a recognition of the varying development levels and contexts of TVET and labour market systems in the Pacific region;
 - aid effectiveness principles – ownership, alignment, quality, relevance, efficiency and effectiveness;
 - development oriented – the fundamental role of TVET in development – economic, social – and livelihoods;
 - flexible pathways – development and flexible integration of multiple pathways to education for Pacific peoples in recognition of their different skills and abilities and their future needs;
 - Pacific Plan principles such as: regionalism, value addition, gap filling, a bottom-up approach to sector planning and development and a top-down perspective reflecting global commitments to Education for All (EFA) and the Millennium Development Goals etc.;
 - cross-cutting issues to do with inclusivity (gender, disability), youth empowerment, good governance and sustainability.

Challenges and Gaps

8. A number of commissioned studies and stakeholder consultations identified the following common and ongoing challenges for TVET in the Pacific:
- i. an imbalance in demand for and supply of skills;
 - ii. unclear coordination of TVET;
 - iii. lack of demand-driven data – training needs analysis/market/graduate tracer surveys;
 - iv. quality assurance and standards – at a very early stage of development;
 - v. poor/inadequate management pool of TVET personnel;
 - vi. financing – TVET is underfunded;
 - vii. limited pathways and models of excellence; and
 - viii. organisation and modes of delivery;

Vision, Goal and Objectives

9. **Vision:** A Pacific people and Pacific TVET systems capable of meeting current, emerging and future development and social needs of each country, the region and the global environment.

10. **Goal:** To position TVET as a tool for empowering the peoples of the Pacific, especially the youth, and equip them with the capabilities, know-how and skills to support, develop and sustain local, national and regional development efforts.

11. **Objectives:** The overall objectives of this framework are to:

- i. support the implementation of national TVET frameworks and action plans;
- ii. enhance the status of TVET in the Pacific region and stress the importance of TVET in national and economic development;
- iii. strengthen, develop, and transform TVET into a mainstream activity for Pacific youth development, youth employment and capacity building through:
 - advisory support,
 - taking an advocacy and mediation role in regional political and technical leadership mechanisms,
 - best practice tools (for accountabilities to build capacity), and
 - facilitating enabling policy and legislative environments;
- iv. mobilise resources and support for TVET;
- v. position regional institutions to showcase best practice in TVET and develop appropriate TVET programmes and a pool of TVET trainers and managers;
- vi. strengthen regional coordination of TVET through development, cooperation and partnerships;
- vii. promote life-long learning; and
- viii. facilitate labour mobility (temporal movement of natural persons).

Priority Areas

12. The priority areas articulated in this framework are direct responses to the critical challenges and key issues that have been identified. These are to ensure cohesion, better coordination and resource mobilisation and will be supported nationally or regionally where appropriate:

Priority Areas	Areas of attention
Policy and advocacy	<ul style="list-style-type: none"> • Strengthening support to ensure that TVET priorities are reflected in national and regional sectoral policies, regulatory frameworks and national structural reforms; • A regional marketing and communication strategy to advocate on the benefits of TVET for different interest groups (employers, youths, government officials, women, local communities); • Advocating for TVET through meetings of Pacific leaders and regional sectoral heads in the implementation of various regional frameworks;
Quality and standards	<ul style="list-style-type: none"> • Reviewing regional and national processes in the licensing of trades and regulatory frameworks for license and other required systems; • Regional higher education institutions to support and provide programmes focusing on TVET trainers, teacher educators, workplace training and higher level (specialised) TVET; • Enhancing and expanding accreditation and quality assurance systems to international standards.
Access and provision	<ul style="list-style-type: none"> • Youth engagement in informing service provision to ensure that relevant and applicable programmes are identified. Furthermore,

	<p>providers must keep pace with youth interests and changing market requirements;</p> <ul style="list-style-type: none"> • Higher levels of participation of women and other marginalised groups and those with disabilities and special needs; • Increased local/community participation and ownership in mainstreaming for the development of appropriate models of delivery within the villages of the Pacific; • Identification and sharing of regional models and programmes of excellence in TVET; • Strengthened institutional development of TVET at national and regional levels.
Organisation, delivery, access and pathways	<ul style="list-style-type: none"> • Strengthened labour market focus as a useful strategy for improving links between TVET providers and labour market needs, and encouraging labour mobility; • Opportunities for industry apprenticeships and work attachments (practicum) as critical in introducing students to the world of work and employer expectations; • Development of best practice and innovative approaches, including open and distance learning to encourage multiple pathways and opportunities; • Promotion of, and pathways in, community education, sports and cultural practices, as a means of addressing social issues and for the creation of employment skills and attitudes amongst job seekers.
Demand-driven TVET data and market research	<ul style="list-style-type: none"> • Conducting regular labour market surveys; • Building capacity of stakeholders in market research skills and analysis; • Tracer studies and research on TVET; • Pilot initiatives as part of research/good practice.
Coordination	<ul style="list-style-type: none"> • Development of an implementation and monitoring and evaluation plan as part of the regional coordination mechanism for this framework; • Clear information sharing and mechanism for dissemination of outcomes of TVET forums and meetings to feed into forum ministerial processes, especially meetings of ministers of education, information and communication, economics and trade, and labour; • Strengthened partnership among regional organisations, development partners, and higher education institutions in the Pacific region; • Strengthening existing TVET information sharing and networking.
Financing TVET	<ul style="list-style-type: none"> • Establishing a regional funding pool (with development partner support) to develop national TVET programmes, strategies, training of trainers, and new initiatives; • Increasing TVET scholarship funding so that more Pacific Islanders can travel and study in the region and abroad and gain much needed

	<p>exposure;</p> <ul style="list-style-type: none"> • Supporting the integration of TVET and higher education in Pacific institutions, allowing more opportunities for a sustained and cost-effective education; • Implementation of cost sharing and cost recovery programmes, including registration fees for trainees/employers and consultancy services; • Strengthening and promoting employer and industry partnerships and user-pays models and training levies to share the burden of financing TVET; • Mobilising resources for other national level TVET support.
--	---

Monitoring and evaluation and expected action and outcomes

13. The framework, like the PEDF and the Pacific Plan, is a 'living document', which will be subject to regular review and monitoring and systematic and comprehensive evaluation.

14. Some of the major expected key actions and outcomes arising from implementation of this framework will be:

- i. development of an implementation and M&E plan with clear performance benchmarks; and
- ii. establishment of a regional advisory and coordinating committee to steer and oversee the implementation of the framework.

Recommendations

15. Ministers are invited to:

- (a) note the efforts of the TVET Working Group in developing the regional TVET framework; and
- (b) approve the regional TVET framework and encourage development partners and donors to work with countries in using the framework to develop the TVET subsector.

Pacific Islands Forum Secretariat, Suva

7 May 2012

Annex 2: Individual Country reports (by priority area)

Annex 2.1: Policy & Advocacy

The following provides a snapshot by country of the current TVET policy environment.

Country	Overview
Cook Islands	<p>At a policy level the Cook Islands is closely aligned to the overall objectives of the PTVETF. The <i>National Sustainable Development Plan 2011 – 2015</i> is the second Cook Islands medium term development plan which includes the following objectives:</p> <ul style="list-style-type: none"> – Enable every young person to have access to the opportunity to develop knowledge and skills to gain qualifications that they need to contribute to the development of the Cook Islands. – Ensure equitable access for all learners to quality learning programmes <p>These objectives are further pursued in the Education Master Plan (EMT) which seeks ...<i>to build the skills, knowledge, attitudes and values of Cook Islanders to put their capabilities to best use in all areas of their lives.</i></p> <p>Specifically the EMT is guided by seven principles closely linked to the PTVETF - efficiency, equity, excellence, partnerships, quality, relevancy and sustainability.</p> <p>The EMT incorporates the following:</p> <p>Goals</p> <ul style="list-style-type: none"> – Increased access to vocational courses at senior levels – Significantly increased participation in tertiary education – Increased numbers of accredited institutions and courses available in-country <p>Aims</p> <ul style="list-style-type: none"> – Ensuring at least 60% of school leavers are participating in some form of tertiary education – Engaging at least 25% of the adult population in tertiary training – Developing an accredited Cook Islands institute with a wide scope of NQF standards – Providing access to other accredited industry specific programmes e.g. London City and Guilds <p>Action Plans</p> <ul style="list-style-type: none"> – Ensure that all learners are supported in making decisions about further learning opportunities and career pathways – Developing technical and vocational programmes including life skills programmes – Develop, implement and resource an active tertiary sector within the Cook Islands.
Fiji	<p>The Fiji <i>National Strategic Human Resource Plan 2011 – 2015</i> identifies the challenges to generate sufficient employment opportunities for a growing population. It incorporates a National Strategic Human Resource (NSHR) Action Plan to address three major thematic areas: (i) minimizing imbalances in the labour market; (ii) improving the functioning of the labour market; and (iii) improving the productivity of Fiji's workforce.</p> <p>A number of specific policies and strategies in the NSHR Action Plan are aligned to the PTVETF including:</p> <p><u>Policy 1</u>: Support higher output of internationally recognized graduates from tertiary and vocational training institutions in occupations where there are skill shortages.</p>

Country	Overview
	<p><u>Policy 1.1:</u> Upgrade syllabus and relevant requirements in all tertiary and vocational institutions to comply with the FNQF standards through the following strategies:</p> <ul style="list-style-type: none"> – Ensure training to FNQF standards by all tertiary and vocational institutions so as to produce graduates of higher quality. The Ministry of Strategic Planning in consultation with relevant stakeholders to provide advice in identifying priority areas of study. – Encourage the introduction of FNQF competencies and skill-based assessment from Secondary school level and upwards – Encourage and facilitate the registration of all tertiary and vocational institutions within the FNQF. – Review the apprenticeship system in light of the introduction of FNQF standards to ensure Fiji is producing graduates on a par with overseas countries. <p><u>Policy 2.2:</u> Support training in technical areas and capacity building within Fiji’s workforce through the following strategies:</p> <ul style="list-style-type: none"> – Introduction of technical and skills training curriculum at secondary school level. – Government to allocate necessary resources to TVET and encourage students to undertake technical training. – Ongoing capacity building to equip those attending training with relevant skills and knowledge to be able to secure employment abroad, where necessary <p>The extent to which the Fiji Government is actively pursuing its skill development agenda was further emphasised in their report to the Small Islands Developing States (SIDS) Conference in Samoa in 2014. In this report the Fiji Government noted that human resource development is at the core of their strategies to support inclusive national economic growth. The point was underlined further by the following statement:</p> <ul style="list-style-type: none"> – The development and promotion of TVET continues to be prioritized with twenty vocational centres targeted for upgrading as part of the strategy to expand vocational training. In 2011, it became compulsory for students in the academic stream to pursue at least one TVET subject. <p>The Fiji Higher Education Commission <i>Strategic Development Plan 2012 – 2015</i> includes a range of strategies to support sustained economic growth including strengthening partnerships with industry, fostering industry involvement in standards and qualifications development to ensure relevance, adopting national qualifications on the Fiji Qualifications Framework (FQF), advocating nationally the FQF and aligning the FQF to the Pacific Register of Qualifications and standards (PRQS).</p>
Federated States of Micronesia (FSM)	<p>The <i>FSM Strategic Development Plan 2004 – 2023</i> includes a Six-Part Strategy for Transition and Accelerated Growth. The strategy includes the following elements relevant to the PTVETF:</p> <ul style="list-style-type: none"> – Developing an Outward-Oriented, Private Sector-Led Economy – Enhancing entrepreneurial skills and opportunities – Investing in Human Resource Development – Linking higher education and skills development to the needs of a growing economy <p>The FSM Government’s Trades, Training and Testing Programme (T-3) objectives are to upgrade the skills of existing tradesmen, train high school children and those not reaching high school so they may find employment in the FSM or abroad, provide short term training for quick job placement, and</p>

Country	Overview
	<p>work cooperatively with the Job Training Partnership Act (JTPA) and College of Micronesia (COM) to provide quality vocational training.</p> <p>The Department of Education incorporates an Office of Vocational and Adult Education with sectoral responsibilities for policy development and operational matters.</p> <p>The 2012 <i>National Policy on Vocational Development and Skills Training</i> at the federal level in FSM establishes the requirements for vocational development and skill training including skills training as a separate learning track for public schools with career pathways for (a) automotive technology (b) building construction (c) business accounting (d) electronics (e) family & consumer science (f) farming systems & products (g) small-scale fishing (h) science technology, engineering and mathematics (STEM) and (i) tourism.</p> <p>Under the policy high schools are required to prepare the Career and Technical Education (CTE) senior students to pass COM CTE aptitude tests and CTE Instructors at the high school levels are required to be certified under the provisions of the FSM Teacher Certificate Policy.</p>
Kiribati	<p>A key theme of the <i>Kiribati Development Plan (KDP) 2012 – 2015</i> is ‘<i>Enhancing Economic Growth for Sustainable Development</i>’.</p> <p>The KDP sees human resource development as central to the achievement of sustainable economic growth but notes there are a number of key Issues:</p> <ul style="list-style-type: none"> – Lack of (and review of) enabling policies – Limited tertiary and vocational and business training opportunities for youth. – Training does not currently link with the demands of local or overseas employers <p>In response the Government of Kiribati proposes a number of strategies such as:</p> <ul style="list-style-type: none"> – Strengthening the Ministry’s policy framework and planning system by finalising draft TVET policy – Reviewing vocational training and tailoring courses to internal and external labor markets – Enhancing tertiary and vocational training for youth to meet regional (Australian) and international standards <p>Since the development of the KDP a policy statement called <i>TVET Strategy for Kiribati 2013 – 2016</i> has been developed and approved by the Government. Through the policy, the Government of Kiribati is committed to the establishment of an internationally respected national TVET sector which it expects to play a pivotal role in improving national economic growth and increasing employment opportunities at home and abroad, especially young women and men. Key aspects of the policy include improving the quality, quantity, scope and equity of TVET in Kiribati.</p>
Marshall Islands	<p>There is a raft of documentation that provides policy guidance for TVET in the Marshall Islands. At the highest level the <i>National Strategic Development Plan 2015-2017</i> (NDP) gives direction for a number of PTVETF policy areas including:</p> <ul style="list-style-type: none"> – Enhanced TVET and Workforce Development (WfD) – Mainstreamed gender Issues and enhanced capacity for women to meet their full potential – Enhanced capacity of youth and vulnerable groups to meet their full potential

Country	Overview
	<p>Specifically within its Social Development Policies the NDP seeks to</p> <ul style="list-style-type: none"> – Revitalize TVET in secondary schools including policy development, course development and career guidance – Improve life skills instruction – Enhance TVET and WfD by: <ul style="list-style-type: none"> ○ Establishing a national TVET credentialing system ○ Establishing “one-stop” employment center (TVET) ○ Establishing a Labor Market Information System (LMIS) ○ Establishing industry-validated standards ○ Establishing an apprenticeship system ○ Establishing an Employment Service (Labor Exchange) <p>Two other key documents underpinning the NDP are the <i>TVET Strategic Plan 2012 – 2014 (TSP)</i> and the <i>National Training Council Strategic Plan 2013-2015 (NTCSP)</i>. Both of these plans are consistent with the intent of the PTVETF .The TSP includes four goals to:</p> <ul style="list-style-type: none"> – Develop a demand driven TVET system – Expand the output of TVET programs – Improve the internal efficiency of the TVET System – Clarify roles and relationships within the TVET System <p>The NTCSP includes 6 goals:</p> <ul style="list-style-type: none"> – Develop a data-driven national TVET system – Coordinate and evaluate basic education and life skills programs for dropouts and unemployed youth – Coordinate the provision of technical and vocational training and placement in domestic industries and occupations with documented need for new or replacement workers – Support sustainable livelihood and income generation skills training on the outer islands – Maintain and enhance national regional and international partnerships to create new employment an Training opportunities to Marshallese workers – Continue to strengthen the capacity of the NTC to serve as the lead agency in identifying promoting and advocating effective employment training policies and practices. <p>While it is clear from official documentation that there is a platform for concerted development of the TVET sector in the Marshall Islands, the extent of current development seems to be limited as evidenced by a number of comments from key stakeholders interviewed during in-country consultations. Comments included:</p> <ul style="list-style-type: none"> – There is a lack of commitment from industry to advocate for TVET, – There is a need for government departments and agencies to advocate more strongly for TVET, – TVET objectives are not clearly understood by Government, and – RMI used to have strong VET in Schools programs prior to independence. Facilities and teaching quality has declined over the last decade.
Nauru	<p>Nauru’s <i>National Sustainable Development Strategy 2005 – 2025 (revised in 2009) (NSDS)</i> identifies an improved educational system as a key strategy in support of national economic and social development. The NSDS indicates the primary sources of improvement are a focus on quality to regional standards, a more comprehensive scope including primary, secondary, vocational, life and trade skills and an extended reach into communities and mature age students.</p>

Country	Overview
	<p>Following an earlier two year strategic plan (Footpath I) the Department of Education prepared a five year Strategic Plan, Footpath II 2008-2013 which established a new curriculum framework, including TVET.</p> <p>Footpath II recognises, achieving the ultimate goal of having a primary, secondary and vocational curriculum of international standards is a long-term endeavour.</p> <p>The specific TVET objectives embodied in the NSDS are:</p> <ul style="list-style-type: none"> – TVET revived to provide employment opportunities for youth and skilled people for private sector development – TVET and Trade training facilities are operational – The “Learning Village” is established and caters for all learners including secondary students, youth, adults and tertiary students. – TVET is promoted as a valued pathway for all learners and provides work experience for secondary students <p>With Australian funding support Nauru has established its first-ever trade training school and has developed a second technical and vocational training Centre as part of Nauru’s new Learning Village.</p> <p>The completion of the centre has complemented the existing TVET facilities at Nauru Secondary School (NSS) and provides practical training and tuition in technical trades; specifically automotive and marine technical training.</p>
Niue	<p>Under the <i>Niue National Strategic Plan (NNSP) 2009- 2013</i> there is a plan to increase vocational and technical training to support capacity needs in the country. Related to this a Human Resource and Capacity Development and Training Needs Assessment will be conducted to identify priority HRD and training needs for all stakeholders by 2010.</p> <p>The NNSP planned to improve the quality and accreditation of all formal/non-formal educational services targeting vocational and technical training needs by 2013 but to date there is no current policy on TVET. The only TVET being practiced is school-based TVET through Niue High School in the Certificate in Tourism Level 2 under the NZQA umbrella.</p> <p>Niue is planning to initiate its national TVET policy this year (2015).</p>
Palau	<p>There is no national TVET Policy but the Education Master Plan 2006-2016 guides the development and implementation of TVET-related education activity at secondary school level.</p> <p>Stakeholders made the point at interview that they would like to know more about what is happening regionally in TVET to avoid working in isolation. They believed there was a need for the SPC to be more active in promoting regional TVET initiatives such as Pacific TVET Framework.</p> <p>The <i>Palau Medium-Term Development Strategy 2009 to 2014</i>²² incorporates the following <i>Strategies and Actions for Economic Policies and Institutions</i>: Goal: Establish an enabling environment to support sustained and widespread private sector development</p> <p>Strategy 3. Action 10 is to increase the number of Palauans with vocational skills to support demands in the private sector. However it is noted that vocational work is not valued by the community and most vocational jobs are left to foreign workers but to increase the number of Palauans with vocational skills should be an important additional feature of labor market policy.</p>

²² Actions for Palau’s Future The Medium-Term Development Strategy (Government of Palau, ADB, 2009) 2009 to 2014

Country	Overview
	<p>Goal: To upgrade the image of Palau as a tourist destination</p> <p>Strategy 6. Encourage Palauan participation in the tourism industry by improving vocational and in-service training and showcasing Palauan hospitality.</p> <p>Action 15 is to develop vocational training in the skills of tourism</p> <p>Goal. To provide Palau students with access to quality educational opportunities from pre-school through to post-secondary at a cost affordable to families and to government.</p> <p>Strategy 8. Strengthen voc-tech by progressively expanding training capacity by focusing on a small number of priority fields.</p> <p>Action 1 Develop human resource strategy for increasing Palauan participation in vocational and technical fields</p>
PNG	<p><i>The Papua New Guinea Development Strategic Plan, 2010-2030 (PNGDSP)</i> makes the point that the current National Training Policy has been in place since 1989 and is long overdue for review. Under the PNGDSP a range of education reforms are proposed including:</p> <ul style="list-style-type: none"> – Ensuring that vocational and technical training is provided to students while still at secondary school as well as to school leavers. – Students with technical abilities will be provided with easy access into vocational and technical colleges, including polytechnic colleges and community colleges. – The vocational training system will be made flexible to be easily available to those currently employed or at school, or who are moving out of employment or school. <p><i>Needs Analysis Study of PNG TVET Colleges July 2011</i></p> <p>Picking up on the PNGDSP theme, the Needs Analysis Study observed that skills training is a very high priority on the GoPNG policy and planning agenda after decades of neglect. The study pointed out that while a comprehensive Policy for TVET was developed in 2005, a status report on its implementation in 2011 found that virtually none of its action plan has been implemented.</p> <p>During consultations in PNG as part of this review, one respondent expressed the view that there is no discrete national TVET policy saying that any TVET related policy sits within the Department of Education policies. This was considered inadequate as the DoE only covered the vocational sector and other parts of public provision but not the whole TVET sector. For example, while in principle the DoE supports the National Training Council – in practice there is no linkage, accountability or reporting.</p>
Samoa	<p>In Samoa there are a number of indicators of the Government’s commitment to the TVET sector both at the school and post school levels. At a national level the <i>Strategy for the Development of Samoa (SDS) 2012–2016</i> has as its theme: ‘boosting productivity for sustainable development’</p> <p>Within the SDS a number of strategies have been identified that resonate with the priority areas identified in the PTVETF. For example, within the education sector Strategy 1 refers to Quality outcomes with an indicator of <i>increased number of quality assured providers, programs and internationally recognized qualifications</i>. Strategy 2 picks up the Access objective with an indicator for <i>increased number of students with disabilities being mainstreamed at all levels</i>. Finally Strategy 3 relates to relevance and improved linkages between education and training and national goals. The indicator in this case being <i>Increased employability of graduates from Post-Secondary Education Training (PSET) providers</i>.</p>

Country	Overview
	<p>The goals of the <i>Samoa Education Sector Plan (ESP) 2012 – 2016</i> are entirely consistent with the SDS and the PTVETF priority areas. Specifically the ESP includes three goals that are particularly aligned to the PTVETF:</p> <ul style="list-style-type: none"> – Goal 1: Enhanced quality of education at all levels – Goal 2: Enhanced educational access and opportunities at all levels – Goal 3: Enhanced relevance of education and training at all levels <p>There are a range of indicators related to each goal including TVET programme development in select rural and peri-urban secondary schools, improved support and recognition of non-formal education (NFE) provision, national quality assurance by the Samoa Qualifications Authority, the development of national competency standards and Samoa Qualifications and implementation of the Samoa Qualifications Framework</p> <p>At the school level the Government of Samoa has recently completed a <i>TVET in Schools Feasibility Study</i>. The Ministry of Education, Sport and Culture (MESC) is looking at a TVET programme in secondary schools as an alternative pathway. It wishes to expand its TVET offering for a broader range of youth, as an essential strategy in reducing poverty and addressing social inequality. It also wants to ensure that TVET courses are aligned with the needs of local labour market demands.</p> <p>At the post-school level the <i>PSET Strategic Plan 2008 – 2016</i> is focused on PSET sector that is acknowledged nationally and internationally for its <u>quality</u>, and its <u>relevance</u> to the needs of learners, the community, and national development priorities. The PSET Strategic Plan targets a high quality PSET capability that:</p> <ul style="list-style-type: none"> – improves the livelihoods of all individuals and the community by recognising both formal and non formal learning; – enables the development of new pathways and opportunities; – is connected to the goals of the nation; – is available and accessible to all of the members of the community; – celebrates diversity and innovation; – is enriched by cultural values and traditions; – is connected to stakeholder needs and market opportunities. <p>Most recently, in its report to the 2014 SIDS Conference, the Government of Samoa affirmed its priorities to improve access to technical and vocational training opportunities and reported that under the ESP, 11 secondary schools were refurbished and/or reconstructed to fit the changes in the secondary curricula with regards to the teaching of applied and vocational subjects.</p>
Solomon Islands	<p>The <i>Solomon Islands TVET Financing Study (2014)</i> undertaken by the Australian Council for Educational Research (ACER) on behalf of the Australian Government noted:</p> <ul style="list-style-type: none"> – an under developed policy direction for TVET; and – a lack of cohesion in funding for TVET <p>However the study also noted gradual, if inconsistent, inclusion of TVET in system-wide education policies.</p> <p>The <i>National Development Strategy (NDS) 2011 to 2020</i> includes a primary objective to ensure that all Solomon Islanders have access to quality education and for the country to adequately and sustainably meet its manpower needs.</p> <p>The NDS also seeks to develop and implement an improved funding system as well as an improved infrastructure programme to support school operations in</p>

Country	Overview
	<p>primary and secondary education and in technical and vocational education and training.</p> <p>To increase service provision within the Solomon Islands, the SDS also makes reference to supporting, and setting up where needed, skills training schools focused on employment and targeted at skills relevant to each province's needs, strengths and comparative advantage. THE SDS also includes support for non-formal education to provide skills training to those cannot continue with formal education.</p> <p>Incorporated within the <i>Medium Term Development Plan 2014 – 2018</i> there are a number of objectives that are relevant to the PTVETF priority areas:</p> <ul style="list-style-type: none"> – Provide support to the vulnerable – Ensure that all Solomon Islanders have access to quality education and for the country to adequately and sustainably meet its manpower needs. – Increase the rate of economic growth and equitably distribute the benefits of employment and higher incomes amongst all the provinces and people of the Solomon Islands <p>The SIG <i>Budget Strategy and Outlook Paper (2014)</i> in its summary of budget consultations cites 'TVET as a vital subsector in education that needs support and improvement. Most provinces lack TVET and it is important that TVET is established in all provinces....'</p> <p>The <i>National Human Resource Development and Training Plan 2012–2014</i> (NHRDP) aims to:</p> <ul style="list-style-type: none"> – Define the skills that are in demand domestically and internationally – Establish mechanisms that assist the education and training system to meet current and future demands – Improve social equity in participation and outcomes – Support the development of a workforce with the skills to take advantage of international labour opportunities <p>Critically, the NHRDP responds to the need for improved coordination across line ministries in the delivery of national development strategy objectives through the establishment of a National Human Resource Development Training Council comprised of representatives from the private sector, Government ministries related to economic development and social justice at national and provincial levels, as well as representatives from education and training providers.</p>
Tonga	<p>It was noted in a survey response that the <i>Tonga Strategic Development Framework (TSDF) 2011 – 2014</i> supports the need for skills training but at the parliamentary level there is limited understanding of the nature of TVET and its role. As a result there is limited advocacy within government.</p> <p>However, the TSDF's outcome objectives and associated strategies do provide a platform for TVET policy development and implementation in Tonga.</p> <p>TSDF Objective 5 is an <i>Appropriately skilled workforce to meet the available opportunities in Tonga and overseas, by delivering improved Technical and Vocational Education and Training</i>. Strategies to achieve this include:</p> <ul style="list-style-type: none"> – Promoting skill development through appropriate development of domestic training institutions, and mobilisation of external training opportunities. – Improving the focus of education and training on increased productivity of the work force to increase production, exports and overseas employment of Tongans.

Country	Overview
	<p>Emphasising the point the TSDf gives priority to the introduction of TVET as part of the options and subjects taught at the upper levels of secondary schools to prepare students for post-secondary TVET training.</p> <p>Skilling people for social and economic development through effective TVET programs is at the core of the Government's commitment to meet the critical demands for skills and expertise for local industries, the informal employment sector and international labour markets.</p> <p>However, the <i>Tonga TVET Financing Study (2013)</i> made the point that there was not a coordinated approach to TVET policy and system architecture in Tonga. The study expressed a view that there was a lack of a common vision for TVET in Tonga and the absence of a national technical vocational education and training policy. This latter point has been addressed to some extent as coincidental to the development of the ACER Report, a <i>National TVET Policy Framework 2013 – 2017</i> was developed through the Australian/New Zealand TVET Strengthening Program. The National TVET Policy Framework include a number of specific TVET goals:</p> <p>Goal 1: Training focused on improving national productivity.</p> <p>Goal 2: Strong partnerships with employers and industry</p> <p>Goal 3: Resource allocations based on the best investments of public funds</p> <p>Goal 4: Increased participation and equity in training</p> <p>Goal 5: Development of the quality of training outcomes</p> <p>Goal 6: Management of TVET as a national system</p>
Tuvalu	<p>In Tuvalu the <i>Te Kakeega II – National Strategy for Sustainable Development (TKII) 2005 – 2015</i> has a strong focus on employment and private sector development in tourism, agriculture and fisheries.</p> <p>As a result, education and training policy targets the skill and manpower demands of these productive sectors. Under TKII the Government has planned to:</p> <ul style="list-style-type: none"> – Install sound consistent more appropriate curriculum that better target the needs of students and the economy – Expand and improve technical and vocational training opportunities – Make technical and vocational training a central part of the school curricula – Consult with the private sector so labour market needs are better met – Provide more information on the labour market – Formulate and implement a Human Resources Development Policy and Institutional Framework – Create more opportunities to educate and train agriculturalists – Incorporate more agricultural subjects into school curriculum <p>In the <i>TKII Mid Term Review: Action Plan 2015 (Nov 2011)</i> the strategy to expand TVET was confirmed with an expected outcome that by 2015 TVET would be meeting the needs of the labour force in Tuvalu and abroad. Plans also include further support for the Tuvalu Maritime Training Institute (TMTI) to enable it to offer officer training.</p> <p>In its <i>Country Report to the Third International Conference on SIDS in Samoa (2014)</i>, the Government of Tuvalu affirmed its TKII education and training policies to target the skill and manpower demands in the different sectors of the economy by:</p> <ul style="list-style-type: none"> – expanding educational opportunities through strengthening vocational training

Country	Overview
	<ul style="list-style-type: none"> – Incorporate more agricultural subjects into school curriculum – strengthening informal adults education, include females in TMTI – Continuing entrepreneurial training for women – Improving the welfare and opportunities available to youth by providing training in traditional knowledge skills through the TVET Programme <p><i>The Tuvalu Education Strategic Plan II 2011-2015</i></p> <p>Technical and vocational education and training (TVET) stream has for the past two years been added to the primary school curriculum that offers an alternative programme to students who may not excel academically.</p> <p>TESP II sets out a phased and rolling programme covering key aspects of education ranging from early childhood to primary, secondary and technical and vocational education.</p>
Vanuatu	<p>The Vanuatu <i>Priorities & Action Agenda (PAA) 2012</i> makes specific reference to the National TVET Policy 2010-2014 and how it reflects the importance of the TVET sector within the education and training sector.</p> <p>The priority actions in the PAA include</p> <ul style="list-style-type: none"> – strengthening the Vanuatu National Training Council (VNTC)²³, which will engage the private sector, civil society and Government in the reform of the TVET system – the development of a revitalized curriculum, as well as assessment and qualifications arrangements based on agreed competency standards. <p>Key strategies within the PAA include expanding secondary vocational and formal vocational education and training to meet national and international standards, and facilitating youth access to employment opportunities and participation in the productive sector.</p> <p>The primary indicators related to these strategies include the number of registered providers, the number of accredited certificates awarded to TVET trainees, number of students in technical schools and the number of secondary schools that offer TVET in school programs.</p> <p>The <i>National TVET Policy (2010-2014)</i> is built on a vision for a <i>coordinated and quality assured TVET system that will provide nationally and internationally recognised training through flexible delivery mechanisms and will lead to maximum employment and social development opportunities for all.</i></p> <p>Key principles underpinning the National TVET Policy are entirely consistent with the PTVETF. For example the Vanuatu TVET Policy provides for a well-resourced and accessible TVET System that is demand driven, is quality assured, provides pathways to further education and training, and leads to productive employment.</p> <p>Decentralised TVET service delivery is being piloted in Malampa and Sanma, targeting school leavers to enable self-employment and sustainable livelihoods in rural communities.</p> <p>A respondent to the survey believed that there is increasing advocacy for the TVET system particularly amongst productive sector departments at national and provincial levels. However, it was felt that the effectiveness of the TVET system needed to be advocated more to politicians (Member of Parliament) and to senior government officers within other Ministries.</p>

²³ The VNTC Act was repealed in 2014 and replaced by the Vanuatu Qualifications Authority (VQA) Act which established the VQA as a State Owned Enterprise with an entirely new Board structure.

Annex 2.2: Demand-driven TVET data and market research

Country	Overview
Cook Islands	<p>In the <i>National Sustainable Development Plan (NSDP) 2011 – 2015</i> the Cook Islands Government recognises the need to support the private sector, particularly small-scale entrepreneurs and micro enterprises. It therefore proposes to provide business support, including access to financial resources and services, capacity development in business management, vocational training and bridging the skills gap through human capital development.</p> <p>The Government plans to foster local capacity by providing access to up-to-date technical skills through vocational education and training, and developing community and private sector organisations capable of planning, implementing and overseeing infrastructure development.</p> <p>In recognition of the strategic importance of the tourism industry, the Cook Island Government reported to the SIDS Conference in 2014 that a Destination Development Strategy is planned to improve tourism infrastructure, event development, tourism training and education, cuisine development and environment management.</p> <p>In the NSDP the Government recognises their information and data collection, analysis and management systems are deficient and proposes to strengthen information and data collection, analysis and management. However, there is no specific reference to labour market data in the NSDP.</p>
Fiji	<p>The Fiji Government has a clear focus on linking skill development to skill demand. In its <i>National Strategic Human Resource Plan (NSHRP) 2011 – 2015</i> the Government cites the need to improve skills development to ensure that Fiji is productive and competitive in the regional and global labor markets. It specifically points out that the role of training institutions is to develop human resources to match the labour requirements at national and international levels.</p> <p>Surveys of employers in Fiji have indicated a high level of dissatisfaction with the competency levels of newly-trained employees. They have also complained that while they have supported practical work place experience for trainees, many of the graduates leave for work overseas and local industry is not seeing the benefit of its support</p> <p>In response the Government believes there is a need for more technical and vocational training to address the shortages of skills in industries often due to many skilled people leaving the country.</p> <p>The NSHRP notes that these skills need to be replaced, especially in industries where there is presently potential for expansion and employment creation such as tourism, agriculture, and the construction industry.</p> <p>In addition the Government believes the workforce needs to be educated and trained in a wide range of skills to assist investors take advantage of economic opportunities as they arise.</p> <p>However, the Government acknowledged that labour market information is in ‘a poor state’ and says an important impediment to the smooth operation of the labour market in Fiji is inadequate labour market information. The NSHRP points to a dearth of data and information on the labour market conditions required by planners and policy makers, as well as job seekers and employers. In response, the Government has signaled its intention to update a computerized human resource management system to meet the need for information on the potential and current labour force, its current and future</p>

Country	Overview
	<p>employment and occupational distribution, and the rates of remuneration being paid by employers. Data collection through surveys are to be conducted on a regular basis and shared collaboratively between government, statutory bodies, and private firms.</p>
<p>Federated States of Micronesia (FSM)</p>	<p>The FSM Government recognises that a lack of skilled labor in areas of potential comparative advantage limits the extent to which the private sector can expand its activities.</p> <p>In its <i>Strategic Development Plan (SDP) 2004 – 2023</i> the Government notes that labor scarcity is likely to be a constraint on private sector expansion due to a lack of (or inappropriateness of) vocational and training courses.</p> <p>The SDP notes that In general there is limited and probably declining access to vocational and technical training in the FSM and importantly there is need to improve the coordination and information flow between the private sector and the training institutions.</p> <p>A 2011 ADB study pointed out that, while the SDP recognised that employer surveys are the most direct way to identify the demand for skills, FSM does not currently have regular qualitative employer surveys, and this is a major gap in current LMI sources²⁴.</p> <p>To some extent the College of Micronesia (COM) has responded to perceived weaknesses in labour market data. Its Career and Technical Training Divisions include among others the following goals:</p> <p>(1) create and provide quality technical and career instructional programs, courses, and experiences that foster student learning consistent with workforce needs</p> <p>(5) develop and foster partnerships with business, industry, labour, employment and training agencies and other educational institutions</p> <p>In response to identified priority skill demand in the tourism, fisheries and agriculture sectors COM includes in its 2014 Catalog a Certificate of Achievement in Agriculture and Food Technology and a number Career and Technical Education (CTE) courses in agriculture, hospitality and tourism management and marine science.</p> <p>However, at the school level, the 2011 ADB study observed that the content of individual programs did not necessarily reflect FSM or international employment opportunities, facilities and equipment were in bad repair, and there was no evident career information and vocational guidance services.</p>
<p>Kiribati</p>	<p>The 2006 ADB study <i>Analysis of Strengths and Weaknesses of TVET in Kiribati</i> observes that there is no system in place that regularly reviews labour market/community needs, graduate destinations and prioritises the investment in formal, rural and informal sector training. The study recommended that the labour market needs to be monitored and steps taken to ensure training is conducted only where there are clear demands.</p> <p>This concern is reiterated in the <i>Kiribati Development Plan (KDP) 2012-2015</i> which identifies as a key issues:</p> <ul style="list-style-type: none"> – Limited tertiary and vocational training opportunities for youth. – Training does not currently link with the demands of local or overseas employers. <p>In response the Government is targeting better linked employment and training outcomes through enhanced tertiary and vocational training for the</p>

²⁴ Demand Driven Human Resource Development (HRD) for the Pacific (ADB, 2011)

Country	Overview
	<p>youth to meet regional (Australian) and international standards</p> <p>This is consistent with the Government’s long-term merit-based relocation strategy which involves the upskilling of I-Kiribati to improve their competitiveness in international labour markets. To achieve this the Government wishes to facilitate employment overseas by targeting labour markets where skills or labour gaps exist.</p> <p>The <i>Kiribati TVET Sector Strengthening Programme</i> funded by the Australian Government is responding to this challenge. The 2010 design for this programme noted the absence of good labour market data and inconsistency in data definitions constrained analysis of the Kiribati labour market. It noted that more accurate and comprehensive information is required on local and international skills in demand so that TVET, delivered by local training providers, can be targeted towards these skills and industry needs.</p> <p>Responsibility for post school TVET rests with the Ministry of Labour and Human Resource Development (MLHRD). The MLHRD’s <i>Strategic Plan 2103-2015</i> cites the need to link with employers and trade unions as crucial saying efforts to create employment opportunities through skills development will be meaningless if government and its employees do not understand the need of the employer. It also stresses the need for timely and accurate data for informed decision making but does not specifically mention labour market data in this respect.</p> <p>On the other hand the <i>National TVET Strategy for Kiribati 2013-2016</i> indicates plans to form links with local and international employers, TVET providers and government to gain information on current and future skills in demand for women and men. Other plans include:</p> <ul style="list-style-type: none"> – A TVET information database (TVETIS) to assist in the collection, analysis and reporting of these skills. TVETIS will need to be linked to other data sources in MFED, MOE, PSO and other ministries. – Domestic and international labour strategies, including lists of skills in demand will also be developed and published.
Marshall Islands	<p>The National Training Council (NTC) is responsible for TVET sector development and implementing the RMI TVET framework. One of the key areas of NTC responsibility under the Framework is developing a labour market information system that provides realistic information to influence government policies.</p> <p>However, it was reported during in-country consultations that nothing has been done recently to assess national priorities and TVET sector activity. While the NTC is responsible for labour market analysis, limited funding impacts of data collection and review. It was also noted that more participation by industry/private sector would help ensure programs are demand driven but there are no incentives for employers to participate in determining national economic priorities.</p> <p>There are no formal links with industry at government or provider level to involve employers/organisations in labour market analysis although the RMI Chamber of Commerce and Industry does discuss issues with the Government. Industry advisory committees at the College of Marshall Islands (CMI) provide advice and input for the development of vocational programs but these are ad hoc and generally convened during internal and external accreditation consultations.</p> <p>NGOs working in the outer islands respond to community demand and through various mediums such as weaving, sewing, handicrafts, canoe building, and art, students who have not completed schooling are exposed to literacy, numeracy and life skills programs.</p>

Country	Overview
Nauru	<p>In Nauru employers (both from the formal and informal economies) are involved in the determination of national economic priorities and associated skill requirements.</p> <p>This occurs mainly through workshops such as the TVET 5 Year Plan workshop where all employers from public and private sectors including communities were invited to participate and help determine what are the current and future priorities for TVET in terms of what the Nauru Economy requires now and in the future e.g. short labour, job ready skills, new jobs and so forth.</p>
Niue	<p>In response to the survey questions in this area it was reported that at present there are no mechanisms in place to systematically collect and disseminate data related to economic and social development objectives and their associated skill requirements. It was also reported that there was little involvement of employers in discussions related national economic priorities.</p>
Palau	<p>In Palau the Office of Labour is responsible for labour market surveys but current labour market data is out of date. It was reported during consultations that there was also a lack of resources in the Office of Labour to undertake annual tracer studies and surveys for the Palau High School (PHS) and the Ministry of Education (MoE).</p> <p>No formal links with industry at government or provider level to involve employers/organisations in labour market analysis. Some Palau Community College (PCC) programs have an industry advisory committee, as it is a mandatory accreditation requirement for all TVET programs to maintain industry advisory committees.</p> <p>The Belau Employer Education Alliance (BEEA), which is a not-for-profit (NFP) organisation, manages the partnership between the Ministry of Education (MoE) and local businesses. Established in 2000 its purpose is to provide a forum for industry and education stakeholders to work together and improve employment outcomes and transition to employment for high school and collage graduates. Representation on the BEEA includes MoE officials and academic staff from PHS and PCC.</p> <p>In response to a concern about the increasing numbers of foreign workers, the Government has taken direct action to expand employment opportunities for Palauans through the 2014 Skilled Palauan Workforce Investment Act – RPPL 9-32. In order to reverse the trend the bill mandates the PCC to create a vocational certification programme focusing on building skills that translate into employment in areas of the economy that demand technical skills. The bill includes a tax incentive for employers to engage workers with PCC certification.</p>
PNG	<p>During in-country consultations one respondent commented that there is no relationship between labour market demand and the provision of training. A range of other sources corroborated this viewpoint.</p> <p>The Government’s MTDP 2011-2015 states that PNG lacks a labour market information system (LMIS) despite acknowledging that it in order to plan for the human resource development needs of the workforce, information is needed about employment, wages, skill requirements and other labour market characteristics of various industries.</p> <p>In the same document the National Statistics Office reports that labour market data, including for the informal sector is among the most important statistics, yet regular official surveying is nonexistent.</p> <p>The International Labour Organisation (ILO) also reports that there is a severe</p>

Country	Overview
	<p>lack of labour market statistics in PNG, as a result of which the Government has found it difficult to formulate effective and targeted labour market strategies²⁵. The ILO provided assistance in 2007 to develop a LMIS but its use has been limited and it has mainly been used to collect data on job applications and registered unemployment.</p> <p>Currently the National Training Council (NTC) is trying to get funds for its own database but currently the NTC believes there is no rigorous assessment or articulation of national economic and social policies and direction to inform training supply.</p>
Samoa	<p>The Ministry of Commerce Industry and Labour MCIL undertakes a <i>Private Sector Labour Market Survey</i> on approximately a triennial basis. The last published survey was in 2010 and the results of the 2013/14 survey are now at the point of publication.</p> <p>Other than these surveys and some analyses by the Samoa Qualifications Authority (SQA) and the Australian Pacific Technical College (APTC), there is very little current labour market data to guide decisions by training providers in relation to their training plans. It is also fair to say that training providers up until recently have not had a strong focus on the labour market either.</p> <p>Over the past few years the SQA has developed national competency standards and Samoan qualifications in a range of high priority skill areas with the direct support of industry advisory committees. Using the <i>Strategy for the Development of Samoa</i> as a basis, extensive consultation, together with employer surveys and tracer studies are used to determine areas of priority skill demand. The analysis of this data is distributed to providers and used to guide an incentive programme aimed at encouraging the accreditation of courses in high skill demand areas.</p> <p>Through this incentive programme the SQA has noted that providers are either planning or currently using Industry Advisory Panels as part of their programme development process.</p>
Solomon Islands	<p>The recent (2014) World Bank SABER Workforce Development (WfD) analysis found that any links between WfD and economic development strategies were fragmented and ad hoc. It did note however, that there have been recent initiatives such as the National Human Resource Development and Training Plan (NHRDTP) which provides a basis for a clearer definition of roles and responsibilities for government entities but these have not yet resulted in coordinated action to advance strategic WfD initiatives.</p> <p>The ACER Financing TVET in the Solomon Islands study identified similar issues stating that there is scant coordination between employers and TVET providers regarding alignment with labour market demands and as a result there is a mismatch in labour market supply and demand.</p> <p>The study recommends more dialogue between industry, the Solomon Islands Government and TVET providers to improve understanding of labour market needs. It further recommended regular labour market surveys to inform training imperatives, and the linking of funding for skills development to these imperatives.</p> <p>The Australian Government is about to commence a longer term programme of assistance in the Solomon Islands TVET sector which has at its core an objective to improve the quality and labour market relevance of post-school education and training in the Solomon Islands. In preparation for the design of</p>

²⁵ Decent Work Country Programme 2009-2012 (ILO, 2009)

Country	Overview
	<p>this programme an analysis of the Solomon Islands labour market was undertaken based on existing literature and some follow up analysis particularly with the National Statistics office.</p>
Tonga	<p>A review of the Australia/New Zealand funded Tonga TVET Sector Programme in 2012 noted that, while it is the Tongan Government’s policy to support Tongans to become more competitive in domestic, regional and international labour markets through improved demand based TVET, labour market information is scarce and there had been little attempt, if any, to build a better understanding of the dynamics of the labour market.</p> <p>As a result of a review recommendation a Labour Market Study for Tonga was completed in early 2013.</p> <p>In 2014, with Australian Government support, a new TVET programme was established called the Interim Skill Development Facility (ISDF). The principal function of the ISDF is to manage a <i>Skill Development Fund (SDF)</i> as a mechanism to finance training that specifically targets priority skill demand as identified in the 2013 Labour Market Study and other data sources.</p> <p>In practice the 2013 Labour Market Study is just the starting point. It is supplemented through consultation with private sector agencies such as the Tonga Chamber of Commerce and Industry and associated industry groups. Consultation also occurs with key government agencies involved in economic development such as the Ministry of Commerce, Tourism and Labour, the Ministry of Agriculture, Forestry, Fisheries and Food, the Ministry of Agriculture, the Ministry of Internal Affairs (especially the Public Works Department), the Ministry of Infrastructure, the Ministry of Information and Communications and the Tongan Department of Statistics.</p> <p>The 2013 Labour Market Study drew extensively on the International Standard Classification of Occupations (ISCO) drawn from national census data. The ISDF is promoting the use of a common nomenclature of ISCO to report on training needs to support the development of higher-level planning at industry and occupation levels.</p>
Tuvalu	<p>TKII, Tuvalu’s <i>National Strategy for Sustainable Development: 2005 – 2015</i> includes as an educational management strategy the following:</p> <ul style="list-style-type: none"> – consult with the private sector so labour market needs are better met; – provide more information on the labour market; and – formulate and implement a Human Resource Development Policy and Institutional Framework. <p>While the Tuvalu Government has set a priority on private sector development it reported in its MDG Progress Report 2010/2011 that there are acute structural constraints on domestic and overseas job creation and the economy is exposed to external shocks as seen with the decline in seafarer employment following the global financial crisis. The decline by more than 50% of the seafarers’ market that once employed 400 Tuvaluans has been cushioned to some extent by the seasonal employment schemes of NZ and Australia but nevertheless job opportunities for students graduating from Tuvalu schools remain severely constrained.</p> <p>Training standards in the Maritime Training Institute are currently being maintained to allow seafarers to take advantage of work openings as and when the market recovers. The Government continues to monitor the work situation in the seafarer market and through association with the Fiji National University</p>

Country	Overview
	<p>is implementing strategies for post school delivery of TVET related programs relevant to perceived employment opportunities for Tuvaluan students at home and abroad.</p>
Vanuatu	<p>There is a range of mechanisms to collect data related to economic and social development in Vanuatu. For example the Reserve Bank of Vanuatu, the National Statistics Office and the Ministry of Finance and Economic Management release quarterly report on economic and social development. However there is no further analysis to identify any associated skill requirements.</p> <p>There is no Labour Market Information System database in Vanuatu but through the Australia funded TVET Sector Strengthening program, six Provincial Skills Development Plans have recently been published. The provincial skills plans have been developed through consultations with industry representatives from formal and informal economies as well as provincial planning officers and departmental representatives of key productive sector agencies such the Departments for Agriculture, Forestry, Fisheries, Tourism, and ni-Vanuatu Small Businesses.</p> <p>The Government is now proposing that these plans be converted to Industry Skills Plans and aggregated into the National Human Resources Development Plan.</p> <p>In addition the Vanuatu Qualifications Authority (VQA) Act mandates the Authority to establish Industry Skills Councils to advice the authority on the skills needs of each industry. Members of ISCs receive meeting allowances but other than this, there are no national incentives available to employers.</p> <p>Under the course/programme development processes for accreditation, providers must include industry representatives in their respective course/programme development steering committee. However, there is a need to advocate to the industries of the importance of their roles in this process.</p>

Annex 2.3: Coordination

Country	Overview
Cook Islands	<p>In its National Report for the 2014 SIDS Conference the Cook Islands government acknowledges the need for improved coordination by indicating that future efforts to address youth related issues will be centred on improving coordination between agencies providing services and support to youth.</p> <p>Ensuring that the Education Sector is responsive to the training needs of the wider community through collaboration and partnerships with other agencies is also an important element of the government's <i>National Sustainable Development Plan 2011 – 2015</i>. The Cook Islands government is working to ensure that there is representation from key sectors (traditional leaders, the private sector, civil society and communities) in the institutional arrangements required to implement the NSDP.</p>
Fiji	<p>The <i>Technical Vocational Skills Development in Fiji (ADB 2007)</i> study noted at the time of publication that there was inadequate overall TVET Coordination and therefore recommended improving coordination and information exchange among ministries and between ministries and non-governmental organizations is a strategic priority.</p> <p>There are four key agencies with TVET responsibilities in Fiji – the Ministry of Education (MoE), the Higher Education Commission (HEC), Fiji National University (FNU) and the National Training and Productivity Centre (NTPC).</p> <p>The 2007 ADB study suggested the establishment of an independent agency for TVET coordination, quality assurance (standards and accreditation of institutions/programs), and funding.</p> <p>Since that study, the Higher Education Commission (embodying the Fiji Qualifications Council) has been established but the extent to which it sees itself as a coordinating body is unclear. The word coordination does not appear in the HEC Vision and Mission statements, nor does it appear in an overview description of the HEC in its website.</p> <p>Up until recently, the MoE, FNU and the NTPC have continued to operate independently under their respective charters but during in-country consultations a number of people interviewed believed that this was changing. The MoE has been working in partnership with the HEC in the development of a network of technical colleges that will deliver accredited Certificate II qualifications under the Fiji Qualifications Framework. At FNU, where courses are self-accredited, there are signs that the FNU may be seeking accreditation of some of its certificate programs through the HEC.</p> <p>While linkages between key educational agencies may be improving it remains unclear, other than through industry advisory support in the development of national competency standards, to what extent formal processes are in place to improve coordination between agencies with a stake in skill demand and those agencies with a stake in skill supply.</p> <p>At a regional level, the Fiji Government in its National Report for the 2014 SIDS Conference notes limited regional cooperation and expresses strong advocacy for improved cooperation and coordination. It points to the need to improve partnerships and the institutionalisation of stakeholder networking, coordination and cooperation in a range of areas including human resource development.</p>

Country	Overview
Federated States of Micronesia (FSM)	<p>The FSM Strategic Development Plan (SDP) 2004 -2023 observes that in general there is limited and probably declining access to vocational and technical training in the FSM. Perhaps most importantly, there is need to improve the coordination and information flow between the private sector and the training institutions.</p> <p>It would appear that since the publication of the SDS the issue of improved coordination had not been resolved by the time of the 2011 ADB study - <i>FSM Demand Driven Human Resource Development (HRD) for the Pacific (ADB 2011)</i>. This study made the point that there is no overall coordinating authority in FSM for determining what TVET programs are offered, occupational and training standards for each, performance and knowledge assessments, or domestic accreditation/licensing of TVET providers. Instead, the study noted, the MOE and COM each address their particular target areas.</p> <p>The ADB study also suggested that there an agency is needed to bring together the fragmented elements of labour market information, analyse the trends, and disseminate findings on an annual basis to TVET providers.</p> <p>In 2012 the FSM government published a <i>Comprehensive Vocational Strategy Plan - To Improve Vocational Education and Skill Trainings</i>. Under this plan the primary strategy is for the National Department of Education to develop and adopt a national policy on vocational education, mandating the improvement of the States' Vocational Education Improvement Programs.</p> <p>The intention being that the policy and the strategy would provide the strategic framework to guide the development and improvements of the state's Vocational Education Improvement Programme (VEIP) and their T-3 Programs to provide skilled workforce for the nation.</p>
Kiribati	<p>The programme design document for the <i>Kiribati TVET Sector Strengthening Programme (2010)</i> observed that TVET was the responsibility of the MLHRD and that relationships with other Ministries were cooperative, although they did not appear to be close for the purposes of planning.</p> <p>The <i>MLHRD Strategic Plan 2013 -2015</i> identifies the need for a better understanding of the specific skills needs in the domestic economy and the need for MLHRD responses to be enhanced and better coordinated.</p> <p>As a result the Strategic Plan says that the Ministry will establish formal mechanisms for industry and the community to have regular and high level input into the policy, planning, coordination and oversight of TVET in Kiribati. In addition, the Industry Training Advisory Committees (ITACs) established in 2012 will be strengthened in 2013 and a new Technical and Vocational Education and Training Board will be established in 2013.</p> <p>The <i>Technical and Vocational Skills Strategy for Kiribati 2013-2016</i> explains that the TVET Board will provide advice to the Minister and Secretary MLHRD and will guide the establishment, maintenance and promotion of a high quality, integrated, internationally respected TVET system. It will be industry led with membership drawn from government, industry, employees and the community. It will focus and operate at a strategic level and seek to establish better knowledge about skills and occupations, in demand, both locally in Kiribati and internationally and will ensure training organisations deliver training which is fair, equitable and demand driven.</p>

Country	Overview
Marshall Islands	<p>The <i>NTC Strategic Plan 2013 – 2015</i> is built around the theme:</p> <p><i>Building skills and work ethics through innovation training and partnership</i></p> <p>One of the overarching strategies identified in the plan is for the Council to develop incentives to encourage private individuals and organisations to participate in the programs of the Council.</p> <p>The Plan includes a number of specific objective to improve coordination including:</p> <ul style="list-style-type: none"> – Strengthening employer representation on the NTC Board – Fostering employer assistance in creating and recognising a national TVET credentialing system – Recruiting sponsoring employers for apprenticeships – Improving coordination with other ministries and government agencies in the provision of TVET services – Establishing an inter-governmental coordination committee – Increasing coordination with regional and international agencies <p>While the intentions of the plan are exemplary, implementation progress would appear to be patchy given some of the comments received during in-country consultations. For example:</p> <ul style="list-style-type: none"> – Some barriers exist between agencies and government and the private sector. – Increased private representation in NTC steering committees etc. would help to involve private sector in TVET planning and delivery. – One barrier to inter-governmental cooperation is discrete operational budgets. – The NTC would like to cooperate more closely with Ministry of Internal Affairs. – There is a reasonable level of cooperation between the NTC and the Ministry of Education – Barriers to cooperation between government agencies exist because they don't share information. – It would be good to see more coordination between the NTC and non-formal TVET providers. – Greater cooperation between formal and non-formal providers is needed. – Budget mechanisms to encourage greater inter-departmental cooperation should be implemented.
Nauru	<p>The 2009 review of <i>the Nauru National Sustainable Development Strategy 2005-2025</i> identified as one of the key issues a general lack of coordination where blurred and overlapping responsibilities have resulted in tasks falling between the cracks and not being coordinated across sectors.</p> <p>In a survey response to the PTVETF Review communication was seen as the major barrier to effective coordination and that there is a real need for the promotion of TVET and raising awareness especially with private stakeholders.</p> <p>It was reported however that through workshops employers and the community were invited to contribute to the development of the TVET 5 Year Plan.</p>

Niue	<p>The Niue <i>National Capacity Development Action Plan (2008)</i> sees strengthened coordination and collaboration amongst government departments as a primary requirement for effective implementation of respective United Nations conventions for biodiversity, land degradation and climate change.</p> <p>As part of its strategy the Niue government has established a specialist group including the Departments of Education and Community Affairs to coordinate the preparation of public awareness and education materials.</p> <p>Such a strategy for improved coordination between school based TVET and key public and private sector stakeholders does not appear to exist. In response to the PTVETF survey it was reported that there are capacity constraints where the lack of qualified people make it difficult to establish effective coordination mechanisms.</p>
Palau	<p>During in-country consultations it was reported that there is no specific TVET section within the MoE and there is a general lack of any central coordinating body that can reach all stakeholders.</p> <p>That is not say that there in no coordinated activity as there are different, unconnected coordination activities/efforts going on between TVET providers, industry and government.</p> <p>It was also reported that there is a lack of communication from Labour Office about labour market information and there is no formal mechanism for employers to be involved in determining economic priorities. Industry tends to do its own thing and the government responds.</p> <p>There is however the Belau Employer Education Alliance (BEEA) which is the principal vehicle for cooperation between government (MoE) and the private sector. BEEA is a not-for-profit (NFP) organisation that manages the partnership between the MoE and local businesses. It was established in 2000 and its purpose is to provide a forum for industry and education stakeholders to work together and improve employment outcomes and transition to employment for high school and collage graduates. Representation on the BEEA includes MoE officials and academic staff from PHS and PCC.</p>
PNG	<p>The National Training Council (NTC) is responsible for coordination of human resource development in PNG. It regulates private training providers, monitors approved institutions, coordinates public sector and enterprise training plans, and coordinate the award of scholarships.</p> <p>The <i>PNG Development Strategic Plan 2010-2030</i>, as one of its specific measures to support education and training, seeks to ensure that the private sector is engaged in the resourcing and provision of training, including through the National Training Council, so that the training requirements of the private sector are being met.</p> <p>While the NTC has a clear coordination responsibility for coordinated training delivery it only one of three organisations that have a principal stake in TVET management and delivery in PNG. The others being the National Apprenticeship and Trade Testing Board (NATTB) and the TVET Division of National Department of Education (NDOE).</p> <p>The 2007 ADB study, <i>Technical-vocational skills development in PNG</i> makes reference to the <i>National Human Resource Development Policy and Strategy (HRDP) 2005</i> which was reviewed and approved by Cabinet “in principle” in 2006.</p> <p>The HRDP proposed the establishment of a National Skills Development Authority (SDA) as an autonomous statutory body responsible for the</p>

	<p>promotion, coordination, support and monitoring of training within PNG. The intention was to amalgamate the fragmented efforts of the NTC, NATTB and TVET Division. The ADB study noted that the proposal was in response to widespread consensus about the lack of coordination of training in the country.</p> <p>However in the 2011 study, <i>Needs analysis Study of PNG TVET Colleges</i> it was reported that the lack of coordination of the TVET sector was hampering efforts to improve quality. The various agencies (NTC, NATTB, NDOE) were seen to operate in a silo fashion, with very limited communication. The study noted that employers were dissatisfied with the services provided by the colleges and strongly emphasised the need for a coordinating authority.</p> <p>Such an authority has still not been established but during in-country consultations, NDOE officers reported positive cooperation with the NTC.</p>
Samoa	<p>In Samoa survey response indicated that that there should be no barriers to inter-agency cooperation as all organisation plans are linked to the Strategy for the Development of Samoa.</p> <p>Cooperation and coordination is further consolidated under the Education Sector Plan (2013-2016) which includes a specific Goal to Improve Sector Coordination of Research, Policy and Planning. An Education Sector Coordination Unit has been established to strengthen coordination at sub-sector level as it links to sector coordination.</p> <p>Cross ministry coordination is facilitated through the Samoa Qualifications Authority (SQA) Board which includes the CEOs from the Ministries of Education, Commerce and Labour, Women, Community and Social Development, the Vice Chancellor of the National University of Samoa and the CEO of the SQA itself.</p> <p>As the national quality assurance agency, the SQA has established direct and positive links with industry. A PTVETF survey response expressed the view that private sector agencies are aware of the benefits of more relevant and quality assured skill development. Their support is shown by their contributions in meetings, consultations and involvement in skills development either in Sector Advisory Groups, Quality Assurance Focus Group or Quality Assurance Panels.</p> <p>SQA has in place communication strategies including an annual statistical bulletin for dissemination of information to all its stakeholders.</p>
Solomon Islands	<p>The World Bank <i>Solomon Islands Workforce Development SABER Country Report</i> noted that while there were signs of improving coordination mechanisms in recent policies, strategic plans and frameworks, there has been minimal practical application to date. In summary the World Bank study made the following observation:</p> <ul style="list-style-type: none"> – <i>Strengthened coordination among the government agencies, employer groups, and training providers making up Solomon Islands’ WfD system is vital for establishing pathways leading Solomon Islanders to employment either domestically or internationally. Stronger engagement by industry, including through employer associations, is needed to drive WfD strategy and a demand driven approach to education and training provision. Practically, this requires active participation and representation by employer groups, such as the Chamber of Commerce and Industry, in coordination structures such as the NHRDTC, and in the future the SITEC and the Solomon Islands Qualifications Authority (SIQA). In addition, employers in specific industry sectors need to lead the development of competency standards to form the basis of qualifications under the SIQF.</i>

Tonga	<p>While, as reported in a PTVETF survey response, there are no explicit barriers to cooperation between government agencies with a stake in skill development but sometimes a lack of understanding of the needs of training does introduce unintended barriers.</p> <p>Until recently there has been no formal mechanism available to facilitate coordination across ministries. The Australian funded Interim Skill Development Facility has now introduced the concept of a Strategic Advisory Group comprised of CEOs from all the ministries with a specific industry training focus , e.g. National Planning, Tourism, Agriculture, Forestry, Fisheries, Communications and Infrastructure.</p> <p>The Strategic Advisory Group which also includes private sector representation through the Tonga Chamber of Commerce and Industry and training provider representation through the Tonga Association of TVET providers (TATVET).</p> <p>As expressed in its terms of reference, the role of the SAG is to:</p> <ul style="list-style-type: none"> – receive ISDF progress reports, – assist in the validation of priority directions for skill development in the country, – facilitate a coordinated response to skill development needs where stakeholders have common interests and priorities, – share corporate human resource planning to identify future opportunities for targeted training, – support opportunities for work placement and future employment of training graduates, – support the on-going development of national TVET policy, and – become primary advocates for an effective national TVET sector.
Tuvalu	<p>The Tuvalu Department of Education <i>Strategic Plan 2006-2010</i> includes an objective to strengthen partnerships with specific strategies to:</p> <ul style="list-style-type: none"> – Involve business and other stakeholders in curriculum development – Seek the involvement of stakeholders in policy development, planning and resource use – Utilise expertise within the community to promote and support learning <p>However, during in-country consultations the view was expressed that there remained a lack of coordination mechanisms to formally engage with other departments and the private sector.</p>
Vanuatu	<p>The Board of the newly established Vanuatu Qualifications Authority (VQA) is comprised of senior representatives from the national planning office, productive sector departments, the private sector and the Ministry of Education and Training. While still relatively young, this Board will increasingly play a major coordination role across not only TVET but also the post-school education and training (PSET) sector as a whole.</p> <p>A number of coordination mechanisms have been introduced in Vanuatu through the Australian funded TVET Sector Strengthening Program.</p> <p>Provincial Skills Development Coordination is in fact one of three Key Result Areas (KRAs). The others being <i>National TVET System Development and Training, Business Development and Employment</i>.</p> <p>At the provincial level, Provincial Training Boards comprised of representatives of productive sector departments such as agriculture and tourism, local private industry and provincial planners have made major contributions to the</p>

development of provincial skills plans. These plans are used by the PTBs to guide their approval processes for skill or business development support proposals that seek funding through the Employment and Training Fund.

At the national level, there is a Strategic Advisory Group with similar composition and terms of reference to those described for Tonga above. This group has facilitated coordination vertically from national departments to their provincial offices, and horizontally between government departments and the private sector. The SAG has become an important advocate for TVET in Vanuatu as a result.

Cooperative arrangements are most often formalised through Memoranda of Understanding.

Annex 2.4: Financing TVET

Country	Overview
Cook Islands	<p>TVET in the Cook Islands is resource constrained. Funding from the New Zealand Government supports course delivery at the Cook Islands Trade Training Centre (CITTC), the Hospitality and Tourism Training Centre (HTTC) and the Cook Islands Sports Academy (CISA).</p> <p>The actual cost/student of gaining a TVET qualification is difficult to determine due to the enrolment of some students in NZ institutes still being costed out of the In-country training fund.</p>
Fiji	<p>The Fiji Government in its National Strategic Human Resource Plan 2011 – 2015 recognises that inadequate funding and facilities is a major challenge for TVET providers.</p> <p>Given resource constraints, i.e. limited government budget for education and training, the Government is focused on a return on training investment such as providing Fijians with the necessary skills to access national and international labour markets.</p> <p>In their National Report for the 2014 Small Islands Developing States (SIDS) Conference the Fiji Government noted that the implementation of these new policies or effective enforcement of new regulations are hindered by the lack of capacity (human resource, financial, capital equipment) within key implementing agencies.</p> <p>At the school level the Government is committing heavily to the development of 10 technical colleges. An additional FJD7 million has been identified for this purpose in the FY1415 budget. With only 3 of the 10 operational to date it is expected that this additional funding will continue in subsequent budgets.</p> <p>Fiji has a Levy/Grant scheme which requires all employers in Fiji in both the public and private sectors to pay a levy equal to 1% of gross payroll. After the training has been conducted, organisations can then claim grants which would be returned to the employers, consisting of 90 per cent of the levies contributed. The scheme is managed through the National Training and Productivity Centre (NTPC) within Fiji National University (FNU).</p> <p>The Higher Education Commission in Fiji has commenced the development of an outputs/outcomes based funding model for post-secondary providers.</p>
Federated States of Micronesia (FSM)	<p>In the FSM, vocational Education accounts for around 16% of the national education budget. In addition to the budget support under the Compact with the US, FSM has been eligible to receive funding from a range of US federal government programs which has provided additional funding in a number of areas including vocational and adult education.</p> <p>Local revenue constitutes a very small part of overall finances. National level funding is provided for the office of vocational and adult education and the Trades, Training and Testing Programme (T-3) program.</p> <p>In the College of Micronesia (COM) tuition fees are the biggest single source of income accounting for around 50 percent of all revenues.</p>

Kiribati	<p>The 2006 ADB study noted that TVET accounted for about 3% of the education budget which translated to be approximately 0.63% GDP. The more recent ACER TVET Financing Study points to a significant increase to over 9% principally derived from a substantial injection of donor funds at the Kiribati Institute of Technology.</p> <p>The ACER study noted that the proportion of Kiribati Government grants to overall TVET financing is low across the 7 countries surveyed at 30% compared to the an average of around 38%.</p> <p>Fee income is particularly low with just 1.4% of the total income of the Kiribati Institute of Technology being derived from fees compared to the average of 35.3% across the other 6 countries. Given the disparity there is the possibility that the high level of donor funding has distorted this number and that fees, as a proportion of normal KIT revenue, may be much higher.</p> <p>In addition to Australia’s support for KIT, the Maritime Training Centre receives on going funding support from New Zealand and a German shipping company.</p>
Marshall Islands	<p>The Marshall Islands is heavily reliant on USA federal grant funds to support facilities and equipment improvements but the sector is chronically underfunded.</p> <p>The government funds the National Training Council (NTC) on an annual basis. The NTC manages the disbursement of training funds on a two-stage competitive grant basis. Stage one involves providers submitting an expression of interest. Providers must demonstrate how the training links to the NTC strategic plan and priority areas. Once the expression of interest is endorsed by the NTC a full proposal for training is submitted to the NTC Board for final approval.</p> <p>The NTC reports quarterly on performance and budget.</p> <p>There is limited opportunity for TVET providers to generate commercial income.</p> <p>At the College of the Marshall Islands (CMI) funding mechanisms are complicated. The NTC funds some CMI courses but the majority of funding is through USA grants. Tuition fees cover some of the operational costs but are not a significant source of operating revenue. There is no commercial or consultancy activity undertaken by CMI due to limited opportunity given the scale of private sector in RMI.</p>
Nauru	<p>Nauru is heavily dependent on international donor assistance for skills development of all types and donor grants from AusAID and NZAID make up most of the education budget, including finance for the limited TVET activities.</p> <p>Donor funded scholarships comprise a very large part of Nauru’s TVET funding in the post-school sector.</p>
Niue	<p>School-based TVET, is funded under the Department of Education Recurrent Budget and also to some extent from New Zealand under the Education Sector Support programme .</p>
Palau	<p>Both school based and post school TVET funding is managed through the Ministry of Education. The Government is heavily reliant on US Federal grants which fund most TVET sector activity.</p> <p>The Palau High School (PHS) budget comes directly from MoE.</p> <p>The Palau Education Master Plan (EMP) cites several challenges with funding for TVET initiatives in schools, especially the lack of infrastructure and specialist training spaces.</p> <p>Funding for the Palau Community College (PCC) is managed through an MoU with the MoE. The PCC submits an annual budget to GoP and some additional</p>

	<p>revenue is sourced from USA grants. These funds support salaries, equipment, student stipends and scholarships. There are significant financial barriers to participating in TVET programs. Most trainees rely on US grant funding under the PELL scheme.</p> <p>There is no real commercial activity at PCC except for a small amount of income generated through work orders where the community brings vehicles, appliances etc. for students to repair.</p> <p>The RPPL 9-32 Act is intended to reduce the reliance on foreign workers by providing a tax incentive for employers to engage workers with PCC certification.</p>
PNG	<p>Based on the Australian Council for Educational Research (ACER) TVET financing study, PNG expenditure on TVET from all sources is the lowest as a proportion GDP across the 7 countries surveyed. While USD58 million per annum is largest level of expenditure, this only represents about one third of one percent of GDP.</p> <p>During in-country consultations this low level was acknowledged with a view being expressed that the PNG Department of Education does not provide adequate resourcing of TVET from the education budget. It may be that the situation has worsened since the 2008 ADB study measured the TVET component of the education budget as 13% which was among the higher levels in the region.</p> <p>Currently the education act is being reviewed and there is a lack of clarity about the level of priority being attached to TVET. However it was noted that staffing in the NDOE TVET Division has recently been increased from 2 to 3 which could be an indication of improving priority. The NDOE has also started to establish new institutions in provinces.</p> <p>The majority of fees in the public vocational schools are provided except for some additional charges by the institutions to cover resources, consumables, improvements to equipment and the costs of insurance during work placements.</p> <p>In the PNG post-school TVET sector the proportion of TVET financing sourced from government grants is low at 30% but the contribution from fees is high at around 60%. Funding from private sources is predominantly drawn from a 2% levy on payroll and accounts for the remaining 10% of TVET financing sources. In some cases, mining companies are involved in corporate social responsibility programs in lieu of tax (in some areas).</p>
Samoa	<p>Expenditure on TVET in Samoa is the lowest in absolute terms of the 7 countries surveyed in the ACER TVET Financing Study at USD3.64 million. In comparative terms, as proportion of GDP, this represents the second lowest at almost one half on one percent. PNG being the lowest at a little over one third of one percent.</p> <p>The National University of Samoa is the only public post-school TVET provider in Samoa. It is fully funded by Government and student fees.</p> <p>Of the countries involved in the ACER study Samoa has the highest level of TVET funding sourced from Government grants at 64% of all revenue sources. Revenue from fees amounts to one of the lowest at 20% of all revenue sources.</p> <p>There are only a small number of non-government TVET providers and for the most part these are funded by churches.</p> <p>There is an apprenticeship scheme in which the fees for the institutional component are shared equally by the Government, the employer and the student.</p>

Solomon Islands	<p>On a per capita basis and as a proportion of GDP, the Solomon Islands is ranked highly amongst the 7 countries considered by the ACER study.</p> <p>With per capita expenditure on TVET at USD64 it is ranked third behind Tonga (USD 73) and Kiribati (USD149) respectively. In relation to GDP, TVET expenditure is 3.3% which places it second behind Kiribati (10%).</p> <p>There is one qualification in relation to these figures though. They include a high scholarship component and the ACER study was unable to differentiate the specific amount of scholarship funding for the TVET sector alone.</p> <p>The proportion of TVET financing sourced from government grants is 54% in the Solomon Islands while the proportion from fees amounts to 40%.</p> <p>Despite the comparatively high levels of expenditure on TVET in the Solomon Islands the World Bank WFD SABER analysis found that there were only rudimentary procedures for allocating funds to the National University (SINU) and the rural training centres. It was also noted that there was a similar lack in the allocation of scholarships and there was little analysis of funding outcomes.</p>
Tonga	<p>Under the Ministry of Education and Training (MET) the funds provided for TVET is a pro-rata allocation based on actual paid up enrolments. There is no direct reference to national and private sector development objectives in the determination of funding levels.</p> <p>On a per capita basis, Tonga expends USD73 per person on TVET. This is the second highest level of per capita expenditure across the 7 ACER countries. As a proportion of GDP this equates to 1.62% which is the third highest in the group.</p> <p>With Australian funding an Interim Skill Development Facility (ISDF) managed though MET is seeking to support a demand-based approach to training and is introducing a competitive funding model based on priority skill demand.</p> <p>Other donor support comes from New Zealand in the form of scholarships for training of teachers in NZ for hospitality training.</p> <p>Church schools play an important role in the delivery of school based and post school based TVET delivery. The ACER study noted that well over 10% of TVET financing in Tonga came from private sources which in Tonga's case reflects the importance of the churches' contribution.</p> <p>The Church of the LDS has worked with the Tonga Institute of Science and Technology to fund training of 45 volunteers in Ha'apai to support the Cyclone Ian reconstruction. A good example of private sector and government partnership</p> <p>All funds collected through training initiatives by Public TVET Providers are returned to the Tongan Treasury. Financial incentives are not provided currently.</p>
Tuvalu	<p>School based TVET funding in Tuvalu is through the Ministry of Education appropriation but is not separated as an individual line item. It is therefore difficult to estimate what proportion of the budget becomes TVET related.</p> <p>International donor assistance has focused on the Tuvalu Maritime Training Institute (TMTI) with grants over recent years from the ADB, New Zealand and Australia.</p>
Vanuatu	<p>Expenditure on TVET in Vanuatu at both a per capita level and as a proportion of GDP is low compared to most other countries in the ACER study. It is ranked third last against each measure ahead of Samoa and PNG respectively.</p> <p>Funding for TVET in Vanuatu is fragmented with the three tertiary providers responsible to different ministries – the Vanuatu Institute of Technology to Education and Training, the Vanuatu Agriculture College to Agriculture and the</p>

Vanuatu Maritime College to Infrastructure.

The Australian funded *TVET Sector Strengthening Programme* has introduced a competitive funding model using an *Employment and Training Fund (ETF)*. Providers access the ETF fund in response to priority training needs as determined by Provincial Training Boards.

Based on the success of the ETF to generate economic outcomes from training the Government has begun to consider the establishment of a national training fund.

Providers in Vanuatu have the capacity to retain revenue derived from sources such as the ETF and some providers have responded positively to use these funds to invest in professional development of staff, facility upgrades, tools and equipment and teachers' resources.

Annex 2.5: Quality and Standards

Country	Overview
Cook Islands	<p>The Government of the Cook Island, through its <i>National Sustainable Development Plan 2011 – 2015</i> maintains a commitment to accredited TVET programs that are aligned to the priority needs of the country and of the individual. It also looks to the TVET system to provide second chance learning opportunities for ‘at risk’ and ‘in risk’ young people where it believes TVET has led to improving individual self esteem and responsibility, a reduction in crime rates and a more cohesive society.</p> <p>Further, through the NSDP the Government is committed to ensure training facilities in-country are adequately resourced to meet the learning needs of all learners.</p> <p>The wide variety of programme being offered through the Cook Islands Tertiary Training Institute in Rarotonga carry accreditation at a number of levels including its own Academic Board, registering authorities in the Cook Islands, and in addition international accreditation through in some cases London City & Guilds and in others through the New Zealand Qualifications Authority.</p>
Fiji	<p>Through its <i>National Strategic Human Resource Plan 2011 – 2015</i> the Fiji Government identified shortages of well- trained, experienced trades people and of middle- and high-level managers caused by the ‘less than adequate outcomes’ from the TVET institutions. As a consequence it established the policy direction for the adoption of the Fiji National Qualifications Framework through the Fiji Higher Education Commission (HEC) with a view to raise TVET provision in Fiji to international standards.</p> <p>The Fiji Higher Education Commission (FHEC) is committed to quality higher education and training for sustainable development through:</p> <ul style="list-style-type: none"> – Quality academic and cooperate governance; – National Standards and Qualifications – Quality Assurance of courses and programme s – Encouraging lifelong learning through pathways and progression opportunities – Administration of the National Qualifications Framework; – Fostering collaboration between institutions and industry. <p>Within the FHEC, the Fiji Qualifications Council is responsible for the administration of the Fiji Qualifications Framework.</p> <p>Within the Fiji National University (FNU) the National Training and Productivity Centre (NTPC) incorporates the National Trade Testing Department (NTTD) which review current occupational skills standards (OSS) to establish national standards in all the trades, and conduct national trade tests for both institutional and public candidates on a regular basis.</p> <p>As an authority responsible for skills certification, the NTTD sets standards for certification in consultation with representatives of employers, trade unions and relevant government bodies to ensure that the standards set are relevant and specific to the needs of the industry.</p>
Federated States of Micronesia (FSM)	<p>Effective participation of FSM graduates in the global economy is an important thrust of the <i>FSM Strategic Development Plan 2004 – 2023</i>. However the SDP acknowledged that high schools suffered from: (i) inadequate and insufficient facilities and materials to effectively provide instruction, (ii) lack of labour market information and feedback systems to allow the schools to specifically</p>

Country	Overview
	<p>tailor the courses to meet market need, (iii) no tracer studies of students to measure the effectiveness of the vocational education courses.</p> <p>In 2012 FSM launched the <i>Comprehensive Vocational Strategy Plan</i> to Improve Vocational Education and Skill Trainings by:</p> <ul style="list-style-type: none"> – Developing and adopting a national policy on vocational education – Developing and incorporate a database system into the FSM Education Information Management System – Developing a monitoring and evaluation system for the Vocational Education Programs – Improving the Trades, Training and Testing Programme (T-3) in schools to provide vocational skill trainings for “push-out” and “dropout” high-school age youths to increase the skilled workforce <p>At the post-school level the College of Micronesia offers programs accredited through the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC) in the USA.</p>
Kiribati	<p>In pursuit of its Migration with Dignity policy the Kiribati Government recognises the need for its students to acquire internationally recognised qualifications and has adopted Australian Competency Standards as the basis for training delivery at the Kiribati Institute of Technology (KIT). With Australian Government support KIT is now delivering qualifications under an auspicing arrangement with TAFE South Australia. Under this arrangement pathways have been established for further education and training through the APTC and other regional institutions. For example, KIT Certificate II carpentry students have been admitted with advanced standing into the APTC Certificate III and on graduation have returned to Kiribati and found jobs.</p> <p>The Kiribati Marine Training Centre (MTC) is an internationally recognized maritime vocational training institute offering International Maritime Organisation (IMO) approved merchant marine training courses.</p>
Marshall Islands	<p>The Western Association of Schools and Colleges (WASC) provide accreditation of the College of Marshall Islands (CMI) programs and while there is no qualifications framework in place, there are good mechanisms in place to identify and quality assure standards. Programme review committees are convened as part of accreditation self-assessment process.</p> <p>In the school sector there is a two-step process for accreditation of secondary schools programs. Firstly Ministry of Education (MoE) accreditation and then WASC accreditation. National standards are largely based on WASC standards making it easier for schools to complete both accreditation steps.</p> <p>There is no trade licensing system in place in the Marshall Islands and there is limited evidence of industry input into TVET provider programme design and delivery.</p>
Nauru	<p>Currently the Nauru Secondary School (NSS) is using the Australian Quality Framework (AQF) for its TVET programs under a Memorandum of Understanding (MOU) with Queensland TAFE which conducts Recognition of Prior Learning (RPL) testing and interviewing with students and trainers for certification purposes.</p> <p>Students gain Queensland TAFE qualification which enables them to pursue further education and training or seek immediate employment with relevant industries.</p>

Country	Overview
Niue	<p>The National Certificate in Educational Achievement (NCEA) Levels 1, 2 and 3 is offered to Years 11, 12 and 13 students at Niue High School. All of these courses must receive Consent to Assess (accreditation) from New Zealand Qualifications Authority. Arrangements are in place for students currently undertaking the Certificate 2 in Tourism at Niue High School to continue to the next level at the University of the South Pacific (USP) or New Zealand tertiary institutions.</p>
Palau	<p>TVET provider accreditation in Palau is managed through The Western Association of Schools and Colleges (WASC). Both Palau High School (PHS) and Palau Community College (PCC) successfully manage accreditation processes each round. Accreditation is usually for seven-year period with self-assessment occurring in the intervening period. There is a significant amount of work undertaken in preparation for WASC accreditation visit.</p> <p>At PCC all academic staff are involved in quality assurance processes. An Institutional Assessment Committee oversees quality assurance and reports to the College Executive Committee.</p> <p>There is limited evidence of industry input into TVET provider programme design and delivery and there is no qualifications framework or trade licensing system in place. However, skills testing is available through PCC but data on how many students apply or are successful is not available.</p>
PNG	<p>The ACER TVET Financing Study in PNG reported that there are in effect two separate sector-based qualification frameworks, neither of which is aligned to international qualifications frameworks.</p> <p>The Commission for Higher Education (CHE) is responsible for the PNG National Qualifications Framework (PNGNQF) whereas the National Training Council is responsible for the PNGQF-TVET.</p> <p>The existence of separate qualification frameworks and their lack of international recognition creates confusion.</p> <p>While the PNGQF – TVET is in place there remain significant issues in relation to instructor capacity, the adequacy of facilities and the availability of learning resources including equipment and consumables.</p> <p>Private companies are involved and have made significant investments in the development of curriculum and occupational standards. Other providers can use the courses developed by private industry – not sure about financial incentives for companies to do this but they are keen to determine content of training.</p> <p>The PNG Quality Assurance framework is a set of standards for the registration and audit of private technical and vocational education and TVET institutions.</p>
Samoa	<p>The Samoa Qualifications Authority (SQA) has in place mechanisms for quality assurance of programme against National Quality Standards developed under the direction of professional groups in Samoa.</p> <p>The SQA has established quality assurance processes in place including provider registration, course accreditation and audit. Most Post-School Education and Training (PSET) providers are registered but at this point in time only a few courses are accredited. There are signs that an increasing number of providers are seeking either to present their courses for accreditation or adopt Samoa Qualifications developed by the SQA.</p> <p>The Samoa Qualifications Framework (SQF) is well established with policies and guidelines that guide its work on registration of qualification. In addition the SQA has developed processes for recognition of its qualifications framework</p>

Country	Overview
	<p>with other countries.</p> <p>The Samoa Qualifications Framework provides for the progression through multiple pathways between school, TVET and higher education</p>
Solomon Islands	<p>At present there is no national qualifications framework, national quality assurance agency or quality standards in the Solomon Islands. Work was commenced on the development of a qualification framework and a qualifications authority but both remained incomplete at the end of that intervention.</p> <p>The Ministry of Education and Human Resource Development (MEHRD) is now wishing to complete these developments within other related reforms such as the creation of a Tertiary Education Commission.</p> <p>Within the vocational education and training sector there is no national curriculum or national competency standards to inform the development of training and assessment materials.</p> <p>As a result the World Bank SABER study concluded that there are only limited pathways available for students to pursue vocational education and training, and progression to further study is challenging. The SABER study also reported that there have been no significant system-wide efforts to facilitate the recognition of prior learning or provide a broader set of services for adult education and occupational development.</p>
Tonga	<p>The Tonga National Qualifications and Accreditation Board (TNQAB) has the educational quality assurance responsibility in Tonga. The TNQAB has established quality assurance processes in place including provider registration, course accreditation and audit. A Tonga Qualifications Framework is in place and there are already quite a number of Tonga qualifications registered on the Pacific Registry of Qualifications and Standards (PRQS).</p> <p>Based on the Auckland Tertiary School model, the Tonga Institute of Science and Technology (TIST) is working with the Manukau Institute of Technology from New Zealand and the TNQAB to develop a Certificate II Technical and Vocational qualification for delivery in both school and TIST settings. Graduates of the programme will have articulated pathways into further education and training at TIST.</p> <p>However, at present a TVET pathway to higher education is limited.</p>
Tuvalu	<p>The Tuvalu Ministry of Education establishes quality and standards within the school sector. There is emerging a franchise arrangement with FNU that would provide some level of recognition and credit transfer for some TVET related programs delivered in Tuvalu.</p> <p>The Tuvalu Maritime Training Institute (TMTI) is an internationally recognized maritime vocational training institute offering International Maritime Organisation (IMO) approved merchant marine training courses under the Standards of Training, Certification and Watchkeeping for Seafarers (STCW) Convention.</p>
Vanuatu	<p>The Vanuatu Qualifications Authority (VQA) has only recently been established following the repeal of the Vanuatu National Training Council (VNTC) Act. The VQA has established new regulations for provider registration and course accreditation for all PSET providers not just TVET as was the case under the VNTC. In 2014 most providers were assisted in the development of their quality management systems and are now in the process of becoming registered under the VQA.</p> <p>National competency standards have been developed with input from Industry</p>

Country	Overview
	<p>Skills Councils and are now incorporated into training packages.</p> <p>Course accreditation processes are commencing and there has been recent trialing of the processes with providers operating in the tourism and hospitality sector.</p> <p>While there has been a TVET Qualifications Framework in place (established by the VNTC) for some time, a national qualifications framework incorporating school and higher education sectors has only recently been developed to cater for multiple pathways between school, TVET and higher education.</p>

Annex 2.6: Organisation, delivery, access and pathways

Country	Overview
Cook Islands	<p>The Ministry of Education (MoE) recognises its role to support economic development by ensuring that the programme to develop enterprise and entrepreneurship. It has increased access to vocational courses at senior levels by introducing a Dual Pathways programme to provide 'taster courses'/skills trainings to support students make the transition from school to the workforce or to further education and training.</p> <p>The New Zealand MFAT Evaluation of the Cook Islands Education Sector Partnership²⁶ noted that the Dual Pathways programs, taster courses, and CISA programs have increased students' awareness of options for their future. It also noted that targets for increased access to vocational courses at senior levels have been met, with some new subject choices at secondary schools and the implementation of the Enterprise Curriculum.</p> <p>However, it reported that national planning covering the scope of the tertiary sector was not evident.</p> <p>The Cook Islands Tertiary Training Centre (CITTC) and the Hospitality and Tourism Training Centre (HTTC) deliver level 3 and 4 qualifications in association with NZ tertiary providers.</p>
Fiji	<p>The delivery of Certificate II level qualifications through a network of technical colleges being established by the Ministry of Education is a good example of how practical steps can be taken to ensure clear and seamless pathways can be created between school and post-school TVET qualifications under a national qualifications framework.</p> <p>Under the Fiji Higher Education Commission, a process for standards setting, quality assurance and national recognition of qualifications is expanding rapidly. Industry Skills Advisory Councils are providing significant input and already there is a long list of national competency standards and national qualifications across a number of industry sectors. Recently, FNU has commenced discussions in relation to adopting the national qualifications for their vocational programs.</p> <p>The National Training and Productivity Centre (NTPC) within FNU facilitates and provides extensive workplace training aligned to occupational skills standards developed with industry.</p> <p>The National Trade Testing Division (NTTD) of the NTPC fulfills a number of tasks enabling workers in Fiji to obtain certification for their skills. Whilst operating under the Trade Testing Regulations (1976) of the Training and Productivity Authority Act (formerly the Fiji National Training Act), the NTTD:</p> <ul style="list-style-type: none"> – Sets the standards for certification in consultation with representatives of employers, trade unions and relevant government bodies – Conducts the tests – Awards the Trade Test Certificates to successful candidates
Federated States of Micronesia (FSM)	<p>Vocational education is occurring within the secondary system with courses in business, construction, auto mechanics, agriculture and home economics. There have been some creative attempts to apply the skills learnt in the courses and to generate income for the school from the vocational courses</p> <p>The FSM Strategic Development Plan 2004 – 2023 calls for a more flexible system where vocational training and general education for out of school youths and adults provide pathways for youth who have not completed their</p>

²⁶ NZ MFAT (2012)

Country	Overview
	<p>schooling to benefit from formal education at a later stage in their life. The SDP also calls for training programs to be designed to make provision for small business owner/managers who will not be able to leave the running of their businesses in order to attend formal courses through the delivery of on-the-job training programs.</p> <p>The College of Micronesia (COM) offers Vocational Education Programs which include a mix of short courses geared to very specific training needs of the workplace or community setting. The extent to which articulation or credit transfer arrangements exist between COM and the vocational programs in the high schools is difficult to ascertain but COM does have articulation arrangements at Vocational level with Guam Community College.</p>
Kiribati	<p>The concept of pathways between school and post-school providers is not really applicable in Kiribati where there is no school based TVET provision and there are only two discrete post-school providers – the Kiribati Institute of Technology (KIT) and the Marine Training Institute (MTC). There are however increasingly strong cooperative arrangements between KIT and MTC and there are very strong pathways and co-operative arrangements in place for KIT students to complete qualifications at APTC where relevant.</p> <p>A major issue in Kiribati is not so much pathways but availability of places as demonstrated by the fact that in 2013, 800 students sat the competitive exam for just 150 places at KIT.</p>
Marshall Islands	<p>There are limited pathways opportunities due to small size of the education sector – two high schools, one TVET provider and small NGO non-formal TVET providers. There is however, a strong pathway from the high schools to the College of the Marshall Islands (CMI). There was a view expressed during in-country consultations that there needs to be formal pathways with credit arrangements between non-formal providers and CMI. There is therefore interest among the non-formal training providers in having their programs accredited and moving into formal training environment.</p> <p>CMI offers development programme for dropouts to complete basic college-level education and pursue higher-level studies.</p>
Nauru	<p>Multiple entry points are available in Nauru under a re-entry programme for students who have dropped out or left the school system a while back. Adult students are catered for through evening classes. Given the limited range of offerings there are no multiple exit points as students exit with either a Statement of Attainment or a Certificate II in which ever field they studied.</p> <p>Recognition of Prior Learning (RPL) is in place. Students and trainers are assessed for certification purposes under an MOU with TAFE Queensland.</p>
Niue	<p>Only school-based TVET is available in Niue with some level of recognition under arrangements with the New Zealand Qualifications Authority (NZQA).</p>
Palau	<p>The MoE is supporting Palau High School (PHS) to link more closely with Palau community College (PCC), for example by creating a pathway for PHS students to complete vocational programs at PCC and providing credit transfer arrangements for senior PHS courses. The pathways/articulation effort at the moment is focussing on curriculum development at PHS to ensure PCC will credit PHS courses.</p> <p>PCC offers distance education in one or two programs delivered by PCC on outer islands and adults can return to study through PCC programs at night and on weekends. Good retention rates are reported for adult programs.</p>

Country	Overview
	<p>Skills testing is also available through PCC.</p> <p>There is potential to increase mutual recognition arrangements between TVET providers locally and within the region.</p>
PNG	<p>The <i>PNG National Human Resource Development Plan (NHRDP)</i> calls for a flexible system where there are multiple pathways available for the achievement of qualifications. More flexible options include recognition of prior learning and experience and multiple entry and exit points to enable the acquisition of a qualification over time.</p> <p>The concept of pathways is well understood in PNG but the confusion around qualification structures diminishes the opportunity for successful translation into practice. With two qualification frameworks in operations it is more difficult to understand equivalencies and to establish mutual recognition arrangements.</p> <p>Nevertheless, multiple entry and exit is theoretically possible and RPL is certainly available. The National Training Council in 2013 published the <i>PNGQF-TVET RPL Assessment Policy Tool Kit</i> which provides for a rigorous process of assessment to ensure validity, reliability, flexibility and fairness.</p>
Samoa	<p>Multiple points of entry and exit, in order to facilitate lifelong learning, are a feature of the Samoa Qualifications Framework.</p> <p>Mutual recognition arrangements are in place facilitated by having the programs accredited and qualifications registered on the Samoa Qualifications Framework..</p> <p>Samoa's quality assurance systems cater for accredited training in multiple settings such as the workplace and in community facilities but while there has been recognised non-formal training there is yet to be formal delivery of accredited courses in the community. A major reason being that there have not been relevant accredited courses available to date.</p>
Solomon Islands	<p>There are limited pathways between the programs undertaken at Vocational Rural Training Centres (VRTC) and that of the Solomon Islands National University (SINU) as confirmed by the World Bank SABER analysis which noted that there is considerable disconnect between the non formal, TVET and higher education subsectors.</p> <p>The Government has recognised the structural weaknesses in the post-school sector and is progressing a plan to establish a Tertiary Education Commission and to complete the establishment of a Solomon Islands Qualifications Authority and an associated Solomon Islands Qualifications Framework.</p> <p>As these structures come into place, partnerships between providers, mutual recognition arrangements and articulated pathways will become a possibility.</p>
Tonga	<p>There are some early signs in a couple of sectors (2 out of 9) where training providers have provided multiple entry and exit points for trainees in Construction and Hospitality. Tonga National Qualifications and Accreditation Board (TNQAB) accreditation processes and the application of competency-based training (CBT) has been the prerequisite for this to be achieved.</p> <p>Some mutual recognition procedures are in place between individual institutions, but it is not universal. There is in principle support, but the staff capacity to provide the support is limiting the fuller adoption along with a need for training support to providers.</p> <p>The ISDF is opening possibilities for accredited training to be delivered at the workplace and at village level (on the job training).</p>

Country	Overview
	Recognition of Prior Learning (RPL) policies are being implemented by a few providers.
Tuvalu	School based TVET is provided under Ministry of Education regulations. Opportunities are emerging for school based TVET programs to be recognised by FNU linkages under franchise arrangements. In practice this will facilitate Tuvaluan entry into further education and training programs at FNU with some level of credit.
Vanuatu	<p>The Vanuatu Qualifications Framework (VQF) allows for entry into the various qualification levels for school leavers, as well as existing workers and adults. An RPL assessment is also used to qualify an individual entry into a qualification.</p> <p>Under the accreditation system set by VQA, qualifications offered by a registered provider have to be recognised by other registered providers. This is to facilitate articulation for learners into the higher levels of the VQF qualifications. During 2015 the VQA will develop a strategy for recognising Vanuatu’s qualifications internationally and a policy on credit transfer and accumulation arrangements between providers.</p> <p>Through the provincial TVET Centres accredited training is available in community facilities and workplaces but open and distance learning is still not available in the TVET sector.</p> <p>Vanuatu has recently launched its first ever national competency standards (NCS) and the VQA is anticipating in near future these NCS and supporting learning materials will be used in the workplace as well as on open and distance learning. The VQA has started promoting the NCS to the wider industry groups and general communities.</p>

Annex 2.7: Access and Provision

Country	Overview
Cook Islands	<p>Under its Education Master Plan 2008 – 2023 the Cook Islands Government has a strong focus on access. Under its <i>Learning and Teaching Focus</i> its Goals and associated Aims include:</p> <ul style="list-style-type: none"> – Equitable access for all learners to quality learning programmes. <ul style="list-style-type: none"> ○ Providing 100% access for all learners to programmes that meet their individual needs ○ Developing delivery mechanisms from Rarotonga to outer islands for all courses – Increased access to vocational courses at senior levels <ul style="list-style-type: none"> ○ Providing re-entry programmes on all islands for people who have been away from learning ○ Developing an accredited Cook Islands institute with a wide scope of NQF standards – Significantly increased participation in tertiary education <ul style="list-style-type: none"> ○ Ensuring at least 60% of school leavers are participating in some form of tertiary education ○ Engaging at least 25% of the adult population in tertiary training – Increased numbers of accredited institutions and courses available in-country <ul style="list-style-type: none"> ○ Providing access to other accredited industry specific programmes e.g. London City and Guilds
Fiji	<p>The Fiji Higher Education Commission (FHEC) includes equity and access as core values. As such the FHEC seeks to provide strategic leadership for the Government across the PSET sector to encourage investment in, and access to education and training that provides measurable economic and social returns on investment.</p> <p>To optimise participation in education and training the FHEC will implement strategies to:</p> <ul style="list-style-type: none"> – Enhance access to, and participation in, education and training across all levels of society – Ensure that access to education and training is equitable and that pathways for progression are clear and widely understood across the community. <p>Within its strategic plan Fiji National University (FNU) has a primary objective to promote Access and Diversity. To do so it identifies a number of initiatives such as:</p> <ul style="list-style-type: none"> – Initiative 1.1 Develop strategies to enhance student admissions. – Initiative 1.2 Adapt to serve an increasingly diverse student population, with a focus on socialisation of new students into the higher education experience. – Initiative 1.3 Provide disability resource services for students – Initiative 1.6 Provide child care services to local and international student families. <p>In pursuing its plan to develop 10 technical colleges across the country the Ministry of Education has a number of clear access objectives:</p> <ul style="list-style-type: none"> – To raise the status of vocational education in order to attract and retain students who may have otherwise left the school system – To geographically locate technical colleges where they are accessible to a broad range of students not just those resident in larger urban centres

Country	Overview
	<ul style="list-style-type: none"> – To include a range of course offerings that are attractive in equal part to boys and girls
Federated States of Micronesia (FSM)	<p>The FSM Strategic Development Plan 2004 – 2023 noted that the absence of official gender policies and strategic development action plans made it difficult for policy and decision-makers to take women’s affairs seriously. The SDP also noted that gender mainstreaming is extremely important for achieving FSM macroeconomic policies.</p> <p>The 2011 ADB Study²⁷ observed that local traditions affect enrolment but that there were no formal barriers to TVET enrolment at any level. The gender split at the various levels of education and training were generally close. At the tertiary level in the College of Micronesia this split though tended to be down traditional occupational lines and there were only a few examples of girls or boys undertaking training in non-traditional occupations. The ADB study concluded that:</p> <p><i>There is a need to market training programs in a manner that will encourage females and males into non-traditional programs, and ensure that the profile of training includes a balance programs that reflect interests and employment opportunities for both females and males.</i></p>
Kiribati	<p>The Kiribati Development Plan (KDP) includes two guiding principles namely: socio protection/gender equity and results based management. Government programs and projects are required to incorporate the development an enabling environment for sustaining socio protection and the KDP has a number of related indicators:</p> <ul style="list-style-type: none"> – Gender empowerment with an emphasis on family, children, women's and men’s rights – Enhanced vocational and business skill training to achieve Australian standards – Number of trained graduates starting up gainful IGAs by gender (female and male) <p>However, at the Small Island Developing States (SIDS) Conference in Samoa in 2014 the Government reported that at the Kiribati institute of Technology in 2012, 65% of the 239 student enrolled were male, with an even higher proportion of 89% in the trade courses. This latter statistic could also be interpreted positively in that 11% of those in trade courses are female which compared to participation rates of females in non-traditional trades training elsewhere is relatively high.</p> <p>The SIDS Report concluded there was little improvement in social equity of access to KIT, as the program’s vocational preparation and scholarship schemes for outer island youth have not yet implemented. It also noted that overall the TVET Sector strengthening Programme at KIT was performing satisfactorily in areas such as effectiveness, efficiency and sustainability but performance is less than anticipated in areas of gender and M&E.</p>
Marshall Islands	<p>While there is equal access to education, the Marshall Island’s 2011 Census highlighted a distinct gender differential in economic activity, with 51 percent of all men of working age engaged in either paid or unpaid work, compared to 28 percent of women of working age.</p> <p>The 2014 SIDS report identifies high rates of teenage pregnancy which not only disproportionately impacts women in health terms but also in terms of compromised educational outcomes and consequently income earning</p>

²⁷ Curtain et al (2011)

Country	Overview
	<p>opportunities. In response the National Youth Policy (2009-2014) seeks to:</p> <ul style="list-style-type: none"> – Strengthen education and training – Expand livelihood opportunities through a range of targeted vocational and employment training – Strengthen health programs and social services for young people <p>During in-country consultations it was reported that the College of Micronesia (CMI) supports female students who want to enrol in trades programs. It was also reported that CMI is mandated by the government to provide education for people with disabilities but there were no specific programs to promote skill development for people with a disability (or women).</p>
Nauru	<p>While there are no specific incentive programs in Nauru there are female students enrolled in joinery, construction and engineering courses at Nauru High School.</p>
Niue	<p>In terms of TVET, a survey respondent in Niue reported that there is a need for a national TVET policy that is inclusive of youth and adults with special needs. There are no programs in place to encourage higher levels of female participation in skills development (including non-traditional trade areas).</p>
Palau	<p>In-country consultations in Palau revealed that while girls and females are encouraged to enrol in vocational programs at Palau High School (PHS) and Palau Community College (PCC) there are no specific programs in place to encourage female participation in skills development or addressing barriers for people with a disability.</p>
PNG	<p>The ACER TVET Financing Study reports significant gender disparity in enrolments in Vocational Centres (VC) and Technical and Business Colleges. Females account for 27% of students in VCs and 30% in the Colleges.</p> <p>Four programs enrol the bulk of male students: business studies, electrical trades, metal trades, and vehicle trades. Females tend to concentrate in two areas: business studies and tourism/hospitality although a small proportion of females are enrolled in the electrical, metal and vehicle trades areas. In the business studies area enrolments of both genders are on a par.</p> <p>The National Training Council (NTC) regulates private training providers, monitors approved institutions, coordinates public sector and enterprise training plans, and coordinates the award of scholarships for needy individuals in training. There are 3 scholarship training funds and there are women being trained in the garment industry, plumbing, carpentry, safety and security. The National Capital District Commission and church organisations provide vocational programs for disabled people. These courses are regulated by the TVET wing of NDoE.</p>
Samoa	<p>Samoa supports increase access to PSET including those identified with a disability through a funding scheme that has been secured under the Australian-Samoa Development Partnership. Strategies developed under the partnership are now reflected in Samoa's Education Sector Plan.</p> <p>Mechanisms to encourage higher levels of female participation in skills development (including non-traditional trade areas) include scholarships and promotional awareness programs by PSET providers.</p> <p>Access grants are available for formal and non-formal training providers to deliver training in community settings with an objective to improve access to skill development opportunities for women and people with a disability.</p>

Country	Overview
Solomon Islands	<p>A network of Vocational Rural Training Centres (VRTC) throughout the country provides vocational training mostly in agriculture, construction, automotive and life skills/home economics. The Solomon Islands Government supports these centres through the payment of salaries through the respective, mostly faith based, educational authorities. To this extent the Government is supporting expanded access to skill development in rural and remote communities. The programs offered tend to have a male bias with girls mostly involved in either agriculture or life skills programs. The enrolment of boys has been on average around 3 times the enrolment of girls.</p> <p>There are three Vocational Rural Training Centres (VRTC) that focus specifically on providing training to students with disabilities. Funding support from the Ministry of Education and Human Resource Development (MEHRD) pays for instructor salaries.</p> <p>The World Bank SABER analysis concluded that outside these three VRTCs there is no support for training services for disadvantaged students.</p>
Tonga	<p>The Interim Skill Development Facility (ISDF) is implementing strategies to guide future access policy for the Ministry of Education and Training (MET) but here is no specific training allocation for women.</p> <p>The Department of Women Affairs and the national disability organization (NATA) is providing support and integrating programs with MET and the ISDF.</p>
Tuvalu	<p>Tuvalu's <i>National Strategy for Sustainable Development: 2005 – 2015</i> includes as priorities, gender equity and expanding the role of women in development. A specific strategy is to provide women with small business and entrepreneurial training, and access to appropriate credit facilities.</p> <p>The Tuvalu 2014 SIDS Country Report indicated that an increasing number of women are now in full time employment in both government and the private sector, but decent work is also needed for youth (15-24 years) as well as people with disabilities.</p>
Vanuatu	<p>By their very nature, the Vanuatu TVET Centres operating in provincial environments, with a role to coordinate the delivery of training in response to local skill priorities, have significantly expanded access to skill development opportunities.</p> <p>Accredited training and business development support services are being delivered by registered training providers and industry experts in rural and remote areas across three provinces – often where there are no roads and access to training sites is only by boat or foot.</p> <p>Not only does this approach improve access for those normally remote from education and training services but it also facilitates access for women whose family responsibilities often preclude their participation in training delivered in places distant from their communities. Similarly, by bringing training delivery into village and community settings it is more accessible to those with a disability. Over the past 12 months the participation of disabled people in mainstream training activities has increased from 3% to 8% of all participants.</p> <p>Two strategy plans have been developed to guide improved access to skill development opportunities in Vanuatu:</p> <ul style="list-style-type: none"> – Disability Inclusion Strategy for the Vanuatu TVET Sector – A Strategy for the Promotion of Gender Equality in the TVET Centres of Vanuatu

Annex 2.8: Monitoring & Evaluation

Country	Overview
Cook Islands	<p>A New Zealand Ministry of Foreign Affairs and Trade evaluation of the Cook Islands Education Sector Partnership in 2012 commented in relation to the implementation of the Education Master Plan that the new Division for Policy Planning and Review has addressed the recommendations regarding strategic and operational policy development, analysis of data to inform decision making, effective monitoring and evaluation and improved school review processes. As a key achievement the report noted that MOE has developed high quality management systems with monitoring, evaluation, forecasting and risk analysis mechanisms.</p> <p>The Evaluation concluded that MFAT had confidence in the robust systems that have been developed by the MOE (with MFEM and OPSC) for planning, reporting, monitoring and evaluating, and its ability to target resources to achieve the desired results.</p>
Fiji	<p>The Fiji Higher Education Commission (HEC) maintains a database of higher education information. In its Strategic Plan 2012-2015 includes a range of strategies to strengthen data collection and monitoring and evaluation:</p> <ul style="list-style-type: none"> – Develop data management protocols that will provide information for enabling learners, providers, employers and national planners to plan and forecast more effectively – Provide support for a research and development unit within FHEC. – Develop/identify methodologies and ‘tools’ for monitoring and reporting on performance and progress within HEI’s – Provide quantitative data to support future development and decision making across PSET, private and public sector investors and employers. – Establish protocols for internal and external monitoring and for professional management of data. – Develop data management protocols that will provide information for enabling learners, providers, employers and national planners to plan and forecast more effectively. <p>The ACER TVET Financing Report for Fiji published at much the same time as the FHEC Strategic Plan recognised the need for the range of strategies identified by the HEC to improve data collection and analysis. The ACER team found that at the time information relating to course offerings was readily available, but up-to-date and comprehensive data relating to student enrolments and graduations, staffing, course duration and financing was generally lacking. The team foresaw that the expanded role of the FHEC with respect to policy and planning in TVET would go a long way to redressing the issue especially if the data is made freely available to those most affected by it including providers, employers, and the Government.</p>
Federated States of Micronesia (FSM)	<p>The Strategic Development Plan (SDP) 2004-2023 incorporates a range of output objectives with associated indicators. For example:</p> <ul style="list-style-type: none"> – <u>Strategic Goal</u>: to provide comprehensive vocational, technical and basic skills training and certification to at-risk in and out of school youths, incumbent and dislocated workers and adult learners there is an objective – <u>Objective</u>: Deliver manpower and skill training programs through WIA, T3, COM-FSM and other education sector programs – <u>Indicator</u>: ___% graduates in T3, WIA, COM-FSM are trained and employed in a local job market, (affirmative action for hiring)

Country	Overview
	<p>From this it is apparent that the FSM Government has a clear focus on measuring results but unfortunately it was difficult to find any publication of progress apart from a well prepared 2014 graduate analysis from the College of Micronesia which provides longitudinal data, over at least the preceding five years, disaggregated by gender, state of origin, and major study.</p>
Kiribati	<p>A review of the Kiribati TVET Sector Strengthening Programme in 2013 concluded that the results derived from monitoring and evaluation were patchy and not sufficiently robust to influence decision-making. The review noted that only the most rudimentary data was available to inform decision-making and that there was an urgent need to rectify this situation.</p> <p>A similar observation was made by the ACER TVET Financing Study which reported that a full picture available of TVET in terms of operations, planning, budgets and funding was not available. In general it noted weaknesses in data collection, a lack of baseline data to measure progress, and poor monitoring and evaluation capacity.</p>
Marshall Islands	<p>The National Training Council (NTC) is the agency responsible for formal and informal training activity and TVET research. The MoE provide their own reports to the Marshall Islands Government.</p> <p>There is a recognised need more M&E activity and the NTC is trying to build service provider capacity to record and report student data. At present there is not an M&E officer on the NTC staff.</p> <p>All providers must complete tracer study of participants (contract requirement) but It is difficult to track students once they leave RMI and go abroad.</p> <p>The College of the Marshall Islands (CMI) manages its own student data systems and reports to MoE. WASC accreditation has specific requirements for reporting on completion/retention rates but CMI does not conduct tracer studies post completion although it was reported that the careers counselors are aware of where students end up.</p> <p>Non-formal training providers undertake limited M&E activity.</p>
Nauru	<p>The availability of student related data is limited in Nauru and there are no mechanisms in place to collect and systematically evaluate data. There have been no tracer studies to determine the outcome from TVET training in Nauru.</p>
Niue	<p>Some data is available in Niue but only in the Certificate in Tourism and some courses in Agriculture, Horticulture and ICT but this data is not publically available as it is collected only for school use. A start has been made to trace the future destinations of school leavers but this needs to be done on a more regular basis.</p>
Palau	<p>The Palau MoE Division of Research and Evaluation is responsible for monitoring education performance. Data is available on school completion and retention rates but there is no evidence of any systematic review of data in relation to social development or national economic objectives. TVET providers report on student performance through regular reporting to MoE but there is limited evidence of post-completion data.</p> <p>During in-country consultations it was acknowledged that there is a need to improve M&E performance across the system. For example there is some confusion in the MoE between the role of the Bureau of Research and Evaluation and the Office of Labour. It was suggested that it would be good for a representative from MoE to work with the Office of Labour to extract TVET related data.</p>

Country	Overview
PNG	<p>In PNG M&E systems are in place with each of the main government agencies maintaining their own record systems. The National Department of Education (NDoE) -TVET through the EMIS looks after Vocational Education and Technical Colleges and their related data.</p> <p>The National Training Council NTC is responsible for the oversight of registered training organisations and while there is registration and course data to hand there is little RTO statistical data available.</p> <p>The National Apprenticeship and Trade Testing Board (NATTB) keeps apprenticeship records related to enrolment, completion and trade testing but this data is not published.</p> <p>The Office of Higher Education conducts an annual survey of providers including some TVET providers but these surveys are not published. They are however distributed to those who participated in the survey.</p>
Samoa	<p>The SQA includes within its structure a Research, Policy and Planning Division which is responsible for the annual collection and reporting of data from all PSET providers. Annual and trend data is published related to enrolments, graduates, dropouts and faculty. Tracer studies have been conducted and reported as well.</p> <p>A comprehensive M&E Framework has been developed by the SQA which has recently been refined to ensure it is fully aligned with common outcome, output and indicator descriptions to the M&E Framework underpinning the Samoa Education Sector Plan.</p>
Solomon Islands	<p>The SABER study in the Solomon Islands assessed that monitoring and evaluation was poorly developed. It noted that the Government does not systematically collect or consolidate training provider data in areas such as enrolments, completion rates, student satisfaction or employment outcomes. Without such data it follows that there is no analysis of provider performance or system trends to inform policy.</p>
Tonga	<p>Enrolment and graduate data is collected each year for the EMIS system from all TVET providers. Collection of student data is required, but results and analysis is not publically available to the training providers except via overall ministry annual reports. This data is used primarily to facilitate replacement certificates or transcripts for TVET providers.</p> <p>Limited attempts to improve data collection and management have been made by some individual training providers but the practice is not widely conducted, or published.</p>
Tuvalu	<p>Data is collected and reported to Government from the Tuvalu Maritime Training institute related to Annual TMTI intake, TMTI entry standards, number of TMTI graduates who readily find employment, and number of TMTI graduates able to pursue advances maritime training.</p>
Vanuatu	<p>A Vanuatu Education Management Information System (VEMIS) has been established but, up until recently, it has not included any TVET related data. As a result the inclusion of TVET related data in the Annual Statistical Report of the Ministry of Education and Training has been sourced externally from the Australian funded TVET Sector Strengthening Programme which has a substantial M&E base. However, data from this source remains limited from a national perspective as the TVET Programme has up until recently been operating in half of Vanuatu's six provinces.</p> <p>In 2014 support was provided to TVET providers to develop their quality management systems (QMS). Within the QMS structure there are mechanisms to collect and evaluate data.</p>

Annex 3: References

Cook Islands	Learning for Life - Cook Islands Education Master Plan 2008–2023
	National Report for the 2014 Small Islands Developing States (SIDS) Conference and post 2015 Sustainable Development Goals (SDGs)
	National Sustainable Development Plan (NSDP) 2011-2015
	Provider and Qualifications Database (PATVET, 2007)
	The Evaluation of the Cook Islands Education Sector Partnership (MFAT NZ, 2012)
Fiji	Fiji Higher Education Commission (FHEC) Strategic Development Plan 2012 - 2015
	Fiji National Report for the 2014 Small Islands Developing States (SIDS)
	Fiji Qualifications Framework Brochure (FHEC)
	Introduction to the Fiji Qualifications Framework (FHEC, 2012)
	National Strategic Human Resource Plan 2011 – 2015 (Ministry of Strategic Planning, National Development and Statistics, 2011)
	Policy on the Registration of Qualifications on the Fiji Qualifications Framework (FQF) (FHEC, 2012)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – Fiji Country Report (ACER – DFAT, 2014)
	Technical-vocational education and training (TVET) review in Fiji (ADB, 2006)
FSM	Background analysis and Recommendations, Federated States of Micronesia (FSM) (ADB, 2011)
	CTE Policy (http://www.fsmed.fm/index.php/cte-policy , 2012)
	FSM Comprehensive Vocational Strategy Plan (http://www.fsmed.fm/index.php/fsm-comprehensive-vocational-strategy-plan , 2012)
	Key Recommendations for Developing Demand Driven Human Resource Development In the Federated States of Micronesia (FSM) (ADB, 2011)
	Strategic Development Plan 2004 - 2023
	Welcome to Career & Technical Education (http://www.fsmed.fm/index.php/homepage-cte , 2013)
General	A Framework and Tool for Analysis of Workforce Development (World Bank, 2013)
	Good practice in technical and vocational education and training (ADB, 2009)
	Key Recommendations for Developing Demand Driven Human Resource Development (ADB, 2011)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific - Sustainable Financing of TVET in the Pacific (DFAT, 2014)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific - Overview Paper: Strengthening TVET Finance Data Collections (DFAT, 2014)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific - Overview Paper: The Research at a Glance (DFAT, 2014)
	OECD Reviews of Vocational Education and Training Initial Report - Learning for Jobs (OECD, 2009)

	Open and Flexible TVET in Commonwealth Pacific Countries, Commonwealth of Learning (Terry Neal, 2011)
	Skilling the Pacific - Technical and Vocational Education and Training in the Pacific (ADB, 2008)
	Skills Development and Technical and Vocational Education - Current Issues in Education (DFAT Australia, 2012)
	Stepping up skills for more jobs and higher productivity (World Bank, 2010)
	Strengthening Inclusive Education (ADB, 2010)
Kiribati	Kiribati - Australia Technical and Vocational Education and Training (TVET) Sector Strengthening Programme Design Document (DFAT, 2010)
	Kiribati Development Plan 2012 - 2015
	Kiribati National Report for the 2014 Small Islands Developing States (SIDS)
	Provider and Qualifications Database
	Strategic Plan 2013-2015 (MLHRD, 2013)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – Kiribati Country Report (ACER – DFAT, 2014)
	Technical-vocational education and training (TVET) review in Kiribati (ADB, 2006)
	TVET Strategy for Kiribati 2013-2016 (draft) (MLHRD, 2013)
Marshall Islands	Marshall Islands National Report for the 2014 Small Islands Developing States (SIDS)
	National Training Council Strategic Plan 2013-2015
	Demand Driven Human Resource Development (HRD) for the Pacific – Background Analysis and Recommendations (ADB, 2011)
	TVET Strategic Plan 2012-2014
	Key Recommendations for Developing Demand Driven Human Resource Development In the Republic Marshall Islands (RMI) ADB, 2011)
	National Strategic Plan, (NSP) 2015–2017
Nauru	National Sustainable Development Strategy (Revised 2009)
	National Sustainable Development Strategy (Revised 2009) Attachments
	National Sustainable Development Strategy (Revised 2009) Cross Cutting Issues
	National Sustainable Development Strategy (Revised 2009) Economic Sectors
	National Sustainable Development Strategy (Revised 2009) Infrastructure
	National Sustainable Development Strategy (Revised 2009) Social Community Sectors
	Nauru National Report for the 2014 Small Islands Developing States (SIDS)
	Technical-vocational education and training (TVET) review in Nauru (ADB, 2007)
Niue	National Youth Policy 2009 - 2013
	Niue Human Resource Development Planning Framework 2002
	Niue National Capacity Strategy and Action Plan 2008
	Niue National Strategic Development Plan 2009 - 2013

Palau	Actions for Palau's Future Medium-Term Development Strategy 2009-2014
	Palau Community College (http://pcc.palau.edu)
	Palau National Report for the 2014 Small Islands Developing States (SIDS)
PNG	Development Strategic Plan 2010-2030
	Medium Term Development Plan 2011 - 2015
	National Human Resource Development Policy and Strategy (HRDP) 2005
	National Training Council - Provider Registration Details 2014
	Needs Analysis Study of PNG TVET Colleges (DFAT Australia, 2011)
	Referencing of the National Qualifications' Framework – TVET against the Pacific Qualifications Framework (NTC, 2013)
	PNGQF-TVET RPL Assessment Policy Tool Kit (National Training Council, 2013)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – PNG Country Report (ACER – DFAT, 2014)
	Technical-vocational education and training (TVET) review in PNG (ADB, 2007) Part 2
Region	A regional framework for TVET in Pacific Island countries: 2012-2015 (PIFS, 2012)
	A review of Technical and Vocational Education and Training (TVET) Policy and Planning in the Pacific Islands (PATVET, 2004)
	Draft outcome document of the third International Conference on Small Island Developing States (UN, 2014)
	Pacific Education Development Framework (PEDF) 26 March 2009
	Pacific TVET Framework Technical Assistance Completion Report (ADB, 2013)
	PATVET Consultative Meeting of Stakeholders (PATVET, 2009)
	Update on the Regional Inventory of TVET (PATVET, 2007)
Samoa	Education Sector Plan 2012-2016
	PSET Strategic Plan 2008 – 2016 (SQA, 2008)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – Samoa Country Report (ACER – DFAT, 2013)
	Samoa National Report for the 2014 Small Islands Developing States (SIDS)
	Strategy for the Development of Samoa (SDS) 2012–2016
	TVET in Secondary Schools Feasibility Study for Samoa (ERF, 2014)
	Technical-vocational education and training (TVET) review in Samoa (ADB, 2007)
Solomon Islands	National Development Strategy 2011 to 2020
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – Solomon Islands Country Report (ACER – DFAT, 2014)
	Skills for Solomon Islands (World Bank, 2013)
	Solomon Islands National Report for the 2014 Small Islands Developing States (SIDS)

	Systems Approach for Better Education Results – Solomon Islands Workforce Development (World Bank, 2014)
Tonga	National TVET Policy Framework 2013 – 2017 (draft)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – Tonga Country Report (ACER – DFAT, 2014)
	The Tonga and Regional Labour Market Review (DFAT Australia, 2012)
	Tonga National Report for the 2014 Small Islands Developing States (SIDS)
	Tonga Strategic Development Framework 2011 - 2014
Tuvalu	MDG Acceleration Framework – Improving quality of education (2013)
	National Strategy for Sustainable Development 2005 - 2015
	Tuvalu Department of Education Strategic Plan 2006 - 2010
	Tuvalu Islands National Report for the 2014 Small Islands Developing States (SIDS)
Vanuatu	National TVET Policy 2011-2015
	Priorities and Action Agenda 2006 – 2015 (2006)
	Priorities and Action Agenda 2006 – 2015 (Update 2012)
	Research into the Financing of Technical and Vocational Education and Training (TVET) in the Pacific – PNG Country Report (ACER – DFAT, 2014)
	Technical-vocational education and training (TVET) review in Vanuatu (ADB, 2007)
	Vanuatu National Report for the 2014 Small Islands Developing States (SIDS)

Annex 4: People/Organisations consulted

Name	Position	Organisation
Fiji		
Kelera Taloga	Permanent Secretary	Ministry of Education, Heritage and Arts
Tomasi Naborisi	Principal Education Officer - TVET	Ministry of Education, Heritage and Arts
Salote Rabuka	Director	Fiji Higher Education Commission
Dr Akanisi Kedrayate	Dean	USP - Faculty of Arts, Law and Education
Hasmukh Lal	Director	Pacific TAFE (USP)
Dr 'Uhila Moe Langi Fasi	Senior Educational Assessment Specialist	Secretariat of the Pacific Community
Filipe Jitoko	Social Policy Advisor	Pacific Islands Forum Secretariat
Lemalu Lafi Sanerivi	Senior Education Specialist	Educational Quality and Assessment Programme
Brother Shaji	Principal	Montfort Boys Town
Alifereti Vakaokovana	TVET Officer	Fiji National University
Viliami Cama	Senior TVET Officer	Fiji National University
Marshall Islands		
Allison Nashion	Director	RMI National Training Council
Kimber Rilometo	Programme Training and Research Manager	RMI National Training Council
Tracey Inglis	AVI Business Volunteer	RMI National Training Council
Sandy Dismas	Secretary	Juren Ai Incorporated
Althea Bing	Treasurer	Juren Ai Incorporated
Theresa Koroivulaono	President	College of the Marshall Islands
Don Hess	Vice President	College of the Marshall Islands
William Reiher	Vice President	College of the Marshall Islands
Kanchi Hosia	Acting Commissioner of Education	RMI Ministry of Education
Aluka Rakin	Director	Youth to Youth in Health
Jacqueline Lakmis	Coordinator	University of the South Pacific
Alson Kelen	Executive Director	WAM Canoes of the Marshall Islands
Palau		
Andrew Tabelual	Director	Palau Ministry of Education
Uali Tikesiil	CTE Specialist	Palau Ministry of Education
Cynthia Malsol	School Counsellor	Palau High School
Sue Joesph	School Counsellor	Palau High School

Yuri Kishigawa	School Counsellor	Palau High School
Smyth Rdang	Principal	Palau High School
Sabina Andrew	Teacher	Palau High School
Robert Ramarui	Dean	Palau Community College
Marianne Temaungil	Associate Dean	Palau Community College
Ltekatk Fritz	Instructor	Palau Community College
Melissa Weda	Treasurer	Belau Employment Education Alliance
Kazuki Topps Sungino	President	Belau Employment Education Alliance
Bedbii Chokai	Principal	Belau Modekngei School
PNG		
Joe Lokes	Acting Director – Monitoring, Evaluation and Research	National Training Council
Damon Tiromry	Acting Director – TVET Curriculum	National Department of Education
Tuvalu		
Katalina Pasiale	Director	Department of Education
Betty Vave	School Supervisor	Department of Education
Maretta Halo	Director	MKH General Typing School
Kabane Halo	Director	MKH General Typing School
Toma Mesako	Acting CEO	Tuvalu Maritime Training Institute

Annex 5: Survey Instrument

Review of the Pacific Framework for TVET Survey

SPC Letterhead

To the recipient (as addressed)

March 16, 2015

Dear Sir or Madam

Pacific Forum Leaders and Pacific Island Forum Ministers of Education have consistently called for increased strengthening of market driven and relevant skills for Pacific people to respond to a growing skills gap and a rapid growth of unemployment especially among its youth population.

In 2012 Pacific Forum Ministers of Education endorsed an overarching framework for TVET in the Pacific region for the years 2012 – 2015. The framework identifies seven key priority areas plus monitoring and evaluation which were seen as key issues/challenges for TVET as they link to the overarching TVET outcome under the Pacific Education Development Framework (PEDF) and to key Education for All goals, Millennium Development Goals and cross-cutting regional and national development goals.

There is now a need to evaluate the TVET Framework uptake and efficacy both at country and regional level. This is important as the key regional education plan, the Pacific Education Development Framework (PEDF) also comes to an end in 2015 and will be reviewed in 2015.

The results for the review of the TVET framework will feed into the main review of the PEDF especially in terms of its progress against the specific PEDF TVET outcome, and these will be presented to the Forum Ministers of Education meeting in 2016 jointly by UNESCO and the regional TVET subcommittee.

The Secretariat of the Pacific Community has now commissioned the review and engaged technical specialists to undertake the necessary research and prepare a report by the end of May 2015.

Recognising that it will not be possible to undertake consultative visits in all Forum countries due to time and resource constraints, the following survey instrument has been developed to ensure as broad a representation of viewpoints as possible are included in the final report.

Given the importance of this review with regard to its links to the PEDF and the Forum Ministers of Education deliberations in 2016 I would be grateful if you could give the survey your immediate and serious attention. As the overall time available for the TVET Framework review is very tight it would be highly beneficial if you could complete and return the survey to the email address provided as soon as possible but no later than March 30, 2015.

Yours sincerely

Dr Colin Tukuitonga
Director General
Secretariat of the Pacific Community

Survey Overview

Thank you for taking the time to complete the following survey.

The Pacific TVET Framework is a regional framework which identifies key priority areas in TVET for the years 2012 to 2015. Each priority area targets key issues/challenges for TVET as they link to the overarching TVET outcome under the Pacific Education Development Framework (PEDF) and to key Education for All goals, Millennium Development Goals and crosscutting regional and national development goals.

The Pacific TVET Framework is intended to provide a strategic focus on the achievement of the PEDF specific TVET outcome, which is:

The supply of skills supplied by Pacific TVET systems to meet the needs of the informal sector and the changing labour market demands in the formal sector.

The Pacific TVET Framework Goal is:

To position TVET as a tool for empowering the peoples of the Pacific, especially the youth, and equip them with the capabilities, know-how and skills to support, develop and sustain local, national and regional development efforts.

The overall objectives of the Framework are to:

1. support the implementation of national TVET frameworks and action plans;
2. enhance the status of TVET in the Pacific region and stress the importance of TVET in national and economic development;
3. strengthen, develop, and transform TVET into a mainstream activity for Pacific youth development, youth employment and capacity building through:
 - advisory support,
 - taking an advocacy and mediation role in regional political and technical leadership mechanisms,
 - best practice tools (for accountabilities to build capacity), and
 - facilitating enabling policy and legislative environments;
4. mobilise resources and support for TVET;
5. position regional institutions to showcase best practice in TVET and develop appropriate TVET programmes and a pool of TVET trainers and managers;
6. strengthen regional coordination of TVET through development, cooperation and partnerships;
7. promote life-long learning; and
8. facilitate labour mobility (temporal movement of natural persons).

Purpose of the Survey

The purpose of the survey is to obtain as many viewpoints as possible from key stakeholders in each of the Forum Countries and from regional organisations as to the extent or otherwise that the goal and objectives of the Pacific TVET Framework have been met.

How to complete the Survey

This is an 'on-line' survey where respondents can type their response directly into the spaces provided in the survey instrument.

The survey is grouped under 8 headings that correspond to the Pacific Technical and Vocational Education and Training (TVET) Framework priority areas namely:

1. Policy and Advocacy
2. Quality and Standards
3. Access and Provision
4. Organisation, Delivery, Access and Pathways
5. Demand Driven TVET Data and Market Research
6. Coordination
7. Financing TVET
8. Monitoring and Evaluation - Results

Under each heading there are several questions asking for your point of view and your associated reasons.

For example:

Policy and Advocacy

1. Senior levels of government advocate for effective TVET systems at national and regional levels?	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

For each question highlight your view and then briefly describe your reasons.

For example:

Policy and Advocacy

1. Senior levels of government advocate for effective TVET systems at national and regional levels?	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
<i>Enter your responses in the boxes under the questions – do not worry if you need additional space – the box will expand as you type.</i>				

Once finished, please attach your completed survey to an email with a subject heading:

Pacific TVET Framework Review Survey

The email address is: storian@me.com

Due Date: Monday March 30, 2015

Should you have any queries with respect to the survey please send a note to the same email address.

Please Note:

It would be hoped that the completion of the survey should take no more time than it would have taken if it were possible to conduct a face-to-face interview – that is no more than an hour.

The survey is completely confidential. All opinions and statements provided by respondents will be treated in the strictest confidence.

Results and opinions will be aggregated and while some statements might be quoted in the report, no reference to the source of individual statements will be cited in the report unless as follows.

Should it be considered that including the source of a statement would add value to the overall report, the individual concerned will be contacted and asked to provide permission in writing. Should that permission be denied, or if there is no response, no citation will be provided in the report.

Respondent Details*:

** Please note: these details are important, as they will enable aggregation of viewpoints by gender, country, position, organisation and organisational types.*

Name: (optional)			
Gender:	Female	<input type="checkbox"/>	
	Male	<input type="checkbox"/>	
Country:			
Position:			
Organisation:			
Organisation type:	Public Sector	<input type="checkbox"/>	
	Private Sector	<input type="checkbox"/>	
	Non-government organisation	<input type="checkbox"/>	
	Private individual	<input type="checkbox"/>	
If Private Sector – please indicate Industry Sector:			
Email Address:			

Policy and Advocacy

1. Senior levels of government advocate for effective TVET systems at national and regional levels?	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
2. The private sector advocates for effective TVET systems at national and regional levels?	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
3. The strategic objectives for TVET are expressed very well in national policy and strategic planning documentation.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
4. National policies reflect the goals and objectives of the Pacific Framework for TVET.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

Quality and Standards

Reference in this section is made to the Pacific Qualifications Framework and the Pacific Register of Qualifications and Standards. The following is provided for reference:

Pacific Qualifications Framework (PQF)	<p>The PQF is a common reference framework to link the participating Pacific Island Countries and Territories (PICT) national qualifications frameworks. As a translation device, the PQF facilitates the comparability and recognition of Pacific qualifications against other regional and international qualifications systems.</p> <p>The PQF enables accredited qualifications (and components of qualifications) from diverse national educational and training systems to be listed on the Pacific Register of Qualifications and Standards (PRQS), noting their assigned PQF level and credit value.²⁸</p>
Pacific Register of Qualifications and Standards (PRQS)	<p>The PRQS²⁹ comprises four domains, namely:</p> <ol style="list-style-type: none"> 1. accredited qualifications; 2. professional licensing and occupational standards; 3. traditional knowledge and indigenous skills; 4. regional benchmarks for basic and primary education.

5. Mechanisms (including industry engagement) are in place to identify and quality assure standards for course accreditation and delivery.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
Is a national qualifications framework in place? If Yes go to Q6. If No or Don't Know go to Q7.		Yes	No	Don't know
6. The purpose and application of the national qualifications framework is well understood by training providers, employers and the general community.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

²⁸ **The Pacific Qualifications Framework** (Secretariat of the Pacific Board for Educational Assessment (Secretariat of the Pacific Community)) 2011

²⁹ Ibid

7. Rather than adopt the Pacific Qualifications Framework we should develop our own national qualifications framework.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
8. Are qualifications registered on the Pacific Register of Qualifications and Standards (PRQS)	Yes	No	Don't know	
9. Mechanisms are in place for skills testing and certification (licences).	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
10. Qualification structures enable progression through multiple pathways between school, TVET and higher education	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

Note: Access and provision questions next page

Access and provision

11. There are funding mechanisms in place that promote access and improved equity for disadvantaged groups.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
12. Other than funding mechanisms there are programs in place to encourage higher levels of female participation in skills development (including non-traditional trade areas).	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
13. There are programs in place that address the barriers to participation in skills development for disabled people.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

Organisation, delivery, access and pathways

14. The qualification system enables multiple points of entry and exit in order to facilitate lifelong learning.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
15. Mutual recognition arrangements (including recognition of prior learning) are in place between providers.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
16. Accredited training is available in multiple settings such as the workplace, open and distance learning and in community facilities.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

Demand driven TVET data and market research

17. Mechanisms are in place to systematically collect and disseminate data related to economic and social development objectives and their associated skill requirements.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<p><i>Please provide reasons for your opinion and cite examples where applicable:</i></p>				
18. Employers (both from the formal and informal economies) are involved in the determination of national economic priorities and associated skill requirements.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<p><i>Please provide reasons for your opinion and cite examples where applicable:</i></p>				
19. There are incentives available to employers to actively participate in the determination of national economic priorities and associated skill requirements	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<p><i>Please provide reasons for your opinion and cite examples where applicable:</i></p>				

20. Through partnerships with training providers, industry plays a strong role in TVET curriculum development and course delivery.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
21. TVET instructors have adequate levels of industry experience to enable them to train to industry standards.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
22. The availability of tools, equipment, consumables and workshop space inhibits the quality of training programme delivery.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

Coordination

23. There are barriers to cooperation between government agencies that have a stake in skill development.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
24. There are barriers to cooperation between government agencies and private sector agencies that have a stake in skill development.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
25. Monitoring and evaluation systems are in place to provide credible evidence to support better coordination, management and delivery of effective TVET approaches.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

26. Communications strategies are in place to disseminate evidence-based outcomes that promote enhanced cooperation and coordination between key stakeholders in the TVET sector.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<p><i>Please provide reasons for your opinion and cite examples where applicable:</i></p>				

*Note: **Financing TVET** questions next page.*

Financing TVET

27. An appropriate proportion of government and private sector budgets are allocated to fund TVET that is aligned to national and private sector economic development objectives.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
28. Government and training provider partnerships with the private sector provide additional funding to support TVET.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
29. Public TVET providers are encouraged by incentive based funding mechanisms to be responsive to labour market demands.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

<p>30. Public TVET providers have a level of autonomy that allows them to retain additional revenue that they earn to invest in quality improvements.</p> <p>– If Yes go to Q31. If No or Don't Know go to Q32.</p>	Yes	No	Don't know	
<p>31. Public TVET providers invest revenue earned in quality improvements such as professional development, facility upgrades, tools, equipment and teaching resources.</p>	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<p><i>Please provide reasons for your opinion and cite examples where applicable:</i></p>				

*Note: **Monitoring & Evaluation** questions next page.*

Monitoring and Evaluation - Results

32. Student related data is routinely collected and published by training providers.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
33. Student related data is readily available to government agencies and departments to guide policy development and planning.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
34. Tracer studies on TVET Graduates are routinely conducted.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

35. There is regular reporting on post-graduation employment outcomes.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
36. Mechanisms are in place to evaluate data systematically.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				
37. There is regular reporting on TVET system performance in relation to its contribution to national economic and social development objectives.	Fully Agree	Agree to some extent	Dis-agree	Don't Know
<i>Please provide reasons for your opinion and cite examples where applicable:</i>				

Please Note:

1. Should you have any further comments that you believe are not covered by the survey please feel free to make additional comments in your accompanying email.
2. In addition please attach any documentation that you believe would be helpful to the review team.

Thank you very much for completing this survey. Please save and forward your completed survey in an email addressed to: storian@me.com at the latest by Monday **March 30, 2015**.

