

## Annex G: Summary of AusAID's TVET Programs in the Pacific, other than APTC<sup>1</sup>

	PROGRAM	LEAD MINISTRY & MANAGEMENT	LENGTH	START DATE	END DATE	FUNDING
<b>VANUATU</b>	<p>Vanuatu TVET Sector Strengthening Program Phase 2</p> <p>Phase 1 was November 2005 – December 2007; there was also a previous AusAID program</p> <p><b>PROGRAM COMPONENTS</b></p> <p><u>Goal:</u> To create long term stability resulting from accelerated development, including broad based growth, and improved welfare of the general population</p> <p><u>Strategic objective:</u> Employment and training services provide increased employment and income earning outcomes for clients For those accessing TVET Centre services: Increase in permanent, temporary, seasonal jobs; Increase in household income; Increase in citizens from target provinces reporting improvement in standard of living</p> <p><u>Key result areas (components)</u></p> <ul style="list-style-type: none"> <li>Increased productive activities in selected provinces: increase in co-operative incomes; increase in number of co-operatives/ firms operating; increase in production levels;</li> <li>Increased economic development initiatives identified and pursued by provincial government/ non-government networks together: increase of initiative proposals that demonstrate inter-agency co-operation; initiatives implemented in a co-operative manner; improvement in service delivery</li> <li>Training providers respond to demand for skills to support productive activities; increase in accredited courses used by training providers: increase in training providers that are registered with Vanuatu National Training Centre; increase in short courses developed that respond to employment market demand; increase in trainees who found jobs</li> <li>Employment and training services (TVET Centres) sustained by GoV in selected provinces: increase in contribution through provincial budgets for personnel, facilities &amp; recurrent costs; increase in demand for Employment &amp; Training Services – gender disaggregated; responsive policy and planning processes to support implementation &amp; continuous improvement of Employment &amp; Training services; TVET Centre model replicated in other provinces(s); level of successful employment outcomes from programs</li> </ul>	Ministry of Education GRM - continuing contractor from Phase 1	4 years	1/6/09	31/5/13	\$8m

<sup>1</sup> Prepared for the MTR by John Fahy, Senior Adviser, Vocational Education & Training, Education Thematic Group, AusAID, 22 May 2009

	<p><u>Program Outputs</u></p> <ul style="list-style-type: none"> <li>• Provincial Coordination Arrangements: Province Selection; Coordination Arrangements; Implementation; Planning</li> <li>• Capacity Building: Provincial Training Board; Program Coordinating Committee Executive; TVET Centre Personnel</li> <li>• Provincial TVET Centres: TVET Centre Establishment; Employment and Training Fund; Business Development Services; Employment Services; TVET Information Systems and Services; Training Provider Support Services</li> <li>• TVET Systems: Advocacy; Registration; Accreditation</li> <li>• Monitoring &amp; Evaluation</li> </ul> <p>Phase 1 involved putting in place the elements of an effective TVET system:</p> <ul style="list-style-type: none"> <li>• Vanuatu National Training Council established providing a central coordination and quality assurance body and decentralisation of operations through the establishment of Provincial Training Boards in all six provinces;</li> <li>• Strengthening of a competency-based TVET system within a national qualifications framework, including the development of curriculum, training materials, training facilities, and personnel, in support of the operations of Vanuatu Institute of Technology and rural training centres.</li> </ul>					
<b>TONGA</b>	<p>Design nearing completion - Tonga TVET Support Program</p> <p>A joint program with NZAID</p>	<p>Managed by Ministry of Training, Employment, Youth &amp; Sport (MoTEYS)</p> <p>Support from a Procurement Implementation Unit for procurement of items over TOP 30,000</p>	<p>10 years</p> <p>Phase 1 is 4 years</p>	<p>1/7/09</p> <p>(Phase 1)</p>	<p>30/6/13</p> <p>(Phase 1)</p>	<p>\$8m</p> <p>(total)</p>
	<p><b>PROGRAM COMPONENTS</b></p> <p><u>Strategic Objective:</u> To make Tongans more competitive in domestic, regional and international labour markets through improved demand based TVET and internationally recognised qualifications</p> <p><u>Purpose:</u> Strengthening the capacity of the national TVET system to provide the Tongan workforce and enterprises with relevant skills demanded by the labour market that are recognised both locally and internationally.</p> <p><u>Key Performance Indicators:</u> Increase in number of Tongans with demand-based training and locally and internationally recognised TVET qualifications as compared to the baseline.</p>					

	<p><u>Component 1 – Developing the National Training System</u>  <i>Purpose:</i> Strengthen the Tonga National Qualifications and Accreditation Board, support the introduction and use of internationally benchmarked, industry endorsed skill standards, and build capacity of Tongan providers to train against these standards and to assess and certify competencies:</p> <ul style="list-style-type: none"> <li>• Introducing Internationally Benchmarked Skill Standards. <i>Purpose:</i> Finance acquisition and adaptation of international skill standards to Tonga with input from Industry Training Advisory Councils;</li> <li>• Tonga National Qualifications and Accreditation Board (TNQAB) Support and Provider Registration and Accreditation. <i>Purpose:</i> (1) Support TNQAB in putting in place the TVET section of the national qualifications framework, and increasing staff skills in registering providers and accrediting their courses, and (2) provide technical assistance to undertake initial benchmarking of local training providers' courses and identify gaps to full qualification levels</li> <li>• Capacity building of training providers. <i>Purpose:</i> Strengthen local capacity to provide internationally recognised certificated courses and offer competency-based training</li> </ul> <p><u>Component 2 – Promoting Demand-Driven Training</u>  <i>Purpose:</i> Establish an Employment and Training Fund to competitively provide resources to Tongan service providers under three windows to deliver employment and training programmes that are responsive to the skill needs of industry and small enterprises, and that enhance the employability and career mobility of Tongans both locally and abroad</p> <ul style="list-style-type: none"> <li>• Training in critical skills and new growth areas. <i>Purpose:</i> finance development and delivery of certificated training courses in critical areas and industries where skill shortages and skill gaps have been identified</li> <li>• Short-course employment and training services for youth. <i>Purpose:</i> finance development and delivery of short-term employment and training services to unemployed youth and other Tongans registering with MoTEYS for employment assistance</li> </ul> <p><u>Component 3 – Programme Management and Institutional Strengthening</u></p> <ul style="list-style-type: none"> <li>• TVET Programme management. <i>Purpose:</i> Establish a Programme Office in MoTEYS with 3 full-time consultants working with the MoTEYS TVET staff, reporting to the CEO and Deputy Directors TVET &amp; Training of MoTEYS and guided by a National Steering Committee, and supported by a Programme Management Information System and website.</li> <li>• Institutional strengthening of MoTEYS. <i>Purpose:</i> Strengthen the capacity of MoTEYS staff to design, promote, fund and monitor delivery of demand-driven training to different target populations</li> </ul>					
<b>SAMOA</b>	In development: TVET component of Samoa-Australia Partnership for Development Priority Outcome 3 – Improved education	Samoa Qualifications Authority, working with the National University of Samoa Institute of Technology (NUSIOT), Samoa Association of	4 years	Expected August 09	2013	tba

		TVET Institutes (SATVETI) and the Ministry of Education (MESOC) for TVET in schools				
	<p><b>PROGRAM COMPONENTS</b></p> <p>The TVET component of Priority 3 will provide support to continue to improve the TVET sector's capacity to address the workforce development and skills needs of the country:</p> <ul style="list-style-type: none"> <li>• To assist the full implementation of the quality assurance system for TVET by supporting the work of the newly established Samoa Qualifications Authority. This work will assist putting in place the TVET component of the quality assurance system for the national system of qualifications, provider registration, and course accreditation, that is benchmarked to regional and international standards. This will allow pathways of skills development from school and between TVET sector providers in the country, as well as facilitating work of Samoans in the region and beyond.</li> <li>• Contributing to improved practical education in schools with strategic implementation of some limited TVET in schools under a sustainable model: in targeted industry areas, limited to one or two focus schools to allow sustainable levels of teacher and equipment resources, and with SQA TVET level accreditation that will provide pathways to post-school TVET providers or employment. This TVET in schools will differ from other practical school subjects in that it will be SQA and industry accredited, and require workplace experience and assessment.</li> <li>• Further improving the capacity of government and faith-based providers to deliver high level, industry led quality training, by supporting the continuing program of trainer skilling, trainer retention measures, sustainable models of equipment maintenance and consumables, and introducing a limited model of competitive funding for training to drive greater industry responsive training, under an Employment and Training Fund. As there has been limited access to training by females and people with a disability, this Fund will also fund initiatives for equity targets to achieve: greater access by women to training; and to increase the participation in training and skilling for work of people with a disability, through funding for: providing additional support to trainees in existing classes; targeted new classes and places; and equipment and access.</li> </ul> <p><u>Focus 1: Supporting SQA Operations</u></p> <p>Under the PSET Plan, assist SQA's implementation of: pathways in TVET, through scaffolding of courses and course links under the Qualifications Framework; including furthering the current work to package NZAID &amp; AusAID in-country programs as steps in qualifications; non-formal providers moving into the quality provider system - certificating their courses; recognition of Prior Learning (RPL) established as part of the training system &amp; a requirement for Registered Training Organisations; industry standards for competency based training by adopting &amp; adapting existing internationally benchmarked courses, starting with identified need areas: tourism, agriculture and electrical; accreditation panel training; SQA staff development through short fellowships or attachments; SQA IT system for provider data, and an IT enrolment system that training providers could choose to use; a TVET graduates tracer study, beginning with training for 4 researchers; regional recognition of qualifications, including by benchmarking against Australian and New</p>					

	<p>Zealand courses; careers advisory services, including labour market data; a small budget for research on TVET issues; a policy and strategy for Post-School Inclusive Education, with targeted initiatives funded under the Employment and Training Fund. (Some work is underway pre-design completion)</p> <p><u>Focus 2 – Supporting TVET in Schools in MESC</u> Implementation of vocational/TVET subjects in schools, including resolving implementation issues; making decisions on affordability &amp; sustainability for the system; and assistance to schools in setting up technical areas, and maintenance plans; agriculture teacher extension training through the USP, &amp; later fellowships; pre-design: a study-tour for the secondary TVET agriculture teachers and relevant MESC TVET officers to the AusAID Fiji Education Sector Program TVET in Schools component; establish a sustainable model of funding consumables and equipment maintenance</p> <p><u>Focus 3: Supporting Industry Training Through NUSIOT and SATVETI</u> Develop a package of TVET teacher retention measures such as short internships or fellowships that expand teacher technical/industry skills &amp; trainer &amp; assessor skills; establish a sustainable model of funding consumables and equipment maintenance; review current industry delivery areas &amp; where there could be expansion and rationalization, including review of apprenticeship model; further dovetailing of delivery &amp; courses of Samoan institutes &amp; APTC; examine introducing an Employment &amp; Training Fund (additional competitive market funds for new training programs in target areas and for clients that have been previously not well served by TVET: women, and people with a disability); this Fund will include funding initiatives for equity; Certificate of Adult Training (CAT) for non-government trainers that have not yet done this, as assistance to moving to quality training that can be accredited; establish process through SQA for sustainable, train the trainer models of CAT &amp; Trainer &amp; Assessor (TAA – Australian equivalent of CAT) to be offered by providers; support the development a Second Chance Education Program by the Ulimasao Centre</p>					
<b>TUVALU</b>	<p>To be finalised - support to TVET in secondary school and Community Training Centres</p> <p>Implementation plan has been developed with GoT, with implementation expected in May 2009. Awaiting confirmation from Ministry.</p>	Ministry of Education	4 years	Expected 2009	Expected 2013	Expected \$2.265m
	<p><b>PROGRAM COMPONENTS</b></p> <ul style="list-style-type: none"> <li>• Introducing a Motofua Secondary School (MSS) Form 5 Vocational option.</li> <li>• Developing sustainable Community Training Centres that will cater to two target groups by initially separately run training classes: adults and out-of-school youth; and the alternative, practical and vocational program for Year 8 repeaters, a Form 3 alternative.</li> <li>• Introducing an alternative, practical and vocational program for year 8 repeaters at each island linked to the Primary School. The program will provide modified school subjects, to be taught by the existing Year 8 teachers initially, and vocational training through the CTC trainers.</li> </ul>					

<b>KIRIBATI</b>	Planned: Kiribati TVET Strengthening Program, expected to be from June 2009	Ministry of Labour & Human Resource Development		Expected 2008	Expected 2013	Program – tbc Early work \$350,000
	<b>PROGRAM COMPONENTS</b> <ul style="list-style-type: none"> <li>• TVET Strengthening Program is expected to move to design in June 2009, and will have a focus on development of the Kiribati Institute of Technology &amp; other providers.</li> <li>• Early 2009: Certificate IV Trainer &amp; Assessor Training and additional OH&amp;S module development has been implemented through the APTC - \$100,000</li> <li>• Support for appointment and mobilisation of a new principal of KIT has been provided through PACTAM – allocation including salary - \$250,000pa.</li> </ul>					
<b>NAURU</b>	Support to Nauru secondary school refurbishment and rebuilding & TVET	Ministry of Education		2008	2009	\$2.5m
	<b>PROGRAM COMPONENTS</b> <ul style="list-style-type: none"> <li>• Phase II of the AusAID funded support for Nauru secondary school rebuilding and refurbishment focussed on the technical and vocational education facility that will be used for both school and post-school training.</li> <li>• Through the APTC with work done through the Australian Chamber of Commerce &amp; Industry, the GoN commissioned a TVET Technical Learning Framework to align school TVET courses against Australian Certificates I &amp; II, and to facilitate articulation to the APTC and other regional providers.</li> <li>• APTC will deliver within its funding Certificate IV Trainer &amp; Assessor training for Nauru in 2009.</li> </ul>					
<b>FIJI</b>	<u>TVET assistance to date:</u> The Fiji Education Sector Program (FESP) has been supporting the Ministry of Education TVET section in Vocational education and Education Enterprise since 2004. This has included support in areas such as: strategic planning; policy development; upgrading of schools facilities; seed funding for Education Enterprise;					

	<p>professional development; and advocacy program.</p> <p>FESP has made effective contribution to the achievement of its outcomes through this support. Linkages between FESP supported vocational schools, Fiji Institute of Technology (FIT) and industry have been strengthened. Following FESP support of over FD\$300 000 since 2004 to upgrade equipment, nine supported vocational schools have been able to offer FIT franchised courses. FESP support in 2006 assisted the vocational schools to build industry linkages through the development of industry 'compacts'. Employability of students from the FESP supported courses is already showing significant signs of improvement, particularly in the hospitality industry.</p> <p>Fifty eight schools, ranging from primary to secondary to vocational centres, have taken part in the Education Enterprise (EE) pilot, which has involved just over 1900 students directly. Many of the projects chosen have been agricultural in nature and the majority have had some aspects of income generation. Some 45 (77%) of the original enterprises continue in operation.</p> <p>Scholarships are provided to FIT students.</p> <p>AusAID has scoped possible support to TVET in Fiji, including a focus on agriculture. No implementation is planned at this point.</p>					
<b>PNG</b>	<ul style="list-style-type: none"> <li>• Some Certificate IV Trainer &amp; Assessor training has been provided by APTC with external funding.</li> <li>• Scoping of training links for Exxon-Mobil Liquefied Natural Gas project done in early 2009; project is continuing without the need of AusAID support.</li> <li>• No additional TVET work planned at this stage.</li> </ul>					

<b>SOLOMON ISLANDS</b>	No work planned, as EU is implementing a TVET strengthening program.					
<b>REGIONAL</b>	<p>Support to South Pacific Board for Educational Assessment to develop a Qualification Register for Pacific Island Forum countries,</p> <ul style="list-style-type: none"> <li>• A key component is the TVET sector, and the work will enhance regional recognition of countries' qualifications, international benchmarking, and enhanced labour mobility prospects for workers.</li> </ul>	South Pacific Board for Educational Assessment	5 years	2008	2013	\$1.7m