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Acronyms

AP	Annual Plan
APTC	Australian Pacific Technical College
APW	Alternative Pathways
ASQA	Australian Skills Quality Authority
AUD	Australian Dollar
AusAID	Australian Agency for International Development
CBT	Competency Based Training
CEO	Chief Executive Officer
HIES	Household Income and Expenditure Survey
ISDF	Interim Skill Development Facility
ITACs	Industry Training Advisory Councils
KPI	Key Performance Indicator
KRA	Key Result Area
M&E	Monitoring and Evaluation
MET	Ministry of Education and Training
MFNP	Ministry of Finance and National Planning
MCTL	Ministry of Commerce, Tourism and Labour
NGOs	Non-Government Organisations
NSDF	National Strategic Development Framework
NZQA	New Zealand Qualifications Authority
PESDA	Pacific Education and Skills Development Agenda
PSET	Post Secondary Education and Training
PDD	Program Design Document
PPD	Partnership for Development
QA	Quality Assurance
RTO	Registered Training Organisation
SDF	Skill Development Fund
SME	Small to Medium Enterprises
TAA	Training and Assessment
TAFE	Technical and Further Education
TATVET	Tonga Association for TVET
TCCI	Tonga Chamber of Commerce and Industry
TIHE	Tonga Institute of Higher Education
TIST	Tonga Institute of Science and Technology
TMIS	TVET Management Information System
TNA	Training Needs Assessment
TNQAB	Tonga National Qualifications and Accreditation Board
TOP	Tongan Pa'anga
TOR	Terms of Reference
TSP1	Tonga TVET Support Program Phase 1
TVET	Technical and Vocational Education and Training

1. Background

The Tonga TVET Support Program Phase1 (TSP1) was designed as a four year program and commenced in May 2010 under a Delegated Cooperation Arrangement between Australia and New Zealand.

The overarching objective of TSP1 was to make Tongans more competitive in domestic, regional and international labour markets through improved demand based TVET and internationally recognised qualifications.

An Independent Progress Review (IPR) of the TVET Support Program Phase 1 (TSP1) was undertaken in May 2012 and following peer review, the final IPR was submitted in July 2012. The IPR identified a complex mix of causal factors that had led to unsatisfactory TSP1 performance against almost all of the AusAID OECD/DAC aid effectiveness evaluation criteria and recommended that the three Governments commence consultations to determine the best way forward for TVET in Tonga.

Inter-government consultations were conducted during the week commencing September 24 2012 during which the Governments of Tonga, Australia and New Zealand agreed to wind up the current program by April 2013.

During Partnership consultations held in October 2012 the Australian Government undertook to develop new options to support vocational training in Tonga that respond to labour market demand and demonstrates training and employment results. During these consultations the Minister of Education emphasised the Government of Tonga's desire to see training support linked to regional employment opportunities beyond seasonal agricultural work.

Given the lead time required to design and contract an agreed program of assistance, and given a commitment for on-going support to the TVET sector in Tonga it was proposed that an *Interim Skill Development Facility* be established (under a direct contracting model) to address immediate skill demand identified in the labour market study (March 2013) and to establish models of TVET Sector support that could be incorporated into any downstream program of assistance.

The proposed interim arrangement was outlined to the Minister and Chief Executive Officer (Director) of the Ministry of Education and Training at a meeting with AusAID in November 2012. The proposed arrangements were received positively by the Minister who indicated her support for the strategy to purchase training from national and international training providers in direct response to labour market skill demands.

2. Analysis and Learning

2.1 Policy context in Tonga

The national context in which Tonga is implementing its development plans is described in two key documents: the Budget Statement, 2011/2012 ; and the Tonga Strategic Development Framework (TSDF). The Budget Statement articulated that education provision was focused too much on academic qualifications and not enough on the practical and vocational skills which are more widely required in Tonga. According to the statement, this has resulted in a mismatch between the skills of the workforce and the skills required resulting in unemployment.

The Government of Tonga Strategic Development Framework (TSDF) 2011-2014 – presents the Government’s vision for the future “to develop and promote a just, equitable and progressive society in which the people of Tonga enjoy good health, peace, harmony and prosperity, in meeting their aspirations in life”. The TVET related strategies in the NSDF are:

- the promotion of skill development through appropriate development of training institutions,
- mobilisation of external training opportunities, and
- the re-focus of education and training on increased productivity of the work force to increase production, exports and overseas employment of Tongans.

Successful implementation of the strategies will require close cooperation between Government agencies, private enterprise and commerce as well as providers of skills training and the TNQAB. There is a current lack of coordination between education, training and industry. Training decisions have been provider based and supply driven and the mechanism to coordinate and execute policies between the public and private sector are weak.

The Tonga Education ‘lakalaka’ Policy Framework (TELPF) 2012-17 considers TVET as one of the major goals in education to meet the challenges of the 21st century. The TELPF provides a framework for ‘a coherent and holistic’ education and training system from early childhood through to post-secondary TVET and Higher Education. The TELPF clearly identifies a policy vacuum in post-secondary TVET and advocates its development.

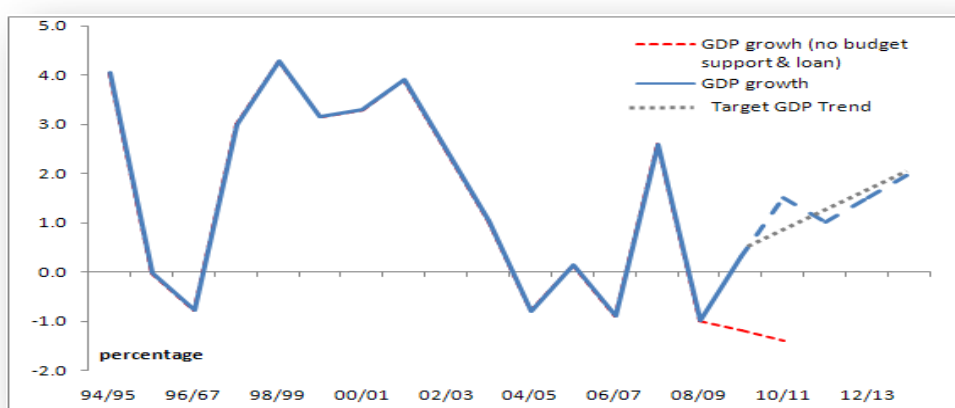
In December 2012, the Government with the support of the TVET Sector Support Program 1 (TSP 1) developed its *National TVET Policy Framework 2013 – 2017*. The policy identifies 6 goals:

- Training focused on improving national productivity
- Strong partnerships with employers and industry
- Resource allocations based on the best investment of public funds
- Increased participation and equity in training
- Development of the quality of training outcomes
- Management of TVET as a national system

The Interim Skills Development Facility responds directly to the first of these five goals and intends to establish flexible and responsive TVET management models that will inform the development of a national TVET system.

2.2 Macro-economic environment

Over the past five years economic growth in Tonga has stagnated, remittances have fallen and fiscal revenues have strongly declined. Since 2009/10, Tonga's economy has shown some signs of recovery; but growth remains slow with GDP increasing around 1.5% in 2010/11 and 1.3% in 2011/12. Tonga remains dependent on continued external support, particularly budget support to maintain government expenditure and to allow full recovery and stabilisation of the economy over the medium term.



Statistics Department & Ministry of Finance and National Planning June 2011

In 2011, the International Monetary Fund made the following assessment:

Over the medium term, growth is expected to remain at around 1¼ per cent in line with the average of the past 15 years but about ¾ percentage points above the average of the past 10 years. This medium-term outlook assumes implementation of the government's plans, including stepped up capital spending, structural reform, improved fiscal management to support fiscal consolidation, as well as continued high emigration. Growth is expected to be mainly driven by tourism and agriculture, consistent with medium-term development priorities. (IMF, 2011)

The Tonga Strategic Development Framework¹ notes that the traditional drivers of the domestic economy (agriculture, fisheries and tourism) need to be re-invigorated. Agriculture exports have declined and tourism sector has remained static over recent years.

The World Bank's end of 2012 assessment notes that the Government of Tonga faces major economic challenges due to 'sluggish growth prospects, geographic isolation, exposure to high transportation costs (imports and exports) limited scope to diversify the economy, weak revenue performance, possible permanent declines in remittances, and growing debt-repayment obligations'.²

2.3 Tonga labour market

The current age distribution for the Tongan population living in Tonga is provided in the following table:

1 Tonga Strategic Development Framework – 2011-2014 page 39 - 40

2 World Bank, 2012, East Asia and Pacific Economic Update December 2012, Volume 2, p 92

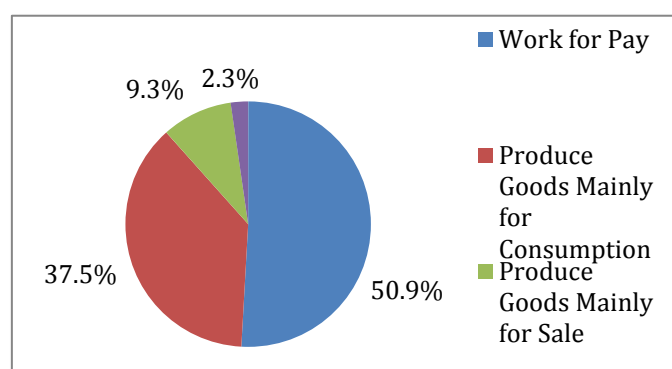
Tonga population – by age groups:

Age	Total	Male	Female
0-14 years	39,416	20,023	19,393
15-64 years	60,084	30,125	29,959
65+ years	6,416	2,986	3,430
Total	105,916	53,134	52,782

CIA World Factbook (2012)

Of those in the 15-64 age category, around 55% (32,977) were classified by the 2011 Census as being in work³. A 2009 National Statistics Office study identified four sub-categories for those in work - work for pay, production of goods for consumption, production of good for sale and unpaid family work and computed the following proportions in each sub-category:

Type of Employed Work for Age 15+



2009 Labour Force Statistics – National Statistics Office (Lolohea, Latavao, Taumoepeau, 2009)

The 2009 study estimate aligns closely to the 2011 Census finding that just over 16,000 or 49% of those classified as being in work were actually employed for pay in the formal economy.

Type of economy	N	per cent
Formal	16,183	49.1
Informal	11,171	33.9
Subsistence	5,623	17.1
	32,977	100.0

2011 National Census – National Statistics Office (2012)

Given that around 4,300 of those in paid employment are employed in the public sector it can be extrapolated that the size of the wage and salary labour market in the private sector is less than 12,000 or about 10% of the Tongan population overall.

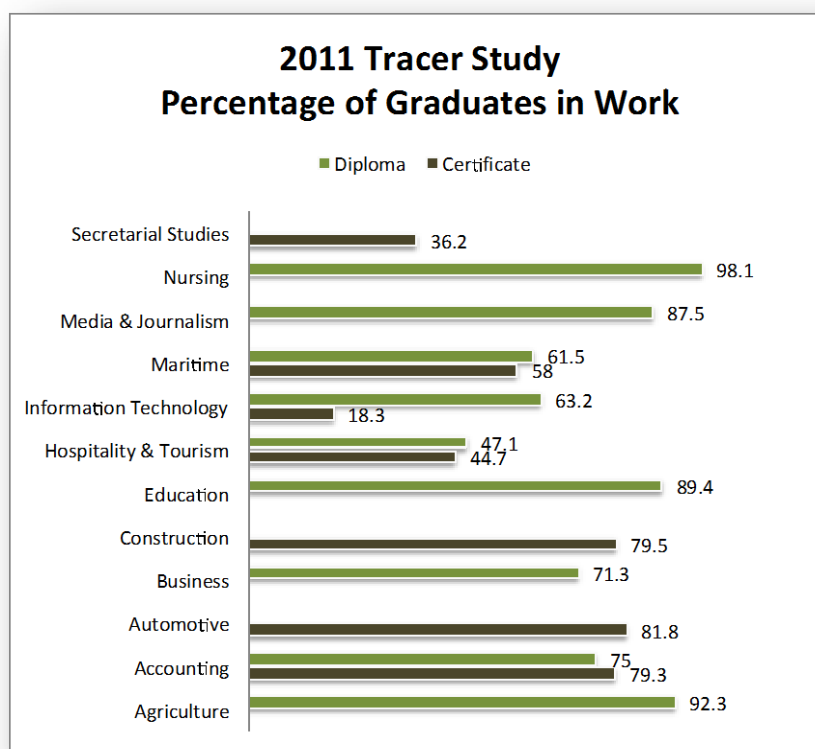
The gap between the number of young people graduating from secondary school and the number of available jobs in the formal sector is large. The 2013 labour market study⁴ estimated that 2,300 young people entered the labour market in 2012 after

³ The high proportion of those who are regarded as not being employed include those who could be 'still in education, retired, undertaking domestic duties/child care or disabled'. The unemployment figure (those capable of working and actively seeking work in the previous 7 days) is low at less than 2% overall.

⁴ The Tonga and Regional Labour Market Review 2012 (Curtain, Richard (2013))

leaving secondary school with Form 5 or above. The study further estimated, based on an analysis of job advertisements, that the number of available jobs in the formal economy in a year is likely to be no more than 310.

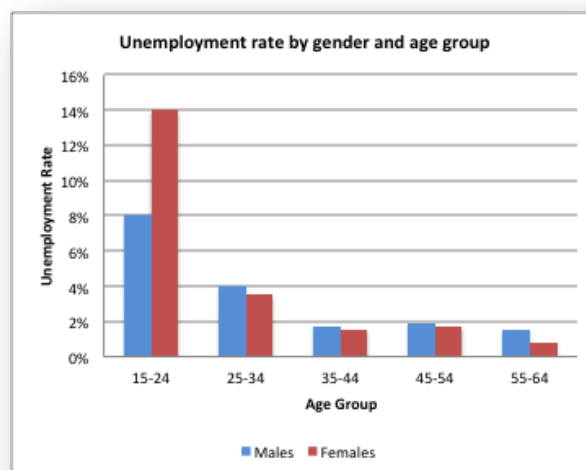
Graduate outcomes vary dependent on occupational type. The TVET Support Program (TSP1) conducted a tracer study of PSET graduates between 2007 and 2011. The following table provides an indication as to where training provision is aligned to skill demand and where it is not.



2011 National Census – National Statistics Office (2012)

From the table it can be seen that a high proportion of those with nursing, media and journalism, education, automotive and agriculture qualifications are finding jobs on graduation. On the other hand less than half of hospitality and tourism graduates have found work. The situation is even worse in secretarial studies and information technology where those with a certificate level qualification have had particular difficulty in finding work. Less than 4 in 10 with a secretarial studies certificate and less than 2 in 10 with an information technology certificate have found work.

While the overall unemployment rate is reported to be low there are significant disparities in the rate for different age groups with 8% of males and 14% of females in the 15-24 age bracket reporting in 2011 that they were unemployed. Given that third of the adult working age population in 2011 are young people aged 15-24 years there is a high number of the overall population currently seeking employment. The following graph illustrates the relative unemployment rates by age cohort.



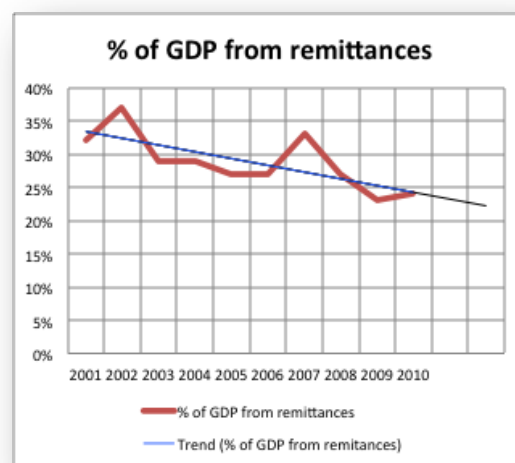
2011 National Census – National Statistics Office (2012)

2.4 Remittance patterns and labour mobility

While it is difficult to be precise due different census methods and dates, it is estimated that around 120,000 Tongans are currently resident in other countries – particularly the United States (57,000 - Census 2010) New Zealand (50,500 – Census 2006) and Australia (9,209 – Census 2011).

For the five year period leading up to the 2011 Census in Tonga, the World Bank estimates that over 8,000 Tongans, typically people in the working age group, emigrated⁵.

Tonga is dependent on remittances which currently accounting for around 24% of GDP. This is significantly down from previous years. In 2007 it was around 33% but due to the Global Financial Crisis it has slumped because of tighter labour markets in source economies. The Governor of the Tonga Reserve bank noted that, 'the global financial crisis has resulted in a 'steep and continuous decline' of cash remittances to Tonga since 2008. Tonga received about US\$13 million less in remittances in 2012.'⁶



World Bank 2012

2.5 TVET in Tonga

Responsibility for the TVET system in Tonga sits within the Ministry of Education and Training (MET). Transition to MET has been fairly recent, in line with the overall re-structure of the Tongan Civil Service in July 2012. As part of this restructure the Ministry of Training, Employment and Youth Services (MOT EYS), which previously had

⁵ Research into the Financing of TVET in the Pacific - Tonga Country Report (Bateman, Andrea et al, ACER 2012)

⁶ 'Bank Governor: Tongan Economy Continues To Weaken: GDP projected to slow, overseas remittances in sharp decline'. Pacific Islands Report, www.pireport.org - cited in Curtin (2013)

responsibility for TVET, was discontinued with the TVET component shifting to MET and the remainder of the Ministry being subsumed into the Ministry of Internal Affairs.

The Tonga National Qualifications and Accreditation Board (TNQAB) has overarching responsibility for the quality assurance of post-secondary education and training (PSET). The TNQAB administers the *Tongan Qualifications Framework* and regulates the quality of PSET through registration of providers, accreditation of programs and audit processes.

Prior to December 2012, the TNQAB, MOTEYS and subsequently MET operated in the absence of a national TVET Policy Framework resulting in a TVET system fragmented across Government, faith based and private providers operating without any consistent structure.

A major donor (Australia and New Zealand) program of support for the TVET sector commenced in 2010 - the TVET Strengthening Program 1 (TSP1). The Program struggled to gain traction without an agreed policy framework within which to operate. It was very difficult for personnel with limited TVET experience to interpret design intentions, to see the inter-relationships between component parts and to develop a coherent approach to program implementation.

The TSP sought to establish a demand driven system in a context where there was little understanding of the quantitative and qualitative requirements to establish and maintain such a system. While various training needs analyses had been developed previously there was no overall labour market study upon which better linkages between skill demand and training supply could be built. Neither was there any apparent appreciation of how current and projected skill demand could inform competency standard development and qualification packaging.

The TSP1 strategic objective and component structure pointed to the development of an improved national training system as a pre-condition for improved employability of Tongans at home and abroad. In the context it would appear that the converse approach may have been more appropriate. That is, through targeted interventions, models that improve employability and inform understanding of what an effective national TVET system might comprise could in turn be articulated into the development of such a system.

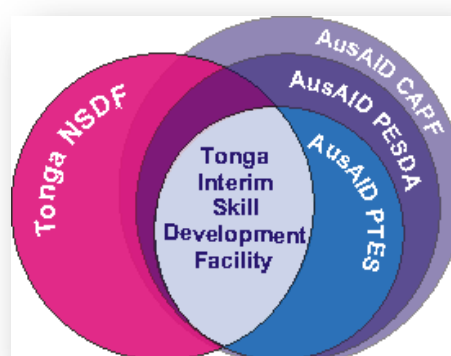
In addition to significant under-investment in TVET the *Research into the Financing of TVET in the Pacific - Tonga Country Report* (ACER 2013) identified a range of issues which have informed the design of the *Interim Skill Development Facility* including:

- Funding levels are not linked to outcomes
 - There has been little analysis of learner outcomes in relation to the cost of inputs. Funding is based on full time student enrolments irrespective of course offering and graduate outcomes in terms of employment or pathways to further study.
- Lack of incentive for improvement because system barriers inhibit flexibility and autonomy
 - Human resource recruitment and management as well as financial systems in both Government and non-government providers tend to be centrally controlled and inflexible.

- Limited capacity for growth in TVET provision
 - Programs to meet the increasing levels of skill and innovation required by industry are limited by the lack of provider facilities , qualified teachers and well-designed and accredited programs.
- Increasing cost of quality assurance
 - Quality assurance costs associated with registration, program accreditation and audit have not been matched by increased provider funding from either Government or non-government sources.
- Professional development of the teaching workforce
 - There has been no link between teacher performance and provider funding.
- The role of industry in Tongan TVET is not clearly defined
 - Small industry base with limited capacity to inform training provision and TVET relevance to industry not systematically monitored.
- Lack of system level monitoring of the quality of TVET provision in Tonga
 - There is a paucity of reliable data at institute level and no systemic aggregation of student outcome data. Labour market information has not been considered to inform planning, training needs, and budgeting

3. Strategic Context

The ISDF Strategic Objective and Key Result Areas (KRAS) are nested within the strategic objectives and results frameworks of the Tonga National Strategic Development Framework (NSDF), the AusAID Comprehensive Aid Policy Framework, the AusAID Pacific Education and Skills Development Agenda (PESDA) and the AusAID Pacific Tertiary Education Strategy (PTES).



The following tables illustrate these linkages with the left hand column detailing the ISDF Strategic Objective and Key Result Areas and the right hand column describing how they have been derived from the respective higher order frameworks.

Strategic Objective

A workforce skilled to meet the available employment opportunities in Tonga and overseas

Source: The strategic objective is derived from the Tonga National Strategic Development Framework (NSDF).

Key Result Areas (KRA)

KRA 1

Improved employability of Tongans through targeted training that leads to qualifications and skills acquisition that link specifically to current national and international labour market demand.

Source: The first KRA focuses on skills training specific to skills demand as identified through labour market analysis. It is a synthesis of strategic objectives drawn from the NSDF, PESDA and PTES:

- *Improving the focus of education and training on increased productivity of the work force to increase production, exports and overseas employment of Tongans. (NSDF)*
- *Increasing skills for employability/ qualifications (PESDA)*
- *Closing the Skills Gap (PTES)*

KRA 2

TVET System Strengthening - models established that demonstrate how a quality assured, flexible, responsive, and demand driven skill development system can operate within the Tongan context.

Source: The second KRA is linked to:

- *Promoting skill development through appropriate development of domestic training institutions, and mobilisation of external training opportunities. (NSDF)*
- *Increasing the autonomy and accountability of schools and institutions, introducing minimum standards for the services provided and for learning outcomes, and distributing grants as a means of supporting the standards (PESDA)*
- *Improving leadership and management, and management systems and tools, at the local, regional and national levels for general education and skills development (PESDA)*
- *Quality Institutions and Systems (PTES)*

KRA 3

Mutually supportive arrangements between the Australian Pacific Technical College (APTC) and the bi-lateral Country Program in Tonga.

Source: The third KRA relates to AusAID's regional and country program objectives:

- *Supporting regional and national programs and institutions that improve in-country education services and/or*

Key Result Areas (KRA)

provide high-quality post-secondary education and training services that complement Australia's bilateral programs. (PESDA)

KRA4

Improved completion rates of women, and disabled people in skills development training linked to employability outcomes.

Source: The fourth KRA seeks to ensure equitable access to skills training. It is also a synthesis of objectives drawn from Tongan and Australian Government's strategic policy frameworks:

- *Improving gender equality by implementing the government's gender development policy (NSDF)*
 - *Increasing access to education (PESDA)*
 - *Promoting opportunities for all (CAPF)*
-

4. Investment Description

4.1 Overview

Facility Description

The principal function of the Facility will be to manage a **Skill Development Fund (SDF)** as a mechanism to finance training that specifically targets priority skill demand as identified in the 2013 Labour Market Study and other data sources.

Accredited training in skill demand areas will be purchased from registered national and international training providers through a process which will give precedence to national providers that are able to deliver to the required standard. That is, submissions from international training providers will only be sought if local provision is not available at the required standard. A competitive process will be implemented in instances where there is potentially more than one national provider deemed capable of delivering the required courses and for all engagements with international training providers.

AusAID will engage a contractor to manage the Facility on behalf of the Australian Government. The Contractor will be responsible to AusAID Nuku'alofa for the provision of personnel, resources and management services to undertake all relevant planning, coordination, liaison, consultation and administration necessary for the effective implementation of the Facility.

The contractor modality will overcome some of the key supply constraints that arose using government procurement systems during TSP1 and, within a relatively short two year period, enable the demonstration of how flexible and responsive TVET operating models can meet skill demand and improve employment outcomes. The operation of

the Facility will in itself demonstrate the advantages of alternative procurement mechanisms to leverage competition and improve training quality standards.

The selected contractor will be required to employ five staff:

- Facility Manager (International)
- Finance and Contracts Officer (National)
- Training Coordinator (National)
- Monitoring & Evaluation Officer (National)
- Administration Officer (National)

In implementation the Ministry of Education and Training will be the principal coordinating agency and the MET CEO will be the key counterpart to Facility Manager.

A Strategic Advisory Group (SAG) chaired by the MET CEO and comprised of CEOs from key Ministries related to economic development, the President of TCCI , other private sector representation, CEO TNQAB, President of TATVET and AusAID will be the principal mechanism for coordination and strategic advice.

Facility Operations

Under a Facility Manager, staff will initially be engaged in a number of activities to establish suitable processes and procedures for the operation of the *Skill Development Fund* including:

- Preparation of a *Procedures Manual* including all policies and processes relating to contracting such as training provider selection criteria, trainee selection criteria, pro-forma contracts, financial procedures and monitoring instruments
- Identification and validation of priority skill demand through labour market analysis
- Determination of suitable qualification levels
- Determination of required trainee numbers
- Development of an Annual Training Plan
- Development of a register of national and international training providers with capacity to deliver programs identified in Annual Training Plan

Once these foundations have been established the process of contracting, supervising and monitoring training will commence and continue on a repetitive basis. Activities will involve:

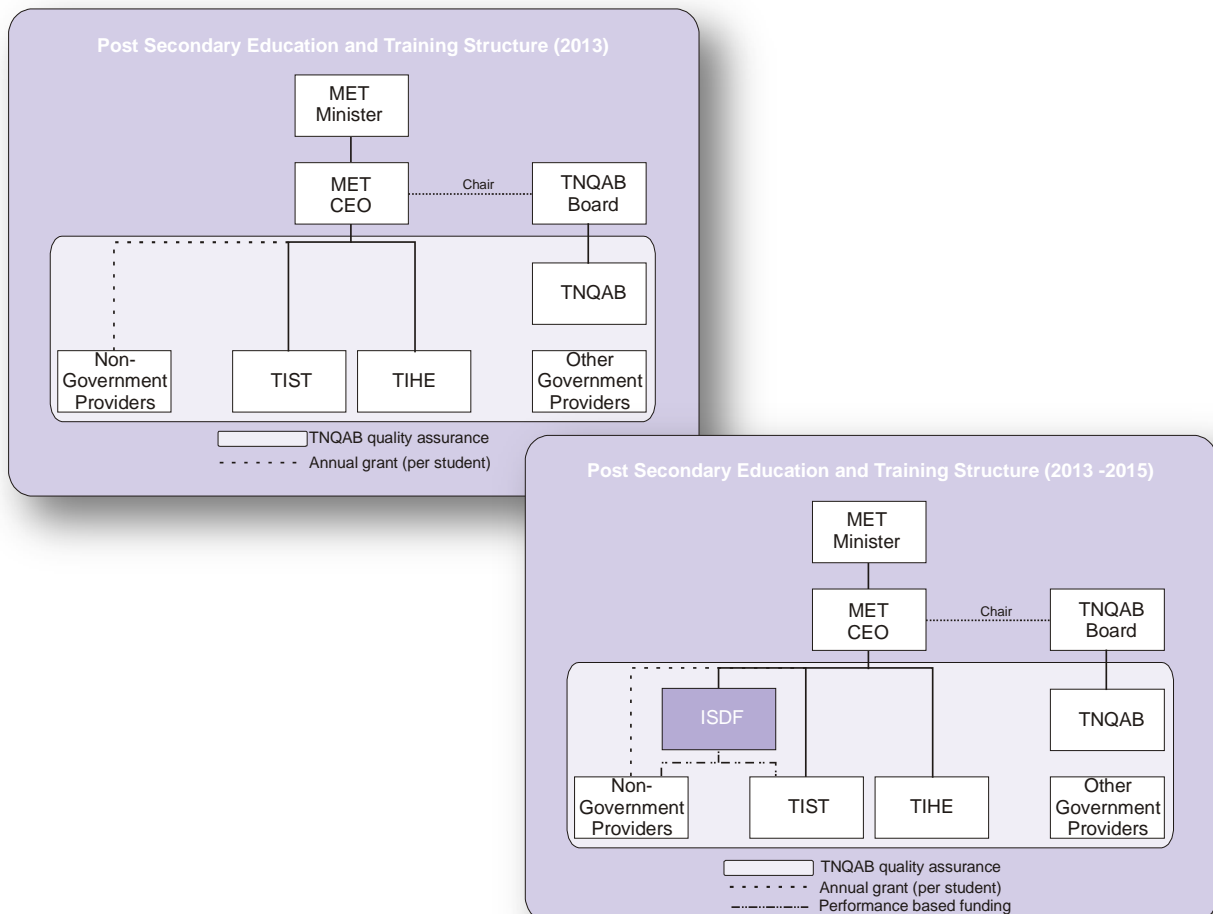
- Conducting a competitive tender process amongst training providers that are capable of delivering training to the quality level required
- Direct sourcing if a specialist course available from only one provider
- Giving precedence to national providers who can meet the quality standards required
- If no national providers suitable – ensuring partnership arrangements between international training providers and national training providers
- Contracting and assisting training providers prepare for delivery of course including TNQAB accreditation, course promotion, trainee selection and so forth
- Supervising contracts and verifying contractual obligations are met before completing final payments

- Ensuring all contracts require baseline data collection of all trainees and follow up to ensure compliance during training programs
- Aggregating data and reporting periodically
- Undertaking tracer studies using sampling techniques at 6 months and 12 months after training to determine training outcomes and reporting periodically
- Working with prospective employers, nationally and internationally, to promote awareness of the training plan and to facilitate employment opportunities

4.2 Working in Partner Government Systems / ISDF Modality

The ISDF will operate fully within the policies and regulations of the Tonga National Qualifications and Accreditation Board (TNQAB). Access to the Skill Development Fund (SDF) will only be available for the delivery of accredited courses (or parts of courses) by registered training providers. International providers contracted by the ISDF will need to have TNQAB registration and deliver accredited courses that are recognised in Tonga under mutual recognition arrangements with other national quality assurance agencies such as the New Zealand Qualifications Authority (NZQA) or the Australian Skills Quality Authority (ASQA).

While an AusAID appointed contractor will implement the ISDF, the Ministry of Education and Training will be the principal coordination agency with the Facility Manager having a direct counterpart relationship with the MET CEO. In a structural sense, the ISDF will sit within both the MET and TNQAB structures as illustrated in the following diagrams showing the current and proposed Post Secondary Education and Training (PSET) Structures in Tonga:



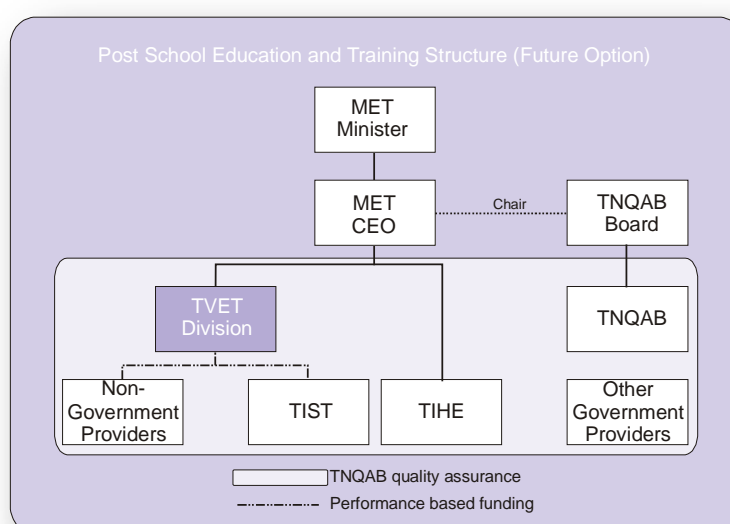
The choice of the contractor modality in this case follows observations made by the Independent Progress Review (IPR, 2012) of the TVET Support Program Phase 1 (TSP1). The review noted that the TSP1 design was based on Paris Declaration and Accra Agenda for Action principles and undertook a close analysis of Program progress against each of the these principles, specifically:

- Strengthening developing country ownership of aid
- Alignment of aid to partner government priorities, systems and processes
- Harmonisation between donors
- Managing for results
- Mutual accountability between donors, partners and populations

The Review concluded that:

- *A programmatic approach is difficult when partner Government systems and counterpart experience are underdeveloped. In addition, recruitment, contracting and performance management of international technical assistance is often outside the experience and systems of developing countries such as Tonga. In these circumstances, consideration should be given to a complementary project modality whereby technical, human resource, financial and performance management risks are managed and counterpart capacity is strengthened to enable transition to a programmatic approach over time.*
- *Successful deployment of employment and training funds as an incentive mechanism to promote a more responsive and demand driven training system require greater levels of TVET system development than has been the case in Tonga.⁷*

Through the ISDF and subsequent program of assistance it is expected that, on the basis of successful results and learning, the ISDF will transition in time to be an integral element of the PSET Structure perhaps as illustrated below:



⁷ Independent Progress Review (2012) of the TVET Support Program Phase 1 (TSP1) P5

4.3 Logic and expected outcome

The ISDF Logic Model is provided in Annex 2. It is based on the premise that by facilitating access to quality assured skill development training that is aligned to labour market demand, graduates will have greater opportunity for productive employment in national and international labour markets.

The concomitant logic is that partnerships with quality assured international training providers, will assist training providers in Tonga to improve and benchmark their program delivery to international quality standards facilitating mutual recognition of qualifications and establishing pathways for continuing education and training both nationally and internationally.

4.4 Implementation Strategies

4.4.1 KRA 1

Improved employability of Tongans through targeted training that leads to qualifications and skills acquisition that link specifically to current national and international labour market demand.

Activity 1.1 Research – Labour Market Analysis

The primary source for current labour market data will be *The Tonga and Regional Labour Market Review 2012* (Curtain, 2013) and its associated enterprise survey analysis spreadsheet. In preparation for the development of each Annual Training Plan, the Facility Manager with other ISDF staff will use these sources to identify the type and quantum of high skill demand in Tonga and other labour markets.

This analysis will need to be supplemented through consultation with private sector agencies such as the Tonga Chamber of Commerce and Industry and associated industry groups. It will also be necessary to consult broadly 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 and importantly given the recent arrival of the fibre optic cable the Ministry of Information and Communications.

Activity 1.2 International labour market linkages

The managing contractor will be required to support Tongan based research by establishing links to important sources of international labour market data.

In Australia, agencies such as the National Centre for Vocational Education and Research (NCVER), the National Institute of Labour Studies (NILS) and the Australian Bureau of Statistics will be useful starting points. Industry Skills Councils and industry associations will be further sources of relevant data that could be used to build a picture of skills shortages that could possibly be filled by appropriately trained Tongans.

The managing contractor is expected to consider equivalent sources in New Zealand and the United States and, as requested, supplement the research of the Facility Manager in the identification of potential high demand skills areas relevant to Tongans intending to seek employment opportunities abroad.

Activity 1.3 Annual Training Plan

On the basis of research undertaken through Activities 1.1 and 1.2, the Facility Manager will coordinate the development of an *Annual Training Plan* (ATP) for submission to the Strategic Advisory Group (SAG)⁸ for ratification.

The ATP will provide a detailed plan for the ensuing 12 months describing the priority skill shortages or skills gaps and the planned training response. For each area of skill demand it will describe the relevant qualification and level and the nature of proposed delivery such as full course or short skill-set training. It will also indicate whether the training will be pre-service institutional training or in-service training in the workplace. Critically, all qualifications and skill-sets will need to be accredited by the TNQAB either nationally or through mutual recognition arrangements with other international quality assurance agencies.

The ATP will also establish the number of trainees expected for each program ensuring alignment to the levels of demand identified through the labour market research.

In preparing a schedule of planned training activities, the Facility Manager will need to be mindful of the capacity of national providers to deliver and/or partner with international providers at any one time. It may be that scheduling will need to be staggered in a way that enables maximum participation of national providers.

Activity 1.4 Training Provider Database – national and international

It is expected that the Training Coordinator will, in the first instance, work closely with the TNQAB to build a comprehensive understanding of the range and levels of qualifications that are currently accredited by registered training providers in Tonga.

It will also be necessary to build an understanding of international training providers who have the capacity and interest to respond to training demand identified by the ISDF in Tonga. Potential international providers, including those who already have experience in Tonga, should be canvassed to express interest by providing capability statements that list their respective course profiles and their experience in international delivery.

The national and international training provider data determined through these processes should then be combined into a single database for analysis when matching training demand to potential providers.

The Training Provider Database should be regularly updated to incorporate additional training providers as they express interest and to record training provider participation in ISDF activities including contract details, courses offered, completion rates, costs and end of course survey results.

4.4.2 KRA 2

TVET System Strengthening - models established that demonstrate how a quality assured, flexible, responsive, and demand driven skill development system can operate within the Tongan context.

Activity 2.1 TNQAB Quality Assurance

⁸ See Section 4.5 Governance Arrangements below for details on the form and function of the Strategic Advisory Group.

The ISDF will work closely with the TNQAB to ensure all training funded by the Facility is nationally accredited and delivered by registered training providers. All international providers will also require TNQAB registration and their courses accredited through mutual recognition arrangements.

It should be a requirement for all international training providers who express interest through Activity 2.1 to be registered with the TNQAB before they can be included in the *Training Provider Database*.

In the cases where international training providers deliver programs in partnership with a national provider, there is an expectation that the national provider will be assisted in the development of a comparable course for accreditation in Tonga. In these cases the Training Coordinator will be the principal point of liaison between the international provider, the national provider and the TNQAB to ensure full compliance with TNQAB guidelines.

Activity 2.2 Skill Development Fund

The core of the ISDF is a Skill Development Fund with a discrete purpose to fund training linked to labour market demand.

The intention is, wherever possible, for national providers to be funded to deliver the training requirements identified in the Annual Training Plan (ATP). If this is not possible because the courses are not currently available or are not at the level required, a competitive tender process will be conducted amongst international training providers on the training provider database.

Where international providers are to be contracted it will be a primary condition to partner with a national provider. The purpose for this type of arrangement, apart from the intrinsic value of training providers working collegiately, is for the international provider to assist the capacity development of the national provider particularly in the development of courses, trainer coaching/mentoring and resource sharing.

While the cost of delivery will be fully funded by the SDF there is an expectation that for equity purposes course fees will be charged at equivalent rates to current course fees charged by the national providers. Until such time as training providers are able to retain funds at the institutional level, any fees collected should be retained in the SDF for investment in additional training and/or material support to training providers for materials and tools.

Activity 2.3 Contract Training Providers

Processes to identify suitable training providers, conduct tenders and contract training providers will be fully documented in a *Skill Development Fund Procedures Manual* (SDFPM). Pro-forma contracts (or Letters of Agreement with providers who do not have legal status to enter into contracts in their own right) will be developed and included in the SDFPM. In addition to the specific requirements for TNQAB registration, course accreditation and partnerships between national and international providers (where required), contracts will include conditions relating to fees including:

- Concessional arrangements (including scholarships) to attract females into non-traditional trade areas, and
- Concessional arrangements (including scholarships) for people with a disability.

The SDFPM will detail how contracts are to be performance based with scheduled release of payments against contract milestones. A proportion of the overall contract value will be retained for payment on the achievement of agreed completion rates. Premiums could also be included for agreed rates of completion by females and people with a disability.

4.4.3 KRA 3

Mutually supportive arrangements between the Australian Pacific Technical College (APTC) and the bi-lateral Country Program in Tonga.

Activity 3.1 Trainer training

Consultations leading to perhaps a Memorandum of Understanding between the APTC and the AusAID Post in Nuku'alofa should be undertaken with a view to formalizing APTC support for national TVET systems support in Tonga.

Under such an agreement the APTC Centre for Professional Development should be engaged as the primary mechanism to support on-going trainer training programs in Tonga at least to the Australian Certificate IV in Training and Assessment. The focus of trainer training should be with Tongan institutes who are partnering with international training providers in response to the ISDF opportunities. The midterm objective being capacity improvements to facilitate the delivery of internationally recognised qualifications by Tongan institutes.

It is through this process that it is expected that not only will training delivery be improved at a provider level, but that graduates of these programs will have higher level appreciation of competency based training and assessment and the underlying quality assurance principles associated with TNQAB course accreditation. This in turn will facilitate their participation in course development and accreditation arising from the labour market demands identified through ISDF activities.

Activity 3.2 Technical training

Delivery of internationally recognised qualifications also demands high levels of technical skill and industry experience. Again, through the MOU with the APTC, opportunities should be identified for Tongan trainers to improve their technical proficiency by undertaking and completing Certificate and Diploma courses (if available) in their respective technical area.

If possible, professional development mechanisms could also be established with the APTC to enable short assignment of Tongan trainers to act as tutors shadowing APTC trainers in the delivery of APTC mainstream courses.

Activity 3.3 Management training

The final area where the APTC could support capacity development of Tongan institutes is in the form of management training. If national TVET policy for a flexible, responsive and demand driven TVET system is to be realised it is critical that principals, directors and corporate managers of institutes have the capacity to understand and operate effectively within greater levels of responsibility associated with more autonomous governance arrangements. Participation in APTC Diplomas of TVET or Management would add considerable value in this context.

4.4.4 KRA 4

Improved completion rates of women, and disabled people in skills development training linked to employability outcomes.

Activity 4.1 Develop and implement incentive mechanisms and procedures to ensure equality of access to skills training for females

The Annual Training Plan needs to ensure that there are equal opportunities for females. This may mean skewing planning in favour of female oriented occupations. For example, if construction, automotive and accounting were identified in priority order but only two could be supported, accounting should be picked up ahead of automotive.

In addition, mechanisms such as fee subsidies or scholarships should be offered to females to undertake training in traditionally male oriented occupations. To ensure females who undertake these courses complete their training, training providers should be encouraged to provide supportive mechanisms through premium payments.

Activity 2.2 Develop and implement incentive mechanisms and procedures to ensure improved access to skills training for people with disability

While it is recognised that some occupations in high demand areas, may not be suitable for disabled people (depending on the level of disability), encouragement should be given wherever possible for disabled people to participate in skills training related to labour market demand. Again, fee subsidies and scholarships could be used to encourage such participation and premium payments could be provided to encourage provision of supportive mechanisms to facilitate high completion rates.

4.4.5 KRA 5

Facility Management

Activity 5.1 Procedure Manuals– Skills Development Fund, Operations and Finance

Manuals will be prepared by ISDF staff under the guidance of the Facility Manager to clearly articulate policies and procedures related to operations, finances and the Skill Development Fund.

Procedures for office administration, communications, human resource management, travel, vehicle usage, occupational health and safety, together with a security plan will all be incorporated into the ISDF Operations Manual.

An ISDF Finance Management Manual will provide for areas such as authorizations, budgets, accounting, procurement, asset management, audit, risk management and reporting.

The Skill Development Fund Management Manual will include policies and procedures covering the preparation of the Annual Training Plan, the management of the Training Provider Database, identification of suitable training providers, competitive tender processes, contracts, letters of agreement, fees management, equity based incentive mechanisms, and contract monitoring.

Activity 5.2 Monitor contract implementation

The Finance and Contracts Officer under the guidance of the Facility Manager will have on-going responsibility for monitoring training provider contract implementation and the achievement of milestones to trigger payments. Acceptance of satisfactory completion reports will trigger final payments for each contract.

Activity 5.3 Monitor and Evaluate graduate outcomes

Further detail related to the broader question of ISDF monitoring and evaluation is provided later in this document.

This activity relates specifically to graduate outcomes. It will be critical for baseline data to be collected for every trainee of every training program funded through the ISDF. In addition to names, addresses, contact details, enrolment forms should include gender, age, levels of educational attainment, employment history (where applicable) and a self assessment of any level of disability. Responsibility for the accurate collection of this data should be with the training provider and submission of this data to the ISDF should have a payment trigger attached. Training provider completion reports will need to correlate to the enrolment forms.

The M&E Officer will need to ensure that all trainee data is inputted into a data management system. Given the potential volume of data collected it may be necessary for the ISDF to engage part-time data-entry resources funded through the Supplementary Technical Assistance budget.

Using recognised statistical techniques, graduate samples should be identified and tracer studies should be conducted at 6 month and 12 month intervals after graduation. Annual Evaluation reports should include specific references to graduate outcomes.

4.5 Governance Arrangements

A Contractor is to be engaged using a direct sourcing/select tendering method to manage the Facility on behalf of the Australian Government under contract to AusAID, responsible to AusAID Tonga.

The Contractor shall manage and implement the Facility in accordance with the strategic intent of the Tonga Partnership agreement for on-going support to the Tonga TVET Sector. The Contractor will be responsible for the provision of all personnel (including an in-country Facility Manager), resources and management resources to undertake all relevant planning, coordination, liaison, consultation and administration necessary for the effective implementation of the Facility.

The Facility Manager will have day to day responsibility for activity implementation. It is proposed that a Facility Management Group (FMG) comprised of the CEO Ministry of Education and Training (MET), the First Secretary AusAID Tonga and the Facility Manager meet regularly on a monthly basis to review progress and consider any activity issues and opportunities as they arise.

The operation of the Facility will be guided by a *Strategic Advisory Group* (SAG) chaired by the CEO MET, and comprised of senior representatives of key industry groups; the Tonga Chamber of Commerce and Industry; Government Departments with a stake in economic development – Finance and National Planning, Agriculture, Forestry and Fisheries, Commerce, Tourism and Labour, Foreign Affairs and Trade, Information and

Communications and Infrastructure; the CEO TNQAB, the senior MET officer responsible for TVET and a representative of private (non Government) training providers in Tonga.

The Terms of Reference for the SAG will be to receive Facility progress reports, to assist in the validation of priority directions for skill development in the country, to facilitate a coordinated response to skill development needs where stakeholders have common interests and priorities, to share corporate human resource planning to identify future opportunities for targeted training, to support opportunities for work placement and future employment of training graduates, to support the on-going development of national TVET policy and to become primary advocates of an effective national TVET sector.

4.6 Reporting

The Facility Manager will have ultimate responsibility for all Facility Reports. It is expected that an Implementation Plan incorporating a first year Training Plan will be prepared within two months of commencement. Similarly an Annual Plan incorporating a second year Training Plan will be prepared within a month of the conclusion of the first year to guide year second year implementation.

Six monthly progress reports based on M&E analysis (including 6 and 12 month tracer studies) will be prepared for FMG approval and presented to SAG meetings for discussion.

A Completion Report incorporating a two year evaluation report will be prepared within one month of Facility completion.

Financial reports covering both Facility operations and Skill Development Fund activities will be prepared on a quarterly basis for presentation to the FMG.

Exception reports will be prepared for discussion and action by the FMG as needed.

The managing contractor of the Facility will have quality assurance responsibility for all reports and the first year Implementation Plan, the second year Annual Plan and the Completion Report will be regarded as Milestones for payment under the contract.

An independent Audit Report may also be required.

4.7 Facility Personnel

The ISDF will be staffed by 5 people. Under the leadership of an internationally recruited Facility Manager, 4 other people will be recruited in Tonga to fill the following roles:

- Finance & Contracts Officer
- M&E Officer
- Training Coordinator
- Administrative & Communications Officer

An outline of the respective responsibilities of each of these positions is provided below and detailed Terms of Reference are provided in Annex 4.

Position	Source	Brief description of role
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Facility Manager	International	<ul style="list-style-type: none"> • Report to CEO Ministry of Education and Training and First Secretary AusAID Tonga • Manage the Facility with human resource, finance and administration accountabilities • Oversee the development of operational and financial procedures manuals and quality assure implementation of procedures by Facility personnel • Guide each local staff member in their respective roles with particular emphasis on the monitoring and evaluation function • Facilitate review of labour market analysis and update periodically • Build local staff capacity as required • Provide all necessary reporting including implementation and annual plan, 6 monthly progress reports and quarterly financial reports • Convene and provide executive support to the Strategic Advisory Group at its six monthly meetings
Finance & Contracts Officer	National	<ul style="list-style-type: none"> • Support the development of financial and contracting procedures manuals • Manage all financial transactions in accordance with agreed manuals • Be responsible for the financial aspects of all contracts with training providers • Prepare monthly transaction reports including bank reconciliation • Manage the Facility payroll function • Prepare quarterly financial reports
M&E Officer	National	<ul style="list-style-type: none"> • Prepare an M&E procedures manual to guide the collection of data identified in the M&E Framework. • Ensure baseline and subsequent data is collected and recorded in accordance with the manual. • Observe training programs from time to time to assess training quality • Track and sample trainees at 6 and 12 month intervals after training and evaluate impact through trainee and employer surveys • Support the analysis and reporting of M&E data as required for periodic reports
Training Coordinator	National	<ul style="list-style-type: none"> • Consult with industry, the TCCI and Government to validate skill demand

		<p>priorities (skills, qualification levels, quantities) on a six monthly basis</p> <ul style="list-style-type: none"> • Prepare an annual training calendar and update on a six monthly basis • Establish a register of national and international training providers with the capacity to deliver training in demand areas • Ensure all training providers are registered as required by the TNQAB • Ensure proposed courses have TNQAB accreditation • Wherever possible conduct a competitive process to contract training providers • Direct source training providers if only a sole supplier available • Prepare contracts for successful tenderers or direct source suppliers • Work with the Finance & Contracts officer to ensure contractual obligations are met and payments are approved
Administration and Communications Officer	National	<ul style="list-style-type: none"> • Support the development of the Operations Manual. • Provide administrative support for all staff in accordance with the Operations Manual. • Be responsible for all office logistics including transport arrangements, procurement of stores and equipment, filing and storage. • Implement the ISDF communications strategy. • Provide secretariat support to the Strategic Advisory Group

4.8 Inclusive TVET

The ISDF will explicitly target improved access for all irrespective of gender or physical impairment. Specifically the design incorporates a discrete Key Result Area with the objective:

Improved completion rates of women, and disabled people in skills development training linked to employability outcomes.

In response to labour market analysis and in the preparation of the Annual Training Plan, the contractor will be required to ensure there is equal attention to skills demand in traditionally male oriented and female oriented job markets as well as applying incentive mechanisms to promote female participation in skills training in traditionally male dominated areas. Such incentive mechanisms could include a premium payable to training providers for the number of females who complete a course in a non-traditional trade area and/or fee subsidies and scholarships for females enrolled in non-traditional trades training.

Similar mechanisms should also be applied to facilitate higher participation rates in skill development training in areas of skill demand for people with a disability.

An essential element of any communications strategy will be the promotion of opportunities for females and disabled peoples and the publication of case studies related to participation rates and successful completion by women and the disabled that could serve as role models for others in the community.

The monitoring and evaluation framework includes specific gender equality and disability outcomes with associated disaggregated baseline and results indicators. Annual Evaluation Reports and periodic progress reports will need to include a section specifically on access and equity related results both in terms of inputs and employment outcomes.

4.9 Risks

While inherent risks, such as political instability and changing macroeconomic conditions are beyond the scope of a development program to control, it is possible to mitigate negative impacts through careful consideration and planning. Similarly risks arise specifically related to proposed implementation strategies. Foremost of these risks associated with the ISDF relate to national training provider capacity and the restrictive nature of the current operating environment.

The ISDF will purchase skill development programs specific to areas of high skill demand in both domestic and international labour markets. Some programs currently on offer by national providers may already be at a suitable standard – particularly where these programs have been accredited by the TNQAB. On the other hand, there is a high likelihood that in a number of areas Tongan providers will lack the capacity to deliver internationally recognised qualifications required for both employment and visa purposes in international labour markets.

To mitigate this risk, the ISDF will seek to purchase training from international providers who can comply with the following conditions:

- They are registered with the TNQAB,
- They are offering programs recognised by the TNQAB under mutual recognition arrangements, and
- They are partnered with a registered national training provider.

Not only will this approach deliver skills training aligned to labour market demand, but also facilitate the achievement of the ISDF's underlying objective to strengthen the national TVET system in Tonga. It is expected that the partnership arrangements between international and national training providers will include provision for national trainer training and national course development for accreditation by the TNQAB. The mid term objective being that through this mechanism, national training providers will in time be able to respond to international labour market requirements without the necessity for further external partnerships.

With respect to the operating environment, the review of the TSP1 Program identified significant program under-expenditure (around 50%) against budget. The reasons for this included

...difficulties within the Ministry of Finance and National Planning (MFNP) particularly in the procurement and accounts payable sections. For example, recruitment of short term advisers is very complex, especially for a 'sole supplier' (i.e. a specific adviser) which can take up to 6 months. The MFNP uses a manual system for accounts payment and TSP1 personnel have had to follow up payments frequently.⁹

Consultations undertaken in the process of developing this design also pointed to centralised and inflexible financial, procurement and human resource management systems in both the government and the non-government sectors. These systems leave little incentive for reform and negatively impact institutional capacity to be flexible and responsive to skill demand. In fact current systems perpetuate a supply driven approach, despite National TVET Policy advocacy for a demand driven system.

Through a contractor modality, the ISDF will establish flexible, responsive and fully accountable operational systems as models for consideration in time by Government and non-government agencies responsible for TVET provision.

A range of other risks and associated mitigation strategies are describe in the Risk Matrix in Annex 1.

4.10 Monitoring and Evaluation (MEF)

A Monitoring and Evaluation Framework has been provided in Annex 3. This framework will need to be reviewed and refined as appropriate by the Facility Manager with the support of the M&E Officer. Baselines will need to be established for all indicators in the MEF and systematic collection and reporting of relevant data in relation to each baseline needs to be undertaken at regular intervals.

It is essential that priority be given to the processes of MEF refinement and baseline collection at the beginning of ISDF implementation.

5. Duration and Phasing

It is planned for the *Interim Skill Development Facility* to commence on October 1, 2013 and continue for 24 months until September 30, 2015. During this period, a design for a future program of assistance will be developed and, subject to approvals, presented to market in the third quarter of 2014 for commencement at the beginning of 2015. This will allow a 6 months transition period to enable learning from the Interim Facility to be fully integrated into the new program of assistance.

⁹ Independent Progress Review, TSP1 (AusAID, 2012)

Annex 1: Risk Matrix

Risk Assessment

Likelihood (L)		Consequences (C)				
		Negligible 1	Minor 2	Moderate 3	Major 4	Severe 5
A	Almost Certain	Moderate	Moderate	High	Very High	Very High
B	Likely	Moderate	Moderate	High	High	Very High
C	Possible	Low	Moderate	High	High	High
D	Unlikely	Low	Low	Moderate	Moderate	High
E	Rare	Low	Low	Moderate	Moderate	High

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility	Timing
Political instability causes changes in GoT policy direction resulting in loss of leadership and support for the concepts and vision for sustainable demand driven TVET system.	<ul style="list-style-type: none"> – Employment outcomes difficult to achieve – TVET continues to be supply driven with little connection to labour market needs 	C	4	H	<ul style="list-style-type: none"> • Promote TVET policy reform founded on broad based consultation and consensus • Foster SAG advocacy for national reform • Promote achievements widely to build general political, bureaucratic and community support 	Facility Manager, MET CEO, SAG	On-going
TVET Policy too narrowly focused on the status quo and restricting reform	<ul style="list-style-type: none"> – Graduates not competitive in national and international labour markets – Weak employment outcomes – Mismatch between skill demand and supply 	D	4	M	<ul style="list-style-type: none"> • Work with Government to review and refine policy • Advocate the benefits of open policy frameworks that enable flexibility and foster innovation • Develop innovative models that yield positive economic outcomes and promote an appetite for policy reform 	Facility Manager, MET CEO, SAG	On-going
Current Labour Market Analysis lacks strategic vision and unable to identify future skill demand	<ul style="list-style-type: none"> – Mismatch between skill demand and training provision – Employment outcomes reduced 	C	4	H	<ul style="list-style-type: none"> • Work through SAG group to extend thinking on Labour Market findings and develop projections for future skill demand • Encourage the sharing of agency human resource development plans • Aggregate agency plans to inform national skills planning 	Facility Manager, MET CEO, SAG	On-going

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility	Timing
TNQAB quality assurance processes slow implementation	<ul style="list-style-type: none"> – Training providers frustrated by process – Training providers less willing to cooperate with TNQAB – Early employment opportunities missed 	C	4	H	<ul style="list-style-type: none"> • Ensure TNQAB actively involved in Facility development of training plans • Encourage TNQAB active participation in the SAG • Support the TNQAB streamline processes to nationally accredit international courses already accredited by other national authorities • Assist registered national training providers accredit courses in priority skill demand areas where possible 	Facility Manager, MET CEO as TNQAB Chair, TNQAB CEO	On-going
National training providers lack capacity to deliver	<ul style="list-style-type: none"> – Quality of graduates poor – Employment outcomes affected – Status of TVET diminished affecting Government and industry attitudes to TVET sector support 	B	4	H	<ul style="list-style-type: none"> • Ensure partnership requirement in contracts with international training providers • Assist national training providers through targeted trainer training and support course development in priority skill areas • Provide management training to national training provider managers to better their understanding of the advantages of quality provision that gives access to external funding sources 	Facility Manager	On-going
Lack of motivation amongst public providers because of	<ul style="list-style-type: none"> – Capacity building opportunities for public training 	C	4	H	<ul style="list-style-type: none"> • Work with Government to explore ways to increase levels of autonomy for public providers 	Facility Manager, MET CEO, SAG	On-going

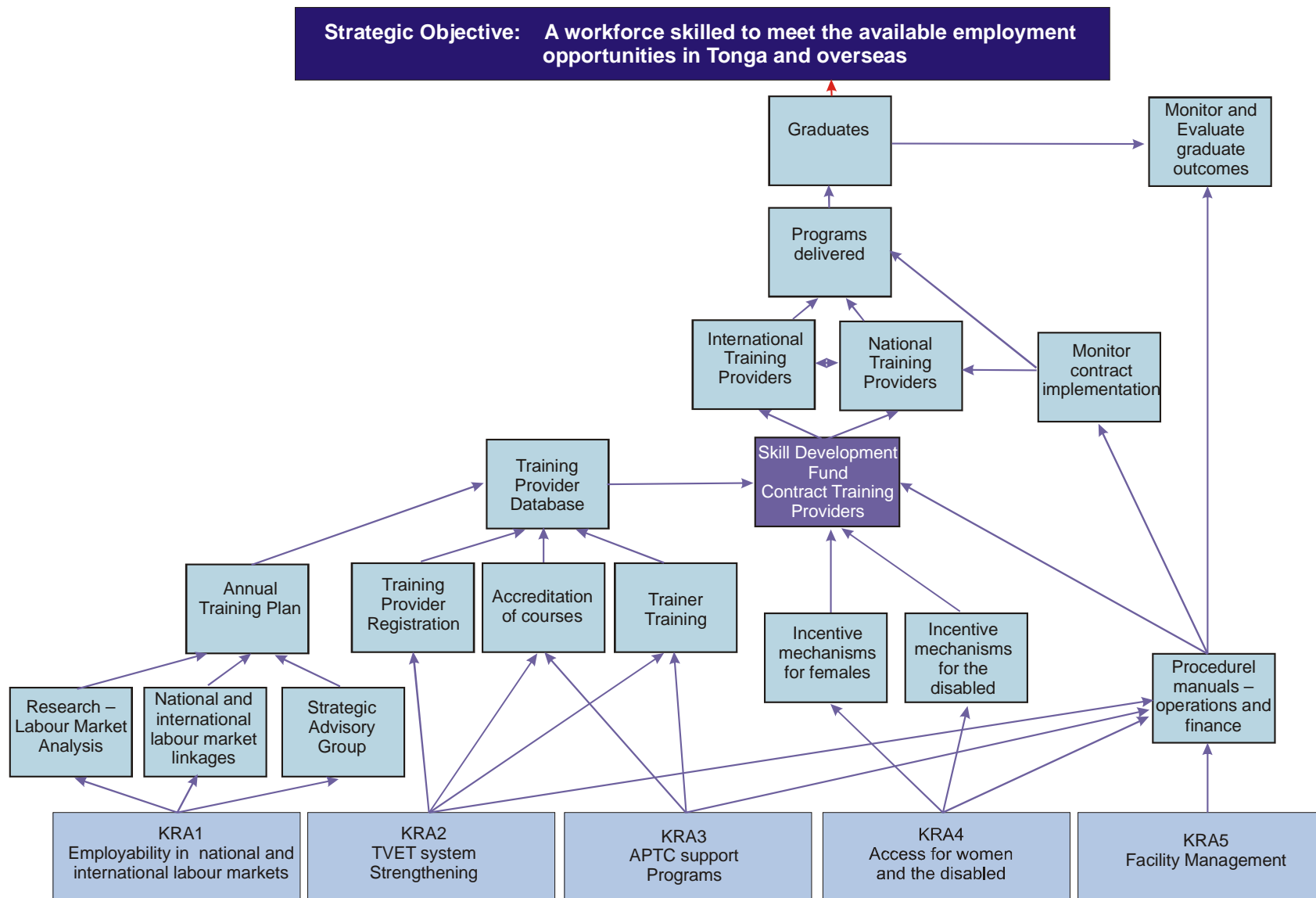
Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility	Timing
lack of flexibility with staffing and inability to retain revenue	<ul style="list-style-type: none"> providers lost Public training provision continues to be supply driven with minimal linkages to national and international labour markets 				<ul style="list-style-type: none"> Develop models that demonstrate the benefits arising from a flexible and responsive training provider that improves employability and contributes to national economic development Promote reform of Government systems which inhibit motivation and innovation through the SAG 		
Training provider training facilities inadequate in Tonga for some high demand training	<ul style="list-style-type: none"> Mismatch between training standards and industry standards Trainees unable to demonstrate competence at standards required 	C	5	H	<ul style="list-style-type: none"> Negotiate access to workplace sites in Tonga where suitable facilities available If economically feasible consider scholarships to international sites where suitable facilities available 	Facility Manager, Training Coordinator	On-going
Poor workplace attitude limits employability	<ul style="list-style-type: none"> Employers lack respect for TVET training Employers unwilling to partner with TVET system Training remains supply driven 	B	3	H	<ul style="list-style-type: none"> Incorporate workplace attitude elements in training programs – including communications, team participation, customer service, workplace literacy and numeracy as necessary Ensure selection criteria for course admission includes attitudinal assessment Review candidate CVs to ensure training aligned to career paths and not 	Facility Manager, Training Coordinator	On-going

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility	Timing
					mismatched to current or potential employment roles		
Global economic downturn limits international employment opportunities	<ul style="list-style-type: none"> Increased competition for national employment opportunities Reduced remittances from overseas workers 	C	5	H	<ul style="list-style-type: none"> Adjust training plans to focus on national skill demand Use national technical experts to foster entrepreneurial programs Support business development through business development training 	Facility Manager	On-going
Focus on trade skills limits opportunities for female participation in training	<ul style="list-style-type: none"> Inequity continues limiting economic growth opportunities for women 	A	3	H	<ul style="list-style-type: none"> Provide added incentive to training providers who attract females into non-traditional trades training Provide fee relief for females undertaking training in non-traditional trades training Promote widely the success of female graduates amongst employers and the community generally 	Facility Manager, Training Coordinator, M&E Officer	On-going
Working with children (Child Protection)	<ul style="list-style-type: none"> Training focused at post-secondary level and unlikely children will be involved 	D	3	M	<ul style="list-style-type: none"> Need to monitor but facility staff most unlikely to be working with children Most trainees will be in the post-secondary school age group Trainee selection criteria will incorporate age limits If there are instances where children will be involved in training – working with children licences and/or police checks will 	Facility Manager, Training Coordinator, Finance & Contracts Officer	On-going

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility	Timing
					be required as part of training provider contract		
Environmental impact	<ul style="list-style-type: none"> – Training standards not being met and poor reputation for ISDF and training providers – Graduates not valued by prospective employers 	D	5	H	<ul style="list-style-type: none"> • An assessment of environmental impact of training programs will be incorporated into training provider contract • Occupational health and safety and environmental awareness will be incorporated into training design where relevant • Only contract training providers whose facilities are fit for purpose from both and environmental and OHS perspective 	Facility Manager, Training Coordinator, Finance & Contracts Officer	On-going

Annex 2: Facility Logic Model

Tonga Interim Skill Development Facility Logic Model



Annex 3: Monitoring and Evaluation Framework

Tonga Interim Skill Development Monitoring and Evaluation Framework

Strategic Objective

A workforce skilled to meet the available employment opportunities in Tonga and overseas

KRA 1

Improved employability of Tongan graduates through targeted training that provides qualifications and skills that are specific to current labour market demand both nationally and internationally.

Outputs/Outcomes	Indicators	Means of Verification
Outputs		
<ul style="list-style-type: none"> Labour Market Analysis 	<ul style="list-style-type: none"> # of short courses identified # of full courses identified # of participants identified 	<ul style="list-style-type: none"> Annual Training Plan (ATP) SAG ratification of ATP
<ul style="list-style-type: none"> Database of ISDF pre-qualified training providers 	<ul style="list-style-type: none"> Pre-qualification criteria included in SDF Procedures Manual # of pre-qualified national training providers in database # of pre-qualified international training providers in database 	<ul style="list-style-type: none"> SDF Procedures Manual TNQAB reports Database reports
<ul style="list-style-type: none"> Contracts with training providers 	<ul style="list-style-type: none"> Pro-forma contracts included in SDF Procedures Manual # of contracts with national training providers 	<ul style="list-style-type: none"> SDF contract files Financial records SDF contract completion reports

	<ul style="list-style-type: none"> • # of contracts with international training providers • # of short courses delivered • # of full qualifications delivered 	
Intermediate Outcomes		
<ul style="list-style-type: none"> • Graduates with skills and qualifications relevant to labour markets 	<ul style="list-style-type: none"> • Increased numbers of Tongans with qualifications that are accepted regionally and/or internationally 	<ul style="list-style-type: none"> • Course evaluation reports • Employer surveys
End of Facility Outcomes		
<ul style="list-style-type: none"> • Graduates employment in national and international labour markets 	<ul style="list-style-type: none"> • Increased number of Tongans gaining employment in their chosen fields of study, in local, regional and international labour markets • Increased number of small businesses operated by Tongans 	<ul style="list-style-type: none"> • Tracer studies • Emigration data • Ministry of Commerce, Tourism and Labour Business Licence records • TCCI records

KRA 2

TVET System Strengthening - models established that demonstrate how a quality assured, flexible, responsive, and demand driven skill development system can operate within the Tongan context.

Outputs/Outcomes	Indicators	Means of Verification
Outputs		
<ul style="list-style-type: none"> Minimum standards for the services provided and for learning outcomes 	<ul style="list-style-type: none"> TNQAB national and international training provider registration guidelines TNQAB national and international course accreditation guidelines Financial guidelines 	<ul style="list-style-type: none"> TNQAB records SDF Procedures Manual SDF Contract files Finance Manual
<ul style="list-style-type: none"> Training specific to identified skill demand purchased from training providers meeting required standards 	<ul style="list-style-type: none"> Increased number of national and international training providers fully compliant with TNQAB requirements # of SDF Contracts 	<ul style="list-style-type: none"> TNQAB records SDF Procedures Manual Database of ISDF pre-qualified training providers SDF Contract files
<ul style="list-style-type: none"> TVET courses, meeting international standards, delivered in Tonga 	<ul style="list-style-type: none"> Increased number of students undertaking internationally recognised courses Mutual recognition agreements with international quality assurance agencies Increased number of auspicing agreements between national and international training providers 	<ul style="list-style-type: none"> Training provider records TNQAB records

Intermediate Outcomes		
<ul style="list-style-type: none"> Increased autonomy and accountability of training providers 	<ul style="list-style-type: none"> Increased number of trainers employed on contractual basis Level of revenue retention at institution level increased Concept paper related to Tonga Institute of Science and Technology (TIST) becoming semi autonomous developed and used as a basis for broad consultation 	<ul style="list-style-type: none"> Training provider staff records Training financial staff records SDF contract files TIST Concept Paper
End of Facility Outcomes		
<ul style="list-style-type: none"> Quality Institutions and Systems 	<ul style="list-style-type: none"> Training that meets national and regional quality standards increasingly purchased from national providers Policy to establish TIST as a semi autonomous institute drafted 	<ul style="list-style-type: none"> TNQAB records Draft TIST Policy

KRA 3

Mutually supportive arrangements between the Australian Pacific Technical College (APTC) and the bi-lateral Country Program in Tonga.

Outputs/Outcomes	Indicators	Means of Verification
Outputs		
<ul style="list-style-type: none"> The APTC Centre for Professional Development delivers Australian Certificate IV in Training and Assessment The APTC Centre for Professional Development delivers relevant technical courses at Australian Certificate III as a minimum in areas of high skill demand 	<ul style="list-style-type: none"> Increased number of Tongan trainers with Certificate IV in Training and Assessment Increased number of Tongan trainers with at least a Certificate III in relevant technical area Increased number of international standard courses delivered by national training providers 	<ul style="list-style-type: none"> APTC records TNQAB records
<ul style="list-style-type: none"> The APTC assists Tongan training providers develop international standard courses for TNQAB accreditation 	<ul style="list-style-type: none"> Increased number of international standard courses accredited by TNQAB Increased number of international standard courses delivered by national training providers 	<ul style="list-style-type: none"> APTC records TNQAB records
<ul style="list-style-type: none"> Formal partnership arrangement established between APTC and TIST 	<ul style="list-style-type: none"> TIST supports the delivery of APTC qualifications in Tonga Professional development mechanisms established to enable short assignment of TIST trainers to act as APTC tutors Pathways for TIST graduates to the APTC established 	<ul style="list-style-type: none"> APTC/TIST partnership agreement APTC/TIST student records APTC/TIST staff records

Intermediate Outcomes		
<ul style="list-style-type: none"> Improved leadership and management of TVET training providers in Tonga 	<ul style="list-style-type: none"> Increased number of TVET managers in Tonga acquire international management qualifications through the APTC 	<ul style="list-style-type: none"> APTC records ISDF records
End of Facility Outcomes		
<ul style="list-style-type: none"> An on-going and effective model of mutually supportive arrangements between the APTC and national TVET system development 	<ul style="list-style-type: none"> Increased number of Tongan tertiary institutions providing quality assured qualifications to an international quality standard 	<ul style="list-style-type: none"> Case studies Review of partnership arrangements

KRA 4

Improved completion rates of women and disabled people in skills development training linked to employability outcomes.

Outputs/Outcomes	Indicators	Means of Verification
Outputs		
<ul style="list-style-type: none"> Annual Training Plan incorporates training for traditionally female oriented occupations in equal measure to traditionally male oriented occupations 	<ul style="list-style-type: none"> # of courses for traditionally female occupations # female trainees Proportion of female trainees 	<ul style="list-style-type: none"> Annual Training Plan SDF Contract Files Course completion reports
<ul style="list-style-type: none"> Incentive mechanisms to attract women into skills development training for traditionally male dominated occupations 	<ul style="list-style-type: none"> # scholarships and fee subsidy awards taken up by females in non-traditional areas Increased proportion of females in traditionally male oriented training 	<ul style="list-style-type: none"> SDF Contract Files Course completion reports Financial records Training Provider student records
<ul style="list-style-type: none"> Incentive mechanisms to ensure improved access to skill development for disabled people 	<ul style="list-style-type: none"> # of people with disabilities in SDF skill development training 	<ul style="list-style-type: none"> SDF Contract Files Course completion reports Financial records Training Provider student records
Intermediate Outcomes		
<ul style="list-style-type: none"> Female graduates with skills and qualifications relevant to regional and international labour markets 	<ul style="list-style-type: none"> Increased numbers of females with qualifications that are accepted regionally and/or internationally 	<ul style="list-style-type: none"> Course completion reports Training provider records

End of Facility Outcomes

- Female graduates employment in national and international labour markets in equal proportion to males
- Employment in national and international labour markets for disabled people

- Increased number of females gaining employment in their chosen fields of study, in local, regional and international labour markets
- # of disabled people gaining employment in their chosen fields of study, in local, regional and international labour markets
- # of small businesses set up and operated by female graduates
- # of small businesses set up and operated by disabled people

- Tracer studies
- Emigration data
- Ministry of Commerce, Tourism and Labour Business Licence records
- TCCI records

KRA 5

Facility Management

Outputs/Outcomes	Indicators	Means of Verification
Outputs		
<ul style="list-style-type: none"> Fully accountable and transparent policies and procedures in place to purchase training under contract from national and international training providers 	<ul style="list-style-type: none"> # of contracts with training providers # of contract compliance issues # of contract complaints 	<ul style="list-style-type: none"> SDF Procedures Manual Contract completion reports
<ul style="list-style-type: none"> Human resource management, office administration, logistics and occupational health and safety policy and procedures fully documented and implemented 	<ul style="list-style-type: none"> Staff recruitment compliant Asset procurement and management compliant OH&S incidents Security incidents 	<ul style="list-style-type: none"> Operations Manual Recruitment reports Asset register Annual reports
<ul style="list-style-type: none"> Facility and SDF financial procedures and reporting requirements fully documented and implemented 	<ul style="list-style-type: none"> SDF pro forma contracts fully compliant Financial reports fully compliant Annual Training Plan aligned to budget 	<ul style="list-style-type: none"> Finance Manual SDF Procedures Manual Financial Reports Audit
<ul style="list-style-type: none"> Contract implementation monitored 	<ul style="list-style-type: none"> # of training programs in relation to Annual Training Plan Participation rates Completion rates 	<ul style="list-style-type: none"> Contractor Performance Assessments TNQAB Audit Reports Contract completion reports
<ul style="list-style-type: none"> Graduate outcomes monitored and evaluated 	<ul style="list-style-type: none"> # of trainees (disaggregated) # of graduates (disaggregated) 	<ul style="list-style-type: none"> Tracer studies Employer surveys

	<ul style="list-style-type: none"> • # graduates employed after 6 months (disaggregated) • # graduates employed after 12 months (disaggregated) 	<ul style="list-style-type: none"> • Annual Evaluation Reports • Six monthly progress reports
Intermediate Outcomes		
<ul style="list-style-type: none"> • Widespread awareness and understanding of the operations and benefits of the ISDF 	<ul style="list-style-type: none"> • # media reports • Positive employer attitudes • Demand for places in ISDF supported training 	<ul style="list-style-type: none"> • Communications Plan • Employer surveys • Contract completion reports • Annual reports
End of Facility Outcomes		
<ul style="list-style-type: none"> • High level Government support for continuing reform of TVET system with greater institutional autonomy 	<ul style="list-style-type: none"> • Flexible employment arrangements • Revenue retention within institutes • Transition to performance based funding underway 	<ul style="list-style-type: none"> • Public Service Commission policies • Ministry of Finance and National Planning policies

Annex 4: Facility Personnel

TERMS OF REFERENCE

POSITION:	Facility Manager
DURATION:	24 months
APPOINTMENT:	International (ARF C.3)
LOCATION:	Nuku'alofa
REPORTING TO:	Facility Management Committee comprised of Chief Executive Officer, Tonga Ministry of Education and Training and the First Secretary, AusAID Post, Tonga (or their nominees)

A. DESCRIPTION OF DUTIES:

Working closely with the Ministry of Education and Training (MET) Chief Executive Officer as a principal counterpart, manage the Tonga Interim Skill Development Facility (ISDF) and provide leadership to ISDF staff.

Tasks will include:

1. Act as the single point of contact for AusAID Post in the planning, management and monitoring of Facility activities;
2. At the commencement of the ISDF conduct a transparent recruitment process, employ and induct four national staff – Training Coordinator, Finance and Contracts Officer, Monitoring and Evaluation Officer, and an Administration Officer;
3. Establish the ISDF office and monitor all ISDF funded procurement in a manner that is consistent with Australian Government procurement guidelines;
4. Assist and provide capacity building support to Facility personnel in all aspects of the ISDF operations with particular emphasis on annual training plans, registry of national and international training providers, training provider contracting, and monitoring and evaluation;
5. Oversee the development of operational and financial procedures manuals and quality assure implementation of procedures by Facility personnel;
6. Ensure the implementation of ISDF contracting and financial procedures are consistent with Australian Government policies related to anti-corruption and fraudulent behaviour;
7. Oversee the development of a Skills Development Fund (SDF) Operations Manual including policies with respect to fees, trainee eligibility criteria, gender equality, inclusion of people with disabilities, pro-forma agreements, training provider competitive tendering and selection criteria;
8. Define, recruit and manage the performance of any additional personnel recruited through the Supplementary Technical Assistance Budget;
9. Ensure all personnel consult broadly and work collaboratively with relevant stakeholders;
10. Provide leadership in the development of strategies for successful Facility implementation across the key result areas of:
 - a. Improved employability of Tongan graduates through targeted training,
 - b. Improved completion rates of women and disabled people in skills development,
 - c. TVET Systems,

- d. APTC collaboration, and
- e. Program Management;
- 11. Facilitate the analysis and review of *The Tonga and Regional Labour Market Review 2012* and update periodically;
- 12. Work collaboratively with government and private sector stakeholders to identify priority labour market opportunities in Tonga and abroad;
- 13. Work with MET and AusAID in the development of ISDF planning and prepare all documentation necessary to manage and monitor Facility progress and outcomes including Quarterly Financial and 6-Monthly Progress Reports, Annual Plans, and the Facility Completion Report;
- 14. Ensure quality assurance principles guide the timely preparation and submission of reports required under the contract between the Managing Contractor and AusAID;
- 15. Convene and provide executive support to the Strategic Advisory Group at its six monthly meetings;
- 16. Develop and implement an on-going communications/advocacy strategy to ensure positive ISDF results are disseminated broadly to government, industry and the wider community;
- 17. Actively market graduates to national and international employers (groups) in areas of high skill demand.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

- 1. A degree in education and training.
- 2. Senior-level experience in TVET planning and demand driven training delivery in developing countries, preferably in Pacific Island contexts.
- 3. Demonstrated experience in labour market analysis and in purchasing training in response to identified labour market demand.
- 4. Experience in managing international and local personnel who are providing technical assistance services.
- 5. Strong monitoring and evaluation experience in a development context.
- 6. Strong financial skills including preparation and management of budgets and provision of financial reporting.
- 7. Demonstrated professional commitment to inclusive processes and experience in developing gender and disability sensitive programs and activities.
- 8. Competency in the use of MS Word, MS Excel, email and the Internet.

Desirable

- 1. Experience working in the Pacific, preferably Tonga.
- 2. Facility management experience in a developing country.
- 3. Experience in preparing strategic planning documentation and reporting for Government agencies.
- 4. Knowledge and understanding of Commonwealth Government contracting and procurement policies and procedures.

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and industry stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

TERMS OF REFERENCE

POSITION: Finance and Contracts Officer

DURATION: 24 months

APPOINTMENT: National

LOCATION: Nuku'alofa

REPORTING TO: Facility Manager

A. DESCRIPTION OF DUTIES:

In consultation with the Facility Manager, the Finance and Contracts Officer will have prime responsibility for financial and contracting systems including:

1. Establishing and maintaining a financial management and accounting system, subject to Facility requirements;
2. Ensuring ISDF financial management complies with AusAID requirements and meets audit standards;
3. Supporting the development and updating of the ISDF Operations, Financial and Skill Development Fund (SDF) Operations Manuals as required;
4. Administration of all accounts, including the separate SDF operational accounts, as well as salary payments to locally engaged staff, procurement and monthly bank reconciliation of accounts as directed by the Team Leader;
5. With the support of the Facility Manager develop pro-forma letters of agreement (LOA) and LOA schedule templates for both national and international training providers for inclusion in the SDF Operations Manual.
6. Ensuring that LOAs (and associated schedules) are accurately completed for each individual training activity funded through the SDF and assigning a unique identification number to each LOA;
7. Identifying a number of payment milestones for each LOA and ensuring milestones have been successfully completed before responding to invoices for payment against each milestone;
8. Providing timely and accurate reporting of ISDF budgets and expenditure and responding to Facility management requests for such data on a quarterly basis or at other times as required;
9. Developing and maintaining records and filing systems, including an assets register, a leave register, a timesheet register, and other systems as needed and requested by the Facility Manager.

B. SKILLS AND EXPERIENCE:

1. Tertiary qualification in financial administration and accounting or related discipline
2. Proven experience in financial administration and accounting and reporting
3. Proven experience in contracts (LOA) preparation and monitoring
4. Strong computer skills especially in Word, Excel and use of the Internet
5. Good written and oral communication skills in English
6. Ability to work as part of team in an evolving work environment
7. Willingness to learn and accept new challenges

TERMS OF REFERENCE

POSITION: Monitoring and Evaluation Officer

DURATION: 24 months

APPOINTMENT: National

LOCATION: Nuku'alofa

REPORTING TO: Facility Manager

A. DESCRIPTION OF DUTIES:

With the assistance of the Facility Manager, implement monitoring and evaluation systems and processes for all ISDF activities, focusing on the monitoring and measurement of ISDF progress and outcomes, and the systematic collection of data to inform a continuous improvement process.

Tasks will include:

1. Based on the M&E Framework, develop and manage an M&E Implementation Plan (MEIP) including:
 - Timely collection of baseline data;
 - Implementation of regular data collection tools;
 - Participating in evaluation processes;
 - Ongoing data analysis
 - Periodic M&E reports and presentations.
2. Ensure baseline data is collected for each participant enrolled in ISDF supported training and undertake at 6 monthly and 12 monthly intervals sample tracer studies of graduates;
3. Coordinate and prepare presentations and 6 monthly and annual evaluation reports for the SAG meetings;
4. Support effective interpretation of ISDF results by undertaking analysis of the social, cultural, political and economic context within which ISDF activities and outcomes occur;
5. Develop strong working relationships with ISDF stakeholders to:
 - facilitate the 'participatory' implementation of the MEIP;
 - ensure the MEIP is complementary to Government of Tonga monitoring frameworks; and

B. QUALIFICATIONS AND EXPERIENCE:

Skills and Experience

1. Tertiary qualification in a relevant discipline.
2. Demonstrated understanding of the field of Monitoring and Evaluation.
3. Demonstrated capacity in data collection.
4. Understanding of the TVET sector in Tonga
5. Demonstrated analytical and problem-solving skills.
6. Excellent computer skills especially in Word and Excel.
7. Excellent written and oral communication skills in English
8. Excellent interpersonal and negotiation skills.

TERMS OF REFERENCE

POSITION: Training Coordinator

DURATION: 24 months

APPOINTMENT: National

LOCATION: Nuku'alofa

REPORTING TO: Facility Manager

A. DESCRIPTION OF DUTIES:

In consultation with the Facility Manager, the Training Coordinator will support the operations of the Skill Development Fund through the identification of priority skill demands and the facilitation of appropriate training responses.

Tasks will include:

1. Preparing an Annual Training Plan detailing skill development priorities and proposed training responses, based on labour market research, liaison with industry groups and consideration of Government policies with respect to economic development;
2. Acting as the key liaison point between training providers and the ISDF;
3. Seeking expressions of interest (including capability statements) from national and international training providers wishing to be considered for ISDF financed training delivery;
4. Developing a registry of interested training providers detailing their capability and key contact details;
5. Advising all training providers (both national and international) on the registry of the requirement for TNQAB registration;
6. Maintaining on-going liaison with the TNQAB to ensure ISDF activities are fully compliant with TNQAB requirements;
7. Developing training specifications for inclusion in tender documents and LOAs.
8. Assisting the Facility Manager and the Finance and Contracts Officer to prepare and evaluate tenders;
9. Working cooperatively with both the Finance and Contracts Officer and the Monitoring and Evaluation Officer by observing and assessing training delivery from time to time.

B. SKILLS AND EXPERIENCE:

1. Tertiary qualification in an education and training.
2. Proven experience in the education and training sector in Tonga.
3. Excellent written and oral English language communication skills.
4. Excellent coordination skills.
5. Strong networks among stakeholders in the education and training sector.
6. Ability to manage simultaneously multiple tasks in a challenging work environment.
7. Highly competent in the use of MS Word, MS Excel, MS Powerpoint and the Internet.

TERMS OF REFERENCE

POSITION:	Administration and Communications Officer
DURATION:	24 months
APPOINTMENT:	National
LOCATION:	Nuku'alofa
REPORTING TO:	Facility Manager

A. DESCRIPTION OF DUTIES:

Working with the Facility Manager the Administration and Communications Officer will be responsible for providing overall administration support and managing internal and external ISDF communications.

Tasks will include:

1. Support the Facility Manager to ensure management and administrative systems enable the effective delivery of ISDF services;
2. Provide direct administrative and logistical support to ISDF personnel;
3. Ensure office systems and supplies are maintained;
4. Coordinate workshops and trainings for ISDF personnel as required;
5. In consultation with the Facility Manager, play a key role in the development and implementation of the ISDF's internal and external communications strategy;
6. Facilitate the construction and oversee the on-going maintenance of an ISDF website.
7. Work collaboratively with the M&E Officer to maintain a database of ISDF graduate alumni and support strategies to market graduates to employers;
8. Promote and raise awareness of the ISDF and its goals with stakeholders, clients and communities;
9. Assist the Facility Manager and other staff in the compilation of reports;
10. Provide secretariat support to the Strategic Advisory Group.

B. QUALIFICATIONS AND EXPERIENCE:

1. Tertiary qualification in a relevant discipline;
2. High level administration skills with proven experience;
3. Ability to work independently in a demanding work environment and multi-task flexibly and responsively;
4. Demonstrated understanding of communications and marketing;
5. Ability to work in a team environment with a positive attitude and strong work ethic;
6. Strong computer skills (Word, Excel);
7. Excellent communication/interpersonal skills

Annex 5: References

Australia-Tonga Partnership for Development; Implementation Schedule – Outcome 3 – Improved technical and vocational skills

Labour Force Survey 2009, Tonga Department of Statistics (2009) [unpublished]

Government of Tonga, National TVET Policy Framework 2013 - 2017

Government of Tonga, Tonga Strategic Development Framework (TSDF) 2011 – 2014

Independent Progress Review (2012) of the TVET Support Program Phase 1 (TSP1)

Pacific Education and Skills Development Agenda, Guidance on Education and skills development across the Pacific, AusAID, June 2011

Pacific Tertiary Education Strategy 2020 V4 (AusAID, 2012)

Research into the Financing of TVET in the Pacific - Tonga Country Report (Andrea Bateman, Justin Brown, Meleoni Uera, (ACER 2012)

Technical and Vocational Education and Training Support Program (TSP1) Final Design Document (2009)

Technical and Vocational Education and Training Support Program (TSP1) Activity Completion Report (2013)

The Tonga and Regional Labour Market Review 2012 (Curtain, Richard (2013))

The Tonga Education 'Lakalaka' Policy Framework (TELPF) 2012-17

Tonga-Australia Partnership for Development - Partnership Report August 2009 to August 2011

Tonga-Australia Partnership for Development Implementation Strategy - Priority Outcome 3: Improved Technical and Vocational Skills

Annex 6: People Consulted

Mrs. Tilema Cama	Principal, Queen Salote Nursing School
Dr. 'Uhila-mo e-Langi Fasi	CEO TNQAB
Mr. Siaosi 'Enosi	Former TSP 1 staff
Mrs. Falemei Fale	Acting CEO Public Service Commission
Sr. Kieoma Finau	Principal, 'Ahopanilolo Technical Institute
Mrs. Sosefina Fineanganofa	Principal, School of Tourism and Hospitality, TIHE
Mr. Cyril Guiramand	Manager Tonga Business Enterprise Centre
Mrs Aloma Johansson	President, Tonga Chamber of Commerce and Industry
Mr. Fatui Langilangi	Principal, School of Agriculture, TIHE
Ms. Sivi Livai	Senior Lecturer, St. Joseph Business College
Dr. Viliami Manu	Acting CEO Ministry of Agriculture, Forestry, Fishing and Food
Mr. Oto Va'inga Misi	Deputy Director, TIST (recently retired)
Mr. Tatafu Moeaki	CEO Ministry of Commerce, Tourism and Labour
Mrs. Emeli Pouvalu	CEO Ministry of Education and Training
Mr. Lopeti Senituli	CEO Ministry of Internal Affairs
Mr. Nonga Soakai	Acting Deputy Director, TIST
Mr. Paula Taumoepeau	Past President Tonga Chamber of Commerce and Industry
Mrs. Seilose Uta	Chief Education Officer, TIHE
Dr. Tevita Vea'ila	Registrar, Tonga Institute of Education
Mrs 'Analupe Voi	Principal, Tonga Institute of Higher Education (TIHE)