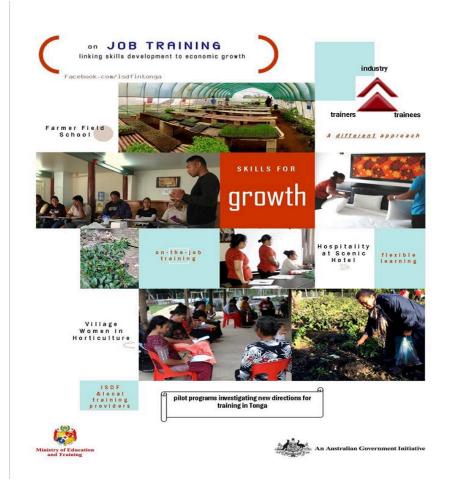
COMPLETION REPORT OF THE INTERIM SKILLS DEVELOPMENT FACILITY



VERSION 1, SEPTEMBER 2016 MOSTYN COLEMAN, ISDF TEAM LEADER

ACRONYMS

APTC	Australian Pacific Technical College
ACER Australian Council for Education Research	
ASQA	Australian Skills Quality Authority
ATI	Ahopanilolo Technical Institute
ATP	Annual Training Plan
AUD	Australian Dollar
BEST	BEST Pacific Educational Institute –New Zealand
CBA	Competency Based Assessment
СВТ	Competency Based Training
CEO	Chief Executive Officer
DFAT	Department of Foreign Affairs and Trade
DoS	Tonga Department of Statistics
DoWA	Department of Women's Affairs
FAO	Food and Agriculture Organisation
FFS	Farmer Field School
FMG	Facility Management Group
GROFed	Growers Federation of Tonga
HIES	Household Income and Expenditure Survey
ILO	International Labour Organisation
ISCO	International Standard for Classification of Occupations
ISDF	Interim Skill Development Facility
ITO	Industry Training Organisation (New Zealand)
KRA	Key Result Area
LDS	Mormon Church of Latter Day Saints
LMR	Labour Market Review
LMAP	Labour Market Assistance Program
M&E	Monitoring and Evaluation
MAFFF	Ministry for Agriculture, Food, Forestry and Fisheries
MCTL	Ministry of Commerce, Tourism and Labour
MET	Ministry of Education and Training
MFNP	Ministry of Finance and National Planning
MIA	Ministry of Internal Affairs
MORDI	Mainstreaming of Rural Development Innovation
MoU	Memorandum of Understanding
NATA	National Association for Persons with Disability
NGO	Non-Government Organisation
NGOs	Non-Government Organisations
NSDF	National Strategic Development Framework
NTC	Nishi Training Centre
NZQA	New Zealand Qualifications Authority
OHSW	Occupational Health Safety and Welfare
PDD	Program Design Document
PESDA	Pacific Education and Skills Development Agenda
PHAMA	Pacific Horticultural Agricultural Market Access
PPD	Partnership for Development
PSET	Post-Secondary Education and Training
PWD	Persons with Disability
QA	Quality Assurance
QSSN	Queen Salote School of Nursing
RCC	Recognition of Course Credit

RPL	Recognition of Prior learning
RSE	Recognised Seasonal Employer (New Zealand)
RTO	Registered Training Organisation
SAG	Strategic Advisory Group
SDF	Skill Development Fund
S4IEG	Skills for Inclusive Economic Growth
SME	Small to Medium Enterprises
SoA	School of Agriculture
STATA	<u>St</u> atistics and D <u>ata</u> package
SWP	Seasonal Worker Program (Australia)
TAE	Training and Assessment
TAFE	Technical and Further Education
TAG	TVET Advisory Group
TATVET	Tonga Association for TVET
TCCI	Tonga Chamber of Commerce and Industry
TEQM	Tonga Export Quality Management
TIHE	Tonga Institute of Higher Education
TIST	Tonga Institute of Science and Technology
TNQAB	Tonga National Qualifications and Accreditation Board
ТОР	Tongan Pa'anga
TOR	Terms of Reference
TSDF I	Tongan Strategic Framework 2011-2014
TSDF II	Tongan Strategic Framework 2015-2025
TSP1	Tonga TVET Support Program Phase 1
TVET	Technical and Vocational Education and Training
UQID	University of Queensland International Development
USP	University of the South Pacific

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EXECUTIVE SUMMARY

This is the completion report of the Interim Skills Development Facility, known as the ISDF.

ISDF was established after partnership consultations between the Government of Tonga and the Australian Government in 2012. The partners agreed to develop new options to support targeted skill development in response to labour market demand in Tonga.

ISDF was implemented over the period of May 22, 2014 to October 31, 2016 using a direct contracting model. The University of Queensland's International Development Unit (UQID) was appointed as the Managing Contractor to establish and manage the ISDF on behalf of DFAT. The principal objectives of the ISDF were to:

- Determine labour market priorities to shape training programs delivered by local and international training providers
- Develop and explore training models to show how a flexible and responsive demand focussed training system can be applied in Tonga

ISDF was set up to inform any future Australian investment in skills development. And in fact the design of the Australian Government's new investment, Skills for Inclusive Economic Growth (S4IEG), has drawn significantly on the findings from the ISDF experience. This completion report seeks to capture the findings from the experimental ISDF program.

The report has 12 sections.

Section 1 provides an outline of the Tongan Government and Australian Government policies that inform the ISDF context.

Section 2 lists ISDF's achievements against the five key result areas (KRA).

In relation to KRA1: **Effectiveness**, 185 Tongans were trained through six training courses. Outcome data shows these people are better skilled, are earning more, eating better, and feel healthier. Formal sector trainees are earning more. Most formal sector trainees surveyed report their fortnightly pay increased by TOP \$400. Informal and subsistence sector trainees have improved livelihood, nutrition and health outcomes. Most trainees report an increase in income of less than TOP \$100 a fortnight. All trainees report improvements to nutrition based on their increased income. And all trainees report feeling healthier.

In relation to KRA 2: **Relevance**, ISDF developed six models of flexible and responsive demand driven training. National providers have used these models in delivering ISDF training. ISDF has demonstrated that it is possible to purchase quality training from government and non-government providers both nationally and internationally.

In relation to KRA 3: **Sustainability**, ISDF facilitated a partnership between the Australian Pacific Technical College (APTC) and the Tongan Institute of Science and Technology (TIST) in support of ongoing sustainability of TVET reform. Fourty two trainers completed the APTC Certificate IV in Training and Assessment, 17 TVET managers completed a Certificate in Leading and Managing Change. Trainees report they are using their skills at work and most feel supported by their managers to use their new skills.

In relation to KRA 4: **Gender and Inclusion**, ISDF training reached equal proportions of men, women, young and old people. ISDF targeted people with disabilities for inclusion. ISDF made sure trainees were sourced from each constituency across Tongatapu. Eighty five females completed ISDF training and 3 people with disabilities. Female trainees and those with disabilities show the same improvements in income, nutrition and health as men.

In relation to KRA 5: **Efficiency**, ISDF developed policies and procedures to purchase quality training from national and international training providers.

Section 3 provides an overview of activity against each key result area.

Section 4 outlines other related activities in the TVET sector.

Section 5 details the expenditure of ISDF.

Section 6 examines the key strengths and challenges of implementing ISDF.

ISDF had eight strengths. First, the experimental nature allowed ISDF to try things and learn things. Second, the training proposal assessment criteria allowed ISDF support to focus on proposals that employers demanded, ensured equitable access and built capacity in the TVET sector. Third, ISDF responded directly to the needs of employers in a way that allowed ISDF to support the formal, informal and subsistence sectors. Sometimes, people were their own employers. Fourth, ISDF built strong relationships with government, the private sector, and within villages. Fifth, APTC provided quality teacher training support. Sixth, ISDF set up a good M&E system and supported others in the TVET sector in M&E, through APTC training. Seventh, ISDF implemented in an 'evidence informed' manner. ISDF drew from the 2013 Labour Market Review and other key TVET research and policy documents. Eighth, the local members of the ISDF team as well as local TVET colleagues helped ISDF to develop relevant training models.

The challenges section outlines the **13 challenges** ISDF faced. There were two challenges that were most significant and impacted on ISDF progress. The first challenge was the inability of ISDF to influence TNQAB to shift from a 'policing' to a 'facilitative' approach to provider registration and course accreditation. TVET sector reform will remain slow while TNQAB maintains its policing approach. The second challenge was the lack of TVET sector leadership within Tonga. Again, this lack of leadership slows TVET sector reform.

Section 7 provides an **overall assessment of ISDF performance against the five key result areas**. In summary, **ISDF performance is** *adequate*. ISDF's overall performance rating is based on good performance in two result areas, adequate performance in two result areas, and inadequate performance in one area.

ISDF's performance was *good* in the key result areas of employability and equity. Ninety nine more men and 86 more women, including three people with disabilities have skills relevant to the Tongan and international labour market. Trainees employed in the formal sector are being paid more or have greater responsibilities as outlined under the achievements section. ISDF performance was *adequate* in the key result areas of capacity building of the Tonga Institute of Science and Technology (TIST) and Facility Management. ISDF performance was *inadequate* in the area of TVET System Strengthening. ISDF has set up a range of pilot models as required in this KRA, and a number of training providers have used these models. However, the broader take up of ISDF piloted models has been hampered by TNQAB not registering new training providers or accrediting new programs and the lack of TVET sector leadership noted above.

Section 8 provides 13 lessons learned by ISDF. These lessons are:

LEADERSHIP, MANAGEMENT AND PLANNING FOR SUSTAINABILITY

- 1. TNQAB could potentially serve as a leader for TVET reform if it changes its approach
- 2. Ministry of Finance and National Planning (MoFNP)-Planning must be engaged for sustainability of TVET reform
- 3. Building meaningful relationship with Government Ministries, including key officials, is a must

ACCESS AND EQUITY

- 4. The key divisions of MIA (DoWA and SI&D) are essential partners to ensure coordination and support for Gender and Inclusion initiatives
- 5. The Seasonal worker's program is one of the most important income sources for Tonga and should be a priority of any training program
- 6. Language, literacy and numeracy training should be delivered to potential seasonal workers trainees so that any selection test doesn't discriminate against those workers who could most benefit from the work

QUALITY TRAINING AND QUALITY ASSURANCE

- 7. Training providers have limited experience in competency based training and assessment
- 8. There is a need to support the development of private training providers
- 9. Data collection (quantitative and qualitative) is essential for monitoring progress and evaluation of outcomes but there is limited professional capacity in Monitoring and Evaluation in the TVET sector

TRAINING FOR THE FORMAL ECONOMY

- 10. Labour Market Analysis was essential for focussed dialogue with employers about training needs
- 11. Building relationships with managers and owners of private enterprises across all industry sectors is a must
- 12. Training supervisors must be engaged to make sure there's on-the-job support for workplace learning

TRAINING FOR THE INFORMAL ECONOMY

13. Use of the Community Development plans with Local Government is vital for supporting the Non Formal Sector in a systematic manner

Section 9 provides **15 recommendations** to the S4IEG team. The recommendations are listed below.

LEADERSHIP, MANAGEMENT AND PLANNING FOR SUSTAINABILITY

- 1. The S4IEG project as a priority, work through the Minister of Education to support a change in role of the TNQAB to provide national leadership and coordination of the skills needs of the nation in addition to its current audit and compliance role.
- 2. The S4IEG project to enter into discussions with the Minister of Finance and National Planning about longer term sustainable financing models for the TVET sector
- 3. The S4IEG project utilise the existing Local Government structures within the MIA to build and institutionalise skills planning needs as a key function and responsibility to promote inclusive economic growth in the non-formal sector.

ACCESS AND EQUITY

- 4. The S4IEG project consider partitioning part of the Skills Development Fund to provide additional funds for training proposals to support persons with disability to ensure equitable access by identifying and removing barriers to participation.
- To overcome a major English language deficiency for potential seasonal workers in villages the S4IEG project develop a village based training program in consultation with MIA for <u>focussed</u> Language Literacy and Numeracy training to meet the needs of aspirants for seasonal worker's employment.

6. S4IEG to develop a target for including people with disabilities in training that is proportionate to their representation in the Tongan population

QUALITY TRAINING AND QUALITY ASSURANCE

- 7. S4IEG work to build the community of practice of competency based trainers. S4IEG can draw from the 99 trainers who have gained a Certificate IV in Training and Assessment over the course of TSDP I and ISDF, other trainers who have delivered ISDF training and other trainers who have taken on a competency based approach.
- 8. To support the implementation of competency based training the S4IEG project adopt the ISDF approach of producing trainee assessment booklets to shape and guide the teaching and assessment and moderation as used in the Farmer Field School and Food Safety Training programs.
- 9. To support the competency based assessment and moderation role of the teachers in training institutions, the S4IEG project provide guidelines and support for each training activity that ensures the measurement of skills and learning outcomes to recognise and value all forms of learning and evidence of skills development.

TRAINING FOR THE FORMAL ECONOMY

- 10. To support effective learning outcomes, the S4IEG project support the development and use of processes to recognise levels of current competence (RCC) or recognition of prior learning (RPL) and this be integrated into formal qualifications.
- 11. To support the role of workplace supervisors in formal and informal settings for skills training the S4IEG project ensure that specific enterprise response to training outcomes are recognised and accommodated such as adopted in the Food Safety training program.
- 12. To support the role of workplace supervisors in formal (and in village settings) for skills training the S4IEG project provide appropriate and relevant mentoring and coaching support through its Business Development Support services.

TRAINING FOR THE INFORMAL ECONOMY

- 13. The S4IEG project utilises the Community Development Plans to adopt a grassroots methodology to identify skills training needs for the 'Village as an Enterprise' that can feed into a District and Divisional skills plan for inclusive economic growth.
- 14. To support the role of 'supervisors' in village settings for skills training the S4IEG project provide appropriate and relevant mentoring and coaching support through its Business Development Support services.

WORKING WITH ISDF LEGACY PROJECTS

15. The S4IEG project adopt the ISDF legacy pilot projects, as well as projects at preliminary development stages, as a starting point for ongoing training support consistent with skills planning priorities developed from skills training plans identified at Divisional and 'sub divisional' or District and village levels priorities.

Section 10 details the transition arrangements and Section 11 provides the Handover Plan.

The completion report includes a set of appendices that inform the report. Annexes are also included in the soft copy version of the report. Annexes are historical documents included to provide DFAT and the S4IEG team with a complete picture of ISDF.

1. TONGAN TRAINING CONTEXT

This section provides the context for training in Tonga. The section outlines the key Tongan Government and Australian Government policies that ISDF operated in.

During the period of the ISDF (2014-2016) the policy direction set by the Tongan Government was expressed in the Tongan Strategic Development Framework 2011-2014 (TSDF I) and its successor, TSDF 2015-2025 (TSDF II) published in May 2015.

TSDF I provided key directions and support for the activities of ISDF especially in its skills planning phase using the 2012 Labour Market Review (LMR), notably Outcome Objectives 1, 2 and 5 as outlined below:

- 1. Strong Inclusive communities
- 2. Dynamic public and private sector partnerships as the engine of growth
- 5. Appropriately skilled workforce to meet available opportunities in Tonga and overseas

The TSDF II continued this theme such as in National Outcome A, expressing the need for a dynamic knowledge based economy which captured the need for economic growth driven by increased productivity across both formal and informal sectors. Increased productivity was hampered by skills shortages again supporting the need for ISDF to explore training options across both formal and informal (village or community) sectors of the Tongan economy. In addition, National Outcome C recognised the need for human development with gender equality as essential to progress all of the national outcomes. National Outcome D, relating to good governance recognises the need for quality engagement with all levels of government and in particular for ISDF, with Local Government in the form of District and Town Officers. With a predominant village focussed society in Tonga (75% of the population) the pivotal role played by the capital in Nuku'alofa can be a distraction to meeting the needs of the informal sector. For ISDF the role of the Ministry of Internal Affairs (MIA) which has the responsibility for local government has provided a key advisory function for the effective implementation particularly across the informal sector.

The Australian Government policies that set the framework for ISDF are the aid policy framework, the Australian Education strategy, and implementation principles.

The Australian Government's aid policy framework recognises the importance of a skilled and adaptive workforce as a precursor to improving the economic outcome for the country and its inhabitants. The Australian Education strategy, Priority 4, 'Skills for Prosperity' concisely encapsulates the task for ISDF. *'Flexible and responsive learning that provides access to training to improve livelihoods, set within a market driven approach, and is quality assured providing employment and labour mobility prospects'* is the modus operandi for the ISDF.

ISDF has operated using recommended implementation principles such as, being fit for purpose, taking a systems based approach, engaging in policy dialogue to leverage greater reform, and using evidence to inform decision making.

ISDF supported the move towards a demand based approach to training that can be seen as complementary to the existing and long established supply based approach which has more of a focus on establishing training pathways to higher training levels. Much of the existing supply based training is levelled at Certificate 4 and Diploma Level where as the needs as expressed by industry require a much lower level of training at Certificate 1 and 2 and often requiring only parts of a full certificate. This is often coupled with a need for the training to be provided quickly and ideally in the workplace. The themes of responsiveness and flexibility then take on real meaning for ISDF and the training sector.

2. ISDF KEY ACHIEVEMENTS

This section presents ISDF's key achievements in each key performance area.

KRA 1: Effectiveness

KRA 1 aimed for 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. Following are the key achievements of ISDF in relation to KRA 1.

- ISDF identified labour market priorities in Tonga and delivered training in Priority 1¹ areas for national and international employers
- 71 people completed courses that focused on national employer priorities
- 114 people completed courses focused on international employer priorities
- The 185 people who completed ISDF courses, from the formal, informal and subsistence sectors, have improved employment or employability outcomes
- Trainees working in the formal sector have either gained a pay increase or increased their responsibilities at work. For example:
 - Nine trainees from the Housekeeping course reported pay increases. Most (4) reported their pay increased by more than \$400 a fortnight due to the training. The second highest pay increase (3) was \$200 a fortnight
 - 21 trainees from the Manufacturing course reported pay increases. Most (6) reported increases of more than \$400 a fortnight and the second highest category pay increase (5 people) was \$200 a fortnight.
- Trainees working in the subsistence or informal sectors involved have improved their livelihood, nutrition and health. For example:
 - The 15 women from the Women in Horticulture course who completed the outcomes survey reported an increase in their fortnightly income. Most women (11) reported a fortnightly increase of less than \$100 a fortnight. Some (4) women reported an increase of between \$100-\$200 a fortnight.
 - The 11 trainees from Farmer Field School also reported an increase in their income. Most trainees (3) said their income increased by more than \$300, more than \$200 and less than \$100 because of the training.
 - ISDF surveyed subsistence and informal sector workers about the changes they had made to their health or nutrition as well as changes to their income. Survey data shows that all those surveyed reported being able to eat healthy food more often due to the increased income from the training. Participants also reported improvements to their health.
- The 114 people who were trained in areas of international employer priority have been employed in international labour markets, specifically the Seasonal Workers Program. These trainees had improved employment and employability outcomes. For example:
 - Survey data from seasonal workers showed workers income had increased substantially due to their seasonal work. As a case in point, most workers were remitting between \$200-\$500 a week. The amount workers were remitting on a weekly basis was more than they were earning per fortnight in Tonga.
 - Most trainees surveyed saved over \$2000 in addition to weekly remittances
 - The substantial changes in income for these workers was because they were employed overseas rather than only because of the training.

¹ ISDF determined labour market priorities based on the 2012 Labour Market Review and further consultations with employers. ISDF prioritised sectors into Priority 1, 2 and 3. The Strategic Advisory Group endorsed the labour market priorites.

• ISDF's survey of employers of seasonal workers in New Zealand showed that employers valued the training, in fact any training, for workers.

KRA 2: Relevance

KRA 2 aimed to establish models that demonstrate how a quality assured, flexible, responsive, and demand driven skill development system can operate within the Tongan context. Following are the key achievements of ISDF in response to this KRA:

- ISDF developed six models based on four common and five variable attributes. What is common to all training is the employer must demand it, it must be competency based, a large part of the training must be based in the workplace, and training must respond to the rhythm of the workplace. What can vary is where the training is delivered, who does the training, what qualification participants get, who manages, and who assures the quality and who assesses. The completed projects are described in the body of the document with the appendices providing full descriptions and reports. The six completed training courses were:
 - 1. Farmer Field School (based on the FAO model but interpreted for Tonga)
 - 2. Food Safety (in the manufacturing industry sector and linked to the Tongan Food Act)
 - 3. Women in Horticulture (export focussed in partnership with PHAMA)
 - 4. Housekeepers training (a response to the tourism sector identified needs)
 - 5. Seasonal workers training for New Zealand and Australia (in partnership with the Ministry of Internal Affairs) Training for leaders
 - 6. Seasonal workers training for New Zealand and Australia (in partnership with the Ministry of Internal Affairs) Training for new workers
- ISDF had good completion rates (between 70-80 per cent) for most (five out of six) courses. The course that had low completion rates was the Women in Horticulture course, with less than 50 per cent of women completing. The drop-out rate on this course had most to do with the nominated leader in one village not having time for the course. As a consequence, all trainees from that leader's village withdrew.
- National providers have used ISDF models when delivering ISDF training
- ISDF has shown that it is possible to purchase quality training from government and nongovernment providers nationally and internationally. This is demonstrated in the outcomes outlined in this reports and previous progress reports.
- ISDF has commenced development of projects with stakeholders which have not yet resulted in formal training. All projects still in early development provide a useful starting point for the S4IEG team. Such ongoing training will of course be set within the skills training priorities established by the planning approaches developed by the S4IEG project. Following is the list of new and ongoing training projects:
 - Village focussed training for the non-formal sector:
 - Adopting the Community Development Plans as the basis for identifying training needs. Developing the concept of the 'village as enterprise'
 - Working with the Department of Women Affairs to respond to the gender initiatives with training possibilities such as in handicrafts
 - Working with the Free Wesleyan Church Education Office to develop a youth focussed and village training response.
 - Trial of the Village 'Training Trailer' concept for delivery of training in the village.
 - Formal sector focussed training:
 - Working with the Ministry of Health and the QSSN to develop a nurse upgrading program with both district outreach and hospital focussed outcomes

- Working with the Department of Social inclusion and Disability to further the training initiative commenced with this department.
- Pursue the APTC and TIST partnership agreement to support the role of TIST to become a training leader in workplace learning and enhance access to relevant Australian qualifications on behalf of the TVET community through TATVET.
- Consider expanding the Seasonal Workers training to hospitality work in Australia.

KRA 3: Sustainability

KRA 3 aimed to develop mutually supportive arrangements between the APTC and TIST for ongoing sustainability of TVET reform. Following are the key achievements of ISDF in relation to this KRA:

- ISDF commissioned APTC to deliver the Australian Certificate IV in Training and Assessment to 42 trainers and the Certificate of Completion in Leading and Managing Change to 17 TVET managers
- ISDF commissioned APTC to work with TIST to develop its procedures and processes to enable it to deliver Australian recognised qualifications and to position TIST as a leader in workplace learning. The Memorandum of Understanding (MoU) uses the development of a plumbing certification (Certificate II in Plumbing) via an audit process as a model to explore requirements across other industry areas.
- ISDF commissioned national training providers to develop four international standard courses for TNQAB accreditation. Two have been accredited by the TNQAB so far.
- ISDF facilitated the APTC/ TIST MoU that includes a range of professional development options for TIST staff

KRA 4: Gender and inclusion

This KRA aimed for improved completion rates of women, and people with a disability in skills development training linked to employability outcomes. Following are the key achievements of ISDF in relation to this KRA:

- ISDF developed a Gender and Inclusion Plan that identified areas of priority and approach to equity of access. The plan was well received by DFAT and local stakeholders.
- ISDF training responded to Department of Women's Affairs' (DoWA) Gender Training Objectives.
- ISDF Disability Awareness and Inclusion training responded to the needs of the Social Inclusion and Disability Division.
- ISDF's Annual Training Plan incorporated training for traditionally female oriented occupations in equal measure to traditionally male oriented occupations
- ISDF attracted women into training for traditionally male dominated occupations
- ISDF training reached participants from each of the ten constituencies in Tongatapu and also the one constituency of 'Eua
- ISDF trained as many 'young' as 'old' people. ISDF used the National Tongan Youth Council definition of young people as those below 35 years.
- 85 females graduated with skills relevant to regional and international labour markets
- 3 people with disabilities have skills relevant to national markets
- Female graduates had positive employment outcomes in national and international labour markets in equal proportion to males as outlined under KRA 1.
- People with disabilities also show increased income, health and nutrition outcomes.

KRA 5: Efficiency

KRA 5 aimed at developing policies and procedures to purchase quality training under contract from national and international training providers for ongoing use after ISDF is completed. Following are the key achievements of ISDF in relation to this KRA:

• ISDF has developed policies and procedures for purchasing training

ISDF built widespread awareness and understanding of the operations and benefits of the ISDF. ISDF built this awareness by consulting widely with employers (both public and private) and TVET stakeholders (Institutes, TATVET and TNQAB). ISDF sought to build understanding in the broader public by extensive participation of trainees from villages across all programs and by engaging with the media during graduation ceremonies.

3. ISDF ACTIVITY SUMMARY

KRA1 Section Overview:

The section highlights the required shift in focus from the Training Providers to the Employers in determining the training needs. ISDF ensured a focus on employers in developing the MET Training plan by using the **Labour Market Review**, and the International Standard for Classification of Occupations (ISCO) and developing a relationship with the Tongan Department of Statistics. The **categorisation** of training into Domestic-Formal and Non formal and International proves to be a useful compartmentalisation. For this pilot program a **direct tendering approach** was used and proved to be satisfactory, after the **technical and financial criteria** were developed and implemented by the TVET Advisory Group and the Facility Management Group. The criteria described in detail in this section represents the general and specific focus for the ISDF and became a key tool in engaging with all stakeholders about the purpose and intention of the ISDF and its change in focus for the skills training sector.

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.

Targeted Training

The 2012 Labour Market Review (LMR) drew heavily on the 2011 Tongan Census data including data on the Formal Economy (Local and International) and the Non Formal Economy (village or community level). The Tongan Census data in turn guided the interpretation and use of the LMR in discussion with the Strategic Advisory Group² (SAG) in its first and subsequent six monthly meetings. Initially the LMR was updated with the final Census data and repackaged around 13 industry sectors to reflect the Tongan economy with industry priorities set by the SAG. Drawing on the LMR the occupations (ISCO classifications) as listed in the census and the LMR were classified against each industry. These occupations were then prioritised for training focus by the Facility Management Group³ (FMG). The chair of the SAG with support of the members recognised this as a 2-year training plan. The plan recognised the King's priorities and also integrated the Government Development priorities. The final planning outcome described a process for targeting training with different levels of responsibility with the LMR being used as the central vehicle for planning (see Appendix 8 - MET Training Plan 2015-2016).

The Training Plan laid the foundation for focussed engagement with industry and training providers. Training had to link to the MET Training plan and the SAG Industry priorities (see Appendix 7 - SAG Industry Training priorities) and FMG ISCO Occupation priorities. From this MET Training Plan an initial set of 19 training possibilities were described. After extensive negotiation especially over the latter part of 2014 and into 2015 a final set of six proposals were developed and implemented. Each of the training proposals were demand focussed as well as having unique attributes to inform the ISDF objectives and finally develop a training model framework described under KRA2 below.

A central part of the proposal development and approval process were the Technical Criteria and Financial Criteria used to evaluate proposals. These criteria taken collectively exemplify the ISDF approach and strategy. The detail of each criterion are described under KRA 5 Facility Management and the Governance section. The selection criteria in brief are:

² SAG members comprised CEOs of key Government Ministries and the Tonga Chamber of Commerce and Industry chaired by the CEO of the Ministry of Education and Training

³ FMG members were CEO of MET, Representatives from the TVET Sector, DFAT and ISDF

Technical Criteria representing 70% of the score include - Employer Commitment (25%), Market Demand and scalability (15%), Equity (15%), Capacity Building for the TVET Sector (15%) and Risks identified and mitigation strategies.

Financial Criteria representing Overall rating (10%), Human Resource cost rating (10%), Materials and Equipment Cost rating (10%).

The weightings and the order of the Technical criteria statements illustrate how ISDF sought to refocus the training by bringing the Employer Commitment into the clear foreground. The Capacity Building for the TVET sector is then seen as a <u>consequence</u> of meeting this industry demand for training. The Market Demand criterion brings the training proposal back to the overall Industry and Occupation training priority as determined by the MET Training Plan as agreed to by the Strategic Advisory Group (SAG) enabling this high level strategic planning to impact at the enterprise level.

Within the time frame available and due to its experimental nature, ISDF used a direct tendering model and the financial criteria sought to determine that the proposal was 'value for money'. This also enabled a range of tenders using employers, TVET providers (Domestic and International), and the ISDF itself to fund and manage the training. The Government training sector was not able to receive direct funds to support the institution with all funds being returned to the government treasury. Alternative funding strategies were used to enable government institutions to enter into funding arrangements for training proposals. In 2016 there were moves to permit individual institutions to receive and manage contract funds.

Domestic Training – Formal Sector

Workplace Learning-Working closely with the Tongan Chamber of Commerce and Industry (TCCI), its member industry associations and a data base of industry players developed by the previous project, the ISDF team built a working relationship with a wide range of key managers and CEOs shaped by the MET industry and occupation training priorities to explore training needs at the 'shop floor'. It was determined to take this personal approach to determine the efficacy of workplace learning in the Tongan context. To take a more public approach had the potential to create the possibility of unreal expectations for this pilot experimental program and have a negative impact for this new approach if all these expectations were not realised. This approach also assisted the ISDF staff in working directly with industry seeking out training needs before engaging with training providers to deliver on the declared training needs. A clear view of sustainability was behind this approach. ISDF staff processed with an open mind the training requirements as expressed by industry away from a potentially predisposed supply based approach already in existence from the training sector. Sitting powerfully inside this negotiation was always the need to be responsive to the employer in responding to their training needs, while also seeking a clear commitment from the employer to support workplace learning including support and supervision from the outset.

Figure 1 illustrates a big shift in thinking for the TVET sector around training priorities, where the move from placing the TVET provider as the main focus for training decisions, to that made by the Industry initially via the SAG process, and then the individual enterprise⁴(s) has been the principal activity for the ISDF.

⁴For ISDF it is important to note that the Tongan Village is also conceptualised as an enterprise with the Town Officer notionally the CEO.

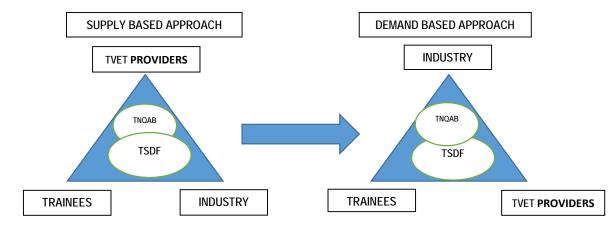


Figure 1: Change of focus in moving from a Supply Based to a Demand Based approach to training

With this shift in focus the TVET providers now seek to meet the training request from the Industry/Employer with either a response by an individual institution to meet this demand (training need) or by developing a local/international consortium of training providers.

The pivotal role of the accrediting agency (TNQAB) is still centrally placed to ensure accredited outcomes for trainees and to enhance employment and labour mobility outcomes. A secondary pivotal point is that, in a small country like Tonga, the impact of Government policies and priorities, often aided by donor funding, has a <u>direct</u> impact on the private sector activities. While in countries with stronger industry and commercial sectors it could be argued that the private sector might be seen as the engine of growth this is not the case in Tonga. Certainly a partnership is seen as important but the role of government ministries through its activities is a key element in considering training priorities. The importance of the Tonga Strategic Development Framework (TSDF) is central in this planning. This framework should then have a role in shaping the longer term planning priorities for training in the country. The local development of this strategic planning framework for training is yet to be realised, and will be a challenge for future training investments.

Domestic Training-Non Formal sector

In the first phase of village based training the ISDF team developed a Women in Horticulture program. This program drew from an already established Pacific Horticultural and Agricultural Market Access (PHAMA) gender initiative and the ex-school based network of women who had been central to this initiative. Five villages were chosen to participate in the training with geographic representation across Tongatapu (East West and Central). Large communities and small communities were also identified. As a pilot program this was useful and much was learned, however in late 2015 ISDF convened a meeting with the local Government Division to explore how we could engage in a more systematic way with the non-formal sector. From this input it was noted that MORDI⁵ on behalf of MIA was undertaking community development plans for all villages across Tonga. This survey including responses from youth, women and men presented a series of development issues from which skills training needs could be potentially interpreted to develop a skills training plan for a village and potentially a District. ISDF has now developed a process for working directly with Town Officers (and District Officers) that mimics the training needs analysis process taken with the formal sector by conceptualising the village as an enterprise with the Town Officer as the 'CEO' and various committees including the village council as perhaps being units or divisions within the community. Allied to this notion of the village as enterprise means that training must also occur at the workplace-viz. the village, in the same way as in

⁵ MORDI-Mainstreaming of Rural Development Innovation (Tonga Trust)

a formal industry workplace setting. The same responsibilities for the town officer and potential workplace supervisors need to be established as would be expected in an industry setting in Nuku'alofa. Linked into this workplace training is the notion of a training trailer to carry all the training equipment and consumables to meet the training needs, with the trainers commuting each session to undertake the training. This is entirely possible on Tongatapu, but will need to be further developed to respond to village situation on more remote island locations such as in Vava'u. The enhanced capacity to respond to the needs of youth, women and persons with disability in village settings as a result of this approach has equitable outcomes at the heart of this approach. This will need careful nurturing in the next DFAT Investment, to gain real leverage from the development of the Community Development Plans.

International Training

There is a significant Tongan diaspora in Australia, New Zealand, and the USA that has supported local Tonga families though remittances over many years. An important source of income in addition to this has been income gained through the seasonal worker's program⁶ in New Zealand and Australia. The value of this in the form of remittances matches that of all other exports combined. The Ministry of Internal Affairs (MIA) Overseas Employment Division is responsible for these programs. ISDF worked with the MIA (as a proxy for the horticulturalist in NZ and Australia) to develop a training program to enhance the productivity of the Tongan worker to ensure that Tonga could maintain its standing as a strong and reliable source of seasonal workers. Programs were developed for new workers and for experienced workers to support a leadership role using an external training institution in partnership with the local providers-providing an international accreditation option. With direction from MIA the source of workers is likely to be village focussed and will include some pre-departure training including support for English literacy and also numeracy skills contextually developed for the horticultural situation.

An important aspect of the seasonal worker training is to open the door for ongoing training for persons who previously may not have considered training in their future (horticulture or other directions) on their return from seasonal training work and to also determine if the skills learned can be used for the benefit of their village community.

While it has not yet been a feature of this current seasonal working experience the potential for work in the hospitality industry in Australia is likely. Since the earthquake in Christchurch, NZ there has been ongoing demand for persons with skilled trades. This cannot be accommodated in the short term with full qualifications because of the lead time needed to provide this training. Some further investigation may be warranted.

A close working relationship has been developed with the Labour Mobility Assistance Program (LMAP) for Australia as the program for seasonal workers has increased in Australia. Issues around the relatively high number of Tongans absconding in Australia is a concern and greater work to support pre departure training has been proposed.

KRA2 Section Overview

This section shows how a range of **training models** were explored and the outcome of the pilot in this KRA is shown through a matrix of variable and common attributes defining a multitude of training options. Concurrently an ISDF **training development process** was designed for the construction of training activities within a needs based or demand based training approach. From a potential list of 19

⁶ In NZ this is called the Recognised Seasonal Employer (RSE) program, and in Australia the Seasonal Workers Program (SWP)

possibilities a final set of six different proposals were developed and funded. The training permutations this set of training activities provided is described.

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

ISDF developed a series of training activities with:

- COMMON ATTRIBUTES for all training proposals
- VARIABLE ATTRIBUTES for all training proposals

The COMMON ATTRIBUTES are:

- Training programs are a response to the employer identifying training needs
- Training proposals use a <u>competency based approach</u> to the assessment of skills (competent or not competent)
- Training is carried out mostly in the workplace
- Training implementation responds to the rhythm of the workplace

VARIABLE ATTRIBUTES:

Variable attributes are: <u>Training Venue</u>, <u>Delivery Responsibility</u>, <u>Qualification Responsibility</u>, <u>Contract</u> <u>Management responsibility</u>, <u>Quality Assurance Responsibility</u>-Assessment and standards

• Training Venue

- o Village based-(Single or multiple villages)
- o Business Enterprise based-(single or multiple enterprises)
- o Training Institution (single or consortium)

• Delivery responsibility

- o Single Tongan provider
- o Single Tongan provider and Registered Training Organisation
- o Consortium of Tongan TVET providers
- Consortium of Tongan and International TVET provider –to provide Teaching support and Resources development and capacity development
- Consortium of Tongan and International TVET provider to provide resource development and capacity development

• Qualification responsibility

- o Part TNQAB Accredited qualification (local)
- o Full TNQAB Accredited qualification (local)
- o Part International Qualification (TNQAB cross Accreditation-Local or National Qualification)
- o Full International Qualification (TNQAB Cross Accreditation-Local or National Qualification)
- o Part International Qualification (NZQA/Australian accredited)-TNQAB recognised
- o Full International Qualification (NZQA/Australia accredited)-TNQAB recognised
- o Full International Qualification (no NZQA or Australia accreditation TNQAB Recognised)
- o Recognition of prior learning (RPL) or recognition of current competence (RCC)-TNQAB facilitates

Contract Management responsibility

o Local Tonga

- Employer
- TVET Institution
- Other
- o International
 - Offshore Training provider

o Joint Management

• Quality Assurance Responsibility - Assessment and Standards: -

In Tonga

- o Tonga TVET Trainers and Assessors-TAE Certificate 4
- Tonga TVET Trainers and Moderators TAE Certificate 4

International

- o International Trainers and Assessors at least Certificate 4
- o International Trainers and Moderators at least Certificate 4

Table 1 shows each of the six training activities in relation to the variable attributes.

Training Title	Variable Attributes				
(local name)	Training Venue	Delivery responsibility	Qualification responsibility	Contract management	Quality Assurance
Farmer Field school	Multiple Villages	RTO/Employer (Nishi) and TVET provider SoA	Full National Horticulture certificate proposed TNQAB	Employer	Tonga TVET assessor moderator (SoA)
Food Safety	Multiple Business Enterprises (Bakery, Brewery, Fishing)	Consortium of Tongan providers (TIST and ATI)	Full national Food Safety Certificate proposed TNQAB	ISDF	Tonga TVET assessor moderator (TIST)
Housekeepers	Single Business Enterprise (Scenic Hotel)	Single Tongan provider (ATI)	Part certificate TNQAB accredited	TVET Institution	TVET Trainer and Moderator (ATI)
Women in Horticulture	Multiple Villages (5 villages)	RTO and Employer PHAMA and TQEM	Full Horticulture Certificate proposed	Employer	TVET Trainer and moderator (SoA)
Seasonal Workers- 'New workers'	Tonga Training Institution (SoA and Tonga fieldwork)	Consortium of Tongan (SoA) and International providers (BEST)	Part Certificate NZQA accredited TNQAB recognised	International provider	International trainer and moderator
Seasonal Workers 'Leaders'	Tonga Training Institution (SJBC and Tonga fieldwork)	Consortium of Tongan (SJBC) and International providers (BEST)	Part Certificate NZQA accredited TNQAB recognised	International provider	International trainer and moderator

Note: The planning and consultation with government, training providers and private sector partners undertaken by ISDF following the preparation of the MET Training Plan in 2015 identified 19 potential training options: (see Appendix 5)

- Eight potential training proposals to be considered for funding in the Domestic Training -Urban sector
- Five potential training proposals to be considered for funding for the Domestic Training-Non formal sector
- Six potential training proposals for the International Training sector

Of these 19 possibilities the six described in the table above completed all stages from conceptualisation through to training and evaluation. The others were developed to the early stages only. The description of the stages is described below and a commentary is captured in appendix 5.

Training Proposals – ISDF Development Stages

To guide the development of training proposals from conceptualisation to implementation the ISDF has developed a multi stage approach to facilitate a logical development of activities from the germ of an idea to full development for funding and implementation. All proposals are linked to the MET Training plan 2015-2016. An analysis of the models used by ISDF is shown in Appendix 3.

	ISDF Stages	Process	Activity	Responsibility
	Priority Setting	Developing the Training Plan-2015- 2016	Analysis of the Labour market Review and Government Strategic agenda to determine Industry and Occupation training priorities	 Strategic Advisory Group (SAG) six monthly review Facility Management Group (FMG) ISDF
1	Training Proposal Development	Conceptualisation of proposals and annual planning undertaken.	In response to priorities the potential training proposals are developed with in principle industry support	ISDF with industry and commerce leaders
2	Training Proposal Development	Training needs and market demand established	 For each proposal⁸ the employer commitment and market demand is established, reviewed against market demand and scalability equity and any implementation risks identified 	 ISDF TVET Advisory Group FMG
3	Training Proposal Development	Relevant training program developed	 An accredited training program, budget and delivery timetable is developed with industry stakeholders and evaluated against the extent of capacity building for the TVET sector identified and an acceptable financial proposal is agreed 	 ISDF TVET Advisory Group FMG
4	Training Implementation	The training is undertaken and evaluated	Contract is completed and funding provided. Baseline data is collected and M&E is undertaken.	 ISDF TVET Sector Industry Partners FMG

Table 2: ISDF Process⁷

KRA3 Section Overview

This Section shows that the activities **Australian Pacific Technical College (APTC)** has conducted firstly by the training of 42 TVET Teachers in the **TAE Certificate 4**, bringing the total of trained trainers to 99 (other trainers were trained under TSP I). Secondly by providing a training program for 17 **emerging TVET leaders**. Thirdly by conducting a training for 18 **Persons with Disability** (PWD) and able bodied persons, to support the development of the training capacity of the MIA Social Inclusion and Disability Unit in disability inclusion and awareness, and finally the development and implementation of the **Partnership Agreement** between the Tonga Institute of Science and Technology (TIST) to enhance the

⁷ An elaboration of the operational features of the ISDF Training process is shown in Appendix 4

⁸ The criteria for approval is used to allocate a point value for each proposal. The approval process is essentially a two stage process with the training needs and employer commitment dominating the first stage and the response to these needs in the form of a training program and budget the second stage. Important criteria such as evidence of market demand, scalability, and equity are a key part of the approval process before progressing to the next program development stage.

capabilities and quality of the institution and to support its role as a leader in workplace led training for Tonga.

KRA 3: Mutually supportive arrangements between the Australian Pacific Technical College (APTC) and the bi-lateral Country Program in Tonga

The APTC has provided training for the Certificate IV in Training and Assessment for 42 persons from the TVET institutions, bringing to a total of 99 persons who have received training in this certificate over the last three to four years. This recent program under ISDF was negotiated with the TATVET group and was a declared demand from the sector. A second training program was conducted for emerging leaders in the TVET sector. This short course provided a focus on managing and leading change and providing a basic understanding and tool kit to undertake monitoring and evaluation. This latter component was very much needed to begin to reflect on the course programs and offerings, to shape a new curriculum to more closely reflect the needs of the Tongan training environment.

In the process of the delivery of these two programs, the TVET staff became familiar with the nature and use of Competency Based Curricula. This form of curricula will be a key strategy for the revitalization of the local courses (over time) to enable it to become more flexible and responsive to changing training needs. The TIST has engaged significantly in this curriculum change and appears to be taking the lead within Tonga.

The third training activity conducted by APTC for the Social Inclusion and Disability Division was also conducted. Training was targeted for Persons with Disability (and for able bodied persons) within the Social Protection and Disability unit of MIA and of NATA in February 2016. This training enabled non-educators to provide quality training to TVET trainers on a whole range of issues confronted by PWD. This training used the ILO Inclusion of People with Disabilities in Vocational Education: A Practical Guide document as a key resource.

Active discussions have been recently concluded in relation to the development of a partnership Agreement between TIST and APTC. The focus will be on capacity building, but using Plumbing support as a model. The parallel focus is to enable TIST to address industry-led training using Plumbing as a model for ongoing expansion. The current training conducted for ISDF by TIST in Food Safety is providing valuable insights into the implications of workplace and industry-led training, especially around flexibility and responsiveness as a prerequisite for engaging meaningfully with industry. TIST will take on a brokering role on behalf of APTC to engage support for example for Joinery training between Montfort Training College and Skips Joinery - a potential RTO.

This Partnership Agreement with APTC and the MET through TIST augers a new stage in the support for Tonga for the development of quality led training for the TVET sector that is both industry led and meeting Australian Standards for training. This will commence with an audit of the TIST plumbing facilities during the life of ISDF and will continue under the new project S4IEG for completion by December 2017.

KRA4 Section Overview

This Section describes the efforts that have been made to improve the **completion rates of women and PWD** in the approved training activities. A little under 50% of all trainees were women. In addition to the four persons with disabilities trained in developing presentation skills for the MIA, three PWD participated in the first Farmer Field School training program with a visually impaired female student topping the group. Close collaboration by ISDF with the **Department of Women's Affairs Unit** of MIA has resulted in the ISDF fully supporting the training objectives of the Unit.

KRA 4: Improved completion rates of women, and people with a disability in skills development training linked to employability outcomes

A strong relationship has been developed with the Department of Women's Affairs (DoWA) and the Social Protection and Disability Unit of MIA to support their training objectives. This was done in two main ways. Firstly, to implement programs that positively discriminate in favour of women in training, such as in the Women in Horticulture program that was conducted in several villages across Tongatapu; and secondly, to ensure all training proposals consider access for females as an important equity consideration.

The ISDF undertook a training with women in five villages on Tongatapu to enhance their income by focussing on production of crops for export using the heat treatment facility (Bio Security facility) at the Tonga International Airport. The training was managed by the CEO of TEQM the agency responsible for the heat treatment facility in partnership with PHAMA as a joint gender initiative.

The work with the Tongan peak body representing People with Disabilities, NATA, has been productive and ongoing dialogue continues to bring this into the foreground for training across most of the training proposals to provide an increased level of economic independence and empowerment of PWD. Equally important is the Government's development of the Social Protection and Disability division, headed up by a Deputy CEO of MIA. This Government of Tonga initiative gives much stronger focus for support to the sector and is being pursued.

For the Farmer Field School program, a conscious strategy was used to ensure 4 persons with disability were involved. All persons were successful in completing the course and the student with visual impairment received one of the highest scores for the program.

For all training programs conducted the trainee's participation is disaggregated by gender and ability and is reported accordingly.

KRA5 Section Overview

This Section describes the **governance mechanisms** set up for ISDF, specifically the SAG, FMG and TAG. The section describes processes developed by the ISDF team to develop the **MET training plan**, **approve training proposals and implement training**. Lack of permanent leadership within the MET for 12 months did generate some delays, but the initial 12-15 months established the framework and the project continued by using the TAG and FMG as required. Reporting requirements as per the service orders were carried out with the ISDF team developing the **Operational Manuals** and **other** relevant **documentation**. This section also outlines ISDF **local staffing** and **key stakeholders**.

KRA 5: Facility Management

Governance

The MET has a responsibility to the Minister for Education and Training and the Government of Tonga to direct and shape the training of a skilled workforce to meet the available opportunities in Tonga and overseas. In so doing it seeks to support the development of inclusive communities and support a dynamic public sector and private sector partnership.

MET Training Plan Development Process

The training plan therefore sought to reflect a demand driven approach to identifying training priorities but reflective of the unique nature of the Tongan economic situation and industrial and commercial setting and its training providers. To that end the plan takes into account the Domestic (Urban and Village level) and International Labour imperatives was guided by the following three data sources:

- 1. The Labour Market Review 2012(and the data drawn from the 2011 Census)
- 2. The Government's Strategic Agenda-viz. where funding for key infrastructure and other activities will be provided leading to a potential employment growth potential.

3. The King of Tonga's priorities-generally his priorities will be reflected in the agenda of the government of the day, but specific note is taken of his views.

In the interpretation of the Labour Market Review the use of the International Standard for the Classification of Occupations (ISCO) became a cornerstone device to assist in the analysis of the review, and the use of the description of occupations by ISCO in terms of describing training need. Because this is a key tool and used in census data collection by the Tongan Bureau of statistics it provides longitudinal data sets and a common nomenclature for engaging with the private sector and the government planners. In addition, it provides an opportunity for regional comparisons and to connect with the Australian and New Zealand local translation of ISCO called ANZSCO. In a similar way the use of the Industry Labels set by the Tongan Bureau of Statistics derived from ISCO provides a common and long term framework to guide and monitor training. As governments change the Ministerial portfolios do also change, but the use of the ISCO nomenclature provides ongoing stability and portability. When the next Tongan census is conducted in 2015, the ISCO labels will continue to be used. During the transition from ISDF to MET in 2016 it is contemplated that in the 'in between' census years that a labour market survey be conducted on behalf of the MET using the ISCO codes as a primary data collection tool. It is anticipated that the Tongan Bureau of Statistics would be commissioned to undertake this survey.

The MET gathers a whole of government view of training priorities at the Industry Level drawing from the three data sources. The Strategic Advisory Group⁹ (SAG) presents a set of ministry perspectives to illuminate the strategic agenda priorities which are likely to have a training and skills development implication. Because of the small nature of the Tongan economy, activity is strongly driven by government development agendas.

The role of the SAG was to take all of these factors into account and determine industry training priorities through a consensus approach. Thirteen industries are represented in Tonga and the requirement is to identify these in terms of a priority rating 1-3.

- 1=Immediate and highest need for training support in this planning period
- 2=Strong demand in this planning period
- 3=Moderate demand in this planning period

The SAG attempted to meet on a six monthly basis to review the priorities and monitor the training response. At the end of the two year cycle the process is completely reviewed taking into account the latest data sources.

Following the determination of Industry Training Priorities-see below, (see Appendix 9 for the elaboration of the process), the Ministry of Education and Training (MET) though a Facility Management Group ¹⁰(FMG) chaired by the CEO made a determination of the Occupation Training Priorities using the LMR data sources. Upon completion of this task the Training Plan is determined for the two-year period. During each six monthly review period this set of occupations may be reviewed if evidence is forthcoming to suggest additional occupations in need of training or training has been completed adequately in selected occupations. As a part of its inclusion responsibility trainees from

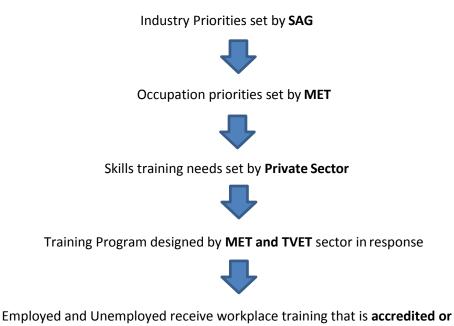
⁹ The CEOs of the government ministries, MoFNP, MAFF, MIA, Mol&T, MEIDCC, MCCTIL and the CEO of the TCCI formed the Strategic Advisory Group and the meetings were chaired by the CEO of the MET. Providing Industry training priorities for the 2015-2016 MET training Plan. The industry priorities were reviewed six monthly.

¹⁰ The FMG was the operational and management group who determined the occupation training priorities and approved training proposals for funding. The CEO of the MET chaired meetings with membership (4-5 persons) from the training sector, the ministry, DFAT with Executive support from ISDF.

young unemployed, and both genders are monitored for equity and persons with disability (PWD) are also trained where appropriate.

The planning and implementation of the plan follows the sequence outlined below.

Figure 2: The planning and training cycle



recognised by TNQAB

The industry training priorities for 2015-2016 set by the SAG in November 2014 are detailed in Table 3.

Table 3: SECTORS OF LABOUR MARKET PRIORY

Industry Training Priorities-2015-2016 for ISCO ⁵ Occupation Levels 3-8	Priority
Agriculture, Fishery and Forestry	1
Manufacturing	1
Construction including Mining and Quarrying	1
Accommodation and food services activities and tourism and recreation	1
Information and Communication Technology	1
Human Health and Social Work Activities	1
Electricity, gas steam, air conditioning supply	2
Water supply, sewerage waste management & remedial services	2
Wholesale, retail trade, repair of motor vehicles, motor cycles	2
Transportation and Storage (Maritime, Ports, Aviation)	2
Finance and Insurance services	2
Public Administration, Defence and Social Security	2
Education	3

Determining occupation training priorities

The classification of occupations used by the MET for its planning is that used by the Tongan Bureau of Statistics which in turn uses the International Standard for the Classification of Occupations (ISCO).

This classification managed by the International Labour Organisation (ILO) in Geneva is adopted worldwide and provides a useful tool to communicate training priorities within Tonga and also to New Zealand, Australia and the USA.

Within each Industry Training Priority, a range of occupations as priorities for training have been listed from the Labour Market Review (LMR) as provided by Tongan Industry and Commerce during the compilation of the LMR in 2012. The numbers of occupations exceed the capacity of the MET and the industry partners to implement the training and so Occupation Training Priorities have been set as per the flow chart process above.

The final set of these occupation priorities set against the Industry priorities (as determined by the SAG) represents the MET Training Plan for 2015-2016 and is described in the Table 3. It should be noted that in addition to the specific occupations identified for training, the LMR also identified a number of Generic Skills in need of training support. These are also identified in the MET Training table.

From policy direction, to program proposal, to skills training, and evaluation

Once the Industry training priorities are set by the SAG, the policy direction is implemented using the following steps

Step 1: Using the Industry Policy Direction set by the SAG the specific ISCO occupation(s) to be supported is determined in each Industry by the MET as set by the Labour Market Review (i.e. by industry)

Step 2: Using the ISCO occupations identified from Step 1, approach industry partners6 and/or professional industry associations and the TCCI to identify the possible specific skills sets needing training support (note: a specific occupation will have a wide range of skills to fulfil the Job specifications so there is a need to identify which of these are most in need of training support)

Step 3: Identify the individual enterprises in Nuku'alofa who are able to support on the job training and estimate the numbers of existing employees and outside 'volunteers' who can also be accommodated for workplace training.

Step 4: In response to the identification of the specific skills sets needing training support, a Training Program Proposal is prepared using Accredited Training Units from TNQAB (or equivalent from New Zealand or Australia such as NZQA). Details of the individual units would be ascertained by reference to TATVET providers or through the accreditation agencies in NZ or Australia to finalise the training units. All Training Units will be accredited or cross accredited by TNQAB.

Step 5: Final clarification and agreement on the training units for delivery will be ascertained and a training strategy will be described identifying the key milestones in the program and a budget will be determined for contractual purposes. During this step the worksite mentors/coaches/trainers are identified and the worksite program of activities is broadly timetabled to enable 'volunteer trainees' to undertake planning. Training support that will be provided will include offsite training using TATVET institutions and trainers and onsite training and assessment by TATVET trainers or assessors. Contracts are concluded and signed.

Step 6: Trainees are formally enrolled and individual training plans are prepared and skills training commences including completion of comprehensive baseline data for M&E purposes.

Step 7: Training is concluded in accordance with the agreed workplace milestones and the final assessments are undertaken. The results of these assessments are compiled by the lead TATVET agency/TNQAB and Transcripts of achievement and/or Certificates are prepared and provided to the trainees at an appropriate time. Final M&E activities are undertaken and potential Tracer Studies

identified. Final contract payments are made by ISDF to TATVET providers and Employers as per the contractual arrangements.

Step 8: Evaluation report is prepared for ISDF.

Evaluation of Training Proposals

The training proposals are evaluated against a set of Technical Criteria and Financial Criteria adopting a direct sourcing approach. For ISDF a competitive tendering approach was not feasible and the criteria developed sought to ensure the proposals were both technically sound but financially responsible.

A pro-forma template was developed to guide the developers in the construction of the training proposals. The templates followed the criteria which assisted the development and approval process.

With the assistance of an external adviser ISDF developed an OHSW safety audit form that sought to protect all parties in the delivery of training on a worksite. This audit conducted by the ISDF Contracts Officer in fact was in excess of that normally expected by law in Tonga. Where aspects of the audit proved to be non-compliant the enterprise developed a strategy to remedy these concerns which was integrated into the actual training activity and ISDF could provide some funding within the proposal to support this as a consequence.

At the conclusion of the training a report format was also provided that again mirrored the evaluation criteria.

From an operational perspective the ability of the FMG and in particular the CEO of MET to meet in a timely way to deal with the detail of any proposal necessitated a working group to be instituted with the support of the FMG. This group was called the **TVET Advisory Group**¹¹ **(TAG).** This group met as often as necessary to work through training proposals and interacted with the proposer and submitted these in due course to the FMG for approval. The outcome of this process was that they as a group of key leaders in their respective institutions and sectors gained valuable insights into the demand based training in action. This value could have been extended to include TNQAB representation and industry representation. This was not done in the time of ISDF but would certainly have enhanced the general communication of the role of ISDF.

For industry partners the capacity of ISDF staff to interact at a personal level at the worksite was seen as the preferred approach and was more reflective of a genuine partnership where the TVET sector was working in a real service partnership role rather than a somewhat bureaucratic tender assessment panel approach. Because of the small geographic footprint of Nuku'alofa this proved also to be quite efficient.

Table 4: ISDF CRITERIA FOR ASSESSMENT OF TRAINING PROPOSALS

¹¹ The TVET Advisory Group (TAG) was comprised of TVET representatives from all training sectors (Catholic, FWC and the Government) and assessed training proposals on behalf of the FMG and made recommendations for approval or otherwise. One person on the TAG was also a member of FMG.

ISDF Technical Criteria for Assessment Section	Criteria
A. EMPLOYER COMMITMENT (25 points)	To what extent has the employer in the proposal demonstrated ; 1. Commitment to employ/train additional persons and/or promote (with increased responsibility/income) existing employees
	 Explanation of the skills shortcomings or training needs Use of the worksite (and staff) in implementing the training
	4. Capacity to manage and acquit any funds provide to support the training
	5. Commitment to safe work practices and social compliance expectations
B. MARKET DEMAND and SCALABILITY (15 points)	What is the: 1. Market demand for this training and what is the scale of potential expansion of trainee numbers (employed and non-employed persons, still with employability outcomes)
	 Potential for continued use of newly acquired skills at the worksite and the expansion of the number of worksites to be used for training with this program
	3. Potential for the program to be extended through further training at the same level, or further training at a higher level
C. EQUITY (15 points)	To what extent does this training model/proposal have the potential to enable women and PWD participants to; 1. Enter training as a first experience or as an extension to existing training experience?
	2. Support an increase in earning capacity?
	3. Support a positive change in livelihood patterns for immediate family and wider family networks?
E. CAPACITY BUILDING FOR THE SKILLS TRAINING SECTOR	To what extent will the design and implementation of the training program1.Address the skills shortcomings or training needs
(15 points)	2. Enhance the skills development of the TVET Sector personnel in their teaching/assessment skills and the curriculum provision
	3. Enhance the capability of the management of the skills training sector to respond to a labour market driven approach to meeting training needs
D. RISKS (acceptable or non-acceptable)	1. What are the key risks to achieving training outcomes
	2. What strategies will you employ to mitigate risks
ISDF Financial Criteria for Assessment	of Training Proposals
OVERALL RATING (10 points) The budget is acceptable value for the propos to funding request is acceptable.	al and is consistent with market place costs. Ratio of worksite financial contributio
HUMAN RESOURCE COSTS (10 points)	personnel – in terms of qualifications and experience and role.
MATERIALS AND EQUIPMENT COSTS (10 pc are clearly linked to training program (capital	ints) cost items if included are directly linked to the program and are consistent with the

Reporting

training needs)

All requirements as specified in the Service Orders have been met in the form of Quarterly Reports and Annual Plans 2015 and 2016. The annual plan for 2016 was developed as agreed with DFAT in spite of then fact that the project was scheduled to complete in June 2016. This annual Plan (Annex 13) can now become a key component of the handover plan to the new contractor to facilitate as much as possible a seamless transition for the Tongan government. The annual Monitoring and Evaluation Reports have been provided as required (Annex 19). In addition, for each quarterly report the Facility Manager has reported against the Monitoring and Evaluation Plan in a descriptive way to chart progress quarter by quarter. The Completion Report and associated Handover/Transition Plan was completed in September. The format and content of the Completion Report was agreed by Tonga DFAT in January 2016.

Operational Manuals

Two manuals have been developed over the life of the project that supports the procedures for accessing the skills fund (Skills Development Fund Manual-SDFM) and for the management of the facility (Operating Procedures Manual-OPM). These manuals are included the Annex.

The SDFM has been a developmental document that has captured the processes used to implement the fund for the purposes of the pilot programs for ISDF. The OPM has drawn on the UQID processes predominately and applied to the Tongan situation as necessary.

Other documentation

Other documentation as required under the terms of the contract are as follows: Gender and Inclusion Strategy, Communication Strategy, Security Management Plan, Monitoring and Evaluation Plan, Implementation Plan (this was used as the framework for quarterly reporting also). No exception reports were provided.

Local Staffing

The local team were appointed after a period of two months to permit the Facility Manager to establish communication links with key stakeholders and convene with the CEO of MET the Facility Management Group (FMG). The team comprises the Administration Officer, Finance and Contract Officer, the Monitoring and Evaluation Officer and the Training Coordinator. Salary levels were struck as comparable to Deputy CEO from the MET as advised by the Dep CEO of Human Resources of the MET. Some staff movement and filling of vacant positions has occurred due to resignations of the Administration Officer and the Finance and Contract Officer at different times for personal reasons.

Professional development support has been provided to assist in the transition to the new project. The local officers provide invaluable insights into to Tongan priorities and behaviours that assist in shaping decision making especially around village decision making.

Short term advisors have been used to support the program as agreed to by DFAT. These have included Monitoring and Evaluation Adviser, Grant Specialist Adviser, Economic Impact Specialist, Skills Development Adviser, RSE/SWP Adviser. In addition, support was sought from PINZ on specialist needs related to accessing training in NZ.

Tongan Stakeholders

Within government the MET, MIA and MAFF were key allies and the MoFNP through its development of the **Tonga Strategic Development Framework** (TSDF), 2011 to 2014, and subsequently for the period 2015 to 2025 were fundamental in planning. Close connections were made with the private sector particularly through the TCCI and its training arm TBEC. Key non-government entities especially PHAMA and MORDI have been important partners. The TATVET has been important in understanding the nature of TVET in Tonga and in particular the chairs of this organisation over the 2 years were key advisers to ISDF. Regular consultations with the Acting CEO of TNQAB have been undertaken over the period of the project. The lack of a permanent TNQAB CEO for the duration of the project, coupled with changes in the management of the Board have limited the desirable outcome for the project which continues to be a cause of considerable concern for the advancement of demand based training with full flexibility and responsiveness to the market. This is noted also in Implementation Issues.

• <u>Training Institutions</u> - all the training institutions are connected through the Tongan Association of TVET providers (TATVET) which is part of the Pacific TVET association. The chair of the committee is elected and the position is currently held by the Dep CEO of the MET.

- The individual institutions with a skills training focus that have directly worked with ISDF are Tonga Institute of Science and Technology (TIST), Ahopanilolo Technical Institute (ATI), Tupou Tertiary Institute (TTI), Tonga Institute of Higher Education-School of Agriculture (TIHE-SoA), Saint Joseph's Business College (SJBC), TIHE-Pahu main campus, Queen Salote School of Nursing and Allied Health (QSSN & AH).
- Government Ministries
 - The Ministry of Education and Training (MET) is the key counterpart for ISDF with the CEO being the Tongan counterpart to the Facility Manager, and Chair of the SAG.
 - Operationally the Ministry of Internal Affairs (MIA) with its several divisions has been a key and critical stakeholder with the following key Divisions each convened by a Deputy CEO including, Social Inclusion and Disability, Women's Affairs, Overseas Employment, Local Government, Culture Youth and unemployment under the overseas employment division (Member of SAG)
 - Ministry of Agriculture, Food, Forestry (MAFF) and until recently Fishery key ministry for ongoing support in Horticulture training and bio security Matters (Member of SAG)
 - o Vaini Agricultural Research Station
 - Ministry of Finance and National Planning (MoFNP) -especially for the development of the TSDF 2011-2015 and 2015-2025 (Member of SAG)
 - Ministry of Commerce and Labour (MCL) formerly also Tourism (Member of SAG)
 - Ministry of Infrastructure and Tourism (Mol&T)
 - Ministry of technology, environment, disaster management, and other roles (MEIDCC)
 - Prime Minister's Office CEO supported practical experience in leadership training for seasonal workers
- Other agencies
 - Tonga National Qualifications and Accreditation Board (TNQAB) Close working relationship with ISDF to support the establishment of Registered Training Organisations (RTOs) to complement the existing TVET trainers and accreditation and/or recognition of Qualifications for National Qualification Outcomes or Provider Qualifications focussed
 - Tonga Chamber of Commerce and Industry (TCCI) links to other member associations and the training arm funded by NZAID, Tonga Business Enterprise Centre (TBEC) (Member of SAG)
 - Tonga Youth Employment and Entrepreneurship TYEE-NGO providing counselling support for young person's seeking employment
 - The Naunau 'o e 'Alamaite Tonga Association Incorporated (NATA) is a nongovernment, not for profit, association formed by a group of people with disability who have come together to speak out for themselves and help empower people of differing abilities in the Kingdom of Tonga. NATA believes that people with disabilities are the best people to make decisions about disability issues and NATA is driven forward by the vision. ISDF has worked directly with NATA and also through the MIA Division-Social Inclusion and Disability
 - o Tonga Tourism Authority
 - The Pacific Horticultural and Agricultural Market Access (PHAMA) Program is an Australian Government initiative, co-funded by the New Zealand Government. It is designed to help Pacific Island countries better manage and utilise opportunities to export primary products including fish and forestry products. Australia and New Zealand are markets of major importance, along with export markets beyond the Pacific. ISDF has worked with PHAMA in Tonga to develop the 'Women in Horticulture' training program in five villages.

- Mainstreaming of Rural Development Innovation (MORDI) works towards aiding the rural isolated communities of Tonga fight poverty the women and the youth which have been identified as more vulnerable, are given the opportunity to participate in community development activities. ISDF has worked in partnership providing the QA for the Farmer Field School training program in conjunction with Nishi Foundation.
- o Catholic Education Office and Board
- Private Sector enterprises
 - o Sitani Mafi Bakery, Royal Brewing Co, Pacific Sunrise Fishing (for Food safety)
 - Construction-Fletcher Construction, Ca Bella Construction, Oregon Construction, Skips Joinery, Scenic Hotels, Tanoa Hotels, Kiwi Construction, Pacific Finance and Investments (PTH, Leilola group, Office Equipment), Tonga Power Ltd.
 - Nishi Industries and Nishi Training Centre-Farmer Field school at Utulau and support for Seasonal Workers Training
 - o Kingdom Koffee-practical training for seasonal workers
 - O Tinopai Coconut plantation for Seasonal workers training

4. RELATED ACTIVITIES IN THE TVET SECTOR

Section Overview

This section describes the other players providing or supporting training in the skills sector. ISDF has worked closely and often in partnership with these institutions to achieve mutual outcomes on behalf of Tonga. Principally among these is the NZAID funded Tonga Business Enterprise Centre (TBEC) as part of the Tonga Chamber of Commerce and Industry. In addition, the Australian Funded Labour Mobility Assistance Program (LMAP) has provided support to training for the Australian seasonal worker's program. The NGO, MORDI has also worked within the village/Community sector to support training and recently has worked to support the Farmer Field School. The principal non TATVET partners are also described in this section.

Tonga Business Enterprise Centre (TBEC)

TBEC is funded through NZAID as a training initiative of the Tonga Chamber of Commerce and Industry (TCCI). Offering non accredited short courses (few days to a few weeks) initially to the members of the chamber, but in recent years has broadened to support village based activity working closely with MORDI. TBEC has also provided mentoring and coaching services to local employers. TBEC offers a very wide range of possible courses and based on demand then provides the training program. The funding provided by NZAID is to cease in December 2016. ISDF has a good working relationship with TBEC and S4IEG could consider providing combined training programs especially in villages to meet the full range of training needs (accredited and non-accredited). The support for local business with mentoring and coaching is a valuable component of TBEC activity and this experience can be drawn on for future Business Development Services for S4IEG project. With TBEC funding ceasing from December, S4IEG will need to work through the CEO of the TCCI to pursue collaboration options.

Labour Mobility Assistance Program (LMAP)

The Labour Mobility Assistance Program (LMAP) funded by the Australian Government provides assistance to countries participating in the Seasonal Worker Programme (SWP) to improve the supply and quality of seasonal workers, strengthen linkages with Australian employers and maximise development impacts of the SWP. Specifically, LMAP aims:

- to improve demand for seasonal workers by supporting the development and implementation of country plans in sending countries;
- to improve the supply and quality of seasonal workers by building the capacity of Labour Sending Units (LSUs) in the selection, administration and pre-departure briefings of workers;
- to maximise the development impacts of the SWP, by building participating country capacity around re-integration briefings and processes that will support workers to use their savings and skills for productive activities; and
- to produce evidence to improve policy and program outcomes, including through pilot and tracer studies.

ISDF has worked closely with the LMAP team and have seen support for the Seasonal workers training program as a key contributor to the aim of the LMAP program. One of the challenges for the training support for Seasonal Workers destined for Australia is the challenge of working with the seasonal worker brokers and in country agents. The village training focus may be the most appropriate focus to support the agent's selection process. LMAP has recently funded a contract to provide a three day pre departure training program for all workers destined for the Australian program. ISDF and the future S4IEG project will need to link to this activity and especially in light of the English Language training requirement described elsewhere for seasonal workers training.

Mainstreaming of Rural Development Innovation (MORDI)

MORDI has a very strong rural and village focussed activity with a poverty alleviation mandate and is supported through IFAD¹² and the NZ Aid program. In 2016 MORDI provided support for the Farmer Field School with teaching and logistics in partnership with the Nishi Foundation. ISDF provided the Quality Assurance role (Assessment and Moderation) and undertook Monitoring and Evaluation activities.

MORDI also facilitated the data collection from the villages across the country on behalf of the MIA, Local Government Division for the Community Development plans. These plans will likely provide the raw data to engage village leaders in skills development plans.

Pacific Horticultural and Agricultural Market Access Program (PHAMA)

PHAMA is an Australian Government initiative, co-funded by the New Zealand Government. With its economic outcomes focus, PHAMA and ISDF have jointly worked to support the enhancement of women in growing crops for export through the heat treatment bio security facility at the International Airport. There is ongoing support by PHAMA for this to expand and continue building on the lessons learned for the ISDF/PHAMA pilot program. Some liaison with the local Growers Federation (GROFed) is also possible. Strong village based activity is desirable which could also be linked to the Farmer Field School training initiative.

New Zealand and Australian Training Institutions

A number of local training providers have various forms of partnership agreements with training providers in New Zealand and Australia. These are listed in the TVET Baseline Study. Of particular note is the role of Manukau Institute of Technology (MIT) which has an agreement with TIST to provide vocational education and training support to a number of secondary schools in Nuku'alofa. MIT is also linked to the Ahopanilolo Technical Institute (ATI) hospitality program. The Tupou Tertiary Institute has connections to Whitireia Community Polytechnic of Porirua, Wellington, New Zealand, and has also worked with University of Canberra, Australia.

The Auckland Institute of Studies (AIS) has licensed the TIHE-School of Tourism to run its Tourism Training program and provides support to Tonga in this tourism related sector with the ISDF. The Queen Salote School of Nursing (QSSN) and Allied Health training institution is forging close ties with Sydney University to upgrade its Nursing program. ISDF is working with the Ministry of Health to explore this training focus and lay some foundations for S4IEG project. TIST has signed a partnership agreement with the APTC that will give access to a full range of TAFE programs via TAFE Queensland. All of these could potentially be made accessible to the training providers in Tonga via TIST.

Agricultural High Schools

Technically there are no specific agricultural high schools but there are a number of schools with significant agricultural programs. Tupou High School has arguably the most comprehensive. Hango College in Eua is a post-secondary training college and is part of the Free Weslyan Training institutions. In 2016 it served students from Vanuatu with no local students. The school has a focus on forestry in Vanuatu.

Vaini Agricultural Research Station

At the request of the MET and MAFF a business plan was developed to consider the implications of moving the School of Agriculture (SoA) to the Research Station. Many of the staff of the Research station do teach for the SoA so there was some support for this move. The CEO of MET has determined not to proceed at this time with the move. Another option proposed was to move the SoA

¹² IFAD (International Fund for Agricultural Development)

to the **USP Tonga Campus**. This has not been pursued by the MET. There is some merit also because of the proximity to the SoA agricultural land at Atele, adjacent to the USP campus.

MAFF Extension Officers

A significant pool of people is potentially available to support training. It appears that financial support and training is lacking for many of the officers to fully realise this resource.

Registered Training Organisations (RTO)

The TNQAB processes have frustrated this outcome for the Nishi Training Centre at Utulau, and an additional centre to provide support for Montfort College joinery program utilising a private enterprise (SKIPS Joinery) has stalled as a consequence.

Tonga Power have built close relationships with TIST with NZAID funding support which has supported the development of training facilities at TIST. Trainees have received equal or better training than their NZ trained counterparts. Trained persons are easily employed in NZ.

Disaster Reconstruction

Following the damage by Cyclone Ian to Ha'apai, funding from the World Bank and other donors has focussed on housing reconstruction for the island. TIST has demonstrated training partnerships with private companies for the LDS Church that has provided accredited training for untrained Ha'apai residents engaged in rebuilding. A clearly positive outcome for all parties. This can be emulated in many different industry areas with some leadership from the responsible ministry.

5. **EXPENDITURE**

Section Overview

This section outlines the main items of expenditure of ISDF. It outlines the **mechanisms established for accessing the training fund** and procedures for establishing **STA** rates.

The principal financial element of the ISDF activity was the training fund of AUD\$800,000. The training proposal process adopted used a Direct Tendering approach to implement the variety of training models with contracts being let to Training institutions (Domestic and International), to the private sector and in a number of cases local Tongan components of the proposals were administered directly by the ISDF Finance and Contract Manager, UQID. In such cases rates for salaries components were adopted using the agreed hourly rate adopted by the University of the South Pacific (USP) and agreed by the TAG/FMG for part time trainers. Where training proposals required significant development time this was also funded. For training institutions when officers were employed during work time the institution was paid for their time. For work undertaken outside of work hours' reimbursement at the approved rate was applied. Access to facilities such as classrooms and computer laboratories were paid at a rate consistent with rental prices. For Government training agencies invoices for equipment were accommodated in lieu of cash payment. Equipment purchases such as for tables and chairs for example were provided to the training institution as part of the training contract. Partnerships with private providers to contribute cash or in kind was seen as a measure of employer commitment and was built into the proposal. Some financial flexibility was built in to the proposals as training activities did not always proceed to plan with funds moved from 'line to line'. A 10% buffer was accommodated in the training proposals but rarely used.

The engagement of Short Term Advisers (STA) proceeded generally according to the original budgeted plan for year 1, but for the second year two further positions were identified and filled (Seasonal Workers Adviser, Skills Training Adviser). The ARF was used to determine payment rates, and Job Specifications were approved by DFAT Tonga. Back office administration and financial support was provided by UQID to support the reporting requirements of the service orders, the financial management for the project and to provide on the ground back up and training in Tonga as needed by the Facility Manager.

The management of the training fund and other cost lines was such that funds were available at the end of the notional closure date of June 30, 2016 to extend the project for a further 4 months on a 'no cost extension' until October 31st. This was adopted to permit a seamless handover to a new contractor for the new project, 'Skills for Inclusive Economic Growth' (S4IEG) developed as an extension and expansion derived largely from the ISDF experience.

Overall expenditure has remained within, and under, estimated ranges. ISDF will be under-expended by the end of the project by approximately \$400,000 of the estimated \$2,000,000 original budget. The capacity for the TVET sector and industry (including the non-formal sector) to productively engage with this new direction needed more time than initially expected. The need to build meaningful partnerships requires time and patience.

ISDF Financial Expenditure (Completion Report)

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[D - E]			Estimated Expenditure			[H+I+J]	[E+K]
Overall Budget Balance		Aug	Sep		Oct	Projected Total Expenditure (Aug-Oct)	Projected Cumulative Total Expenditure (Life of Project)
18,096.87	S	13,683.00	\$ 5,473.20	\$	350.00	\$ 19,506.20	\$ 388,947.20
12,338.94	\$	1,870.00	\$ 6,700.00	s	1,700.00	\$ 10,270.00	\$ 63,291.06
3,400.00	\$	1,700.00	\$ 1,700.00	\$	1,700.00	\$ 5,100.00	\$ 49,300.00
612.00	\$	170.00				\$ 170.00	\$ 4,318.00
-194.64						\$ -	\$ 5,194.64
5,000.00			\$ 5,000.00			\$ 5,000.00	\$ 5,000.00
-26.42						\$ -	\$ 3,026.42
91,464.36	\$	10,000.00	s -	\$	30,560.00	\$ 40,560.00	\$ 273,740.24
	\$	10,000.00		\$	23,810.00	\$ 33,810.00	\$ 87,189.51
						\$ -	\$ 17,599.84
						\$ -	\$ 21,629.94
						s -	\$ 72,774.92
						\$ -	\$ 59,554.03
						\$ -	\$ 4,242.00
						\$ -	\$ 4,212.38
				\$	6,750.00	\$ 6,750.00	\$ 6,750.00
74,427.04		5,490.09	5,490.09		10,463.55	\$ 21,443.73	\$ 190,016.69
145,388.21	\$	-	\$ 1,357.83	\$	4,501.90	\$ 5,859.73	\$ 64,123.48
77,726.69						\$ -	\$ 2,273.31
12,788.84			\$ 294.10	\$	856.41	\$ 1,150.51	\$ 12,361.67
13,677.92			\$ 173.05	\$	859.00	\$ 1,032.05	\$ 3,354.13
-1,931.67			\$ 776.48	\$	1,061.95	\$ 1,838.43	\$ 23,770.10
-1,482.65			\$ 114.20	\$	570.94	\$ 685.14	\$ 17,167.79
44,573.09				s	1,153.60	\$ 1,153.60	\$ 5,232.47
311,956.66	\$	1,327.48	\$ 125,483.45	\$	7,674.81	\$ 134,485.74	\$ 624,125.60
	\$	-	· · · · · · · · · · · · · · · · · · ·	\$	-	\$ 124,000.00	\$ 390,324.02
254,724.17		1,327.48	905.10		0.00	\$ 2,232.58	\$ 181,184.39
-3,937.30					7,674.81	\$ 7,674.81	\$ 41,612.11
25,000.00						s -	s -
36,169.31			578.35			\$ 578.35	\$ 11,005.56
\$ 653,672.08	s	32,370.57	\$ 144,504.57	s	55,250.26	\$ 232,125.40	\$ 1,604,244.27

				UQID		[D - E]
Description	A	mended Budget		Expenditure	01	erall Budget Balance
Long Term Advisor Costs	\$	387,537.87	\$	369,441.00		18,096.87
Advisor Support Costs	\$	65,360.00	\$	53,021.06		12,338.94
Housing Costs	\$	47,600.00	\$	44,200.00		3,400.00
Security Costs	\$	4,760.00	\$	4,148.00		612.00
Mobilisation Costs	\$	5,000.00	\$	5,194.64		-194.64
Demobilisation Costs	\$	5,000.00	\$	-		5,000.00
Medical Insurance	\$	3,000.00	\$	3,026.42		-26.42
Unallocated Short Term Advisor Costs	\$	359,663.50	\$	233,180.24		91,464.36
Monitoring & Evaluation Specialist			\$	53,379.51		
Grant Specialist			\$	17,599.84		
Economic Impact Specialist			\$	21,629.94		
Skills Development Advisor			\$	72,774.92		
RSP-SWP Program Coordinator			\$	59,554.03		
PINZ			\$	4,242.00		
ISDF			\$	4,212.38		
UQ International Development			\$	-		
Other Personnel Costs	\$	243,000.00	\$	168,572.96		74,427.04
Operational Costs	\$	203,651.96	\$	58,263.75		145,388.21
Internal travel per diems	\$	80,000.00	\$	2,273.31		77,726.69
Communications	\$	24,000.00	\$	11,211.16		12,788.84
Vehicle expenses	\$	16,000.00	\$	2,322.08		13,677.92
Office expenses		20,000.00	\$	21,931.67		-1,931.67
Office equipments	\$	15,000.00	\$	16,482.65		-1,482.65
Rent and utilities	\$	48,651.96	\$	4,078.87		44,573.09
Program Activity Costs	\$	801,596.52	\$	489,639.86		311,956.66
UQID administered Training Fund			\$	266,324.02		
ISDF administered Training Fund		700,000.00	\$	178,951.81		254,724.17
Workshops and meetings		30,000.00	\$	33,937.30		-3,937.30
Information and Communications		25,000.00	\$	-		25,000.00
Monitoring and Evaluation	\$	46,596.52	\$	10,427.21		36,169.31
	s	2,060,809.85	s	1,372,118.87	s	653,672.08

** Cells highlighted in Green, and all figures in the Aug-Sep Estimates, are yet to be confirmed. Final figures for all lines will be confirmed in October

6. IMPLEMENTATION ISSUES

Section Overview

This section analyses the key strengths and challenges of the project.

A key strength of ISDF was the experimental nature of the project. This focus enabled the ISDF team to explore training options, and to learn from those that were successful, and equally to learn from training activities that were not as successful. This provided creative options and energised all stakeholders to be part of this experiment. There were seven other identified strengths, but of these, the importance of the evaluation criteria was foremost in this set. The evaluation criteria concisely portrayed the intentions and parameters of the ISDF approach to demand based training, and was effective in evaluating proposals against the goals of ISDF. Other important supportive strengths were the responsiveness of the private sector, and the quality of the relationships developed within the government and private sectors to work in a genuine partnership. The role of the APTC has been alluded to elsewhere for its input, but is listed again as a strength. The importance of data and the data collection to interpret with confidence the training outcomes is clearly important as has been the relationship forged with the Tongan Department of Statistics by the ISDF Monitoring and Evaluation Officer. Finally, it should be noted that the project was guided by some key documents drawn from the experiences in Tonga, within the Pacific, and beyond and the enthusiasm and insights from the local Tongan team.

The 13 challenges that have emerged were significant, but not insurmountable. The first of these is the working relationship with TNQAB. While significant effort was made to work within the framework of the staff and their perceived audit and compliance role and driven by the TNQAB Act it was not conducive to a rapid response and flexible demand based approach to training. The Board and staff provide no leadership and flexibility to interpret and respond to alternative training possibilities presenting a significant future blockage unless changes to the Act can be made to not only permit the forms of training and processes adopted but actually to encourage this outcome. The lack of permanent CEO at TNQAB and the changes of the chair of the Board over the two years have not supported a positive outcome. A second challenge is the lack of leadership and central coordination within the TVET sector. The TATVET provides a useful forum but has no authority to make change.

The Nuku'alofa centric focus for training does not easily accommodate the fact that the vast majority of Tongans live in a village. The very people who need to access training such as women, youth and PWD are most likely denied access as a consequence. The preliminary work done by ISDF as it takes training to the village will need ongoing support at several levels to ensure equitable access to training for all. A key challenge will be how to administer a training system without traditional classrooms and a traditional teaching force and teaching timetable. While there is much enthusiasm and response to the demand focussed training within the private sector the role of key individuals/supervisors will need support.

STRENGTHS

1. Experimental Focus: A key strength for ISDF was the capacity for the team to try training models without the implication of success being a required outcome. Learning was achieved equally from success and from failures/limited success. Those involved from the private sector the training sector and the trainees themselves knew they were part of a pilot program and we would as part of our M&E program be seeking advice and seeking to explore lessons learned. The ability to fund the program fully with that in mind ensured cooperation from all

parties. Notwithstanding, every effort was made to ensure a satisfactory outcome was achieved for all parties. As the ISDF is transformed into the next program it is expected that change will still be gradual and incremental and to some considerable extent there will be much more to learn to ensure sustainability.

- 2. The evaluation criteria developed to assess training proposals became more than a tool by which the TAG and FMG could evaluate a proposal as it concisely captured what the ISDF was seeking to implement and its priorities: Employer Commitment, Market Demand, Equitable Access, Capacity Building for the TVET Sector with identified risks and mitigation strategies, and value for money. This set of criteria became an important discussion framework on many occasions and served the project well.
- 3. **Responsiveness from industry** (including the village as enterprise for women in horticulture and farmer field school) was very strong and supportive. The level of training required by industry was generally at a lower certificate level than available from the TVET Institutions (Certificates 1-2 was the usual level, often including a focus on generic skills as identified in the LMR). The support from the individual formal enterprises was very good. The impact of the training at one enterprise was such that the Supervisor was prepared to increase the salary of some individuals even before the training was completed. A significant aspect of the training in two places for the Food safety program was the previous experience of the supervisors in training that was a useful precondition for success especially in the industry focussed training.

At the village level for Women in Horticulture program the groups of women were similarly enthusiastic but for continuity the strength of the leader became critical for sustainability to reach the end of the program. Where the leader could not undertake the role with 100% dedication the group activity did not reach full expectations. The role of the leader will need to be carefully managed as the program moves into the villages on a wider front. This is an important and obvious lesson learned.

For the Farmer Field School, the support of the two District Officers on 'Eua was essential with two persons from nearly all villages being represented so this training example was essentially a 'sub division' training activity strongly led by MORDI and its connections to the recently completed 'Eua Community Pack House. The role for ISDF then focussed on the assessment and moderation and M&E role essentially providing the Quality Assurance focus.

4. Strength and quality of relationships across the three sectors was a key strength.

ISDF established strong relationships within government at the CEO and especially at Dep CEO level. This was essential to achieve training outcomes. This was particularly important within the MET, the MIA and MAFF. Without the ongoing association, partnership arrangement and ready access within this level of government to these persons the outcome for any training shaped by the government would be limited. Nevertheless, there needs to be some access to either the Minister responsible or the CEO of all Ministries from time to time, or simply via email to keep all parties notified. Within a strong government hierarchical structure this is necessary.

ISDF established relationships within the private sector through genuine clarification of training needs and a desire to commit time to the training within normal work day activity. The onsite training aspect then became central to effecting the training. The supervisory role of the individual in the workplace who is charged with his/her training supervision is equipped to undertake this task and see themselves in this role was also important.

As the program expands more purposively into the villages guided by the Community Development Plans, there will be a need to work closely with village leaders and potential supervisors to ensure the training being conducted by the experienced TVET trainer is followed up by the village 'training supervisor'. This will require some careful preliminary discussion and negotiation. The Leaders experience from the Women in Horticulture training provides some insights into how this might be undertaken.

- 5. APTC Teacher Training Support: Ninety-nine Tongan teachers have received training to a Certificate Level IV for teaching and assessment in Competency Based Assessment (CBA). The experience of ISDF suggests that very simple rubrics will be required to be developed and followed to ensure implementation of a new curriculum to actually meeting its competency based expectations. This will need to include trainee Handbooks, Companion Assessment books, and Model answer books for the teacher as a minimum. Some further books for the teacher to shape the program to draw out an activity and practically focussed methodology is also likely to be needed. Much of this was developed with the ISDF training models as part of the capacity building task. The extent of this need was not expected. The institutions are some years away from being able to support systematic change of competency based assessment and activity based teaching.
- 6. The importance of data to garner some insights into training impact was always viewed as key in the thinking and analysis for the ISDF team. The human resources that is required to engage in this activity needs ongoing support. Across all sectors there is considerable focus on the importance of data but often decisions are still not reflective of good quality data it seems. The M&E skills for the country need nurturing. The ISDF team developed good working relationship with the Tongan Department of Statistics and drew heavily on the 2011 census data and also to some extent the Home Income Expenditure Survey (HIES). Because of the quality of this relationship ISDF was able to insert income related questions into the HIES to support the economic growth imperative of the ISDF training. In addition, we were able to assist the Department in the purchase of the STATA software so that we could jointly support sophisticated analysis of data. This was led by a short term Economics Adviser funded by ISDF.
- 7. **Important supporting documents for ISDF**: The Labour Market Review undertaken by Richard Curtain as part of the TSP1 project in 2012-2013 was the seminal data resource to give shape to the ISDF. Complimentary to this was a shorter document developed in Tonga under the ISDF 'unpacking' the main LMR to assist the FMG sharpen its focus and to utilise the final data sets from the Tongan National Census which was unavailable at the time of the LMR. This became the key resource to develop the 2015-2016 MET Training Plan which provided the framework for all ISDF training proposals.

The draft TVET policy was a strategic backdrop to support the changes brought about by the ISDF training activity. This policy needs to be taken to the next step and become final and led by the CEO of the MET along with the DEP CEOs for Higher Education and TVET. The transition that will need to occur will not be one that occurs overnight and will need to structurally consider how the current supply base focus is to be incorporated. The funding model that accompanies this will also need significant review if a flexible responsive training approach can sit alongside the pathways approach that is currently in place. The current approach follows an assumption about FTE enrolments that are fixed at key semester points. A flexible and responsive training model can still use the current enrolment approach but the funding methodology will need to be more malleable. A sensible funding algorithm can be developed to meet this requirement that will still enable cyclic budgetary requirements.

While the draft TVET Policy was important there were other key research sources that gave the ISDF important levers for change. The first of these was the Asian Development Bank series on education research based on experience in supporting TVET and skills training in SE Asia, Africa and to a lesser extent in the Pacific. This research provided practical insights and lessons learned across many projects and usefully resonated with the Tongan TVET policy. A second important document was that published by the International Labour Office (ILO) focusing on practical ways to support persons with disability access for TVET and skills training. "Inclusion of People with Disabilities in Vocational Education: A Practical Guide". This practical guide became the basis for the APTC training for the Social Inclusion and Disabilities Division of MIA.

Another important document to guide the ISDF was the research published by ACER Financing TVET in the Pacific.

8. The local ISDF team: The local ISDF team became the 'mouthpiece' for ISDF not only formally but informally at village and community level with their ability to communicate within the nuances of Tongan Culture and process and explain the intentions of the project, but equally importantly they were able to bring these insights back to the ISDF office and to refine processes to ensure greater relevance and potential. In addition to this inner circle, was an important outer circle from within the Ministry especially at Dep CEO level, coupled with the Principals of the TVET institutions from the Government, the Catholic Church system and the Free Wesleyan Church system all provided insights to explore training possibilities that clearly would not be otherwise possible. Being able to forge quality relationships with integrity was essential to provide greater opportunity for success.

CHALLENGES

1. The TNQAB Act not inherently supportive of demand/responsive training: The TNQAB Act was approved in 2004 and has as its focus the Registration of (training) Providers and associated course of study from these institutions.

Six years ago a set of regulations were produced to guide the development of National Qualifications. As at this time no National Qualifications have been developed. Over the course of ISDF, TNQAB sought ISDF support to develop National Certificates in Food safety and in Horticulture. An adviser was employed to directly support TNQAB and over a period of six to eight months Sector Working Committees were established for both certificates and all documentation was completed to meet the TNQAB pro-forma specifications. Ongoing consultation directly with the acting CEO was maintained to reach a satisfactory conclusion on behalf of TNQAB over this period. A confrontational and unduly bureaucratic (in the view of ISDF) approach denied the outcome. What was expected was a stronger partnership approach given that the request was made by TNQAB. The acting CEO while supporting in principle the work being done at her request would not intervene to provide direction to a junior officer. The outcome was that we were advised to abandon the National Qualification strategy and seek to have the qualifications accredited through the training institution. This is being done.

Over the duration of ISDF a good working relationship has been developed with TNQAB acting CEO, however she is not able to provide the necessary leadership for TNQAB in her acting capacity. The permanent position has been advertised on several occasions with the position still unfilled. The acting CEO has not applied for the permanent role.

The CEO of the MET is the chair of the TNQAB Board, but during the period of the ISDF after the incumbent CEO of MET completed her contract, the Education Minister (and Prime Minister) assumed the chair of the TNQAB Board. This has continued to date as the role of permanent CEO of MET has only been filled in June 2016 after 12-13 months of persons filling an acting role for the Ministry.

The TNQAB Act has been under review but the advice and direction of any changes has not been provided or advice sought from ISDF. The lack of permanent leadership at Ministry level

and at TNQAB have not facilitated any dialogue about the potential directions for consideration within a review of the Act.

2. Limited national leadership for skills training: There is limited capacity and understanding within the Ministry of Education and Training to prosecute issues around TVET and skills training. The MET has a Deputy CEO for TVET who is active within the sector but there is no internal unit or division with staff and funding to support a leadership role for the country. The former skills training function moved from the former Ministry of Training Youth Employment and Sports (MOTEYS) to MET with the formation of the new Government. While this move does seem logical the funding to develop the new Division was not forthcoming.

TNQAB with a revised Act (potentially drawing on Acts from similar authorities in Samoa and Vanuatu) could be reconfigured to provide a national leadership role as well as its current audit role. Over the next two to three years if this could be achieved will provide the necessary structures for ongoing demand based training.

3. Inability to develop a model for village training in the time of ISDF: Most of the population in Tonga are rural. But ISDF was not able determine how best training might be brought to each village/district rather than the individuals who might be able to afford the cost would travel to Nuku'alofa to gain skill training. In addition, ISDF faced the challenge of finding a mechanism by which training priorities might be determined at the village level. ISDF's preliminary work to address these challenges is outlined below.

The majority of the Tongan population are rural. For example, from a total population of 103,252¹³, 79,023 are described as rural and the balance of 24,229 described as urban clearly indicates the significance of the village in the structure of Tongan society. Notwithstanding this statistic is also useful to note that 36,045 persons live in the greater Nuku'alofa area. And almost 75% live on the island of Tongatapu.

ISDF has started to develop an approach for bringing training to the village. This approach takes into account the existing village governance structures. The village governance structure is composed of an elected Town Officer and District Officer responsible to the MIA Local Government Division. A regular meeting requirement is expected in each village usually chaired by the District Officer. Sitting above this government structure is the monarchical structure which is represented 'on the ground' by a Noble.

The embryonic ISDF Village Training Model conceptualises each village as an enterprise with the Town Officer as the notional CEO of the enterprise. The village council is seen as the Board of this enterprise and there are a number of working committees responsible to the board. By bringing training to the village this provides a far more equitable access to women especially, and also the unemployed or underemployed youth.

ISDF undertook some preliminary work to determine training priorities at the village level. With a small group of villages ISDF conducted a data analysis process using focus groups which provided some useful data. What is likely to prove more useful to deduce skills training needs will be the Community Development Plans developed for each village by the Local Government Division of the MIA. While much of each report is presented to some extent as a development wish list it does provide an entre for a discussion about training. This is very important because the plans do represent grassroots determination of needs. ISDF has

¹³ Tonga 2011 Census of population and housing-Key Indicators

commenced working with three to four CDPs to identify a useful process to extract training opportunities linked to development needs. ISDF has also proposed the concept of a mobile training trailer to facilitate the training occurring in a village under the management of the 'village CEO'. This model does offer highly accessible and fundamentally equitable access to training. A careful trial and rollout incorporating for example such activities as Farmer Field School could be undertaken over the next three to five years. It will need persistence and support at the grassroots level and to be complemented at the central level for this to be a realised approach.

- 4. Financing demand based skills training-a question of sustainability: A detailed research and analysis into the funding of TVET in Tonga was undertaken as part of wider research program across seven Pacific countries in 2012 undertaken by the Australian Council for Educational Research (ACER)¹⁴. This research and its analysis is highly pertinent to the approach being developed under ISDF. The opportunities for supporting TVET provision as suggested by this research are very much in accord with the observations and many of the findings by ISDF. Such as:
 - increasing levels of provider autonomy which is linked to outputs-based performance incentives;
 - formalising strategic engagement with industry and employers;
 - strengthening a culture of monitoring and evaluation which embeds output measures into budget and planning processes; and
 - focusing on strengthening and supporting: the implementation of quality assurance strategies at both the system level and provider level; ongoing curriculum development; and the professional development of the TVET workforce
 - The MET, in conjunction with the Tonga Institute of Education, could consider developing a program specifically for the training of TVET teachers, including in competency based training and assessment.

The ACER report provides a detailed analysis of the funding mechanism for TVET across the sector and should be considered as a starting point by the next project for consideration of the funding possibilities for the skills training sector as the demand based training builds capacity and breadth over the next three to five years. With much of the training occurring outside the formal training institutions some form of financial dialogue with the users of the training would be needed also to make a contribution to the 'training fund'.

For sustainability over the course of the next three to five years the funding mechanism must be explored to reach some sustainable funding strategy, combining Donor, Tongan Government and private sector support.

Support via the private sector may be in-kind in the first instance. In the ISDF experiment for example with the Food Safety training, the proprietors ensured access to the trainer by the employees/trainees for half a day each week for nearly 20 weeks to undertake the training. Arguably this meant that the employees were not contributing during that time to the production of the enterprise creating a cost being carried by the proprietor for that half day. In addition, a supervisor nominated by the proprietor became the ongoing trainer/mentor for each of the employees also limiting time for that person to contribute to the immediate production needs of the enterprise. It could be argued then that the enterprise is making a financial contribution to support the training. No doubt this discussion will need to be

¹⁴ Research into the financing of technical and vocational education and training (TVET) in the Pacific. Tonga country report, ACER 2015

considered as the approach to training is further developed if the full cost of the training is to be captured.

- 5. **Key roles filled by persons in acting positions**: The Strategic Advisory Group (SAG) was convened as requiring the CEOs of TCCI and seven Government Ministries to manage the policy direction for ISDF. It was not possible at any time to gather all the CEOs together. While in the main, adequate representatives were sent at no time was the CEO of Infrastructure able to come and no CEO attended all meetings. The CEO of the MET determined that as the CEO of TNQAB reported to her there was no need for this person to attend. In a small government service carrying all the responsibilities of a larger public service this expectation could not be met.
- 6. Limited number of teachers available to respond to demand focussed teaching: The teaching resources available for the current supply based training needs does not readily accommodate a major development and the expansion needs for a demand based approach that will seek to use the same teaching resources. Any ongoing expansion will be still incremental. With the focus on workplace learning with ongoing practice 'in between' teaching inputs this requires an industry workplace supervisor to be part of the teaching team. This is a very small but important step to ensure maximum effectiveness of the training is realised at the workplace/shop floor. A significant pool of part time trainers is working with the full time teachers for the current training institutions. It is likely they will be needed to support this expansion of training.
- 7. Overreach and sustainability: Within a relatively short space of time (four to six months) after visiting employers, private sector leaders, and government CEOs, ISDF had conceptualised 19 possible training possibilities that were consistent with the SAG and MET Training plan. By focussing on the evaluation criteria especially confirming the employer commitment the actual outcomes were much smaller in number. The other factor was to determine the capacity of the training sector to deliver the training. In the manner that was needed by the industry. It was through careful and deliberate application of then proposal assessment criteria that proposals moved from a conceptual idea, to determine if the market demand and scalability was shown and then the training needs by industry was confirmed that a training program could be developed. Implicit in this latter stage might have been the need to develop materials for the Tongan situation before commencement. Then sitting behind this process was a question about access by women and PWD and what risks might need to be considered for the proposal. Without this criterion framework the real possibility of overreach could be encountered and with that promises that could not be met.

With access to donor funds it is often possible to achieve training outcomes not otherwise possible, so the important question of sustainability needs to be asked and honestly answered. This needs to be weighed up against the outcome for the trainees. For this pilot and experimental program, the need to explore training models was still a key factor, but in all cases and in an ongoing way the question of impact needs to be balanced against sustainability.

For the foreseeable future a quiet and steady approach needs to be followed with an eye to institutionalising new processes when it is clear all the parties are of the one mind.

8. **Governance challenges**: The Facility Management Group (FMG) met regularly until the CEO completed her contract and for virtually half the period of ISDF a variety or persons took acting roles as the CEO of the MET. Continuity was challenged. The part resolution of this was the creation of the TVET Advisory Group (TAG) made up of key persons from the TVET sector that provided the operational assessment of training applications to process the training

proposals more efficiently. On occasions the FMG and TAG met together to receive presentations from employers or providers.

- 9. Slower pace of implementation than expected: While up to 19 training proposals were considered by ISDF after consultation with industry leaders, the pace of implementation was much slower than expected and the final implementation set was smaller (six in number) but still providing diverse models to be considered to shape the next investment by DFAT and gain significant insights into demand based training for Tonga.
- 10. Impact of cultural and other activities on planning and access to key persons. There are a number of cultural activities that limit the availability of key personnel. These are:
 - a. Annual festivities such as church conferences and Heilala festival occurs over six to eight weeks in June and July impacting on availability of persons
 - b. Monarch events such as Queens Birthday, Coronation, Funerals (10 days mourning), Installation of Nobles, and special school anniversaries will impact significantly on districts and villages at different times, and also public events such as the Pacific Games will likely have a large impact on accessing persons sometimes nationwide and certainly district by district
 - c. Christmas closure for the Public Service-usually two work days before Christmas and then the period post-Christmas to New Year is closed. Then week one of the New Year is Prayer week and access to persons is limited.
 - d. For the TVET sector many of the key figures in the training institutions are occupied with final exams/assessments/moderation and graduation in October to November.
 Non-Government Training institutions are closed from end of November and Government Training institutions follow the pattern of the Public Service closure
 - e. December through to March can be interrupted with cyclones at least five to six can be expected with varying degrees of interruption due to flooding and wind-
- 11. Impact on the employer of the work place learning approach and skills supervision: The concept of training being undertaken at the worksite is fundamentally sound. In Tonga this worked well, but it was necessary for the training to be conducted in work time. This could in some circumstances become a considerable burden to the employer and does require the training provider to work within the rhythm of the workplace and furthermore to expect that the scheduled time may need to change. Flexibility and responsiveness comes into full view for all parties. The model that is being developed is essentially a version of the apprenticeship or traineeship model that is well established in Australia and New Zealand and sees the employer as an integral part of the training support (supervisor) and often receives external government funding to support this involvement. If the employer does not identify and allocate some time to the worksite 'training supervisor' there is a strong likelihood that the training input provided by the TVET provider will effectively be another classroom activity but in a worksite setting. The criteria designed by ISDF places Employer Commitment as the preemptive requirement for funding support for that reason. Nevertheless, there needs to be a very good and mature working relationship between the Employer and the Training Provider to implement this goal. But without ongoing skills development after the formal TVET input there is little chance of real development and skills growth occurring. Of course the nature of the TVET input must be strongly activity based. This requires trainers of considerable experience and confidence.
- 12. Development of Training Contracts with Government TVET institutions: ISDF acted as the proxy contractor where ISDF partnered with Government training providers for training. This mechanism was necessary because to provide funds directly to a Government TVET institution would mean providing the funds to the central government procurement agency. This did not enable the Government training institution to manage the funds and gain from that experience and to be able to provide the flexibility often needed to manage the program.

There are moves to make some changes to enable some local autonomy for Government Training Institutions.

7. OVERALL ASSESSMENT OF ISDF PERFORMANCE

Section Overview

ISDF was set up as a two-year pilot. The facility was tasked to come up with training models in response to labour market demand.

ISDF set out to deliver against these five result areas:

KRA 1	Employability	
KRA 2	TVET System Strengthening	
KRA 3	Tonga Institute of Science and Technology capacity building	
KRA 4	Equity	
KRA 5	Facility Management	

This section assesses the performance of ISDF. It uses the following rating system:

- The rating is 'good' if ISDF achieved outputs, intermediate and end-of-program outcomes
- The rating is 'adequate' if ISDF achieved outputs and intermediate outcomes
- The rating is 'inadequate' if ISDF only achieved outputs.

In summary, ISDF performance is *adequate* **overall.** Its performance was good in two result areas, adequate in two result areas, and inadequate in one.

Overall Assessment

ISDF's performance was *good* in the key result areas of employability and equity. Ninety nine more men and 86 more women, including three people with disabilities have skills relevant to the Tongan and international labour market. Trainees employed in the formal sector are being paid more or have greater responsibilities. Most trainees from the two formal sector courses report increases of more than \$400 a fortnight due to the training. Trainees engaged in the subsistence and informal sectors also report earning more, eating better or feeling healthier. All of those surveyed from informal sector courses report increases in their incomes. Increases in income for these workers are less than those in the formal sector, as to be expected. But the changes are still significant for these people. Most trainees report increases of less than \$100 a fortnight. In addition, all those surveyed report improvements to their nutrition due to income earnt from training. And all trainees surveyed report their health had improved.

The improved employment and employability outcomes discussed above were equitable. ISDF reached men and women, young and old, equally. ISDF reached Tongans from across each constituency of Tongatapu. ISDF developed a strategy to include people with disabilities in training and train others in disability awareness. Three people with disabilities completed ISDF courses and 18 people, including four with disabilities, were trained in advocating for improved disability awareness.

ISDF performance was *adequate* in the key result areas of capacity building of the Tonga Institute of Science and Technology (TIST) and Facility Management. The relationship between the Australian Pacific Technical College (APTC) and TIST started later than expected because of a review of APTC in the first year of ISDF. For that reason, capacity building support didn't happen as quickly as planned. However, the Memorandum of Understanding between APTC and TIST was signed and the first activity, capacity building to support delivery of Certificate II and III in Plumbing, started in August 2016.

The key result area of Facility Management was to do with the set-up of policies and procedures for the purchase of quality training from national and international training providers. ISDF set up efficient policies and procedures. But ISDF hasn't been able secure high-level government support for continuing TVET reform. For example, MET is not advocating to TVET institutes to use these policies and procedures more widely as part of moving to a more demand led TVET system. Part of the reason for ISDF being unable to secure high-level government support is because of the lack of strong

leadership in the TVET sector. For example, MET leadership was constrained over some of the ISDF timeframe because of turnover of the CEO position and uncertainty over the permanent appointment of the acting CEO for some time. The number of TVET staff within the Ministry is limited to two Deputy CEOs with no supporting TVET staff within the MET bureaucracy. In addition, the ability of the CEO of TNQAB to lead a culture change within the agency from a policing to a facilitative role is limited by her serving in an acting capacity.

ISDF performance was *inadequate* in the area of **TVET System Strengthening.** This key result area has to do with developing pilot training models and their take up by national training providers. ISDF has set up a range of pilot models. And a number of training providers have used these models. But the broader take up of ISDF piloted models has been hampered by TNQAB not registering new training providers or accrediting new programs and the lack of TVET sector leadership noted above.

ISDF has reported against the five key result areas throughout the life of the project. For this completion report, DFAT has requested that ISDF report against a broader set of categories of performance that include: Private Sector; Risks and Monitoring and Evaluation. There is a strong correlation between the five key result areas and the eight categories requested by DFAT as shown in Table 3.

Key result areas	Completion Report Categories
KRA 1 - Employability	Effectiveness: Improved employment or employability of Tongans
	Private Sector: Engaging with and meeting the needs of employers
KRA 2 - TVET System Strengthening	Relevance: Demand driven, flexible, quality Tongan TVET models
KRA 3 - TIST capacity building	Sustainability: Improved leadership and management of TVET
KRA 4 - Equity	Gender and Inclusion: Improved employment or employability of Tongan women and PWD
	Efficiency: Facility management
KRA 5 – Facility Management	Risks: Management of risks
	Monitoring and evaluation: Monitoring and evaluation of ISDF

Table 3: Comparison between KRAs and completion report categories

This report assesses ISDF's performance against the three additional categories drawing from the evidence from the M&E system.

ISDF performance in the key result area of the Private Sector is *good***.** ISDF has identified private sector needs through a labour market analysis and developed training programs in response to this analysis and further consultations.

ISDF performance in the key result are of risks is *good***.** ISDF has identified and proactively managed risks throughout the life of the project.

ISDF performance in the key result area of monitoring and evaluation is *adequate***.** ISDF set up a useful system for collecting baseline and outcome data from participants. ISDF did not implement systematic collection of data from employers.

A summary of ISDF performance against the reporting categories is in Table 4.

	End-of-program outcomes were achieved	Intermediate outcomes were achieved	Outputs were achieved
KRA 1: Employability			
Effectiveness: Improved employment or employability of Tongans	Good		
Private Sector: Engaging with and meeting the needs of employers			
KRA 2: TVET System Strengthening			
Relevance: Demand driven, flexible, quality Tongan TVET models			Inadequate
KRA 3: TIST Capacity Building			
Sustainability: Improved leadership and management of TVET		Adequate	
KRA 4: Equity			
Gender and Inclusion: Improved employment or employability of Tongan women and PWD	Good		
KRA 5: Facility Management			
Efficiency: Facility management			
Risks: Management of risks		Adequate	
Monitoring and evaluation: Monitoring and evaluation of ISDF			

The ISDF Evaluation Report, included as Appendix 1, gives a narrative account of ISDF performance against each KRA and the three additional categories as shown in Table 4. The appendices of the M&E report (Appendix 1 and 2 of the Evaluation Report) provide more detailed evidence to support the assessments noted above.

8. LESSONS LEARNED

Section Overview

This section provides 13 lessons learned by ISDF. The lessons learned relate to the key stakeholders in achieving training outcomes.

LEADERSHIP, MANAGEMENT AND PLANNING FOR SUSTAINABILITY

1. TNQAB could potentially serve as a leader for TVET reform if it changes its approach:

The importance of skills training for formal and informal sectors of the economy using a demand based approach to training will need champions from within government to ensure success. TNQAB with its current audit and compliance role does not serve this desired outcome, but potentially it could provide a service across all ministries and the private sector.

2. Ministry of Finance and National Planning (MoFNP)-Planning must be engaged for sustainability of TVET reform: The TSDF I and II were important in shaping the national training plan for ISDF. The MoFNP could become a key instrument for national skills planning and long term funding for skills training potentially using a Public - Private Partnership (PPP) funding model.

The positive response to ISDF from private enterprise was in part because of the funding. However, this is not sustainable and the contribution from the private sector needs to be explored. The critical analytical role used by the training sector by adopting the evaluation criteria, and coupled with the role reversal whereby the enterprise dictated the training need was a key conceptual shift for all parties. The enterprise also needed to demonstrate a strong training commitment including a financial contribution (or in kind cost) to access funding. For long term sustainability for skills training the government through the MoFNP needs to be supported and take the leadership to cost the demand based training as an integral expectation across all Government ministries in partnership with TCCI and other private sector partners.

3. Building meaningful relationship with Government Ministries, including key officials, is a must:

Establishing meaningful relationships with the key government ministries (Public Sector and NGOs) is critical for training success. The work with MIA exemplifies this approach.

ACCESS AND EQUITY

4. The key divisions of MIA (DoWA and SI&D) are essential partners to ensure coordination and support for Gender and Inclusion initiatives

Access to the training fund has resulted in nearly 50:50 ratio of males to female participants. Some consideration to portioning a component of the fund as an **Equity Training Fund** particularly for PWD may well be a preferred strategy as the training rollout moves more deliberately into the villages across the country.

5. The Seasonal worker's program is one of the most important income sources for Tonga and should be a priority of any training program

The Seasonal Workers training has a very big impact on the income streams for Tonga. With a very big proportion of these workers coming from the villages this will and does have a big impact across Tonga and with the cap on workers coming to Australia this training needs to reinforce the

value of the Tongan worker to the Australian Horticulturalist and in the future within the hospitality industry.

6. Language, literacy and numeracy training should be delivered to potential seasonal workers trainees so that any selection test doesn't discriminate against those workers who could most benefit from the work

The training undertaken for new workers and for leaders involved a pre and post testing of English language and numeracy (developed in New Zealand). Because of the imperative to have a working knowledge of English and basic numeracy skills to be able to operate in an English speaking environment for the seasonal workers program it was felt this was an essential skill. The somewhat surprising result was that up to 70% of aspirants who might be employed under the program did not achieve a satisfactory result in the English language test (Numeracy results were slightly better) and were denied access to the ISDF training. Because of the village based source of workers who have a good and healthy understanding or horticultural work the Tongan worker has succeeded, but it is likely that absconding may in part be a result of poor communication skills. The ISDF team believe that the English Language skills are essential to enhance the productivity of the Tongan workforce in New Zealand and Australia as well as to enable a satisfactory personal experience. A specialised and focussed English language training program needs to be in place, based in the village to ensure ready access to all intending persons. Without this training the selection process is essentially discriminatory. This could for example also include the development of technical skills to enable access to their superannuation records. Many potential workers live in a subsistence lifestyle and their schooling and education may have also been limited, especially their training in English as a Second Language as a consequence. It is these very persons and their families who have much to benefit from participation in the seasonal worker's program.

QUALITY TRAINING AND QUALITY ASSURANCE

7. Training providers have limited experience in competency based training and assessment:

Competency based learning is still in its infancy and the standard setting (assessment and moderation) and teaching methodology needs ongoing support to ensure effectiveness of training for <u>all</u> persons. The assessment and moderation experience in the Food safety, Farmer Field School, and the Seasonal Workers training have all been instructive in shaping the methodology for quality assurance outcomes.

8. There is a need to support the development of private training providers

There is a need to support the development of private training providers (Registered Training Organisations) which can provide efficient training outcomes. This outcome is constrained by undue regulation through TNQAB limiting this training mechanism and potentially saving government funds for training support.

9. Data collection (quantitative and qualitative) is essential for monitoring progress and evaluation of outcomes but there is limited professional capacity in Monitoring and Evaluation in the TVET sector.

Improved Economic circumstance or improved livelihood as a result of training for the pilot programs has been largely confirmed by the Monitoring and Evaluation data. Its sustainability over time will need to be monitored through tracer studies undertaken by the project led officer to ensure quality evaluative outcomes. There is limited evidence of this M&E activity being undertaken within the TVET sector.

TRAINING FOR THE FORMAL ECONOMY

10. Labour Market Analysis provided focussed dialogue with Employers about training needs:

The Labour Market Analysis and priority setting process provided the training sector with a focussed mechanism and capacity with which to engage with employers and 'drill down' into local enterprise training needs.

11. Building relationships with managers and owners of private enterprises across all industry sectors is a must

Establishing meaningful relationships with the employer in the formal (private sector and the TCCI) is critical for training success. The work with employers in the food safety program and the housekeepers training exemplifies this approach.

12. Training supervisors must be engaged to make sure there's on-the-job support for workplace learning:

Training and organisational support is needed for workplace 'training supervisors' in both formal enterprise and informal village settings to optimise training outcomes provided through the training sector. The mentoring and coaching needs is away forward to support this outcome.

TRAINING FOR THE INFORMAL ECONOMY

13. The use of the Community Development plans with Local Government is vital for supporting the Non Formal Sector in a systematic manner

The Labour Market Analysis process will need to work with the non-formal sector in different ways utilising the Community Development Plans to undertake pre training needs analysis that will generate self-employment outcomes especially for youth and women and PWD. The Farmer Field School and the Women in Horticulture pilot programs have some insights into this strategy. The tourism potential for many villages and the significance of handicrafts as revenue source are further examples to be explored. The ISDF Mobile Training Trailer concept may well facilitate this outcome.

9. **RECOMMENDATIONS**

The following recommendations arise from the range of pilot skills training programs implemented by the ISDF team and partners from the Government and Private Sector in Tonga but focussed on Tongatapu.

The recommendations are developed around the following themes: Access and Equity, Leadership, Management and Planning for Sustainability, Quality Training and Quality Assurance, Training for the Formal economy, Training for the Informal Economy.

It is recommended that during the next three years:

LEADERSHIP, MANAGEMENT AND PLANNING FOR SUSTAINABILITY

- 1. The S4IEG project, as a priority, work through the Minister of Education to support a change in role of the TNQAB to provide national leadership and coordination of the skills needs of the nation in addition to its current audit and compliance role.
- 2. The S4IEG project to enter into discussions with the Minister of Finance and National Planning about longer term sustainable financing models for the TVET sector
- 3. The S4IEG project utilise the existing Local Government structures within the MIA to build and institutionalise skills planning needs as a key function and responsibility to promote inclusive economic growth in the non-formal sector.

ACCESS AND EQUITY

- 4. The S4IEG project consider partitioning part of the Skills Development Fund to provide additional funds for training proposals to support persons with disability to ensure equitable access by identifying and removing barriers to participation.
- To overcome a major English language deficiency for potential seasonal workers in villages the S4IEG project develop a village based training program in consultation with MIA for <u>focussed</u> Language Literacy and Numeracy training to meet the needs of aspirants for seasonal worker's employment.
- 6. S4IEG to develop a target for including people with disabilities in training that is proportionate to their representation in the Tongan population

QUALITY TRAINING AND QUALITY ASSURANCE

- 7. S4IEG work to build the community of practice of competency based trainers. S4IEG can draw from the 99 trainers who have gained a Certificate IV in Training and Assessment over the course of TSDP I and ISDF, other trainers who have delivered ISDF training and other trainers who have taken on a competency based approach.
- To support the implementation of competency based training the S4IEG project adopt the ISDF approach of producing trainee assessment booklets to shape and guide the teaching and assessment and moderation as used in the Farmer Field School and Food Safety Training programs.
- 9. To support the competency based assessment and moderation role of the teachers in training institutions, the S4IEG project provide guidelines and support for each training activity that ensures the measurement of skills and learning outcomes to recognise and value all forms of learning and evidence of skills development.

TRAINING FOR THE FORMAL ECONOMY

- 10. To support effective learning outcomes, the S4IEG project support the development and use of processes to recognise levels of current competence (RCC) or recognition of prior learning (RPL) and this be integrated into formal qualifications.
- 11. To support the role of workplace supervisors in formal and informal settings for skills training the S4IEG project ensures that specific enterprise response to training outcomes are recognised and accommodated such as adopted in the Food Safety training program.
- 12. To support the role of workplace supervisors in formal (and in village settings) for skills training the S4IEG project provide appropriate and relevant mentoring and coaching support through its Business Development Support services.

TRAINING FOR THE INFORMAL ECONOMY

- 13. The S4IEG project utilises the Community Development Plans to adopt a grassroots methodology to identify skills training needs for the 'Village as an Enterprise' that can feed into a District and Divisional skills plan for inclusive economic growth.
- 14. To support the role of 'supervisors' in village settings for skills training the S4IEG project provide appropriate and relevant mentoring and coaching support through its Business Development Support services.

WORKING WITH ISDF LEGACY PROJECTS

15. The S4IEG project adopt the ISDF legacy pilot projects, as well as projects at preliminary development stages, as a starting point for ongoing training support consistent with skills planning priorities developed from skills training plans identified at Divisional and 'sub divisional' or District and village levels priorities.

10. TRANSITION ARRANGEMENTS

Staffing for the transition period

ISDF has developed a transition plan based on the transition occurring in October. This section overviews the staff who will transition the program if it goes ahead in October. If the transition dates are changed, the staffing may need to change accordingly.

There are five staff who will be responsible for the transition of ISDF to the S4IEG team in October 2016. These are:

- Joel Bird, Development Coordinator UQID
- Rachel Colaso, Manager, International Development (PNG and Pacific), UQID
- Siaosi Enosi, Training Coordinator
- Farida Fleming, Monitoring and Evaluation Adviser
- Beatrice Ngalu, Administration and Contracts Officer
- Toti Kavapalu, Monitoring and Evaluation Officer

Siaosi Enosi and Farida Fleming will share the team leader responsibility over the month. Siaosi Enosi will act as Team Leader in the first two weeks of October and Farida Fleming will have this responsibility in the second two weeks of October. These two staff will be responsible for brokering relationships between the new team and key stakeholders. They will provide a briefing to the team on the Tongan cultural and political context. And they will outline the governance and management systems used during ISDF.

Each ISDF staff member will be responsible for transitioning their areas of responsibility to the new team. Farida and Toti will transition the monitoring and evaluation system. Siaosi will transition the training identification and management process. Beatrice will transition the administrative and contracting systems. And Joel will acquit and finalize the accounts and handover equipment.

An outline of responsibility for staff member is provided in the **Transition Topics** table below.

Mechanisms for transfer of program knowledge

The main mechanisms for transferring program knowledge are:

- Briefing sessions with new team members on the Tongan cultural context, TVET system, key stakeholders, and progress of ISDF to date
- Brokering stakeholder relationships through introductory meetings
- Handover of electronic filing system and assets
- Handover and discussion of documentation on key systems and processes
- Dialogue sessions with new contractor and team members on key approaches of ISDF and potential approaches for S4IEG

The Transition Program is a four-week program that is broadly structured as follows:

Week 1: Contextualising the S4IEG task-an introduction and overview of the cultural, economic and political framework of Tonga and building on the ISDF experience – introducing key stakeholders

Week 2: Visiting to the Outer Islands – shaping thinking and potential action to respond to the whole of Tonga training task

Week 3: Developing and understanding of the Training Context and Government Ministries – focussing on the ISDF recommendations – exploring implications

Week 4: ISDF operational handover and supporting S4IEG planning

The **Transition Program** in Appendix 6 outlines the timing and focus of briefing sessions and the meetings set up to broker relationships with stakeholders. **Transition Topics** (see table below) provides a breakdown of the documentation related to each topic that will be provided to the S4IEG

team and will be include as part of the Transition Topics. The week by week **Transition Program** is shown in the appendix 6 and also identifies the timing of proposed ISDF/S4IEG dialogue sessions.

Transition Topics

Focus	Topics	Preliminary Discussion Items	Personnel
DFAT	DFAT Tonga	 Issues for consideration 	DFAT
Briefing	_	 Reporting formal and informal 	Representative
ISDF Briefing	ISDF Completion Report Overview of the ISDF 2016 Annual plan- progress to date	 Implementation Issues, Lessons Learned and Recommendations 	UQID
ISDF-S4IEG Proposed Transition Program	ISDF to S4IEG- opportunities and challenges	 Dialogue and negotiation on agenda items 	UQID S4IEG Representative
Skills training in Tonga Introduction and overview	 Cultural Considerations Role of the Monarchy and Church Parliamentary structure and Cabinet and Ministries. 	 The Tongan society and the role of the village and the impact of Nuku'alofa The political and local governance structures The impact of the Monarchy and the role of Nobles and Governors in Ha'apai and Vava'u 	Minister of Education and Training Noble representative MoFNP CEO
	Overview of key stakeholders • Government • Private Sector • Training providers	 key stakeholders in the skills training arena-the main individuals and how best to gain access – Government officials are often very time poor and have multiple roles that make enormous demands on their time. Importance of connecting with Tongans (Public and Private) via social and other networks 	UQID ISDF Team
	Introduction to Tongan Government Planning	 Corporate Planning processes using TSDF 2 2015-20125 Department of Statistics Role of Donors NGOs (MORDI, PHAMA, NATA) 	MoFNP Representative (CEO MET or MIA) CEO of DoS DFAT representative DFAT and NZAID
	TNQAB Act – strengths and limitations.	 Introduction to the TNQAB Act TNQAB role Regional possibilities with Samoa and Vanuatu 	UQID and Chair of TATVET S4IEG Response
 ISDF Legacy Training Activities Models, and Processes Proposal evaluation and criteria 	 ISDF Skills Training Programs for ongoing consideration Training focus adopted Domestic Formal Domestic Non Formal International 	 FFS WIH Seasonal Workers-Australia Focus- with Literacy and Numeracy training Food safety Housekeepers-Tanoa Hotel 	UQID ISDF Team S4IEG Response
	ISDF Skills Training	 Village based training using CDP Youth Training with FWC 	UQID and ISDF team

Focus	Topics	Preliminary Discussion Items	Personnel
	Programs in development	 Nurse Upgrade training with MoH and QSSN 	S4IEG Response
	APTC Partnership Agreement with TIST	 Plumbing Audit-Implications Capability Support-linkages to TAFE Old Role of TNQAB 	UQID and Principal of TIST
	ISDF Training models and Contractual approach	 Demand Based training - models adopted and contractual approaches used Private Sector Model-Nishi and FFS TVET Sector Domestic-ATI and Housekeepers TVET Sector International-BEST Pacific and Seasonal workers ISDF-FFS2 Local Casual Rates adopted based on USP 	UQID and Finance and contracts officer S4IEG Response
ISDF Operations	Assets	 Accommodation, Facilities and equipment, IT, and Motor Vehicles 	ISDF Team S4IEG Team Response
	Personnel	 Existing ISDF staff and roles 	UQID and ISDF team
	ISDF Operations Manual	OutlineBanking	ISDF team
	ISDF Skills Development Fund Manual	 Outline Proposal development template Criteria for approval Contracts Template 	ISDF team
	 Finance and Contracts- Novating APTC Contract 	 Partnership Agreement – TIST and APTC 	ISDF team and Principal of TIST S4IEG response
	ISDF Governance- • SAG, FMG, TAG	 Skills Planning Committees for S4IEG 	UQID MIA, Dep CEO, Local Government S4IEG Team Presentations
Stakeholder Meetings- Tongatapu	 Government Ministries MET, MAFF, MIA, MoFNP, MCCTIL, MEIDCC, MoI, MoH Private Sector Tonga Chamber of Commerce and Industry and Industry Associations NGO-NATA Other partners PHAMA, GROFED, MORDI/Nishi Industries. 	 the potential pitfalls in building relationships understanding the Tongan decision making approaches – strong pyramidal processes and desire to please Using local staff to open doors and gain insights MSME in Tonga Role of the TCCI Industry Associations part of TCCI and independent Working with Non Gov partners 	ISDF team to coordinate S4IEG Team presentations
	TATVET Meeting	 Supply Driven TVET programs-a sketch map TAE Cert 4 Trained TVET personnel- full time and part time 	Chair of TATVET to coordinate S4IEG team presentations

Focus	Topics	Preliminary Discussion Items	Personnel
	 Education Offices- MET FWC, Catholic Education 	 Untrained TVET Trainers-part time full time Industry linkages Activities in Skills training sector Secondary Post-Secondary Policy directions for skills training 	ISDF too coordinate S4IEG team presentations
Stakeholder meetings- Ha'apai and Vava'u	 Governors District Officers and Town Officers Private Sector Training sector 	 Understanding Local Government Working with CDP and Divisional development plans 	ISDF to coordinate S4IEG team presentations

Managing risks in the transition period

There are two risks that apply to the transition period. The first is that project staff are lost to S4IEG due to a delay between the two contracts. This affects what the next program can do. The second is that expectations are not met if the S4IEG team do not complete the legacy training projects. This affects how S4IEG is perceived and limits the intended seamless transition from ISDF to S4IEG.

In order to manage these risks, S4IEG can begin transition in October and finalise national staffing as a matter of priority. In addition, S4IEG can begin work on the legacy training projects as detailed in the Transition Manual.

Assets Transfer

Inventory of all the program equipment and furniture and supplies that will be transferred to the new managing Supplier-See Appendix 2

Transition Program

The transition program seeks to provide an overview of the skills training experience from ISDF, and an introduction to key stakeholders within the public and private sector and across all island groups. The program will build in buffer time to enable some capacity for redirection or revisiting stakeholders if possible. See Appendix 6, as noted earlier in this report.

11. HANDOVER PLAN

This section describes the process for the handover of ISDF Assets and systems. The accompanying set of actions will be implemented for the Ministry of Education and Training, Government of Tonga, in the event that a contractor for S4IEG is not known, or is not in apposition to commence by the October 31st.

ASSETS HANDOVER

All assets on the ISDF Assets register (Appendix 2) will be handed over to the Deputy CEO, Higher Education, Lady Siatukimona Vaea, on behalf of the CEO, who is based at TIHE, the site of the ISDF office. A signature will be required to confirm the handover has been executed in the last week of October. Mr Joel Bird from UQID and Pitisi Gnalu from ISDF will be witnesses to the handover.

All small items will be stored in the "Server Room" in a locked filing cabinet.

All office keys will be retrieved from staff, labelled and handed to the Dep CEO for storage.

Assets will be cared for by the MET at the TIHE site and be ready for use by the appointed contractor for S4IEG on arrival in Tonga.

OFFICE CLOSURE and STAFF SEVERANCE

The office will be closed and secured at 12:30 on Monday 31st October. Mr Joel Bird from UQID will conduct the office closure. Staff will be provided with a one-month severance pay as agreed by DFAT Tonga, and consistent with Tonga Public Service practice.

STAFF DESK TOP COMPUTERS, NETWORK AND FILE SERVERS

All Desktop computers will be cleaned of all personal records and ISDF documents will be transferred to the 'Public Directory' on the File Server in accordance with the ISDF File directory.

Server shutdown: The IT staff at TIHE will be asked to shut down the server.

TCC are the internet provider and payment for the service will cease at the end of October.

DOCUMENT DISPOSAL

All hard copies of non-critical documents will be securely destroyed in the last week of October under the direction of UQID. Hard copies of documents deemed to be of significance, and not available in soft copy will be stored in the Server room as a library resource.

ANZ BANK ACCOUNT CLOSURE

UQID will make appropriate preparations for bank closure and transfer of remaining funds after full reconciliation of the ISDF cheque book. One month will be allowed for final invoices and creditors will be formally advised of the closure by end of September.

COMPLETION REPORT APPENDICES: (hard copy)

Appendix 1-ISDF Annual M&E Report_August 2016_V1_Draft_160830 Appendix 2-ISDF Asset Register 09062016 Appendix 3-ISDF Models analysis Appendix 4-ISDF Training process Appendix 5-ISDF Training Proposals Status_March 2016 Appendix 6-ISDF Transition Program ISDF to S4IEG Appendix 7-SAG Industry Training Priorities 2015-2016 Appendix 8-SAG MET Training Plan 2015-2016 Appendix 9-SAG Training_Priorities-2015-2016

COMPLETION REPORT ANNEXES: (soft copy)

Annex 1-DFAT-ISDF Tonga Services Order Annex 2-DFAT-ISDF Design Annex 3-ISDF Annual Plan 2015 Annex 4-ISDF Annual Plan 2016 Annex 5-ISDF Communication Strategy Annex 6-ISDF Mobilisation Plan Annex 7-ISDF Proposals-Criteria for Funding Annex 8-ISDF Security Plan-Tonga Annex 9-ISDF Staff Evaluation Proforma Annex 10-ISDF-Gender and Inclusion Strategy Annex 11-Manual-ISDF Operations Manual - August 2016 Annex 12-Manual-ISDF Tonga Skills Development Fund Manual Annex 13-MET-Summary of proposed changes to TVET in Tonga Annex 14-MET-TVET Draft policy-280113 Annex 15-PR December 2015 Annex 16-PR March 2016 Annex 17-PR September 2014 Annex 18-PR-March 2015 Annex 19-PR-March APPENDIX Annex 20-PR-September 2015 Annex 21-SAG-A brief overview of the ISCO Annex 22-SAG-FLEXIBLE, and RESPONSIVE TRAINING CYCLE

Annex 23-Baseline TVET Study

INTERIM SKILLS DEVELOPMENT FACILITY (ISDF)

"Linking Skills Development to Economic Growth"

APPENDIX 1 ISDF END OF PROGRAM EVALUATION REPORT

Farida Fleming nff@assai.com.au

Report (Version 1) dated 5 September 2016

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Executive summary

ISDF was set up as a two-year pilot. The facility was tasked to come up with training models in response to labour market demand.

ISDF will complete in October 2016. This report assesses the performance of ISDF.

ISDF set out to deliver outcomes for Tongans in five result areas in Table 1.

KRA 1	Employability
KRA 2	TVET System Strengthening
KRA 3	Tonga Institute of Science and Technology capacity building
KRA 4	Equity
KRA 5	Facility Management

Table 1: ISDF key result areas

This report rates the performance of ISDF against these five result areas using the following rating system:

- The rating is 'good' if ISDF achieved outputs, intermediate and end-ofprogram outcomes
- The rating is 'adequate' if ISDF achieved outputs and intermediate outcomes
- The rating is 'inadequate' if ISDF only achieved outputs.

In summary, ISDF performance is *adequate* overall. Its performance was good in two key result areas, adequate in two key result areas, and inadequate in one.

ISDF's performance was *good* in the key result areas of employability and equity. 99 more men and 86 more women, including three people with disabilities have skills relevant to the Tongan and international labour market. Trainees employed in the formal sector are being paid more or have greater responsibilities. Most trainees from the two formal sector courses report increases of more than \$400 a fortnight due to the training. Trainees engaged in the subsistence and informal sectors also report earning more, eating better or feeling healthier. All of those surveyed from informal sector courses report increases in their incomes. Increases in income for these workers are less than those in the formal sector, as to be expected. But the changes are still significant for these people. Most trainees report increases of less than \$100 a fortnight. In addition, all those surveyed report improvements to their nutrition due to income earnt from training. And all trainees surveyed report their health had improved.

The improved employment and employability outcomes discussed above were equitable. ISDF reached men and women, young and old, equally. ISDF reached Tongans from across each constituency of Tongatapu. ISDF developed a strategy to include people with disabilities in training and train others in disability awareness. Three people with disabilities completed ISDF courses and 18 people, including four with disabilities, were trained in advocating for improved disability awareness.

ISDF performance was *adequate* in the key result areas of capacity building of the Tonga Institute of Science and Technology (TIST) and Facility Management. The relationship between the Australian Pacific Technical College (APTC) and TIST started later than expected because of a review of APTC in the first year of ISDF. For that reason, capacity building support didn't happen as quickly as planned. However, the Memorandum of Understanding between APTC and TIST was signed and the first activity, capacity building to support delivery of Certificate II and III in Plumbing, started in August 2016.

The key result area of Facility Management was to do with the set-up of policies and procedures for the purchase of quality training from national and international training providers. ISDF set up efficient policies and procedures. But ISDF hasn't been able secure high-level government support for continuing TVET reform. For example, MET is not advocating to TVET institutes to use these policies and procedures more widely as part of moving to a more demand led TVET system. Part of the reason for ISDF being unable to secure high-level government support is because of the lack of strong leadership in the TVET sector. For example, MET leadership was constrained over some of the ISDF timeframe because of turnover of the CEO position and uncertainty over the permanent appointment of the acting CEO for some time. The number of TVET staff within the Ministry is limited to two Deputy CEOs with no supporting TVET staff within the MET bureaucracy. In addition, the ability of the CEO of TNQAB to lead a culture change within the agency from a policing to a facilitative role is limited by her serving in an acting capacity.

ISDF performance was *inadequate* in the area of TVET System Strengthening. This key result area has to do with developing pilot training models and their take up by national training providers. ISDF has set up a range of pilot models. And a number of training providers have used these models. But the broader take up of ISDF piloted models has been hampered by TNQAB not registering new training providers or accrediting new programs and the lack of TVET sector leadership noted above.

ISDF has reported against the five key result areas throughout the life of the project. For this completion report, DFAT has requested that ISDF report against a broader set of categories of performance that include: Private Sector; Risks and Monitoring and Evaluation. There is a strong correlation between the five key result areas and the eight categories requested by DFAT as shown in Table 2.

Key result areas	Completion Report Categories
KRA 1 - Employability	Effectiveness: Improved employment or employability of Tongans
	Private Sector: Engaging with and meeting the needs of employers
KRA 2 - TVET System Strengthening	Relevance: Demand driven, flexible, quality Tongan TVET models
KRA 3 - TIST capacity building	Sustainability: Improved leadership and management of TVET
KRA 4 - Equity	Gender and Inclusion: Improved employment or employability of Tongan women and PWD
KRA 5 – Facility	Efficiency: Facility management
Management	Risks: Management of risks
	Monitoring and evaluation: Monitoring and evaluation of ISDF

This report assesses ISDF's performance against the three additional categories drawing from the evidence from the M&E system.

ISDF performance in the key result area of the Private Sector is *good***.** ISDF has identified private sector needs through a labour market analysis and developed training programs in response to this analysis and further consultations.

ISDF performance in the key result are of risks is *good***.** ISDF has identified and proactively managed risks throughout the life of the project.

ISDF performance in the key result area of monitoring and evaluation is *adequate*. ISDF set up a useful system for collecting baseline and outcome data from participants. ISDF did not implement systematic collection of data from employers.

A summary of ISDF performance against the reporting categories is in Table 3.

	End-of- program outcomes were achieved	Intermediate outcomes were achieved	Outputs were achieved
KRA 1: Employability	Good		
Effectiveness: Improved employment or employability of Tongans			
Private Sector: Engaging with and meeting the needs of employers			
KRA 2: TVET System Strengthening			Inadequate
Relevance: Demand driven, flexible, quality Tongan TVET models			
KRA 3: TIST Capacity Building		Adequate	
Sustainability: Improved leadership and management of TVET			
KRA 4: Equity	Good		
Gender and Inclusion: Improved employment or employability of Tongan women and PWD			
KRA 5: Facility Management		Adequate	
Efficiency: Facility management			
Risks: Management of risks			
Monitoring and evaluation: Monitoring and evaluation of ISDF			

The five sections of the report give a narrative account of ISDF performance against each KRA. Discussion of the three additional categories are included in the relevant KRA as shown in Table 2. Appendix 1 provides the evidence that supports the assessment and Appendix 2 shows the evidence in more detail.

Section 1: Effectiveness (KRA 1)

This section assesses how effective ISDF was in improving the employability and employment outcomes of Tongan graduates both nationally and internationally, in areas of labour market demand. In summary, ISDF performance was *good* against this key result area. This rating means ISDF achieved the intended ouputs, intermediate outcomes and end-of-program outcomes.

ISDF achieved the output of developing a database of national training providers. The remaining outputs for this key result area are reported in the Private Sector Section below. ISDF developed a baseline report of national training providers that identified the individual strengths and characteristics of each of the nine national training providers based on Tongatapu. This baseline study includes details on partnerships with international training providers. The baseline study is useful in responding to employer demand for courses in particular sectors. The baseline is available for further use by the S4IEG team. A summary table of the baseline survey is provided in Appendix 3 and the full study is provided as an Annex to the completion report.

ISDF achieved the intended intermediate outcomes for this key result area: that trainees graduate in areas of priority for national and international employers. To achieve this outcome, ISDF conducted a labour market analysis, discussed further in the Section below, to identify areas of labour market demand. ISDF developed 6 training courses based on this analysis and in collaboration with national and international training providers. Three of these courses were focused on the priority needs of national employers. And three courses were focused on international employers. The intermediate outcomes are that 71 people completed courses that focused on national employer priorities and 114 people completed international employer priority courses.

ISDF achieved the intended end-of-program outcome for the employability key result area. The 185 graduates have improved employment or employability outcomes. The 71 people who work in Tonga in the formal sector have improved their employment outcomes, either by gaining pay increases or getting increased responsibility at work. For example, consultations with the Hotel employer on the Housekeeping course shows that the eight women who completed the course either increased their existing skills (the four who were employed with the Scenic Hotel) or learned new skills to increase their employability (the four who were not currently employed).

Outcome survey data shows trainees report their pay increased as a result of the training. Table 4 shows that most Housekeepers (4) said their pay increased by more than \$400 a fortnight due to the training. This may be due to the fact that some trainees were unemployed before the training and got employment after the training. The second highest category of change (3 Housekeeping trainees) said their pay increased by \$200 a fortnight. Manufacturing employees also reported increases to their pay. Most reported increases of more than \$400 a fortnight and the second highest category of change (5 people) said they were earning more than \$200 a fortnight. This is a substantial increase in pay for people living in Tonga.

Incomes earn/2wks	Housekeeping	Manufacturing	Grand Total
more than \$400/fortnight	4	6	10
more than \$300/fortnight	1	4	5
more than \$200/fortnight	3	5	8
more than \$100/fortnight	0	2	2
less than \$100/fortnight	1	3	4
No Data	0	1	1
Grand Total	9	21	30

Table 4: Fortnightly increases in pay as a result of the training

Subsistence or informal workers involved in training have improved their livelihood, as shown in the Tables 5, 6 and 7 below. Trainees in these courses were able to increase their incomes by selling some of their produce. In this way, they moved from the subsistence sector to the informal sector.

There were 15 women from the Women in Horticulture course who completed the outcomes survey. All of the women reported increases in their fortnightly income as shown in Table 5. Most women (11) reported a fortnightly increase of less than \$100 a fortnight. Some (4) women reported an increase of between \$100-\$200 a fortnight.

Farmer Field School trainees also reported increases in their income. An equal number of trainees (5) said their income increased by more than \$400, more than \$300 and less than \$100 because of the training.

Incomes earn/2wks	WIH	FFS	Grand Total
more than \$400/fortnight	0	1	1
more than \$300/fortnight	0	3	3
more than \$200/fortnight	0	3	3
more than \$100/fortnight	4	1	5
less than \$100/fortnight	11	3	14
No Data	0	0	0
Grand Total	15	11	26

Table 5: Fortnightly increases in pay as a result of the training

We surveyed subsistence and informal sector workers about their changes to their health or nutrition as well as changes to their income. Changes in these areas are just as important as increases in income for those outside of the formal economy. Table 6 shows all of those surveyed reported improvements to their nutrition as a result of the increased income from the training. Participants also report improvements to their health, as shown in Table 7.

Table 6: Improvements in food consumed in the household due to income earnt from training.

Training Name	Consumed healthy food every day in a week	Consumed healthy food four times a week	Consumed healthy food twice a week	No improvement at all	No Data	Grand Total
WIH	7	7	1	0	0	15
FFS	6	4	1	0	0	11
Grand Total	13	11	2	0	0	26

Table 7: Improvements in health due to training

Training Name	Extreme improvement	Moderate improvement	No change	Grand Total
WIH	9	6	0	15
FFS	8	3	0	11
Grand Total	17	9	0	26

The 114 people who were trained to work overseas have been employed in international labour markets, most specifically through the Seasonal Workers Program.

ISDF followed up with 18 returned seasonal workers after their time in New Zealand. We surveyed these trainees about the outcomes of training. Table 8 shows workers income increased substantially due to their seasonal work. For example, most workers were remitting between \$200-\$500 a week.

Table 8: Changes to income of returnee seasonal workers

Below TOP	TOP \$200-	TOP \$501-	Over TOP	Total
\$200	\$500	\$600	\$700	
2	14	1	1	18

The amount workers were remitting on a weekly basis was more than they were earning per fortnight in Tonga. Survey results showed that the majority of the 18 (9) were subsistence workers before the training. And most of these people's livelihood needs were being met by their subsistence work. Of those who were employed in the formal sector (5), two earned less than \$200 a week, two earned between \$200-\$300 a week and one earned between \$600-\$700 a week. The two trainees who were in the informal sector earned less than \$300 a week.

Most trainees saved over \$2000 in addition to weekly remittances, as shown in Table 9.

Table 9: Amount saved by seasonal workers

Gender	TOP\$2000- \$5000	TOP\$5001- \$6000	TOP\$6001- \$7000	TOP\$7001- \$8000	TOP\$10001- \$1500	Grand Total
Male	5	0	2	2	1	10
Female	6	1	0	0	0	7

Grand						
Total	11	1	2	2	1	18

The substantial changes in income for these workers is because they got employment and employment overseas rather than only because of the training. ISDF surveyed eight employers of seasonal workers in New Zealand. This survey shows that employers did not increase wages of workers because of the training. In fact, employers largely did not know workers had been trained as workers did not let them know.

One worker's wage increased because of his increased ability to lead. In a letter informing him of his pay rise from \$15.70 and hour to \$17 an hour the employer thanked him for 'your leadership efforts in the last few weeks' and attributed the pay increase to 'that more than anything'.

Private Sector

This section assesses ISDF performance in engaging with and meeting the needs of the Private Sector in establishing training models. In summary, ISDF performance in this area is good.

This key result is an integral part of the Effectiveness KRA (KRA 1), discussed above. For this reason, this section reports on the outputs related to private sector engagement. The remaining output and the outcomes were reported in the Effectiveness section above.

ISDF achieved the two intended outputs related to private sector engagement in this key result area.

Firstly, ISDF undertook an analysis of the labour market. ISDF unpacked the 2013 Labour Market Study and consulted with employers (both public and private) on the findings of the study. Based on the labour market analysis, ISDF identified labour market priorities which were ratified by the SAG. Table 10 below identifies the priorities.

Industry Training Priorities-2015-2016 for ISCO ⁵ Occupation Levels 3-8	Priority
Agriculture, Fishery and Forestry	1
Manufacturing	1
Construction including Mining and Quarrying	1
Accommodation and food services activities and tourism and recreation	1
Information and Communication Technology	1
Human Health and Social Work Activities	1
Electricity, gas steam, air conditioning supply	2
Water supply, sewerage waste management & remedial services	2
Wholesale, retail trade, repair of motor vehicles, motor cycles	2
Transportation and Storage (Maritime, Ports, Aviation)	2
Finance and Insurance services	2
Public Administration, Defence and Social Security	2
Education	3

Table 10: Sectoral priorities for training

Secondly, ISDF developed and delivered training related to labour market demand. ISDF set up systems to develop and deliver training in relation to labour market demand. This included a set of selection criteria, which weights the employer demand for and commitment to training most heavily. ISDF established pro-forma contracts. These systems have been documented and ISDF will transition these systems to the S4IEG team.

ISDF consulted widely with the private sector in addition to the intended outputs. The list of enterprises consulted is in Appendix 5.

As mentioned in the Section above, ISDF achieved the intended intermediate and end-of-program outcomes in relation to this key result area.

Section 2: Relevance (KRA 2)

ISDF was designed to establish and use a range of models to demonstrate how a demand driven skills development system can operate in the Tongan context. **This section assesses the relevance of ISDF models**. In summary, ISDF established and used models that are relevant but there are systematic impediments to the take up of these models, most particularly due to TNQAB not registering new training providers and accrediting new courses. Due to the lack of approval from TNQAB of training providers and courses, ISDF was unable to achieve planned outcomes. For this reason, **ISDF's achievement in this key result area is** *inadequate***.**

ISDF's achieved the four planned outputs in this key result area.

Firstly, ISDF ensured all training providers met minimum standards of registration and accreditation for ISDF training they delivered. Where it was not possible for ISDF to engage registered training providers, it ensured the contracted enterprise or service provider used curriculum that was accredited by TNQAB or NZQA, and that training was assessed and moderated by staff from registered training providers.

Secondly, ISDF developed a range of training models that are flexible, high quality, and responsive to the needs of industry. By the end of the project, ISDF developed 6 models based on four common and five variable attributes. What is common to all training is the employer must demand it, it must be competency based, a large part of the training must be based in the workplace, and training must respond to the rhythm of the workplace. What can vary is where the training is delivered, who does the training, what qualification participants get, who manages, and who assures the quality and who assesses.

Thirdly, the training courses were responsive to industry demand. ISDF funded 6 training courses that were identified as Priority 1 in the Labour Market Survey and through consultation with Tongan Government and Industry. Nine courses were delivered in the priority area of Agriculture, Fishery and Forestry. One course was delivered in the priority area of Manufacturing. And one course was delivered in the priority area of Accommodation and Food Service activities and Tourism and Recreation.

Fourthly, ISDF procured TVET courses that met international standards to be delivered in Tonga. By procuring these training programs, ISDF increased the number of students undertaking internationally recognized courses by 259. To increase the quality of existing programs, ISDF supported the mutual recognition process for two

ISDF programs (Seasonal Workers Program Leaders and Seasonal Workers Program Induction) by TNQAB and NZQA. In addition, ISDF supported two new auspicing arrangements between national and international training providers: BEST and SJBC for the RSE Leaders Course and BEST and TIHE-SoA for the RSE Induction and RSE Preparation.

Completion rates should be considered as part of assessing relevance, in addition to the intended outputs noted above. Table 11 shows ISDF had good completion rates (between 70-80 percent) for most (five out of six) courses. Completion rates were good for courses in the formal sector. The course that had the highest level of drop out was the Women in Horticulture course. The Women in Horticulture course had highest dropout from one of the five villages where training was conducted (Houma). All of the women from Houma (21) did not complete the course due to the inability of the course leader to commit time to the program.

International/Domestic Focus	Village/Urban Target	Training Name	Sectors	No.Completed Trainees	No. Non Completed Trainees	Grand Total
Domestic Focus	Village Target	WIH	Agriculture, Fishery & Forestry	24	31	55
Domestic Focus	Urban Target	FFS	Agriculture, Fishery & Forestry Accommodation and Food services activities and tourism and	37	7	44
Domestic Focus	Urban Target	Housekeeping	recreation	10	0	10
International Focus	Emigration Target	Manufacturing	Manufacturing	25	8	33
International Focus	Emigration Target	RSE/SWP Leaders Training	Agriculture, Fishery & Forestry	40	12	52
International Focus	Emigration Target	RSE/SWP Induction & Preparation Training	Agriculture, Fishery & Forestry	49	16	65
		Grand Total		185	74	259

Table 11: Training course, target, sector and number of completed trainees

ISDF was able to reach one of the two intended intermediate outcomes and unable to reach the other in this key result area.

ISDF met the intended outcome of 'Increased use of ISDF models by existing training providers'. National providers have used ISDF models when delivering ISDF training. However, there are structural constraints to these providers using ISDF models in an ongoing way. For example, government requirements that TVET institutes plan courses a year in advance limits the extent to which they can be responsive to employer demand and use demand based models of training. And even if training providers respond to industry demand, TNQAB's time-consuming and unclear accreditation process limits provider ability to have these new courses accredited. For example, ongoing use of three of the ISDF developed courses is questionable given they have not been accredited by TNQAB. The lack of accreditation is despite the course content being drawn from accredited New Zealand courses, modification of courses to meet the context of Tonga, and ISDF investing in the course

accreditation process. The two RSE/ SWP courses, however, have been cross-accredited by TNQAB.

ISDF has been unable to achieve the intended intermediate outcome of 'Registration of new training providers'. There has been no registration of new national training providers. ISDF worked with Nishi Industries to have the company registered as a Training Organisation. While ISDF used TNQAB guidelines, the registration process was protracted and unclear.

ISDF has partially achieved the end-of-program outcome of 'Quality institutions and systems'. ISDF has shown that it is possible to purchase quality training from government and non-government providers nationally and internationally. The question is whether national training providers will continue to deliver this type of training while qualifications remain unaccredited by TNQAB.

Section 3: Sustainability (KRA 3)

This section assesses how sustainable the capacity building outcomes of the arrangement between the Australian Pacific Technical College (APTC) and the Tongan Institute of Science and Technology (TIST) are. In summary, **ISDF** achievements in this result area are adequate.

ISDF achieved three of the four intended outputs of the key result area.

Firstly, ISDF facilitated the APTC to deliver the Australian Certificate IV in Training and Assessment to 99 trainers and the Certificate of Completion in Leading and Managing Change to 17 TVET managers.

Secondly, ISDF facilitated the APTC to develop its procedures and processes to deliver qualifications to an Australian recognised standard. The APTC-TIST partnership uses the development of a plumbing certification (Certificate II in Plumbing) via an audit process as a model to explore requirements across other industry areas. This process seeks to position TIST as a leader in workplace learning. Initial TNQAB discussions on course accreditation are positive but will require much closer liaison and support from TNQAB to facilitate this outcome

ISDF have facilitated national training providers to develop the following international standard courses for TNQAB accreditation. The courses were developed through a partnership between national and international training providers:

- NZ Certificate in Horticulture (Level 1) (Practical). BEST (NZ Training Provider) worked with SoA to develop a course which will mean graduates gain 14 credits towards the Level 1 Certificate. This course has been cross-accredited by TNQAB.
- NZ Certificate in Business (Level 3) (Intro to Team Leadership). BEST (NZ Training Provider) worked with SJBC to develop a course which will mean graduates gain 12 credits towards the Level 3 Certificate. This course has been cross-accredited by TNQAB.
- NZ Certificate in Food Safety (Level 2). MZEE (a New Zealand supplier of training materials and professional development services) worked with Tonga Institute of Science and Technology (TIST) and its partner organisation,

Ahopanilolo Technical Institute (ATI), to deliver the program. This course has not been cross-accredited by TNQAB.

- Certificate II in Horticulture. This was a collaboration between Nishi Enterprises and the TIHE School of Agriculture. The course was aligned to NZ Unit standards in preparation for the National qualification. The accreditation process has been stalled because of TNQAB procedures.
- Certificate I Accommodation. This course drew from unit standards of the TNQAB accredited Diploma Program in Accommodation of Ahopanilolo Technical Institute (ATI). ISDF submitted the Certificate I course to TNQAB for accreditation but it has now been referred back to ATI to seek accreditation on advice from TNQAB A/CEO.
- Certificate I in Horticulture. This course drew from unit standards from a NZ qualification. ISDF submitted the Certificate I course to TNQAB for accreditation but it has now been referred back to TIIHE SOA to seek accreditation on advice from TNQAB A/CEO.

Thirdly, ISDF facilitated the APTC/ TIST MoU that includes a range of professional development options for TIST staff.

The output that ISDF did not achieve was facilitating technical training at Certificate III level through APTC. ISDF did not facilitate this type of training as the DFAT Scholarships program provides scholarships in this area. In 2015, DFAT provided approximately 30 technical scholarships (Certificate III or IV). However, an issue with upgrading technical qualifications of Tongan trainers through the scholarships program is that there is no direct connection of trainer qualifications to labour market demand. **ISDF recommends DFAT develop a process where S4IEG identifies areas for technical qualifications upgrading based on labour market analysis to the DFAT Scholarships Program.**

ISDF has met the intermediate outcome of this key result area, 'Improved leadership and management of TVET training providers in Tonga'. For example, the 99 trainers who received their Certificate IV in Training and Assessment provided positive feedback on their performance as trainers due to the course. Toti, can we talk about these results on Monday? Feedback from both the trainer and participants from the Emerging Leaders course was positive about the learning experience and the potential outcomes of the program. However, some participants felt they did not have the power/authority to undertake change in their workplace. Participants were required to submit a change plan and review of a sample of plans showed participants developed projects in their institutes in the areas of: monitoring and evaluating student work placements (ATI and Hango Agricultural College); better management of the structural change management process at Queen Salote School of Nursing (QSSN); Introduction of a new course at Certificate level on chemicals and their usage at the TIHE School of Agriculture; and introduction of a staff planning system at the St. Joseph Business College.

ISDF has not met the end-of-program outcome of this key result area, 'An on-going and effective model of mutually supportive arrangements between the APTC and national TVET system development'. The APTC relationship with TIST is in its

beginning stages. ISDF has not facilitated any formal arrangements between APTC and other TVET institutes besides TIST to date. The delay in the relationship between APTC and TIST was due to the APTC undergoing a review in 2015. MoU negotiations began in 2016 and have been completed. The implementation of the partnership began in August 2016, using the Cert II in Plumbing as a start.

ISDF have facilitated a set of partnerships for course implementation that have contributed to national TVET system development. These partnerships are not ongoing, however, being limited to the course implementation timeframe. The partnerships have been effective to the extent that the courses have been developed. As raised earlier, some courses have yet to be accredited by TNQAB and there is a question of whether this will occur.

Section 4: Gender and inclusion (KRA 4)

This section assesses ISDF performance in the key area of gender and inclusion. In summary, ISDF performance has been good. ISDF has achieved intended outputs, intermediate outcomes and end-of-program outcomes.

ISDF achieved the four intended outputs.

Firstly, ISDF developed a Gender and Inclusion Plan that identified areas of priority and approach to equity of access. The plan was well received by DFAT and local stakeholders.

Secondly, ISDF's Annual Training Plan incorporated training for traditionally female oriented occupations in equal measure to traditionally male oriented occupations.

Thirdly, ISDF attracted women into training for traditionally male dominated occupations. ISDF did not need to provide scholarships or fee subsidy awards as an incentive. Women were interested to be involved in these courses without incentive.

The Seasonal Workers program supported women to enter a traditionally male dominated occupation. However, on further analysis from returned workers, men and women have gender differentiated roles on the farm. The women are responsible for sorting, packing, and labelling. The men are responsible for picking, pruning and thinning. The farmers make the choices of where the workers are placed. So the training may support women to enter a male dominated occupation. But there are factors outside of ISDF control as to whether these women end up taking on traditionally male dominated roles. The key issue is remuneration rates, as women's work is often more poorly paid than men. This doesn't seem to have been an issue for seasonal workers however. Despite doing gender differentiated work, there was no gendered differences in the amounts men and women were remitting home or saving.

Fourthly, ISDF provided transportation support (money for petrol) to the four people with disabilities who undertook Farmer Field School training.

ISDF achieved the two intended intermediate outcomes. 85 females graduated with skills relevant to regional and international labour markets. 3 people with disabilities have skills relevant to regional and international labour markets.

Finally, female graduates had positive employment outcomes in national and international labour markets in equal proportion to males as outlined in Section 1.

People with disabilities had positive livelihood, nutrition and health outcomes to other trainees from the informal and subsistence sectors. Two people with disabilities were surveyed. One person increased income by more than TOP \$100 and the other person by more than TOP \$200.

ISDF also achieved other equity outputs and outcomes alongside those that were intended. ISDF was careful to ensure participation from across the constituencies of Tongatapu. We were able to get participants from each of the ten constituencies in Tongatapu and also the one constituency of 'Eua.

ISDF focused on youth as another important category of equity. Young people in particular need to gain access to skills focused training, given the levels of unemployment in this subgroup. Table 12 shows that ISDF trained as many 'young' as 'old' people. ISDF used the Tonga National Youth Congress (TNYC) definition of youth as those between 13 years -35 years of age.

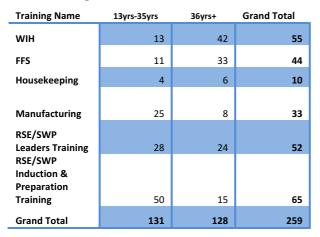


Table 12: Age balance of trainees

Section 5: Efficiency (KRA 5)

This section **assesses how efficient the policies and procedures that ISDF set up are.** ISDF set up policies and procedures to purchase quality training from national and international training providers. In summary, **ISDF performance in this area is adequate.**

ISDF achieved the three intended outputs that relate to this key result area.

Firstly, ISDF has developed policies and procedures for purchasing training. These policies are documented in the 'ISDF Training Proposal template' and 'Procurement Models' document. The 'Operations Manual' is also complete. All of these manuals and systems will be handed over to the S4IEG team.

Secondly, ISDF has developed and implemented policies and procedures in human resource management, office administration, logistics and occupational health and safety. These policy and procedures are fully documented in the ISDF Operations Manual.

Thirdly, ISDF has fully documented and implemented financial procedures and reporting requirements. These are documented in the ISDF Operations Manual.

ISDF achievement the intended Intermediate Outcomes of 'Widespread awareness and understanding of the operations and benefits of the ISDF'. ISDF built widespread awareness and understanding of the operations and benefits of the ISDF. ISDF consulted widely with employers (both public and private) and TVET stakeholders (Institutes, TATVET and TNQAB). ISDF sought to build understanding in the broader public by engaging with the media during graduation ceremonies.

ISDF did not achievement the intended end-of-facility outcome 'High level Government support for continuing reform of TVET system'. High level government support for continuing reform of the TVET system is constrained by turnover of staff at the highest levels of MET and with the CEO of TNQAB serving in acting capacity. Additionally, structural constraints exist in relation to government training institutes being able to respond to employer demand in short time-frames.

Risks

This section of the report assesses how well ISDF managed risks. In summary, ISDF performance in managing risks was good. However, the impact of two of the highlevel risks that materislised were beyond the control of ISDF. The fact that these two risks materialised meant that ISDF was not able to achieve two of the intended endof-program outcomes: high level government support for ongoing TVET reform and wide spread adoption of flexible models due to limited TNQAB support for course accreditation and training provider registration.

There were three high-level risks that materialized over the life of the project. ISDF was able to mitigate, but not completely manage, these risks.

The first high-level risk was that the GoT would change policy direction during and after November 2014 elections, resulting in loss of vision and support for sustainable demand-driven skills development.

There was a loss of vision and support for demand driven skills development in Tonga. This wasn't because of policy change but because of changes in, and limited capacity of, high level officers responsible for education. For example, the current Prime Minister also serves as the Education Minister meaning there was limited time available to engage with the Minister of Education. The MET CEO transitioned over the time of ISDF. Some of the time of ISDF the MET CEO served in an acting capacity, which limited this officers capacity to make decisions. The officer was then appointed in a permanent capacity. But the current CEO MET is not a strong supporter of skills development. In addition, the TNQAB CEO serves in an acting capacity. This limits her ability to make decisions. And ISDF experience is that the current TNQAB CEO and staff perceive their role as a policing, as opposed to facilitative, one.

The risk was beyond our capability to control. ISDF mitigated this risk by promoted skills development more broadly through industry, the community and the Church education systems (particularly the Catholic and Free Wesleyan Church systems). Within the government system, we engaged with TVET Institutes rather than trying to influence higher levels of government.

The second high-level risk was that TNQAB quality assurance processes would slow implementation. The risk turned out to be different that was thought. TNQAB

processes limit the widespread uptake of ISDF models rather than slowing implementation. ISDF chose to move ahead with implementing courses at the same time as going through TNQAB accreditation and training provider registration processes. In this way, ISDF implementation was not slowed. But it did mean that course participants from four of six courses have not received an accredited qualification. Participants will be able to receive a qualification if, or when, TNQAB completes its accreditation of ISDF course applications and participants go through a process of recognizing their prior learning (RPL). But neither of these two things are guaranteed. It is not guaranteed that TNQAB will accredit the courses nor that participants would be interested or available to do an RPL process. Additionally, the RPL process involves costs. ISDF has recommended that this process be one of the 'ISDF Legacy Projects' to be managed by S4IEG.

The third high-level risk that ISDF was able to mitigate was the 'Lack of motivation amongst government training providers because of lack of flexibility with staffing and inability to retain revenue'. ISDF worked with government training providers to understand impediments to their participation in delivering flexible and responsive models of training. Their lack of ability to retain revenue turned out to be the key issue. ISDF developed a strategy by working together with these government training institutes. ISDF agreed on the sum to be paid to the providers for their services. ISDF and the training provider agreed on a list of equipment needed by the institute that equaled the amount for services. The Institutes preferred to receiving equipment rather than funds as they were able to retain the equipment.

Monitoring and Evaluation

This section of the report assesses how well ISDF monitored and evaluated its work. In summary, ISDF performance in monitoring and evaluation was good.

ISDF set up a monitoring and evaluation framework based on the five key performance areas. We collected baseline data on the TVET training institutes based in Tongatapu. We collected baseline and outcome data from course participants. We monitored the quality of training course delivery and ensured course providers reported on their training.

ISDF commissioned a consultant to conduct an economic impact assessment. This study draws from the national Household Income and Expenditure survey. The study was to compare the 2010 data to 2015 data. However, the data is not yet available from the Department of Statistics. For that reason, ISDF recommends that the economic impact assessment be taken up by S4IEG.

ISDF did not systematically collect baseline and outcome data from employers. This is an area of recommended focus for the S4IEG. Collecting data systematically from employers ensures their perspective is included in analysis and interpretation. ISDF has only collected limited perspectives of employers in contrast to the thorough collection of perspectives of trainers and trainees.

Appendix 1: Summarized assessment of performance against KRAs

KRA 1: Effectiveness

	Indicators	Achievement	Assessment
Outputs • Labour market analysis	 Sectors of priority identified # of short courses identified # of full courses identified 	 Sectors of priority identified 10 short courses identified 9 short courses identified 	Output achieved
• Database of national training providers	 Database of national training providers identifying individual strengths and characteristics developed National training providers with strengths in given sectors, including partnerships with international training providers identified 	 Baseline report on national training providers developed Strengths of national training providers in given sectors, including partnerships with international training providers identified 	Output achieved
• Development and delivery of training related to labour market demand	 Proportion of training programs developed in response to demand from employers Pro-forma contracts included in SDF Procedures Manual # of contracts with national training providers # of contracts with international training providers # of short courses delivered # of full qualifications delivered 	 All training programs developed in response to demand from employers Pro-forma contracts included in SDF Procedures Manual 2 contracts with non-government national training providers ISDF developed a mechanism to engage government national training providers and engaged 2 government national training providers 1 contract with a local enterprise 1 contract with an international training providers 2 contracts with international service providers 6 short courses delivered 2 full qualifications delivered 	Output achieved

 Intermediate outcomes Trainees graduate in areas of priority for national employers 	 Proportion of trainees who graduate in areas of priority for national employers 	• 71 of 185	Intermediate outcome achieved
Trainees graduate in areas of priority for international employers	 Proportion of trainees who graduate in areas of priority for international employers 	• 114 of 185	Intermediate outcome achieved
End-of-program outcomes Graduates employment in national and international labour markets	 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 	 Increases in wages of employed trainees working in the formal sector. Most trainees report increases of more than \$400 a fortnight. Increases in income for those trainees in subsistence or informal sectors. Most trainees report an increase of less than \$100 a fortnight. Improved nutrition related to increase income from training for those in subsistence and informal sectors 	Outcome achieved

	Indicators	Achievement	Assessment
Outputs			
• Minimum standards for the services provided and for learning outcomes	 TNQAB national and international training provider registration guidelines TNQAB national and international course accreditation guidelines Financial guidelines 	 ISDF contracted training providers have conformed to TNQAB national and international training provider registration guidelines ISDF contracted private companies do not meet all of the sub-standards for provider registration Where ISDF has contracted national training providers to deliver courses, they have met TNQAB course accreditation standards Where employers demand training in areas where there are no TNQAB courses accredited, ISDF procures international training providers to develop courses based on established unit standards that are registered on qualification frameworks in Tonga, Australia or New Zealand. Only two qualifications have been accredited by TNQAB so far. There are no TNQAB financial guidelines to follow. ISDF purchases training services at market rates. Financial proposals are part of the assessment of training and are assessed and approved by the TAG. 	Output achieved
 Set of flexible, high quality models of skills training established that are responsive to the needs of 	 # of models identified in ATP # of models developed to training outline stage # of piloted models that are identified for scaling up 	 19 models identified in ATP 6 models developed to training outline stage 6 piloted models identified for scaling up 	Output achieved

industry			
 Training specific to identified skill demand purchased from training providers meeting required standards 	 Increased number of national and international training providers fully compliant with TNQAB requirements # of SDF Contracts 	 No increase in the number of national and international training providers fully compliant with TNQAB requirements 6 ISDF Contracts In addition, ISDF acted as the proxy contractor on behalf of two government providers for their services on five different courses 	Output partially achieved. The part of the output that was achieved was ISD purchasing training from providers. ISDF purchased training from non- government providers and developed a mechanism for engaging governmen providers. Prior to this point, government providers could not be contracted. ISDF acted as a proxy contractor and agreed with government providers to purchase services in return for specified equipment. The part of the output that wasn't achieved was having new providers compliant with TNQAB requirements. The difficulty and delay in getting Nishi Enterprises as an RTO is indicative of the process change required in TNQAB from a policing to a facilitative role
• TVET courses, meeting international standards, delivered in Tonga	 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 	 259 additional students undertook internationally recognised courses with 185 students completing the courses Mutual recognition agreements between TNQAB and NZQA for two courses Two new auspicing agreements between national and international training providers 	Output achieved

Intermediate outcomes Increased use of ISDF models by existing training providers 	 Increased number of models used by national training providers 	 Increased number of models used by national training providers 	Intermediate outcome achieved. Three of the nine national training providers (TIST-SoA, ATI and SJBC) in Tongatapu are piloting flexible models developed under ISDF.
Registration of new training providers	 # of private businesses that become Registered Training Organisations 	 No private businesses have become Registered Training Organisations 	Intermediate outcome not achieved. This outcome has not been achieved as there are no new RTOs despite ISDF supporting Nishi Enterprises application. As mentioned previously, the failure to achieve a result is indicative of the process change required in TNQAB from a policing to a facilitative role
End-of-program outcomes Quality Institutions and Systems 	 Training that meets national and regional quality standards increasingly purchased from national providers 	 Training has been purchased by ISDF. 	Outcome partially achieved. ISDF has shown that it is possible to purchase quality training from government and non-government providers nationally and internationally. The question is whether national training providers will continue to deliver this type of training while qualifications remain unaccredited by TNQAB.

KRA 3: Sustainability

	Indicators	Achievement	Assessment
Outputs			
The APTC Centre for Professional Development delivers Australian Certificate IV in Training and Assessment	 Increased number of Tongan trainers with Certificate IV in Training and Assessment 	 ISDF supported 99 Tongan trainers from TVET institutions to gain their Certificate IV in Training and Assessment. 	Output achieved
The APTC Centre for Professional Development delivers relevant technical courses at Australian Certificate III as a minimum in areas of high skill demand	 Increased number of Tongan trainers with at least a Certificate III in relevant technical area 	 17 trainers gained their Certificate in Change Management through ISDF support. 	Output not achieved ISDF has not progressed further with APTC delivering technical training as the DFAT funded Scholarships Program is funding at the Certificate III level.
• The APTC assists Tongan training providers develop international standard courses for TNQAB accreditation	 Increased number of international standard courses accredited by TNQAB Increased number of international standard courses delivered by national training providers 	 Two new international standard courses accredited by TNQAB Four new international standard courses have been delivered by national training providers 	Output achieved
• Formal partnership arrangement established between APTC and TIST	 TIST supports the delivery of APTC qualifications in Tonga Professional development mechanisms established to enable short assignment of TIST trainers to act as APTC 	 The MoU between TIST and APTC is only beginning to be implemented. APTC has begun to support TIST in the delivery of Plumbing Certificate I and II. The support is in the preliminary stages of audit. Professional development mechanisms have 	Output achieved

	tutorsPathways for TIST graduates to the APTC established	 been established but do not include mechanisms for TIST trainers to act as APTC tutors No pathways for TIST graduates to the APTC have been established 	
Intermediate outcomes			
• Improved leadership and management of TVET training providers in Tonga	 Increased number of TVET managers in Tonga acquire international management qualifications through the APTC 	 17 leaders graduated from the Emerging leaders course delivered through APTC 	Graduates report that the courses were relevant, give examples of using their skills and say that their managers are supportive of them using their skills.
End-of-program outcomes			
 An on-going and effective model of mutually supportive arrangements between the APTC and national TVET system development 	 Increased number of Tongan tertiary institutions providing quality assured qualifications to an international quality standard 	 No increase in the number of Tongan tertiary institutions providing quality assured qualifications to an international quality standard 	Outcome not achieved The assumption of this KRA is that APTC will form relationships throughout the TVET system in Tonga which will contribute to increased quality and increased provision of international standard qualifications. The project has taken a different approach from the design. Increased quality has been encouraged through partnerships with a number of international providers, not only APTC. ISDF has supported the MoU between TIST and APTC, but this is only beginning to be implemented. TNQAB's policing, rather than facilitative, role impedes recognition of international qualifications in Tonga.

KRA 4: Equity

Outputs	Indicators	Achievement	Assessment
Gender and inclusion plan developed that identifies areas of priority and approach to equity of access	 Gender and inclusion plan 	 ISDF developed a Gender and Inclusion plan and this was approved by DFAT. 	 Output achieved
Annual Training Plan incorporates training for traditionally female oriented occupations in equal measure to traditionally male oriented occupations	 # of courses for traditionally female occupations # female trainees Proportion of female trainees 	 ISDF delivered two courses in traditionally female occupations and nine courses in traditionally male occupations. 86 women completed ISDF programs and 99 men. There is an equal proportion of female and male trainees in ISDF courses (approximately 46% female) 	• Output achieved
Incentive mechanisms to attract women into skills development training for traditionally male dominated occupations	 # scholarships and fee subsidy awards taken up by females in non-traditional areas Increased proportion of females in traditionally male oriented training 	 There have been no scholarships or fee subsidy awards for women given ISDF was a pilot and all training is provided for free Women participated in traditionally male oriented training. Measuring whether the proportion of female in male oriented training increased over the life of the project did not make sense, given the limited amount of training delivered. It may be more useful to measure an increase between ISDF and S4IEG. Or it may be more useful to maintain the current good statistics ISDF has achieved in females participating in training for traditionally male oriented occupations. 	Output achieved ISDF has been able to attract women into skills development training for traditionally male dominated occupations. ISDF has not had to use incentive mechanisms at this stage. The fact that training was free and the prospect of an increased income through the WIH and RSE/ SWP training was enough of an incentive.
Incentive mechanisms to ensure improved access to skill development for disabled people	# of people with disabilities in ISDF skill development training	 Seven people with disabilities completed ISDF training. Three participants with disabilities completed the Farmer Field School training. Four participants with 	Output achieved While there has been seven people with disabilities included in ISDF training, there is a question of whether this is

		disabilities completed the Disability Awareness and Inclusion training.	adequate representation given people with disabilities are estimated to be ten per cent of the population in Tonga. As above, ISDF has been able to attract people with disabilities into skills development training. ISDF has not had to use incentive mechanisms at this stage for either employers or workers. ISDF encouraged employers to consider taking on PWD in the training. Finally, people with disabilities were included in the Farmer Field School training. The fact that training was free was an incentive. The prospect of an increased income through the FFS training may have been an incentive on one training program. The fact that training was in the area of disability awareness raising may have been an incentive on the
Intermediate outcomes			other training program.
Female graduates with skills and qualifications relevant to regional and international labour markets	 Increased numbers of females with qualifications that are accepted regionally and/or internationally 	 86 women have completed ISDF courses gaining skills that are recognized nationally and internationally. 	Intermediate outcome partially achieved. An increased number of women have completed ISDF courses based on NZ accredited content. This has provided these women with skills relevant to national and international labour markets. However, these women have yet to secure a Tongan qualification. The qualification is dependent on TNQAB accreditation of ISDF courses and subsequent recognition of prior

			learning.
 Graduates with disabilities have skills and qualifications relevant to regional and international labour markets 	 Increased numbers of graduates with disabilities have qualifications that are accepted regionally and/or internationally 	 Seven PWD have yet graduated from ISDF courses. 	As above, an increased number of people with disabilities have completed ISDF courses based on NZ accredited content. This has provided these people with skills relevant to national and international labour markets. However, these people have yet to secure a Tongan qualification. The qualification is dependent on TNQAB accreditation of ISDF courses and subsequent recognition of prior learning.
End-of-program outcomes			
• Female graduates employment in national and international labour markets in equal proportion to males	 Increased number of females 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 	 No gendered difference in outcomes for men or women Increases in wages of employed trainees working in the formal sector. Most trainees report increases of more than \$400 a fortnight. Increases in income for those trainees in subsistence or informal sectors. Most trainees report an increase of less than \$100 a fortnight. Improved nutrition related to increase income from training for those in subsistence and informal sectors 	Outcome achieved There has been improved employment or livelihood outcomes for those females who have been involved in ISDF. Females in formal employment have received higher wages or increased responsibility. Females in the subsistence sector have moved to the informal sector, increased their income, their health or nutrition (and that of their family). The outcomes achieved suggest the outcome indicators should be modified for S4IEG – from only employment and setting up small business, to wages, responsibility, movement from one sector to another (subsistence to informal, informal to formal), health and nutritional status.
 Employment in national and 	 # of disabled people gaining employment in their chosen 		Outcome achieved Note as above for women

international	fields of study, in local,	
labour markets for	regional and international	
disabled people	labour markets	
	 # of small businesses set up 	
	and operated by disabled	
	people	

KRA 5: Efficiency

	Indicators	Achievement	Assessment
Outputs			
Fully accountable and transparent policies and procedures in place to purchase training under contract from national and international training providers	 # of contracts with training providers # of contract compliance issues # of contract complaints 	 2 contracts with training providers, 1 contract with enterprise. No contract compliance issues. 1 contract complaint on the WIH program. ISDF investigated this complaint and resolved the issues. 	Output achieved
Human resource management, office administration, logistics and occupational health and safety policy and procedures fully documented and implemented	 Staff recruitment compliant Asset procurement and management compliant OH&S incidents Security incidents 	 Compliant recruitment process – advertised positions, panel for review of CVs and interview. Compliant asset procurement process and asset management system. No OH&S incidents. No security incidents. 	Output achieved
Facility and SDF financial procedures and reporting requirements fully documented and implemented	 ISDF pro forma contracts fully compliant Financial reports fully compliant Annual Training Plan aligned to budget 	 Pro forma contracts follow UQ's contract procedures. Financial reports compliant with Australian accounting standards ATP was aligned to the budget. 	Output achieved
Contract implementation monitored	 # of training programs in relation to Annual Training Plan Participation rates Completion rates 	 6 training programs completed. 19 courses originally identified as options. 259 people participated in ISDF training. 185 people completed ISDF training. General completion rate is between 70-80 per cent. Approximately 45 per cent completion rate for 	Output achieved

		WIH.	
Graduate outcomes monitored and evaluated	 # of trainees (disaggregated) # of graduates (disaggregated) # graduates employed after 6 months (disaggregated) # graduates employed after 12 months (disaggregated) 	 Disaggregated trainee data is collected Disaggregated graduate data is collected Graduate outcome data is collected – but at 6 week rather than 6 month point, based on experience of related TVET program in Vanuatu Graduate outcome data is collected – but at 12 week rather than 12 month point, based on experience of related TVET program in Vanuatu 	Output achieved
Intermediate outcomes			
Widespread awareness and understanding of the operations and benefits of the ISDF	 # media reports Positive employer attitudes Demand for places in ISDF supported training 	 At least 6 media reports - media were involved via the graduation ceremony for each training Nearly all villages across Tonga have had participants involved in some way. APTC activities was publicised via graduation and for Signing of Partnership agreement. Face book communication strategy was used for TAE Cert 4 students and for PWD training. Employers are positive during consultations on ISDF's ability to provide relevant training in a flexible way. There has been demand from employers for ISDF training 	Intermediate outcome achieved
End-of-program outcomes			
High level Government support for continuing reform of TVET system	 TVET system increasingly providing training in response to employer 	 High level government support for continuing reform of the TVET system is constrained by turnover of staff at the highest levels and with the CEO of TNQAB serving in acting capacity. Additionally, structural constraints exist in relation to government training institutes being able to respond to employer demand in short time- frames. 	End-of-program outcome not achieved.

Appendix 2: Detailed output and outcome reporting

ISDF Strategic Objective: A workforce skilled to meet the available employment opportunities in Tonga and overseas

KRA 1: EFFECTIVENESS

How has ISDF targeted training improved employability and employment outcomes of Tongan graduates both nationally and internationally, in areas of labour market demand?

Outputs/Outcomes	Indicators	Means of verification	Achievement
Outputs			
 Labour Market Analysis 	 Sectors of priority identified # of short courses identified # of full courses identified 	• Annual Training Plan	 Output achieved based on progress against indicators: Sectors of priority identified 10 short courses identified 9 short courses identified
 Database of national training providers 	 Database of national training providers identifying individual strengths and characteristics developed National training providers with strengths in given sectors, including partnerships with international training providers identified 	 Baseline study of national training providers 	 Output achieved based on progress against indicators: Baseline report on national training providers developed Strengths of national training providers in given sectors, including partnerships with international training providers identified
Development and delivery of training related to labour market demand	 Proportion of training programs developed in response to demand from employers Pro-forma contracts included in SDF Procedures Manual 	 Annual training plan Training proposals ISDF contracts Training provider reports ISDF monitoring data 	 All training programs developed in response to demand from employers Pro-forma contracts included in SDF Procedures Manual 2 contracts with non-government national training providers

	 # of contracts with national training providers # of contracts with international training providers # of short courses delivered # of full qualifications delivered 		 ISDF developed a mechanism to engage government national training providers and engaged 2 government national training providers 1 contract with a local enterprise 1 contract with an international training provider 2 contracts with international service providers 6 short courses delivered 2 full qualifications delivered
Intermediate Outcomes			
 Trainees graduate in areas of priority for national employers 	 Proportion of trainees who graduate in areas of priority for national employers 	ISDF outcome survey	• 71 of 185
 Trainees graduate in areas of priority for international employers 	 Proportion of trainees who graduate in areas of priority for international employers 	ISDF outcome survey	• 114 of 185
End of Facility Outcomes			
 Graduates employment in national and international labour markets 	 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 	 Outcomes survey of participants Interview with RSE/SWP employers, Housekeeping employer, and Nishi Trading. 	 Increases in wages of employed trainees working in the formal sector. Most trainees report increases of more than \$400 a fortnight. Increases in income for those trainees in subsistence or informal sectors. Most trainees report an increase of less than \$100 a fortnight. Improved nutrition related to increase income from training for those in subsistence and informal sectors

KRA 2: TVET System Strengthening

What models have been 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	Achievement
Outputs			
 Minimum standards for the services provided and for learning outcomes 	 TNQAB national and international training provider registration guidelines TNQAB national and international course accreditation guidelines Financial guidelines 	 TNQAB registration guidelines TNQAB registration guidelines 	 ISDF contracted training providers have conformed to TNQAB national and international training provider registration guidelines ISDF contracted private companies do not meet all of the sub-standards for provider registration (1.2 The provider has measurable goals and objectives for education and training and 1.4 The provider has adequate and appropriate governance and management to achieve its education and training goals and objectives). Where ISDF has contracted national training providers to deliver courses, they have met TNQAB course accreditation standards Where employers demand training in areas where there are no TNQAB courses accredited, ISDF procures international training providers to develop courses based on established unit standards that are registered on qualification frameworks in Tonga, Australia or New Zealand. Only two qualifications have been accredited by TNQAB so far. There are no TNQAB financial guidelines to follow. ISDF purchases training services at market rates. Financial proposals are part of the assessment of training and are assessed and approved by the TAG.

 Set of flexible, high quality models of skills training established that are responsive to the needs of industry 	 # of models identified in ATP # of models developed to training outline stage # of piloted models that are identified for scaling up 	ATPTraining Proposals	 19 models identified in ATP 6 of models developed to training outline stage 6 piloted models identified for scaling up
 Training specific to identified skill demand purchased from training providers meeting required standards 	 Increased number of national and international training providers fully compliant with TNQAB requirements # of SDF Contracts 	ISDF Contracts	 No increase in the number of national and international training providers fully compliant with TNQAB requirements 6 ISDF Contracts In addition, ISDF acted as the proxy contractor on behalf of two government providers for their services on five different courses
 TVET courses, meeting international standards, delivered in Tonga 	 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 	 ISDF monitoring data ISDF baseline surveys ISDF outcome surveys Training provider reports TNQAB course accreditation database 	 259 additional students undertook internationally recognised courses with 185 students completing the courses Mutual recognition agreements between TNQAB and NZQA for two courses Two new auspicing agreements between national and international training providers

Intermediate Outcomes			
 Increased use of ISDF models by existing training providers 	 Increased number of models used by national training providers 	 Training provider reports Interviews with training providers 	 3 national training providers have used ISDF models (TIST-SoA, ATI and SJBC) Interviews with these training providers shows an interest in using these models in the future
 Registration of new training providers 	 # of private businesses that become Registered Training Organisations 	 TNQAB registration database 	 No private businesses have become Registered Training Organisations
End of Facility Outcomes			
 Quality Institutions and Systems 	 Training that meets national and regional quality standards increasingly purchased from national providers 	ISDF contracts	• ISDF has shown that it is possible to purchase quality training from providers to meet employer demand. The question is whether national training providers will continue to deliver this type of training while qualifications remain unaccredited by TNQAB.

KRA 3

Tonga Institute of Science and Technology capacity building: What capacity building outcomes have been achieved through mutually supportive arrangements between the Australian Pacific Technical College (APTC) and the Tongan Institute of Science and Technology (TIST)?

Outputs/Outcomes	Indicators	Means of Verification	Achievement
Outputs			
 The APTC Centre for Professional Development delivers Australian Certificate IV in Training and Assessment 	 Increased number of Tongan trainers with Certificate IV in Training and Assessment 	 ISDF monitoring data APTC Training Reports ISDF outcome survey of graduates 	 99 Tongan trainers gained a 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 	 Increased number of Tongan trainers with at least a Certificate III in relevant technical area 	 ISDF monitoring data APTC Training Reports ISDF outcome survey of graduates 	17 trainers gained their Certificate in Change Management through ISDF support. ISDF has not progressed further with delivering technical training as the DFAT funded Scholarships Program is funding at the Certificate III level.
 The APTC assists Tongan training providers develop international standard courses for TNQAB accreditation 	 Increased number of international standard courses accredited by TNQAB Increased number of international standard courses delivered by national training providers 	 ISDF Monitoring data TNQAB course accreditation database 	 Two new international standard courses accredited by TNQAB National Certificate in Horticulture (Level 1) (Practical) - 14 credits towards the certificate NZ Certificate in Business (Level 3) (Intro to Team Leadership) - 12

			 credits towards the certificate Four new international standard courses have been delivered by national training providers Certificate II in Horticulture Certificate II in Food Safety-Manufacturing. National Certificate in Horticulture 	
			 (Level 1) (Practical) - 14 credits towards the certificate NZ Certificate in Business (Level 3) (Intro to Team Leadership) - 12 credits towards the certificate 	
• Formal partnership arrangement established between APTC and TIST	 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 	• APTC-TIST MoU	 The MoU between TIST and APTC is only beginning to be implemented. APTC has begun to support TIST in the delivery of Plumbing Certificate I and II. The support is in the preliminary stages of audit. Professional development mechanisms have been established but do not include mechanisms for TIST trainers to act as APTC tutors No pathways for TIST graduates to the APTC have been established 	
Intermediate Outcomes				
 Improved leadership and management of TVET training providers in Tonga 	 Increased number of TVET managers in Tonga acquire international management qualifications through the APTC 	APTC Training ReportISDF Monitoring data	 17 leaders graduated from the Emerging leaders course delivered through APTC 	

End of Facility Outcomes

- An on-going and effective model of mutually supportive arrangements between the APTC and national TVET system development
- Increased number of Tongan tertiary institutions providing quality assured qualifications to an international quality standard

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• TNQAB course accreditation database

Outcome not achieved. The two courses that have been accredited by TNQAB are partial qualifications. The two full qualifications that have been delivered by ISDF courses have not yet been cross-accredited by TNQAB.

KRA 4

Equity: Have completion rates of women and disabled people in skills development training linked to employability outcomes improved?

Outputs/Outcomes	Indicators	Means of Verification	Achievement
Outputs			
 Gender and inclusion plan developed that identifies areas of priority and approach to equity of access 	• Gender and inclusion plan	 Gender and Inclusion Plan 	 ISDF developed a Gender and Inclusion plan and this was approved by DFAT.
 Annual Training Plan incorporates training for traditionally female oriented occupations in equal measure to traditionally male oriented occupations 	 # of courses for traditionally female occupations # female trainees Proportion of female trainees 	 Annual training plan ISDF baseline survey. Results entered into ISDF monitoring and evaluation database ISDF baseline survey. Results entered into ISDF monitoring and evaluation database 	 ISDF delivered two courses in traditionally female occupations and nine courses in traditionally male occupations. 86 women completed ISDF programs and 99 men. There is an equal proportion of female and male trainees in ISDF courses (approximately 46% female)
 Incentive mechanisms to attract women into skills development training for traditionally male dominated occupations 	 # scholarships and fee subsidy awards taken up by females in non-traditional areas Increased proportion of females in traditionally male oriented training 	 Annual training plan ISDF baseline survey. Results entered into ISDF monitoring and evaluation database 	 There have been no scholarships or fee subsidy awards for women given ISDF was a pilot and all training is provided for free Women participated in traditionally male oriented training. Measuring whether the proportion of female in male oriented training increased over the life of the project did not make sense, given the limited amount of training delivered. It may be more useful to measure an increase between ISDF and S4IEG.

 Incentive mechanisms to ensure improved access to skill development for disabled people 	 # of people with disabilities in ISDF skill development training 	 ISDF baseline survey. Results entered into ISDF monitoring and evaluation database 	 Or it may be more useful to maintain the current good statistics ISDF has achieved in females participating in training for traditionally male oriented occupations. Seven people with disabilities completed ISDF training. Three participants with disabilities completed the Farmer Field School training. Four participants with disabilities completed the Disability Awareness and Inclusion training.
Intermediate Outcomes			
 Female graduates with skills and qualifications relevant to regional and international labour markets 	 Increased numbers of females with qualifications that are accepted regionally and/or internationally 	 ISDF baseline survey. Results entered into ISDF monitoring and evaluation database 	 86 women have completed ISDF courses gaining skills that are recognized nationally and internationally. As noted previously, no graduates have received qualifications as yet. Qualifications are dependent on TNQAB accreditation and subsequent recognition of prior learning.
 Graduates with disabilities have skills and qualifications relevant to regional and international labour markets 	 Increased numbers of graduates with disabilities have qualifications that are accepted regionally and/or internationally 	 ISDF baseline survey. Results entered into ISDF monitoring and evaluation database 	 Seven PWD have yet graduated from ISDF courses. The three graduates from the Farmer Field School training have gained skills that are recognized nationally and internationally. Again, no graduates have received qualifications as yet. Qualifications are dependent on TNQAB accreditation and subsequent recognition of prior learning.
End of Facility Outcomes			
 Female graduates employment in national and international labour 	 Increased number of females gaining employment in their 	 Graduate outcome survey Graduate outcome 	 85 women completed ISDF programs Increases in wages of employed trainees working in the formal sector. Most trainees

markets in equal proportion to males	 chosen fields of study, in local, regional and international labour markets # of small businesses set up and operated by female graduates 	survey	 report increases of more than \$400 a fortnight. Increases in income for those trainees in subsistence or informal sectors. Most trainees report an increase of less than \$100 a fortnight. Improved nutrition related to increase income from training for those in subsistence and informal sectors
 Employment in national and international labour markets for disabled people 	 # 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 disabled people 	 Graduate outcome survey Graduate outcome survey 	 3 people with disabilities completed ISDF programs Survey responses from 2 people with disabilities show outcomes are the same as for those without disabilities. Income increased for one PWD by more than \$100 and for the other PWD by more than \$200. Both people report improved nutrition and health outcomes.

KRA 5

Facility Management: What policies and procedures have been set up, used and monitored to purchase quality training under contract from national and international training providers?

Outputs/Outcomes	Indicators	Means of verification	Achievement
Outputs			
 Fully accountable and transparent policies and procedures in place to purchase training under contract from national and international training providers 	 # of contracts with training providers # of contract compliance issues # of contract complaints 	 ISDF Contracts ISDF Files ISDF Files 	 2 contracts with training providers, 1 contract with enterprise. No contract compliance issues. 1 contract complaint on the WIH program. ISDF investigated this complaint and resolved the issues.
 Human resource management, office administration, logistics and occupational health and safety policy and procedures fully documented and implemented 	 Staff recruitment compliant Asset procurement and management compliant OH&S incidents Security incidents 	 HR Processes documented in Operations manual Asset management system ISDF Files ISDF Files 	 Compliant recruitment process – advertised positions, panel for review of CVs and interview. Compliant asset procurement process and asset management system. No OH&S incidents. No security incidents.
 Facility and SDF financial procedures and reporting requirements fully documented and implemented 	 ISDF pro forma contracts fully compliant Financial reports fully compliant Annual Training Plan aligned to budget 	 ISDF Contracts ISDF Financial reports as part of Annual reports ISDF Financial reports as part of Annual reports 	 Pro forma contracts follow UQ's contract procedures. Financial reports compliant with Australian accounting standards ATP was aligned to the budget.

 Contract implementation monitored 	 # of training programs in relation to Annual Training Plan Participation rates Completion rates 	 Annual training plan Baseline and monitoring data Monitoring data 	 6 training programs completed. 19 courses originally identified as options. 259 people participated in ISDF training. 185 people completed ISDF training. General completion rate is between 70-80 per cent. Approximately 45 per cent completion rate for WIH.
Graduate outcomes monitored and evaluated Intermediate Outcomes	 # of trainees (disaggregated) # of graduates (disaggregated) # graduates employed after 6 months (disaggregated) # graduates employed after 12 months (disaggregated) 	 Monitoring data Monitoring data Outcome survey data Outcome survey data 	 Disaggregated trainee data is collected Disaggregated graduate data is collected Graduate outcome data is collected – but at 6 week rather than 6 month point, based on experience of related TVET program in Vanuatu Graduate outcome data is collected – but at 12 week rather than 12 month point, based on experience of related TVET program in Vanuatu
Widespread awareness and understanding of the operations and benefits of the ISDF	 # media reports Positive employer attitudes Demand for places in ISDF supported training 	 Media Consultations with employers Consultations with employers 	 At least 6 media reports - media were involved via the graduation ceremony for each training Nearly all villages across Tonga have had participants involved in some way. APTC activities was publicised via graduation and for Signing of Partnership agreement. Face book communication strategy was used for TAE Cert 4 students and for PWD training. Employers are positive during consultations on ISDF's ability to provide relevant training in a flexible way. There has been demand from employers for

			ISDF training
End of Facility Outcomes			
 High level Government support for continuing reform of TVET system 	 TVET system increasingly providing training in response to employer 	 Consultations with government representatives in MET and Training Providers 	 High level government support for continuing reform of the TVET system is constrained by turnover of staff at the highest levels and with the CEO of TNQAB serving in acting capacity. Additionally, structural constraints exist in relation to government training institutes being able to respond to employer demand in short time-frames.

	Summary Form A: Institution and Quality Assurance Mechanism 2014							
ar	TVET Prov	Programme(s)	TNQAB Accredited	Cross Accrediation by TNQAB	International Linkage	Evidence of Linkage	Linkage Duration(yrs)	Level
2014	SJBC	Secretarial Studies	1 ¹	х	CESA (AUST)	MOU	every year	Cert 3
	МТІ	Automotive Trade	IP ²	x	MTI(FJ)	nil	nil	Cert 3
		Building Carpentry	X ³	x	MTI(FJ)	nil	nil	Cert 2
	TIHE	Accounting	1	x	USP (FJ) USP (FJ)&	MOU	no limited time	Cert 4 & Diplor
		Information Systems	IP	x	Open Polytech of NZ	MOU	no limited time	Cert 4 & Diplor
		Computer Science	IP	x	USP (FJ)& Open Polytech of NZ	MOU	no limited time	Cert 4 & Diplor
		Media Journalism	x	x	FIT&FNU (FJ)			Cert 4 & Diploi
	TIST	Carpentry	IP	х	nil	nil	nil	Cert 4
		General Engeneering	х	х	nil	nil	nil	Cert 4
		Auto Mechanics	1	х	nil	nil	nil	Cert 4
		Electrical Engineering	1	x	nil	nil	nil	Cert 4
		Panel Beating and Spray Painting	x	x	nil	nil	nil	Cert 4
	NCVS	Tourism Mgt	x	х	AIS(NZ)	MOU	since2007	Diplor
		Int'l Business	x	х	AIS(NZ)	MOU	since2007	Diplor
		Info Tech	x	x	AIS(NZ)	MOU	since2007	Diplor
		Agriculture	1	x	USP, Massey Uni (NZ)	MOU	since2007	Cert 4 Diploi
	тті	Dip Business	1	1	Whitireia Polytec(NZ)	MOU	over 5 yrs	Diploi
		Certificate in Info Tech	1	1	Whitireia Polytec(NZ)	MOU	over 5 yrs	Cert 5
		Dip Info Tech	1	1	Whitireia Polytec(NZ)	MOU	over 5 yrs	Diploi
		Dip Info Tech	1	1	Whitireia Polytec(NZ)	MOU	over 5 yrs	Diploi
		National Dip in Architechtural Technology	x	x	Wellington Poly Tech (NZ)	MOU	over 5 yrs	Diploi
		Dip in Teaching	x	x	Bethlihem Tertiary Institute (NZ)		over 5 yrs	Diploi
	QSSN	Dip in Nursing	1	x	BYU(Brovo Utah, USA)	МОА	over 10 yrs	Diploi

Appendix 3: Summary of baseline training provider data

¹ Accredited ² In Progress ³ Not accredited

	Commercial Cookery &Catering	1	x	MIT(NZ)	МОА		Cert 4
ATI	Tourism Fashion and Design	1	x	Tauranga Poly Tech (NZ)	MOA		Cert 4
	Hospitality Accom Services	IP	x	MIT(NZ)	MOA		Cert 4
	Aged Care & Home and Comm Care	x	x	APTC(AUST)	MOU	july-dec2014	Cert 3
UTRI	Cert in Tourism and Hospitality	x	x	Martin Hautus Institute(NZ)	Contract	5 yrs	Cert 2

Appendix 4: Consultations with employers

2014 December progress report

Stakeholder	Category	Nature of consultation
TCCI and TBEC	Industry	Industry training priorities and OHSW issues
Kiwi Tonga	Construction	Training needs and capacity to be involved in workplace training-Construction Supervision
Oregon International	Construction	Training needs and capacity to be involved in workplace training-Project management
Fletcher-Royco Construction	Construction	Training needs and capacity to be involved in workplace training-Plumbing
SKIPS Joinery	Construction Manufacturing	Training needs and capacity to be involved in workplace training-RTO Possibility
Cocker Enterprises Ltd	Manufacturing	Training needs and capacity to be involved in workplace training-Village connections
Royal Beer	Manufacturing	Training needs and capacity to be involved in workplace training-Start up training needs
Ca'Bella Construction	Construction	Training needs and capacity to be involved in workplace training
Tonga Airport Limited	Tourism	Training needs-Airport Focus
Tonga Tourist Bureau	Tourism	Training needs-customer care across industry
Air New Zealand	Tourism	Training needs-Airport Focus
Professional Associations- Auto	Retail	Training needs-micro enterprises
Nishi Industries	Horticulture	Training needs and RTO export focus
TEQM/PHAMA	Horticulture	Village based Horticulture support for women
GroFED	Horticulture	Training Needs-MAFFF connections
Langafonua	Manufacturing	Training Needs-handicraft
Tonga Cable Co	ICT	Training needs-Web related
ТСС	ICT	Traing Needs

March 2015 Progress report

Stakeholder	Category	Nature of consultation
Kiwi Tonga	Construction	Plumbing
Oregon International	Construction	Plumbing
Fletcher-Royco Construction	Construction	Plumbing
SKIPS Joinery	Construction Manufacturing	Pre-apprentice training needs and capacity to be involved in workplace training - RTO possibility
Royal Beer	Manufacturing	Pre-apprentice training for bottling and packing production line
Tonga Tourist Bureau	Tourism	Training needs - housekeepers training
Nishi Industries	Horticulture	Training needs and RTO export focus

June 2015 report

Stakeholder	Category	Nature of consultation
Oregon International	Construction	Plumbing
Fletcher-Royco Construction	Construction	Plumbing
SKIPS Joinery	Construction Manufacturing	Pre-apprentice training needs and capacity to be involved in workplace training - RTO possibility
Royal Beer	Manufacturing	Pre-apprentice training for bottling and packing production line
Tonga Tourist Bureau	Tourism	Training needs - housekeepers training
Nishi Industries	Horticulture	Training needs and RTO export focus
Digicel	Industry IT support	Youth training for ICT
Scenic Hotel	Tourism	Housekeepers training venue

September 2015 Progress report

Stakeholder	Category	Nature of consultation
Fletcher-Royco	Construction	Plumbing

Stakeholder	Category	Nature of consultation
Construction		
SKIPS Joinery	Construction Manufacturing	Pre-apprentice training needs and capacity to be involved in workplace training - RTO possibility
Royal Beer	Manufacturing	Food production and related products training
Sitani Mafi bakery	Manufacturing	Food production and related products training
Pacific Sunrise Fishing	Manufacturing	Food production and related products training
Nishi Industries	Horticulture	Farmer Field School
TEQM/PHAMA	Horticulture	Village based horticulture support for women
Scenic Hotel	Tourism	Housekeepers training venue

March 2016

Stakeholder	Category	Nature of consultation
Nishi Industries	Private Sector	FFS Graduation
Royal Beer Company	Private Sector	Food Safety Training
Sitani Mafi Bakery	Private Sector	Food Safety Training-OHSW focus
Pacific Sunrise Fishing	Private Sector	Food Safety Training
Tanoa Hotel Group	Private Sector	Training in Hospitality
РНАМА	Private Sector	Women in Horticulture Training

Appendix 2-ISDF Assets Register

TSP Registered

Items #	ISDF #	Descriptions	Assets Location	Assets Status
TSP0005	ISDF001	CPU	TIHE OFFICE	Inoperative
TSP0012	ISDF002	Reception Table	TIHE OFFICE	Operational
TSP0014	ISDF003	whiteboard	TIHE OFFICE	Operational
TSP0020	ISDF004	Reception Table	TIHE OFFICE	Operational
TSP0021	ISDF005	Reception Table	TIHE OFFICE	Operational
TSP0022	ISDF006	Office Chair	TIHE OFFICE	Operational
TSP0033	ISDF007	CPU(HP Proliant ML110 G6	TIHE OFFICE	Operational
TSP0037	ISDF008	CPU	TIHE OFFICE	Operational
TSP0040	ISDF009	Office Chair	TIHE OFFICE	Operational
TSP0042	ISDF010	Office Chair	TIHE OFFICE	Operational
TSP0049	ISDF011	Monitor LG	TIHE OFFICE	Operational
TSP0052	ISDF011	Printer (HP Laser Jet 153dnf MFP)	TIHE OFFICE	Operational
TSP0052	ISDF012	Printer (HP Laser Jet 153dnf MFP)	TIHE OFFICE	Operational
TSP0056	ISDF015	Cabinet	TIHE OFFICE	Operational
TSP0057	ISDF015	Cabinet	TIHE OFFICE	Operational
TSP0059	ISDF016	Cabinet	TIHE OFFICE	Operational
TSP0060	ISDF017	Cabinet	TIHE OFFICE	Operational
TSP0061	ISDF018	Cabinet	TIHE OFFICE	Operational
TSP0065	ISDF019	WHiteboard	TIHE OFFICE	Operational
TSP0066	ISDF020	WHiteboard	TIHE OFFICE	Operational
TSP0068	ISDF021	Office Chair	TIHE OFFICE	Operational
TSP0069	ISDF022	Office Chair	TIHE OFFICE	Operational
TSP0070	ISDF023	Office Chair	TIHE OFFICE	Operational
TSP0071	ISDF024	Office Chair	TIHE OFFICE	Operational
TSP0073	ISDF025	Reception Table	TIHE OFFICE	Operational
TSP0074	ISDF026	Reception Table	TIHE OFFICE	Operational
TSP0075	ISDF027	Reception Table	TIHE OFFICE	Operational
TSP0076	ISDF028	Reception Table	TIHE OFFICE	Operational
TSP0077	ISDF029	Reception Table	TIHE OFFICE	Operational
TSP0078	ISDF030	Reception Table	TIHE OFFICE	Operational
TSP0079	ISDF031	Reception Table	TIHE OFFICE	Operational
TSP0080	ISDF032	Round Table	TIHE OFFICE	Operational
TSP0081	ISDF033	Reception Table	TIHE OFFICE	Operational
TSP0082	ISDF034	Locker	TIHE OFFICE	Operational
TSP0083	ISDF035	Locker	TIHE OFFICE	Operational
TSP0084	ISDF036	Water Dispenser	TIHE OFFICE	Inoperative
TSP0087	ISDF037	Binding Machine	TIHE OFFICE	Operational
TSP0089	ISDF038	Office Chair	TIHE OFFICE	Operational
TSP0090	ISDF039	Office Chair	TIHE OFFICE	Operational
TSP0091	ISDF040	Office Chair	TIHE OFFICE	Operational
TSP0092	ISDF041	Office Chair	TIHE OFFICE	Operational
TSP0093	ISDF042	Office Chair	TIHE OFFICE	Operational
TSP0095	ISDF043	Office Chair	TIHE OFFICE	Operational
TSP0096	ISDF044	Office Chair	TIHE OFFICE	Operational
TSP0098	ISDF045	Cabinet	TIHE OFFICE	Operational
TSP101	ISDF046	CPU	TIHE OFFICE	Inoperative

ISDF Assets ≥ \$1000 TOP

1

13D1 A33613 2\$1000	IUP				oanda.com		
Asset ID	Serial Number	Asset Description	Date Purchased	Cost Price in TOP	Cost Price in AUD	Asset Location	Asset Status
001TNG		2 Computer Set i3 PC only Intel Haswell	13/08/2014	\$2,980.00	\$1,710.05	Office @ Tihe	Operational
002TNG	415964	Ricoh Aficio MP 4002SP	17/11/2014	\$19,245.48	\$11,044.10	Office @ Tihe	Operational
003TNG		3 Whiteboard Alumin Fram 1800*1200mm	16/09/2015	\$1,797.36	\$1,096.38	Office @ Tihe	Operational
004TNG		Intel New Haswell Core i3 4160 3.6Ghz	10/08/2015	\$1,945.00	\$1,183.79	Office @ Tihe	Operational
		Toshiba SatPro R50 Business Notebook 15.6" Intel					
05TNG		i5-5200U 4GB 750 GB DVDRW Win7Pro 32/64bit	3/11/2016	\$2,500.00	\$1,464.72	Office @ Tihe	Operationals
SDF ASSETS ≥ \$2000 AUD							
002TNG	415964	Ricoh Aficio MP 4002SP	17/11/2014	\$11,044.10	Office @ Tihe	Operational	
MET Assets							
Asset Descriptions	Asset Location	Asset Description					
oyota Hilux 2010	Office @ Tihe	Operational					
Toyota Platz 2001	Office @ Tihe	Operational					
lenting Assets							
Ricoh Aficio MP C2500	Office @ Tihe	Operational					

Appendix 3-ISDF Models analysis

ISDF Models Adopted

COMMON ATTRIBUTES:

- All training programs are a <u>response</u> to the employer identifying training needs
- All training proposals use a <u>competency based</u> approach to the assessment of skills (competent or not competent)
- Training implementation will respond to the rhythm of the workplace

VARIABLE ATTRIBUTES

Training activity						Delivery a	pproach		Qualification Outcome				
	Village	Workplace	Training	Single	Single	Consortium	Consortium	Consortium Tongan	Part Tongan	Full Tongan	Part International	Full International	Recognition of
			Institution		Tongan provider with RTO, or NGO support	Tongan providers	Tongan and International provider for Teaching, and Resources	and International provider for Resources, and Capacity development	Certificate	Certificate ¹	Certificate-NZQA	Certificate-NZQA	prior learning
Women in Horticulture	Х						Х			Х			
Farmer Field School 1		Х			Х					Х			
Farmer Field School 2	Х				X ²					Х			
SW ³ 1 Leaders-RSE			Х				Х				Х		
SW1 Leaders-SWP			Х				Х				Х		
SW1New Workers-RSE			Х				Х				Х		
SW1New Workers-RSE			Х				Х				Х		
SW2 Leaders			Х					Х			Х		
SW2 New Workers			Х					Х			Х		
Housekeepers		Х		Х					Х				
Food Safety		Х						Х		Х			

¹ TNQAB have not to date accredited the Horticulture Certificate or the Food Safety Certificates. After accreditation, TNQAB have agreed to a recognition process to retrospectively recognise the qualification outcome.

² MORDI funded the teaching and logistics support for this training while ISDF funded the Quality assurance and M&E functions through the School of Agriculture.

³ SW is the acronym used by ISDF for the Seasonal Workers training for the Registered Seasonal Employer (RSE) program in New Zealand, and the Seasonal Workers program (SWP) in Australia

Training Activity	Co	ntract Mana	gement App	roach		Assessment and Moderation					
		Tonga		International	Tonga TVET Assessor	Tonga TVET Moderators	International TVET Trainers	International TVET Moderators			
	Employer	TVET Institution	Other, ISDF, NGO	Offshore Training provider							
WIH	Х				Х	Х					
FFS 1	Х										
FFS 2			Х			Х					
SW1 Leaders-RSE				Х			Х	Х			
SW1 Leaders-SWP				Х			Х	Х			
SW1New Workers-RSE				Х			Х	Х			
SW1New Workers-RSE				Х			Х	Х			
SW2 Leaders				Х	Х			Х			
SW2 New Workers				Х	Х			Х			
Housekeepers		Х			Х	Х					
Food Safety		Х	Х		Х	Х					

THE ISDF SKILLS TRAINING PROCESS

Implementing a Demand Based (or Needs Based) training approach that responds to the employer's training needs¹.

"LINKING SKILLS DEVELOPMENT TO ECONOMIC GROWTH"

Step 1: **Training needs identification**-The Training Coordinator and representatives from the training sector engage with management and staff of enterprises (that are part of the SAG industry sector training priorities) to begin conversations about training needs. A number of meetings and communications between the two parties will occur that enable the members of the business enterprise to clearly articulate their perceptions of their training needs. This is initially a free ranging discussion that over time (up to a month or more) begins to gain greater clarity of training needs. During this discussion, the role and **commitment of the enterprise** to be part of the training delivery is explored by recognising the importance of worksite training. Without this commitment the training is likely to be deferred until at such time that the enterprise is able to make this commitment.

This process may be undertaken in a number of worksites within the industry sector to draw out both common training needs and specialist needs. During this process the training coordinator from ISDF and the training sector representatives will seek to draw out some **specifications of training outcomes** as required by each proprietor for their staff team, and also the capacity for the enterprise to add other non-employees (often casual staff) to the training and to get some indication of timing and completion of the training.

Step 2: **Designing the training program**- The ISDF training coordinator and staff of the training institution(s) analyse the training needs and specifications that have been described and seek to match this to a qualification in terms of content, skills and level. Initially this would become a match against existing TNQAB accredited qualifications either as response to the full qualification or a component of the qualification. If the required training response cannot be provided locally the ISDF coordinator and TVET representatives (training response planners) seek to use **accredited qualifications** (or units thereof) from New Zealand or Australia. The training planners look closely at the outcomes as specified in the proposed accredited training units for quality of the **match against the employers training specifications**. After a period of negotiation (2-3 weeks) and appraisal the set of training units is agreed as an appropriate response to the employers training needs and specifications. This training response may or may not be a full qualification but it responds to the current training needs.

Step 3: Development of the instructional program including:

• **Developing training materials** (teachers and for trainees),

This process required the development of materials suitable as the main instructional resource and reference for trainees -**Trainee Workbook**. The design of these materials sought to mirror the 'lesson' sequence and was mainly organised in a topic or thematic format (Chapters).

The teachers then developed a lesson planning format drawing out the key (about three) teaching/instructional outcomes for each lesson and prepared this in a traditional lesson

¹ The employers are those identified from within the overall Industry and occupations priorities set by the SAG and FMG in the MET Training Plan for 2015-2016

planning format identifying the nature of the lesson activities and sequence. This is important to enable the 'activity based' learning approach to predominate. Smaller groups of 5 trainees with a leader was the common classroom structure for practical focussed learning and skill outcomes.

The activity based lesson activities were usually set within the practical aspects of a lesson and the overall lesson planning reflected a stronger weighting towards the practical training in terms of time on task. As the lesson planning was being developed the resources needed especially for the practical section need to be made abundantly clear and the logistics needed was identified and resources procured (this often included excursions or site visits to industry locations).

• Developing assessment materials (teachers and for trainees),

An **Assessment Workbook** for the trainees is developed that exactly follows the Trainee Workbook in terms of order and sequence. The assessment work book uses questions to be answered or tasks to be completed. In each case the trainee is given an opportunity to redo questions or tasks until the teacher/facilitator is satisfied the trainee is competent for that question or task. The redo activity may be done over several weeks and any activity may be presented in alternative forms (verbal, demonstration, observation) as long as the knowledge or skill is competently demonstrated.

The teacher prepares a table to cross reference the units (if derived from Australia or NZ) as that are written in terms of expected competency outcomes. These outcomes are checked against each question or task in the assessment work book. This is to ensure that the assessment work book provides a <u>comprehensive coverage of all competencies</u>. This often known as the **Assessment Blueprint** or **Table of Specifications.** Once this has been completed the assessment workbook is a valid measure of each chapter and the table can be put aside. If there are knowledge questions relevant verbs guided by Bloom's taxonomy could be used.

The final step of this process for the teacher is to prepare the Teacher's **model answers** for each question (or task) to guide the teacher's assessment of competence.

• Establishing the local capacity to deliver the program, nature of any training consortiums domestic and/or international

Because the training program is defined by the local industry/village it must be determined if the program is available from the local TVET providers "off the shelf" in terms of an accredited TNQAB program or is it necessary to seek external/offshore training support to support the delivery of the training. Or can the program be delivered as a consortium of local providers maybe also with international support? Memorandums may need to be developed to facilitate this shared teaching consortium.

• Appointing teachers, (full time and part time) and determining capacity building support if required.

Because of the nature and location of the venue for training, and the timing of the delivery requirements the traditional 8:30am to 4:30pm daily work schedule of institutional based training and classroom focussed learning needs a flexible and responsive approach and commitment from teachers. Furthermore, after what may have been an agreed schedule changes at the worksite may necessitate a later change to meet the changing requirements of the enterprise. The trainers may then be part time teachers and may work closely with non-trained (in teaching qualifications) but person's expert in their own 'trade' field as

supporting trainers. A complex arrangement may be needed but if the materials as described above are developed there is a common teaching and assessment framework within which all 'trainers' can work to support the skills training and the achievement of competencies for the trainees.

• Identifying the workplace supervisors (and level of capacity building support required),

Much of the training is to occur at the worksite and is under the official trainer. This person develops the teaching plan and arranges the activities for both the practical and theory sections of the instruction. However, for the training to be fully developed and skills practised these skills and the application and use of knowledge needs to be applied after the formal training. This application of skills and practice process at the workplace needs some direction and supervision. When the workplace agrees to be part of the training that will benefit the employees of the enterprise and others part of this agreement is to support the practice and application of the learning by a **nominated person** at the enterprise (or village). This person may be the leading hand at a formal worksite, a work supervisor, or in a village it may be the Town Officer or the Chairperson of a committee for whom the training is being implemented. But for the learning and skills development this is acritical person to fully realise the teaching and learning. The teaching institution and or consortium leaders need to negotiate it this support at the beginning before teaching commences. Ongoing dialogue between the training institution and the workplace to work together as a team is essential for the best training outcomes.

• Identifying the Quality Assurance team (assessment moderation)

The QA team will use the blueprint/table of specifications and the assessment and model answers to shape their moderation task. They will work closely with the teacher(s) who will negotiate when the best timing for visits can be managed. Moderation is not assessing the students but assessing the teacher's assessments for consistency and correct application of the standards. It is usually a short task but the identification of the external moderator should be done at the commencement of the program and the persons identified will be from the institution providing the certification. See attachment for the Farmer Field school example)

• Managing the administration, funding, and monitoring and evaluation requirements, advise TNQAB.

The host Training Institution is responsible for all the administration and related requirements and these should be made clear at the commencement of the teaching program. Finally leading to a graduation outcome.

Step 4: **Deliver the training**: The agreed program is delivered in the workplace (village) and depending on the time frame for delivery may be subject to change if unforeseen events create issues at the workplace. Scheduled breaks in the training are provided to accommodate unforeseen changes in the workplace and for trainees needs (funerals for example). The training provider(s) display a flexible and responsive approach to worksite training-within reason. The TVET trainer works hand in glove with each enterprise supervisor to ensure that ongoing skills training and practice occurs outside of the formal skills training activity.

Step 5: Assessment of skills training - Assessment of Competence: During the training the teacher/trainer works with each trainee (often unobtrusively), to monitor and record their skills achievements in their Assessment record books as Completed, or Not Yet Completed. The teacher and student keep track of skills not yet completed for subsequent demonstration. The scheduled

break may be an opportunity to catch up on assessment tasks. The enterprise supervisor may also attest to the trainee's competence against a skill. The intention of the assessment book is to record all forms of evidence to attest to the trainee's skills. It is not an examination booklet but a framework for learning and demonstrating achievement and competence in skills and associated knowledge.

Step 6: **Moderation of the Teacher's assessments**: The appointed moderator will communicate with the teacher during the delivery of the program and at the conclusion to monitor the teacher's assessment standards and the quality of the evidence used to determine competence. Some trainees may take several attempts to achieve competence in a particular skill, others will do the same more quickly. The moderator will examine the range of students to ensure the same standard is applied across all students. This is the moderation process and quality assures the training outcomes and the integrity of the qualification. Somewhat similar to an audit. It is not a re-marking of the students work but an assessment of the teachers marking standards. Final results are then transmitted to the training institution by the moderator for recording, certification/transcripts and graduation.

Step 7: **Final Monitoring and Evaluation and lessons learned:** All parties to the training are surveyed at the beginning of the training and at the end to seek information to inform and seek to improve the program. Tracer studies will be identified for ongoing interrogation as to the effectiveness of the program in providing economic growth outcomes for the individual and for the employer. The Training provider will undertake a review of the training and make changes as required.

The Monitoring and Evaluation program will address recommendations to all parties (Employer, Employees, Training Providers) as part of a continuous improvement strategy. In particular how well the training met the training needs that were articulated at the beginning of the program.

The training provider will present the qualification (if new) to TNQAB for accreditation subsequent to this completion of training. Trainees will have retrospective TNQAB certification after this has been completed.

The training provider and business enterprise consider joint marketing and promotion of the qualification and training.

Attachment:

FARMER FIELD SCHOOL

Managing a Competency Based Assessment Learning Outcome

Assessment and its Moderation is at the heart of it being fair to all students/trainees/farmers. And also to ensure the Certificate has credibility and integrity.

ASSESSMENT AND MODERATION

Assessment

When we have students in a classroom it is much easier and we often use Exams and Internal Assessment to capture the learning outcomes. In a classroom situation the exam works well and we focus our attention on ensuring that the **written response from students** are virtually identical. We are then undertaking assessments that are said to be RELIABLE. The most reliable form of test is actually multiple choice.

When we are doing a competency based assessment and it is focussing on practical the written test leaves a lot to be desired. But it is where we start, as assessment practitioners and teachers, but it need not be where we finish.

It is not where we finish, because for **practical learning** often the written word does not capture the learning outcomes. So we look for as many other forms of mechanisms or strategies to capture the learning.

When we are teaching in the field then we need many different ways of showing the learning. Much of this relies on the teacher being observant and listening and working closely with the trainees. This is done in such a way that the trainees do not even know they are being assessed. This is authentic assessment and we call this VALIDITY.

The Assessment Work Book is important way for many people to record their learning, but it is not perfect and so we often need to bend over backwards to describe the learning in other ways. This is the role of the teacher. It is also important way for the teacher to inform the trainees about areas in which they are not yet competent (NYC). Also the teacher keeps a record of this in the attendance role for each lesson. We can certainly help Soakai and future teachers as we learn about our EUA FFS experience. A completely blank assessment record book could theoretically be from a person who still gets the certificate. Unusual but not impossible.

Moderation

Moderation of the assessments is about evaluating the standards of the <u>teacher's</u> assessment. It is not about remarking or redoing the assessments. If you as a moderator trust the assessment the whole task can be over in minutes, but usually we need to do a sample of trainees to support our moderator judgments. Because this is to ensure we have the **credibility and integrity of the Certificate** at the centre of our thinking. So we might look at a sample of students who got the learning outcomes satisfied very quickly. That is Competent at first try. Then we might look at trainees who struggled to get it competent after several attempts. That is, Not Yet Competent-this is not a failure as there is no such word. But for moderation we need to look at such students also to confirm the same standards are being applied. We need to be **fair to all students**.

The moderators work very closely with the teachers to determine if the learning has occurred, not necessarily if the books have been completed correctly. If we do this, we are examining not

moderating and we are focussing on reliability not validity. Validity is the holy grail of assessment. Let's focus on this!!

CERTIFICATES AND TRANSCRIPTS

Certificates

When a student completes a course he or she receives a **certificate** (the official parchment) to recognise the completion of <u>all parts</u> of the course. There is no description of the actual units studied and completed. In many certificates people who receive the same certificate actually study quite different units. This is more common than not because of the core and elective nature of courses. This is not the case for the FFS, but it could be.

Transcripts

For the FFS there was a series of Units that will be part of TNQAB in time and originate from the NZQA Unit Standards. All trainees/farmers will receive a transcript showing exactly what units they were competent in as well as for some those Units they are not yet competent in.

Some farmers may be absent and not complete. The same rule applies as described below. No failure

Unfortunately, there is a time limit for a course and in spite of several attempts some farmers will not be able to be competent in all Units. They will still receive a transcript recording all units. NO FAILURE is recorded. It just says Not Yet Competent.

At a later time Soakai or Bruce may visit Eua and the individual farmer will say that they reckon they are now competent. If the evidence confirms this, Soakai can award the Unit and present the evidence to the Moderators and the farmer will then complete the certificate. We may use a system of **recognition** to do this. But we cannot lower our standards, because if we do the Certificate becomes valueless in the eyes of all the other farmers, so the **credibility and integrity** of the FFS certificate is not compromised.

This is being fair,

This is at the heart of what we might call Quality Assurance.

REVISED Bloom's Taxonomy - Action Verbs for Knowledge Questions or tasks

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	in a different way.	information into parts by identifying	udgments about information, validity	
Verbs	Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment with Identify Interview Make use of Model Organize Plan Select Solve Utilize	Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationships Simplify Survey Take part in Test for Theme	Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Make up Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Appendix 5-ISDF Pilot Training Proposals Summary-Status Report- March 2016

								20	15						20)16	
	[DOMESTIC TRAINING MODELS] URBAN	Initially to set up training approaches and models for the domestic market using local employers in Nuku'alofa	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	Nursing Upgrade program	Human Health and Social Work Activities	identif acceptab	g needs ied and Ie market established		Training Needs confirmed and program developed Training												
	Large scale Horticultural Export-Pack House Focus	Agriculture, Forestry and Fishing			nfirmed and developed		rogram		Trai	ning								
	Joinery - Timber and Aluminium	Construction (including Mining and Quarrying)		accepta	needs ident ble market established	demand		Trainin	g needs cor	nfirmed and	d training p	rogram dev	veloped			Training		
	Customer Service for Tourism-Airport Taxi Drivers	Accommodation and Food Services including Tourism and Recreation							Trainir	ng needs id	entified and estab	l acceptabl lished	le market d	emand				
	Customer Service for Tourism-Housekeepers	Accommodation and Food Services including Tourism and Recreation			identifi	le market	needs confirme d and training program		Trai	ning								
	ICT for unemployed youth	Information and Communication Technology							F	Program co	nceptualise	d						
2.2.1.7	Building Construction	Construction (including Mining and Quarrying)						Progra	ım concepti	ualised			tified and a nd establis					
	Construction-Supervision and QA	Construction (including Mining and Quarrying)							Progra	ım concept	ualised	Trainin		entified and nand establ		market	<u> </u>	
	[DOMESTIC TRAINING	Explore training models to support villages in improving their economic output and especially females and youth																
	Small Scale Horticultural Export-Women in Villages	Agriculture, Forestry and Fishing	Training program develope d			Trai	ining					Training program developed Phase 2			Training Phase 2			
	Village Focus - Food processing	Manufacturing		accepta	needs ident ble market established	demand	confirm training	g needs ned and program loped		Training								
	Village Focus - Soap Making	Manufacturing						F	Program cor	nceptualise	d							
	Village Focus - handicrafts	Manufacturing		Program c	onceptualis	ed												
	Village Focus - Tourism Sites training	Accommodation and Food Services including Tourism and Recreation			Training ne acceptable establishee	e market de		Trainin		nfirmed and developed	d training p	rogram						
	[INTERNATIONAL TRAINING MODELS] EMIGRATION FOCUS	Set up training models to meet employer demand based on the employer demands in NZ and in Australia for longer term employment demands utilising LMS																
2.2.3.1	Plumbing	Construction (including Mining and Quarrying)			Training identifi acceptabl demand e	ed and le market	Trainin		nfirmed and developed		rogram			Training				
	Urban Focus - Manufacturing and Food safety	Manufacturing		identif acceptab	g needs ied and Ile market established		needs confi program de						Tra	ining				
	RSE/SWP Horticulture-	Agriculture, Forestry and Fishing	accepta	needs iden ble market established	demand	Training	g needs con program o		training		Training							
	RSE/SWP Horticulture- General Horticulture training	Agriculture, Forestry and Fishing				Progra	am concepti	ualised										
	RSE/SWP Horticulture- Top Up Training for Specialist Horticulture Training	Agriculture, Forestry and Fishing				Progra	am concepti	ualised										
	RSE/SWP Horticulture- Leaders Training	Agriculture, Forestry and Fishing		gram tualised	identifi	le market		needs confi program de			Training							

ay	Jun	Contractor(s)	Budget	Budget	2016 Budget	Status Comments
<u>y</u>		Dr 'Ungatea Fonua Kata, Tupou Tertiary Institute	Dudget	82050	TBA	Proposal Status: Contract stage: June Comment: Proposal recommended for funding by TAG with conditions. FMG endorsed and strengthened conditions to see cabinet approval for funding of Nursing salaries after graduation. TTI as proposer advised to meet conditions before contract signed. FMG supports the proposal for 2015 funding. Linked to MOH/QSSN and with University of Canberra. Initially 20-30 Nurses with up to 400 potential. Capacity building for TTI and QSSN over a 3 ye plan. September Comment: Discussion with MOH have not progressed this proposal. The proposer at TTI has met with MOH and staff to describe the proposal. The MOH are looking at developing the QSSN to enable direct training capacity. QSSN is currently not accredited by TNQAB. Relevant DFAT officers have been asked to explore possible training options in light of this apparent decision. ISDF involvement is now problematic. December Comment: No further action-waiting on Minist
		Completed	48,175		TBA	of Health Proposal Status: Training stage: June Comment: Contract signed- Renamed Farmer Field School (FFS) to reflect farming which is organic, sustainable, and resilien TAG recommended and FMG endorsed for funding. Currently in contract negotiations. Linked to TIHE-SoA for QA and assessment process. September Comment: Training is well progressed with close cooperation of Principal from SoA providing translation and lesson support. Training is now two days per week to meet dead for completion. Numbers reduced from original 25 to 20, but includes 3 PWD and gender balance. Original Nishi staff support has been compromised by key staff departures from the company. The support from the SoA has partly filled this gap with enrolment and general admin. Nishi staff are managing the financials and assisting with translation. Reports from the Manager have been overwhelmingly positive on the outcomes of training. The equivalence of the FFS to NZ Unit Stand to enable TNQAB accreditation by the SoA has not commenced. December Report First program successfully completed. Plans to run a second program to develo trainers capabilities more fully before wider implementation. March Comment: Significant reworking of the program to bring it into line with the new National Certificiate in Horticulture. Teachers will need training to ensure competency assessment skills are fully enabled.
		no contract				Proposal Status: Training Needs identified June Report: To include employability skills and at Cert 1 level. Manager of enterprise is working with NZ ITO to identi relevant Units and to link with Montfort in due course. September Report: Small scale and safety focus for this industry is being considered with use of NZ Unit Standards. For development in final quarter of 2015. December Report: part of the TIST-APTC MoA discussion
		no contract				Proposal Status: Concept document only: June Comment preliminary discussions with TAL on training needs September Comment: No further action at this stag will be deferred to 2016 and likely to be not included
		Completed	9,934		TBA	Proposal Status: Training stage: June Comment: Contract signed and training commenced- Discussion with Scenic Hotels to use the hotel as a training venue. Thi been agreed and discussions with ATI to use existing ATI Hospitality program. September Comment: Phase 1 of the program with trainees from 5 villages close to Scenic Hotel has been successfully completed. Phase 2 has commenced after untimely death by accident of one of the trainers. Six trainees from 6 lodges in Nuku'alofa are now being trained. December Report: Training Finished. Potential to train over 100 persons for the redeveloped Dateline Hotel. Planned for 201 March Comment: Discussion with ATI and Tanoa Hotel Group is ongoing and positive for up to 120 unemployed persons.
		no contract				Proposal Status: Preliminary: June Comment: Discussion with the Director of large enterprise and IT officer for ICT Drop in centre. Discussion with Digicel and TI explore training needs for IT sector. September Comment: Outcome of the dialogue by TIHE with industry is to exemplify the needs for ongoing dialogue with industry to focus training programs. Training unlikely to be developed within ISDF timeframe.
		no contract				Proposal Status: Training Completed: June Comment-TIST have undertaken training in Ha'apai for 45 volunteers in Certicate in carpentry with LDS as the Funder/Employer. This program is independent of ISDF but represents the best features of demand based and flexible training-also demonstrates the importance competency based training and the value of multiple entry and exit training points. Also demonstrates a rapid response approach to crisis situations and the role training. September Comment: The experience and recognised competence of the institution has resulted in productive discussions with APTC to provide suppor Plumbing training and to also utilise their 'Safety Training' capacity to support a training program for manufacturing in Food and related products processing as of a consortium with Ahopanilolo Technical Institute.
	_	no contract				Proposal Status: Preliminary stage: June Comment: target group is management level. September Comment- unlikely to proceed within the timeframe of ISDF
		Completed no contract	27,660			Proposal Status: Training Completed: June Comment: TAG used this project for its in house training and was-recommended for funding. FMG endorsed and con signed. Training of TIHE-SoA staff for QA was undertaken. The village women leaders have been supported with training. Baseline data has been collected for 54 women September Comment: Training project finished and report submitted. One village did not function well and ceased functioning after 4 lessons. Leader was able to manage and guide the women because of full time employment. 34 women in the remaining 4 villages completed the program to varying extent. the Pro Manager was unable to be present for the latter part of the training to support the trainer and assessment records while completed were not supported with evidence and the SoA officer was not able to moderate the assessments. A Record of Learning was developed to record the number of lessons. The HTF at the ai lost its certification because of a fruit fly infestation in breadfruit and the export pathway was not possible for the women. The vegetables were purchased by the PHAMA to keep faith with the women and the no export quality was sold locally. Significant and valuable lessons learned with a tentative proposal being consider to rerun the training with much stronger focus on commercial cropping using this training experience as phase 1 strategy. A number of women are registered wi MAFF as growers. March Comment: Discussion with PHAMA CEO has been conducted and with PHAMA in Fiji. Arrangements are being considered but unlikley to implemented in this phase of ISDF. Will be linked to National Certificate in Horticulture and trained personnel before commencement and adequate consultatio with women in the villages. Proposal Status: Training Needs identified : June report : Discussion with a local enterprise to undertake small scale food processing (pots) to process vegetables of adequate quality for export from the women in horticulture project. Food technologist and hygiene etc. is e
		no contract				Ahopanilolo Technical Institute. Proposal Status: Concept only: June Report: may follow pattern in 2.2.2.2 Employability skills and electives September Report: Unlikely to be developed in the of ISDF
		no contract				Proposal Status: Concept only: June Report: will follow pattern in 2.2.2.2 Employability skills and electives September Report: Unlikely to be developed in the ti ISDF
		no contract				Proposal Status: Training Needs being identified: June Report: Development and Management plan for 4 sites/villages developed by MCTL being used as basis f needs identification. With focus on one site initially. Need to draw on experience from other regional countries to develop an end point to shape training plan- complex task. September Report: Unlikely to proceed in life of ISDF
		no contract				Proposal Status: Training Needs identified: June Report: Detailed discussions with APTC and TIST to develop Plumbing program for unemployed youth has been undertaken. Will also focus on employability skills. The proposed trainer is completing the APTC Samoa Plumbing course in May-June and the program is on hold this training is completed. Expected to start in July. Discussions with local construction firms to identify on job training capacity to support the training for CERT 2 is ongoing. September Report: face to face discussion with APTC and TIST for a MoU to support TIST is advanced and will move to MoU developments with M support and approval pending in the next quarter. The Plumbing training support will be used as a mechanism to explore the wider support methodology for TIS its desire to develop institutional autonomy. A proposal to support external evaluation and bench mark their training programs against Australian standards is be considered.
		MZEE and ISDF	33,830	40,714	ongoing	Proposal Status: Training program approved : June Report: Program needs clarified and close to completion-Employability skills and electives in this case for for and beverage industry. Links to TIST developed and supported. September Report: Three employers in Food and related products agreed to participate in pilot training. Training materials contracted for development with professional development training to support TIST and Ahopanilolo Technical Institute. 36 week tra program negotiated with the employers To commence training in mid June. 30-40 trainees participating. December report. Training is ongoing very positive report from Employers March Comment: Trainers reporting good progress-workplace assessment requirements to be undertaken by supervisors is a concern to be rem at next training program.
		Completed- with extension to 2016	23,364.00	139,500.93	TBA	<u>Proposal Status: Training Commenced</u> : June Report: Program developed in response to MIA by NZ RTO, BEST Pacific Educational Institute. Full NZQA quals will provided to up to 100 persons-4 week program for all new workers for RSE/SWP. TAG is due to consider proposal in early May after presentation by BEST. No of programs being reviewed to limit funding outlay September report : Original proposal reduced from 8 months to 3 months for 4 programs, providing opportunity pilot Leadership Training using the Business. Unit Standards at a Saint Joseph Business College as the training venue, and the Induction program for new workers the School of Agriculture campus. December Report : Programs successfully completed with offshore accreditation March Comment : Extension program being developed to provide Capacity Building Focus for TVET staff of SJBC and SoA
		no contract				Proposal Status: Training program is on hold: Need to incorporate findings from Leaders training and New workers training to accommodate in country (NZ an Australia) training opportunities and RPL to provide a top up training model on return to Tonga to maximise gualification outcomes
		no contract				Proposal Status: Training program is on hold: Is subject to findings of Leaders Training and New workers Induction training. The intention is to accommodate country (NZ and Australia) training opportunities and RPL to provide a top up training model on return to Tonga to deliver a <u>training return to villages</u> by the wor and/or provide <u>entrepreneurial training options</u> in horticulture or other non horticultural areas
		Completed- with extension to 2016			TBA	Proposal Status: Training Commenced: June Report: Program developed in response to MIA by NZ RTO, BEST Pacific Educational Institute. Full NZQA quals will provided to up to 100 persons-4 week program for all new workers for RSE/SWP. TAG is due to consider proposal in early May after presentation by BEST. No of programs being reviewed to limit funding outlay September report: Original proposal reduced from 8 months to 3 months for 4 programs, providing opportunity, pilot Leadership Training using the Business Unit Standards at a Saint Joseph Business College as the training venue, and the Induction program for new workers the School of Agriculture campus. December Report: Training completed March Comment: Extension program being developed to provide Capacity Building Foc TVET staff of SJBC and SoA
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Appendix 6-ISDF Transition Program ISDF to S4IEG-October 2016

Meeting Sessions #1: 9.00-10.30am, #2:11.00 – 12.30pm, #3: 2.00 – 3.30pm. #4:4.00 – 5.00pm (daily review and planning as required)

Week 1 Nuku'alofa and Tongatapu

Location	Date	S	Activities	Transition Topics-	Personnel
	October 3	1	DFAT Briefing Program intentions-challenges and opportunities	DFAT	DFAT and ISDF Staff Contract Manager for S4IEG
		2	ISDF Briefing Transition program outline and Completion report recommendations – considerations and implications	Transition program	DFAT and ISDF Staff Contract Manager for S4IEG
		3	S4IEG Inception Plan and priorities	Transition program	DFAT and ISDF Staff Contract Manager for S4IEG
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 4	1	Tonga Overview-2011/2016 Census Key Indicators Economic, Cultural and Political Role of the Monarchy, and Nobles	Skills training in Tonga Introduction and overview	MoFNP CEO Head of DoS Lady Siatu
Nuku'alofa		2	Parliamentary processes and cabinet structure. Key Tonga Acts impacting on Training	Skills training in Tonga Introduction and overview	PM Office CEO Government priorities and training implications Leadership and Coordination issues.
and Tongatapu		3	MET (TVET policies and procedures/funding model) and TNQAB role.	Skills training in Tonga Introduction and overview	MET Office-CEO and Dep CEO TVET and Higher Education,TNQAB A/CEO
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 5	1	MoFNP - TSDF2	Introduction to Tongan National Planning	MoFNP-Planning Dep CEO. M&E expectations
		2	MIA-Local Government and Community Development plan	Overview of Key Stakeholders	MIA CEO and Dep CEO Local Gov
		3	MIA-Overseas Employment division, Social Disability and Inclusion and DoWA	Overview of Key Stakeholders	MIA CEO and Dep CEOs
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 6	1	TCCI and TBEC	Overview of Key Stakeholders	CEO/Chair of TCCI and TBEC Manager
		2	Formal Sector-Industry Associations meetings	Overview of Key Stakeholders	ISDF team and Presidents of local Industry Associations
		3	Formal Sector-Manufacturing, Construction, Horticulture-site visits	Overview of Key Stakeholders	ISDF Team and CEOS of key enterprises

Location	Date	S	Activities	Transition Topics-	Personnel
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 7	1	Non Formal Sector-Village Meetings-DOs and TOs Central	Stakeholder Meetings Community Visits	ISDF and Dep CEO Local Government
		2	Non Formal Sector-Village Meetings-DOs and TOs East	Stakeholder Meetings Community Visits	ISDF and Dep CEO Local Government
		3	Non Formal Sector-Village Meetings-DOs and TOs West	Stakeholder Meetings Community Visits	ISDF and Dep CEO Local Government
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.

Location	Date	S	Activities	Transition Topics-	Personnel
	October 8				
	October 9				
	October 10	1	Travel		ISDF team with S4IEG team
		2	Travel		ISDF team with S4IEG team
		3	Ha'apai Governor – Overview and Training Opportunities	Stakeholder Meetings	ISDF team with S4IEG team
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 11	1	Ha'apai DOs and TOs	Stakeholder Meetings	ISDF team with S4IEG team
		2	Ha'apai Private Sector-Visits	Stakeholder Meetings	ISDF team with S4IEG team
		3	Ha'apai Private Sector- Visits	Stakeholder Meetings	ISDF team with S4IEG team
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 12	1	Travel		ISDF team with S4IEG team
		2	Travel		ISDF team with S4IEG team
Vava'u and		3	Vava'u Governor – Overview and Training Opportunities	Stakeholder Meetings	ISDF team with S4IEG team
Ha'apai		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 13	1	Vava'u - DOs and TOs	Stakeholder Meetings	ISDF team with S4IEG team
		2	Vava'u - Private Sector-Visits	Stakeholder Meetings	ISDF team with S4IEG team
		3	Vava'u - Private Sector- Visits	Stakeholder Meetings	ISDF team with S4IEG team
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.
	October 14	1	Round-table - Joint Meeting with Governors of Ha'apai and Vava'u and key DOs and private sector. Role of CDP and Skills Training priorities	Stakeholder Meetings	ISDF team with S4IEG team
		2	Travel		ISDF team with S4IEG team
		3	Travel		ISDF team with S4IEG team
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.

Location	on Date S Activities			Transition Topics-	Personnel		
	October 15						
	October 16						
	October 17	1	Reflecting on the ISDF Recommendations and lessons learned	Stakeholder Meetings	ISDF/UQID		
		2	Reflecting on the ISDF Recommendations and lessons learned	Stakeholder Meetings	ISDF/UQID		
		3	TNQAB	Stakeholder Meetings	ISDF/UQID		
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.		
	October 18	1	TIST and TIHE	Stakeholder Meetings	ISDF/MET		
		2	ATI SJBC Montfort and Catholic Education Office	Stakeholder Meetings	Catholic Education Office and ISDF		
		3	TVET Site Visits	Stakeholder Meetings	MET and ISDF		
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.		
	October 19	1	TTI and FWC	Stakeholder Meetings	ISDF/UQID with CEO FWC		
Nuku'alofa		2	QSSN and MoH	Stakeholder Meetings	ISDF/UQID with MoH		
		3	TATVET	Stakeholder Meetings	ISDF and Chair of TATVET		
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.		
	October 20	1	МоН	Stakeholder Meetings	ISDF/UQID and CEO of Ministries		
		2	MAFF	Stakeholder Meetings	ISDF/UQID and CEO of Ministries		
		3	MCCTIL	Stakeholder Meetings	ISDF/UQID and CEO of Ministries		
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.		
	October 21	1	MoIT	Stakeholder Meetings	ISDF/UQID and CEO of Ministries		
		2	MEIDCC	Stakeholder Meetings	ISDF/UQID and CEO of Ministries		
		3	DoS	Stakeholder Meetings	ISDF/UQID and CEO of DoS		
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.		

Week 4 – Nuku'alofa

Location	Date	S	Activities	Transition Topics-	Personnel			
	October 22							
	October 23							
	October 24	1	DFAT Update	Update	ISDF/UQID and S4IEG			
		2	ISDF Operations handover	ISDF operation	ISDF/UQID and S4IEG			
		3	ISDF Operations handover	ISDF operation	ISDF/UQID and S4IEG			
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.			
	October 25	1	ISDF Legacy-Moving forward APTC-TIST	ISDF Legacy	ISDF/UQID			
		2	ISDF Legacy-Moving forward Pilot programs -opportunities	ISDF Legacy	ISDF/UQID			
		3	ISDF Legacy-Moving forward New Planning opportunities	ISDF Legacy	ISDF/UQID			
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.			
	October 26	1	S4IEG Planning-Operations handover	ISDF operations	ISDF/UQID			
		2	S4IEG Planning Operations handover	ISDF operations	ISDF/UQID			
		3	S4IEG Planning Operations handover	ISDF operations	ISDF/UQID			
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.			
	October 27	1	Divisional Skills Planning committees	ISDF legacy planning	MIA and Community Development Plans			
		2	ТВА					
		3	ТВА					
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.			
	October 28	1	ТВА					
		2	ТВА					
			DFAT Update	DFAT Update	S4IEG team with UQID			
		4	Daily review and planning	S4IEG Transition	S4IEG, with ISDF and UQID as required.			
	October 29							
	October 30							

Appendix 7-Strategic Advisory Group Industry Training Priorities 2015-2016

The SAG met on November 13, 2014 to set Industry Training Priorities for skills development training for the Ministry of Education and Training (MET) for 2015-2016.

Membership of SAG meeting was: CEOs or representatives of CEOs from the following Ministries (MET, MCTL, MIA, MAFFF, MFNP, MIC, MOI (apology) and the Members of the ISDF Facility Management Group (MET Program Manager, DFAT Officers, and ISDF¹ Facility Manager) ISDF staff as observers.

Mrs Emeli Pouvalu, CEO, MET chaired the meeting.

The SAG agreed to the industry training priorities for 2015-2016 as outlined in the table below.

MET Industry Training Priorities 2015-2016

Industry Training Priorities-2015-2016 for ISCO Occupation	Priority
Levels 3-8	
Agriculture, Fishery and Forestry	1
Manufacturing	1
Construction including Mining and Quarrying	1
Accommodation and food services activities and tourism and recreation	1
Information and Communication Technology	1
Human Health and Social Work Activities	1
Electricity, gas steam, air conditioning supply	2
Water supply, sewerage waste management & remedial services	2
Wholesale, retail trade, repair of motor vehicles, motor cycles	2
Transportation and Storage (Maritime, Ports, Aviation)	2
Finance and Insurance services	2
Public Administration, Defence and Social Security	2
Education	3

Note 1: Explanation of priority rating:

1=Immediate and highest need for training support in this planning period

2=Strong demand in this planning period

3=Moderate demand in this planning period

Note 2: Industry labels are those used by the Tongan Department of Statistics for its Census data collection. Ministry responsibilities may not match precisely and are likely to change from Government to Government. The SAG membership provides a whole of government direction for Skills development Training

¹ The Interim Skills Development Facility (ISDF) is a short term (24 months) resource funded by the Australian Government to explore a range of training approaches to explore a demand based approach to training in Tonga. The training models adopted will inform a long term design for skills training support to the Tongan Government and the Ministry of Education and Training.

THE PLANNING AND TRAINING CYCLE FOLLOWS THE FOLLOWING PATTERN OF RESPONSIBILITIES:



Training Program designed by **MET and TVET** sector in response

Employed and Unemployed receive workplace training that is accredited by TNQAB

To implement a demand based, and on the job approach to training after the occupation priorities are set by MET, the final 3 steps in the above sequence is broken down into 8 steps to effect a flexible and responsive industry training program.

Step 1: For each Priority Industry the MET/ISDF use the Labour Market Review (LMR) to determine the ISCO occupations for training consideration

Step 2: Use Industry partners and TCCI to identify specific skills training needs for the selected ISCO occupations

Step 3: Identify Industry partners who are able to support on the job training in the selected ISCO occupations

Step 4: ISDF/MET develops Training Program Proposal in response to declared training needs using only accredited units from Tonga TVET Institutions or outside (NZ, Aus) if necessary to meet training need

Step 5: Final agreement with industry partners on proposed Training Units to meet training needs and the schedule for the training delivery that conforms to the work cycle. The Off-Site training is negotiated and scheduled.

Step 6: The workplace trainer(s) is identified and training is conducted for the workplace trainer by TVET Institution prior to training commencing. The TVET institution identifies the workplace assessor

Step 7: Trainees are identified (employees and unemployed) and are formally enrolled by TVET. Individual training plans are developed for each trainee and skills training and assessment is conducted.

Step 8: M&E is undertaken throughout the training, and afterwards to assess impact of training. Lessons are learned to inform the best way forward for training in Tonga and DFAT is informed which will guide donor funding for the next 5-10 years.

and : TVET issues transcripts to record achievement/certificates for trainees.

APPENDIX 8 TONGA MINISTRY OF EDUCATION & TRAINING TRAINING PLAN 2015-2016

Training priorities were set by the Strategic Advisory Group for the MET in November 2014, for the 2015-2016 period, and will be reviewed on a six monthly basis until the completion of this plan in November 2016

Emeli Pouvalu, CEO

Tonga Ministry of Education and Training (MET) – Training Plan 2015-2016

(Training priorities were set in November 2014 by the SAG for the 2015-2016 period, and will be reviewed on a six monthly basis until the completion of this plan in November 2016)

1. Background:

The MET has a responsibility to the Minister for Education and Training and the Government of Tonga to direct and shape the training of a skilled workforce to meet the available opportunities in Tonga an overseas. In so doing it seeks to support the development of inclusive communities and support a dynamic public sector and private sector partnership.

This public private sector partnership is strongly reflected in the training focus as being most productive and effective when the training is strongly centred in the workplace. This training plan therefore seeks to reflect a demand driven approach to identifying training priorities but reflective of the unique nature of the Tongan economic situation and industrial and commercial setting and its training providers. To that end the plan takes into account the **Domestic** (Urban and Village level) and **International** Labour imperatives guided by 3 data sources.

- 1. The Labour Market Review 2012 (and the data drawn from the 2011 Census)
- 2. **The Government's Strategic Agenda**-viz. where funding for key infrastructure and other activities will be provided leading to a potential employment growth potential.
- 3. **The King of Tonga's priorities**-generally his priorities will be reflected in the agenda of the government of the day, but specific note is taken of his views.

In the interpretation of the Labour Market Review the use of the International Standard for the Classification of Occupations (ISCO) became a cornerstone device to assist in the analysis of the review, and the use of the description of occupations by ISCO in terms of describing training need. Because this is a key tool and used in census data collection by the Tongan Bureau of statistics it provides longitudinal data sets and a common nomenclature for engaging with the private sector and the government planners. In addition it provides an opportunity for regional comparisons and to connect with the Australian and New Zealand local translation of ISCO called ANZSCO. In a similar way the use of the Industry Labels set by the Tongan Bureau of Statistics derived from ISCO provides a common and long term framework to guide and monitor training. As governments change the Ministerial portfolios do also change, but the use of the ISCO nomenclature provides ongoing stability and portability. When the next Tongan census is conducted in 2015, the ISCO labels will continue to be used. During the transition from ISDF to MET in 2016 it is contemplated that in the 'in between' census years that a labour market survey be conducted on behalf of the MET using the ISCO codes as a primary data collection tool. It is anticipated that the Tongan Bureau of Statistics would be commissioned to undertake this survey.

2. Plan Development Process:

The MET gathers a whole of government view of training priorities at the Industry Level drawing from the three data sources. The **Strategic Advisory Group**¹ **(SAG)** presents a set of ministry perspectives to illuminate the strategic agenda priorities which are likely to have a training and skills development implication. Because of the small nature of the Tongan economy activity is strongly driven by government development agendas (Tongan

¹ The SAG membership includes: CEOs of the following Government Ministries: MET (Chair), MAFFFF, MCTL, MOI, MIA, MFNP, MIC and the President of the TCCI.

Government funded or through donors). Consequently the SAG process permits the tabling of these development agenda items to flag the most relevant training needs.

The role of the SAG is to take all of these factors into account and determine industry training priorities through a consensus approach. Thirteen industries are represented in Tonga and the requirement is to identify these in terms of a priority rating 1-3.

1=Immediate and highest need for training support in this planning period

2=Strong demand in this planning period

3=Moderate demand in this planning period

The SAG meets on a six monthly basis and may review these priorities and monitor the training response. At the end of the 2 year cycle the process is completely reviewed taking into account the latest data sources.

Following the determination of **Industry Training Priorities** the Ministry of Education and Training (MET) though a Facility Management Group (FMG) chaired by the CEO makes a determination of the **Occupation Training Priorities** using the LMR data sources. Upon completion of this task the Training Plan is determined for the 2 year period. During each six monthly review period this set of occupations may be reviewed if evidence is forthcoming to suggest additional occupations in need of training or training has been completed adequately in selected occupations. As a part of its inclusion responsibility trainees from young unemployed, an both genders are monitored for equity and persons with disability (PWD) are also trained where appropriate.

The planning and implementation of the plan follows the sequence outlined below.

THE PLANNING AND TRAINING CYCLE FOLLOWS THE FOLLOWING PATTERN OF RESPONSIBILITIES:



Employed and Unemployed receive workplace training that is accredited by TNQAB

3. The Industry² Training priorities for 2015-2016 set by the SAG in November 2014 are as follows:

Industry Training Priorities-2015-2016 for ISCO ³ Occupation	Priority
Levels 3-8	
Agriculture, Fishery and Forestry	1
Manufacturing	1
Construction including Mining and Quarrying	1
Accommodation and food services activities and tourism and recreation	1
Information and Communication Technology	1
Human Health and Social Work Activities	1
Electricity, gas steam, air conditioning supply	2
Water supply, sewerage waste management & remedial services	2
Wholesale, retail trade, repair of motor vehicles, motor cycles	2
Transportation and Storage (Maritime, Ports, Aviation)	2
Finance and Insurance services	2
Public Administration, Defence and Social Security	2
Education	3

4. Occupation Training Priorities:

The classification of occupations used by the MET for its planning is that used by the Tongan Bureau of Statistics which in turn uses the International Standard for the Classification of Occupations (ISCO). This classification managed by the International Labour Organisation (ILO) in Geneva is adopted worldwide and provides a useful tool to communicate training priorities within Tonga and also to New Zealand, Australia and the USA.

Within each Industry Training Priority, a range of occupations as priorities for training have been listed from the Labour Market Review (LMR) as provided by Tongan Industry and Commerce during the compilation of the LMR in 2012. The numbers of occupations exceed the capacity of the MET and the industry partners to implement the training and so Occupation Training Priorities have been set as per the flow chart process above.

The final set of these occupation priorities set against the Industry priorities (as determined by the SAG) represents the MET Training Plan for 2015-2016 and is described in the attached table. It should be noted that in addition to the specific occupations identified for training the LMR also identified a number of Generic Skills in need of training support. These are also identified in the table.

5. Skills Training Needs:

Within each occupation priority, the officers of the MET Training Division will work with industry partners from the private sector and TATVET to identify the specific training specifications. The occupation title does not of itself specify the actual training needs and this consultation by MET officers is the critical step in responding to the precise needs of industry. The subsequent determination of the actual TNQAB accredited (or cross

² The Industry Labels are those used by the Tongan Bureau of Statistics and do not directly correspond to government ministries

³ ISCO is the International Standard for the Classification of Occupations set by the International Labour Organisation in Geneva and used by the Tongan Bureau of Statistics.

accredited) training units will be designed by MET in consultation with industry. The training requirements in terms of human and material resources will be determined and as necessary contracts will be let for funding to support the training for the Employer, the TATVET provider and the Trainees.

6. Monitoring and Evaluation:

All training programs will be subject to intensive and comprehensive monitoring and evaluation to ensure the effectiveness of the training in meeting the needs of industry and the capacity of the trainees to gain employment or to improve their employment capability and to enhance the productivity of the employer.

Appendix: 1

FROM POLICY DIRECTION, TO PROGRAM PROPOSAL, TO SKILLS TRAINING, AND EVALUATION

Once the Industry training priorities are set by the SAG, the policy direction is implemented using the following steps

Step 1: Using the Industry **Policy Direction** set by the SAG the specific ISCO occupation(s) to be supported is determined in each Industry by the MET as set by the Labour Market Review (i.e. by industry)

Step 2: Using the ISCO occupations identified from Step 1, approach industry partners⁴ and/or professional industry associations and the TCCI to identify the possible <u>specific skills sets</u> needing training support (note: a specific occupation will have a wide range of skills to fulfil the Job specifications so there is a need to identify which of these are most in need of training support)

Step 3: Identify the individual enterprises in Nuku'alofa who are able to support on the job training and estimate the numbers of existing employees and outside 'volunteers' who can also be accommodated for workplace training.

Step 4: In response to the identification of the <u>specific skills sets</u> needing training support, a **Training Program Proposal** is prepared using Accredited Training Units from TNQAB (or equivalent from New Zealand or Australia such as NZQA). Details of the individual units would be ascertained by reference to TATVET providers or through the accreditation agencies in NZ or Australia to finalise the training units. All Training Units will be accredited or cross accredited by TNQAB.

Step 5: Final clarification and agreement on the training units for delivery will be ascertained and a training strategy will be described identifying the key milestones in the program and a budget will be determined for contractual purposes. During this step the worksite mentors/coaches/trainers are identified and the worksite program of activities is broadly timetabled to enable 'volunteer trainees' to undertake planning. Training support that will be provided will include offsite training using TATVET institutions and trainers and onsite⁵ training and assessment by TATVET trainers or assessors. Contracts are concluded and signed.

Step6: Trainees are formally enrolled and individual training plans are prepared and **skills training commences**⁶ including completion of comprehensive baseline data for M&E purposes.

Step 7: Training is concluded in accordance with the agreed workplace milestones and the final assessments are undertaken. The results of these assessments are compiled by the lead TATVET agency/TNQAB and Transcripts of achievement and/or Certificates are prepared and provided to the trainees at an appropriate time. Final M&E activities are undertaken and potential Tracer Studies identified. Final contract payments are made by ISDF to TATVET providers and Employers as per the contractual arrangements.

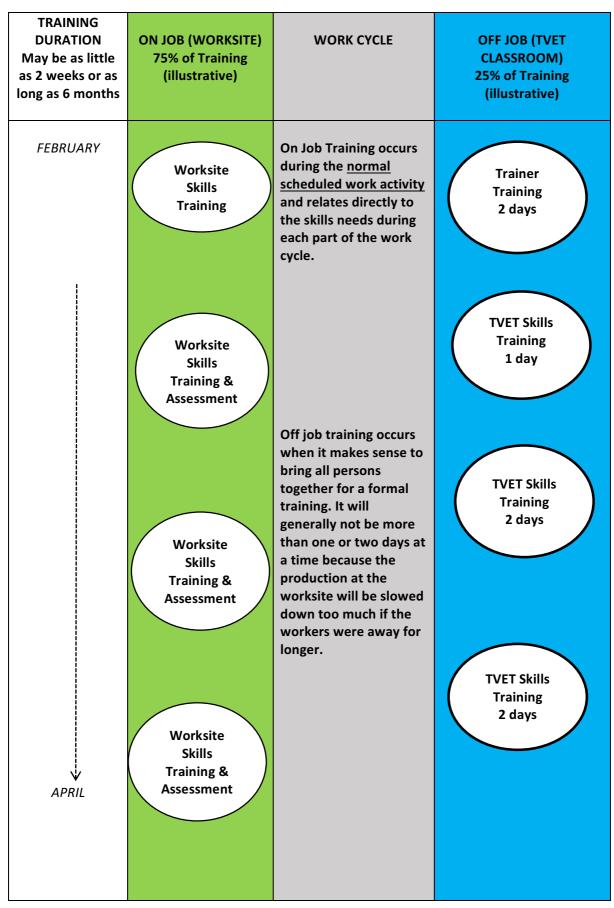
Step 8: Evaluation report is prepared for FMG and SAG.

⁴ Industry partners will need to meet appropriate Social Compliance and OHSW standards to be included in training. Where this cannot be met the enterprise will not be able to participate and access ISDF training support. Under certain circumstances conditional approval may be granted if the deficiencies can be rectified prior to training commencing.

⁵ Onsite means at the workplace. Offsite usually means at a TVET training institution or a Registered training Organisation (RTO)

⁶ The training period is largely determined by the work cycle of the particular enterprise and as the training is done holistically the learning and skill development occurs in context and does not occur artificially. A student is assessed as competent or not competent on a particular skill and the time frame for that assessment may be different from student to student.

FLEXIBLE, and RESPONSIVE TRAINING CYCLE



APPENDIX 9-MET TONGAN TRAINING PLAN 2015-2016 (ISCO LEVELS 3-8)

SA Pri		Industry - 13	King's priorities	Gov Priorities 2014-2016	Gov Investment	Labour Force 2011 census Tonga	census	Industry Priority - Rationale (for Skills Training support)	Sector - 21	ISCO Classification Employment level 2011 Census	MET nriority		LMR Comments - Required technical skill	LMR Required general skills
								Employs 30% of total working population-including subsistence agriculture workers. Capacity to employ women, young people and the disabled. Strategic	Forestry and Timber	7233 5		Agricultural and industrial machinery mechanics and repairers	Skilled mechanics and repairers	
								Agenda prioritised sector. Agriculture is a traditional export earner for Tonga		8172 0 3152 58		Wood processing plant operators Ships' deck officers and pilots	Heavy machine operator Seamanship	-
	1 1	L. Agriculture, Fishery and Forestry		Incentives to Agricultural Growers	\$1m	9729	1332	provides 20% of all exports-is the backbone of the Economy	Deep sea fishing	3313 22		Accounting associate professionals	Accountant	Qualified competent workers for
	- i	. Agriculture, rishery and rolestry		incentives to Agricultural Growers	ŞIM	5725	1552			5120 5 6114 23	49	Cooks 1 Mixed Crop Growers	Chef/ cook	the office, IT knowledge
									Horticulture		3	1 Field Crop and Vegetable growers 1 Gardners, Horticultural and Nursery Growers		-
										6113 20 6112 25		1 Tree and shrub crop growers	Vanilla pollination and drying	-
										3514 8		1 Web technicians Handicraft workers in wood, basketry and related	Web designer	
									Arts and crafts		26	1 materials	Handicraft maker	
				Tourism Development-Development of natural				Employs 25% of total working population including high numbers of craft workers		5221 11 3122 6	07	Shopkeepers 1 Manufacturing Supervisors	Sales person	-
	1 2	2. Manufacturing		and cultural visitor attractions		8184	1543	in villages. Capacity to employ women, young people and the disabled. Related to the Strategic Agenda prioritised-includes craft workers sector of Tourism.	Food	8183 27		Packing, bottling and Labelling operators		
										7512 12	6	Bakers, Pastry Cooks		
									Cabinet making and joinery	7523 2		Woodworking machine tool setters and operators	Machine operators	Attitude, leadership, numericals,
⊢	-+								Power generation	3113 37		Woodworking machine tool setters and operators Electrical Engineering Technicians	Electrical engineering	customer service, communication
	2 3	8. Electricity, gas steam, air condition	Renewable Sources of Energy	Additional Solar Farm Tongatapu-Solar	\$33m	351	168	Employs 1.1% of the total working population. Requirements identified during	Contracting	3113 37		Electrical Engineering Technicians	Electrical skills	Computers and communication
	źs	upply	Kenewable Sources of Energy	generation Outer Islands	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	331	100	2012 Labour Market Survey. Key Document: Tonga Energy Roadmap 2010-2020	Refrigeration and air					skills
									conditioning services	3113 37 3115 46		Electrical Engineering Technicians Mechanical engineering technicians	Technical skills Mechanical skills	
	2								Waste management	5115 40				Attitude, leadership
		I. Water supply, sewerage waste nanagement & remedial services		Outer islands water supply Improvement program-Solid waste disposal for Ha'apai	\$26.4m	172	88	Employs 0.5% of total working population. Requirements identified during 2012 Labour Market Survey	waste management	7126 10	7	Plumbers and pipe fitters	Plumbing skills	Attitude, leadership
	ľ	nanagement & remedial services		program-solid waste disposal for na apai	\$26.4m	1/2	66	Labour Market Survey		7111 37	1	1 House builders		
				Resealing of roads Vava'u, Ha'apai and 'Eua-						7115 75 7126 10		1 Carpenters and Joiners 1 Plumber and Pipe Fitters		-
				sters and sters and				Employs 5.1% of total working population. Responds to the King's priorities of		3123 26	_	1 Construction supervisors	Constuction supervisory skills	-
	1 5	5. Construction inc Mining and Quarrying	Prepare for natural disasters and reconstruction		\$34m	1782	933	preparing for natural disasters and associated reconstruction-Key Documents: National Infrastructure Investment Program 2013-2023, Joint National Action		7122 5		Floor layers and tile setters	Finishing in floor layers and tiles	
	-							Plan on Climate Change and Adaptation and Disaster Risk Management Plan 2010 2015, Strategic Program for Climate Resilience 2012		7123 16		Plasterers	Plasterers	-
										3341 3 8342 1		Office Supervisors Earth moving and related plant operators	Supervisory skills with IT Heavy machine operator	-
										7131 43 7231 39		Painters and related workers MV Mechanics and Repairers	Painters	
														-
	2	5. Wholesale, retail trade, repair of m/				2316	1193	Employs 9% of total working population. Capacity to employ large number of youth for first employment		3115 46 3113 37		Mechanical engineering technicians Electrical Engineering Technicians	Engineering, Mechanical engineering Electrical	Attitude, time management, leadership
	Ň	vehicles, cycles						youth for first employment		4311 26 3313 22	5	Accounting and Book keeping clerks Accounting associate professionals	Finance	
										8344 12		Lifting truck operators	Forklift drivers	
										3113 37 3115 46		Electrical Engineering Technicians Mechanical engineering	Electrical engineering Mechanical engineering	
									Maritime and port	aritime and port			Technical skills for vessles, seamainship,	
									activities	8350 67		Ships' deck officers and pilots	maritime skills	
	2	7. Transportation and Storage	Transportation especially airport	Upgrading berths, nav aids, dredging, training	¢26	000	402	Employs 1.5% of the total working population in Tonga. One of the King's		8343 3		Crane, hoist and related plant operators	Machinery operation	Communication skills, customer service, attitude, leadership
	۷	(Maritime, Ports, Aviation)	safety and security	for seafarers. Aviation Infrastructure-Control Tower Resurfacing Ha'apai Airport Fua'amotu	\$36m	909	482	priorities and priority sector in the Strategic Agenda Key Documents: National Infrastructure Investment Program 2013-2023		3152 58		Ships' deck officers and pilots	Boat skipper Pilots, metro/ convair captains and aircraft	
									Aviation	3153 9		Aircraft pilots and related associate professionals	engineers	
	- 1									3155 4		Air traffice safety, electronics technicians	Flight procedure designs	
	_									3154 19		Air traffic controller	Air traffic controller	
Γ										3313 37 3341 15		Accounting associate professionals Office Supervisors	Accountant Office Supervisors	-
										3341 15 3434 75		Chefs		
										5120 23	9	Cook	Chef/ cook - need to lift standard of cooking skills	
										5131 11	6	1 Waiters	Waitress	
										5132 35 4221 58		1 Bartenders Travel consultants and clerks	Bar tenders	
										5153 28		Building caretakers	Maintenance skills	
				Tourism Development-Review of Tourism					Tourist activities	5113 45 5414 50	3	1 Travel guides Security Guards	Travel guides	Communication skills
	1 a	Accommodation and food services activities and tourism and recreation		Incentives-Tonga mark integrated into Business Licensing and regulations-Development of	\$?m	983	496	Employs 2.7% of the total working population. Tourism is a priority sector in the Strategic Agenda. Key Document: Tonga Tourism Roadmap		9111 59 5419 2	7	1 Domestic Helpers and cleaners Protective service workers	Protective service	
				natural and cultural visitor attractions									CPR training, operate kayak safely, skilled	
										5169 3 3322 5		Personal service workers 1 Commercial sales representatives	divers Marketing	Attitude
										4224 18		1 Hotel receptionist	Front office	
									General skills in hospitality	4225 40 4226 10		1 Inquiry clerks 1 Receptionists	Bookings Dealing with complaints	
										5120 23 5132 35	9	Cooks Bartenders	Food and beverage Food and beverage	-
										3132 33		Cleaning and housekeeping supervisors in offices, hotels		
L										5151 23		1 and other establishments	Housekeeping	

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SAG Priority	Industry - 13	King's priorities	Gov Priorities 2014-2016	Gov	Labour Force 2011 census	census	Industry Priority - Rationale (for Skills Training support)	Sector - 21	ISCO Classification	Employment level 2011 Census	MET priority	LMR Training Priorities by Occupation
									3514	8	1	1 Web Technicians
			Extension of Undersea cable to Ha'apai and Vava'u-Strengthen Resilience of AM Radio for early warning and disaster recovery		673	396		Tonga Communications	2151	5		Electrical engineers Information and communications technology operations
	9. Information and Communication Technology						Employs 2% of the total working population. One of the King's priorities and a	Corporation	3512	11		1 technicians
1		Research opportunities		\$36m								
_									3313 2642	22		Accounting associated professional Journalists
									2654	3		Film, stage and related directors and producers
									2656	35		Announcers on radio, television and other media
							Freedow 2017 - Cale and the second size in the size of		2411	209		Accountants
2	10. Finance and Insurance services				660		Employs 2% of the total working population. Requirements identified during 2012 Labour Market Survey.	Finance	2413	43		Financial analysts
							Employs 1.5% of the working population in Tonga. Health is a priority sector in		3222	5	1	1 Midwifery Associate professionals
1	11. Human Health and Soc. Work Activities		Promotion of healthy eating habits-Community Outreach Diabetic Centre and outreach	\$?m	510	294	the Strategic Agenda. Overarching strategy is 'Path to Good Health 2010-2015'. Potential employment for women. Key Document: Path to good health 2010- 2015		3221	48	1	1 Nursing Associate professionals
2	12. Public Admin, Defence and Social Security				2486	1493	Employs 7.6% of total working population-approx 30% are at Managers and Professional ISCO level		5221			
3	13. Education	Educational opportunities in other countries			2214	808	Employs 6.7% of total working population- Skills required are above Diploma Level - Key Document: TVET Implementation Plan 2013-2017					

Does not include miscellaneous service activities 30969 9600

	LMR Comments - Required technical skill	LMR Required general skills
	Electrical engineers	
	Computer science skills	
-	Accounting associated professional Journalists	
	Radio and TV production TV and radio announcers	Communication skills
_	Accounting	
	Finance	Attitude, communication skills