

APTC Environmental Scan 2020

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Acronyms and abbreviations

| | |
|-------------|---|
| ACOMVETS | Anglican Church of Melanesia Vocational Education and Training Schools (Vanuatu) |
| ADB | Asian Development Bank |
| APTC | Australia Pacific Training Coalition |
| AUD | Australian dollar |
| CEDAK | Church Education Directors Association in Kiribati |
| COL | Commonwealth of Learning |
| DFAT | Department of Foreign Affairs and Trade (Australia) |
| DHERST | Department of Higher Education, Research, Science and Technology (Papua New Guinea) |
| EC | European Commission |
| EFTS | Equivalent Full-Time Students |
| EQAP | Educational Quality and Assessment Programme |
| EU | European Union |
| EUR | Euro |
| FHEC | Fiji Higher Education Commission |
| FITVETA | Fiji Islands TVET Association |
| FJD | Fijian dollar |
| FNU | Fiji National University |
| FQF | Fiji Qualifications Framework |
| GDP | Gross Domestic Product |
| GNI | Gross National Income |
| GPE | Global Partnership for Education |
| HELP | Higher Education Loan Program (Papua New Guinea) |
| ICT | Information and Communication Technology |
| ILO | International Labour Organisation |
| IMF | International Monetary Fund |
| IT | Information Technology |
| KANGO | Kiribati Association of Non-Government Organisations |
| KCCI | Kiribati Chamber of Commerce and Industry |
| KIMEO | Kiribati Major Employers Association |
| KIT | Kiribati Institute of technology |
| KTC | Kiribati Teacher's College |
| MEHA | Ministry of Education, Heritage and Arts (Fiji) |
| MFAT | Ministry of Foreign Affairs and Trade (New Zealand) |
| MORDI Tonga | Mainstreaming of Rural Development Innovation Tonga |
| MSME | Micro Small and Medium Enterprises |
| MTC | Marine Training Centre (Kiribati) |
| NATA | Naunau 'oe 'Alamaite Tonga Association |
| NGO | Non-Government Organisation |
| NHTEB | National Higher and Technical Education Board (Papua New Guinea) |
| NIANGO | Nauru Island Association of Non-Government Organisations |
| NNYC | Nauru National Youth Council |
| NOLA | Nuanua O Le Alofa (Samoa) |
| NSDA | National Skills Development Agency (Papua New Guinea) |
| NTC | National Training Council (Papua New Guinea) |
| NTPC | National Training and Productivity Centre (Fiji) |
| NUS | National University of Samoa |
| NUV | National University of Vanuatu |
| NZD | New Zealand dollar |

| | |
|--------------|---|
| ODA | Overseas Development Assistance |
| PACER Plus | Pacific Agreement on Closer Economic Relations Plus |
| PACFOLD | Pacific Centre for Flexible and Open Learning for Development |
| Pacific TAFE | Pacific Technical and Further Education |
| PacREF | Pacific Regional Education Framework |
| PATVET | Pacific Association of Technical and Vocational Education and Training |
| PGK | Papua New Guinean kina |
| PIANGO | Pacific Islands Association of Non-Government Organisations |
| PICTA | Pacific Island Countries Trade Agreement |
| PIFS | Pacific Islands Forum Secretariat |
| PAFTS | Pacific Aid for Trade Strategy |
| PILNA | Pacific Islands Literacy and Numeracy Assessment |
| PIPSO | Pacific Islands Private Sector Organisation |
| PLS | Pacific Labour Scheme (Australia) |
| PNGNQG | Papua New Guinea National Qualifications Framework |
| PQAF | Pacific Quality Assurance Framework |
| PQF | Pacific Qualifications Framework |
| PRQS | Pacific Register of Qualifications and Standards |
| PSET | Post-School/Post-Secondary Education and Training |
| PWDSI | People with Disabilities Solomon Islands |
| RONPHOS | Republic of Nauru Phosphate Corporation |
| RSE | Recognised Seasonal Employer scheme (New Zealand) |
| RTC | Rural Training Centre |
| RTO | Registered Training Organisation |
| SATVETI | Samoa Association of Technical and Vocational Education and Training Institutions |
| SBD | Solomon Islands dollar |
| SDD | Statistics for Development Division, the Pacific Community |
| SIAVRTC | Solomon Islands Association of Vocational Rural Training Centres |
| SICCI | Solomon Islands Chamber of Commerce and Industry |
| SINU | Solomon Islands National University |
| SINYC | Solomon Islands National Youth Congress |
| SITESA | Solomon Islands Tertiary Education and Skills Authority |
| SIQF | Solomon Islands Qualifications Framework |
| SIWIBA | Solomon Islands Women in Business Association |
| SPTO | Pacific Tourism Organisation |
| SQA | Samoa Qualifications Authority |
| STEM | Science, Technology, Engineering and Mathematics |
| SUNGO | Samoa Umbrella for Non-Governmental Organisations |
| SWP | Seasonal Worker Program (Australia) |
| TATVET | Tonga Association of Technical and Vocational Education and Training |
| TELS | Tertiary Education Loan Scheme (Fiji) |
| TOP | Tongan pa'anga |
| TESAS | Tertiary Education Study Assistance Scheme (Papua New Guinea) |
| TNDC | Tonga National Disability Congress |
| TNQAB | Tonga National Qualifications and Accreditation Board |
| TNVIA | Tonga National Visual Impairments Association |
| TQF | Tonga Qualifications Framework |
| TVET | Technical and Vocational Education and Training |
| TYEE | Tonga Youth Employment and Entrepreneurship |
| UNCEDAW | United Nations Convention on the Elimination of Discrimination Against Women |
| UNCRPD | United Nations Convention on the Rights of Persons with Disabilities |

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| UNDP | United Nations Development Programme |
| UNESCAP | United Nations Economic and Social Commission for Asia and the Pacific |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children’s Fund |
| USD | United States dollar |
| USP | University of the South Pacific |
| VCCI | Vanuatu Chamber of Commerce and Industry |
| VDPA | Vanuatu Disability Promotion and Advocacy Association |
| VQA | Vanuatu Qualifications Authority |
| VQF | Vanuatu Qualifications Framework |
| VSDP | Vanuatu Society for People with Disabilities |
| VUV | Vanuatu vatu |
| WST | Samoan tala |

A note on terminology

Throughout this document, the term ‘tertiary education’ is used to describe formal post-secondary education or training, including that provided by universities, colleges and vocational training institutions. In Samoa this is referred to as Post-School Education and Training (PSET) while in Vanuatu the term Post-Secondary Education and Training (PSET) is used.

‘Higher education’ refers to tertiary education that leads to the award of an academic degree.

The term Technical and Vocational Education and Training (TVET) is used to refer to formal, vocationally-oriented education and training. This may take place at technical and vocational colleges or universities. Where vocational education takes place in secondary schools the term ‘TVET in secondary schools’ is used. In Tuvalu, TVET is referred to as Technical and Vocational Skills Development (TVSD).

Education can be either ‘formal’, leading to a qualification such as a Certificate, Diploma or Degree, or non-formal, not leading to a qualification. Non-formal education includes short courses, workshops or other types of training.

In line with the United Nations Convention on the Rights of Persons with Disabilities, this document uses the term ‘persons with disabilities’.

Introduction

The Australia Pacific Training Coalition (APTC) 2020 Environmental Scan aims to capture relevant information about the factors that shape Technical and Vocational Education and Training (TVET) in the Pacific. It is intended to provide information that will help APTC and Pacific governments, TVET providers and other stakeholders to make informed decisions and respond to emerging trends. The Environmental Scan draws on information that is publicly available, including in reports and academic publications, local newspapers, and websites and social media accounts of government agencies, education providers and other organisations. As a result, there are inevitably some gaps where information is not publicly available or up to date.

The 2020 Environmental Scan updates and expands on the 2018 Environmental Scan, including through a greater focus on country-level TVET systems. Much of the information provided in this document will not change greatly from year to year. However, light-touch annual updates will focus on changes and new developments. This could include changes to government policies or strategies or new donor initiatives relevant to the TVET sector. Regular updating of information on government spending on TVET will provide a picture of government investment in the sector over time. While the major TVET providers are likely to remain constant, there may be changes to the qualifications they offer, or to other aspects of TVET provision which are useful to capture.

Part I provides a brief overview of the key issues influencing TVET in the Pacific, including the broad economic, demographic, environmental and other trends and the key relationships shaping the Pacific's future growth and development. It also outlines the policy context for TVET at a regional level, the key institutions shaping TVET, regional TVET providers and the international donor context for TVET in the Pacific. Part II consists of in-depth country profiles. These outline key government policies and strategies on TVET, government agencies responsible for TVET, the main TVET providers, other actors, including the private sector and NGOs, as well as donor support for TVET and related sectors within each of the countries.

Part I: Regional context

Key trends influencing TVET in the Pacific

Provision of TVET in the Pacific is shaped by a range of demographic, economic, environmental, and technological changes. These trends influence the availability of jobs and the kinds of skills that are needed.

Population growth and urbanisation

The Pacific Islands are home to 12.3 million people, of which 8.9 million live in Papua New Guinea. The remaining countries each have a population of less than 1 million (SDD 2020). Across the region, population growth is uneven. The populations of Papua New Guinea, Solomon Islands, and Vanuatu are growing at an annual rate of about 2% while Nauru and Kiribati have growth rates of around 1.6%. Most of the small states have population growth rates of 1% or below, or even negative growth, largely due to people migrating elsewhere in the Pacific or beyond (World Bank 2017; Pacific Community 2018). These growth rates mean that the population of Melanesia is expected to almost double in the next two decades, to 14.3 million in 2040, while growth in Micronesia and Polynesia will be slower (World Bank 2017).¹

A key consequence of population growth in Papua New Guinea, Solomon Islands, and Vanuatu is a 'youth bulge', in which a large proportion of people are aged between 15 and 24 years old (Firth 2018; Wilson 2020). This presents opportunities as well as challenges. A larger working-age population provides a window of opportunity for economic growth. However, this depends on the availability of jobs for young people entering the workforce. It also depends on whether young people have the knowledge and skills needed to be productive and innovative. Efforts by Pacific governments to encourage youth to stay in school longer and to improve the quality and relevance of education are an important step in realising this opportunity. Expanding access to quality TVET will also be critical (Clarke and Azzopardi 2019) (see Box 2).

Urbanisation is also a growing trend, particularly in Melanesia, where urban growth rates are larger than the national population growth rate (Keen and Barbara 2015; Jones 2016). In these countries, urbanisation is resulting in the emergence of 'village-like settlements', informal settlements similar to traditional villages in their organisation, management, and way of life. This poses particular challenges for provision of housing, water, sanitation, and health and education services. It also has important implications for job creation, particularly in the context of a growing youth population (Jones 2016; Connell 2017).

¹ Melanesia includes Papua New Guinea, Solomon Islands, Vanuatu, New Caledonia and Fiji. Polynesia consists of over 1000 islands and includes Tonga, Samoa, Tuvalu, Tokelau, and other islands to the east. Micronesia includes Kiribati, Nauru, the Republic of the Marshall Islands, Federated States of Micronesia, Palau, Northern Mariana Islands, and Guam.

The role of TVET in human and economic development

Across the globe, human development and economic prosperity depend on the ability of national governments to provide quality, relevant education and training. The critical role of education and skills in development is recognised in the Sustainable Development Goals, which include a focus on access to quality education for all. Increasing access to quality TVET, including for women and persons with disabilities, is an important part of this (see Box 1).

| | |
|-------------------|---|
| Target 4.3 | By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education , including university. |
| Target 4.4 | By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills , for employment, decent jobs and entrepreneurship. |
| Target 4.5 | By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. |
| Target 4.b | By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries. |

Box 1: Sustainable Development Goals targets relevant to TVET

Source: UNESCO 2018

The focus on education and skills development in the Sustainable Development Goals recognises the considerable international evidence on the economic returns to education. This evidence shows that higher levels of education improve individuals' employment opportunities and their earning potential (Hanushek and Woessmann 2008). For women, higher levels of education have both greater economic returns as well as a range of health and education benefits, both for women themselves and for their families (Psacharopoulos and Patrinos 2004; UNESCO 2016; World Bank 2012). These individual benefits have flow-on effects for national economies, including increased productivity, innovation, and diffusion of technology (Hanushek and Woessmann 2008). The evidence also shows that the quality of education matters, with a strong positive link between higher levels of cognitive skills (as measured on international tests) and rates of economic growth (OECD 2015; Pritchett 2013).

With regard to TVET specifically, a recent OECD literature review found that TVET has a positive impact on employment and poverty reduction (OECD 2018). In particular, the evidence shows that:

- TVET graduates tend to find work more quickly than graduates of general education, especially when TVET courses include structured on-the-job training or apprenticeships. However, in non-OECD countries, TVET graduates find it more difficult to obtain jobs in the formal sector, since employers tend to prefer graduates of general education.
- TVET graduates can often earn more than those with a general education, although this depends on the choice of program (with science, engineering and manufacturing

graduates earning more), the quality of training, whether programs are linked to labour market needs, and whether access to further and higher education is available.

- There is significant gender segregation in TVET, with women tending to pursue courses in traditional 'female' occupations, which are not as well-paying. However, encouraging women to enrol in and complete male-dominated courses improves their access to employment and their earning capacity.
- Non-formal, 'second-chance' TVET programs focused on skills training and entrepreneurship for youth have a significant impact on employability, earnings and job quality and help reduce poverty among participants. The effects are greatest for the most disadvantaged youth, including those from low-income households, those with low levels of education, and women.²

Box 2: The role of TVET in human and economic development

Future economic growth

The economies of the Pacific Islands vary in size, from Papua New Guinea, with an estimated GDP of USD 23 billion in 2020, to Tuvalu, Nauru and Kiribati, which are among the smallest economies in the world (IMF 2020a). Incomes also vary considerably, with upper middle-income countries such as Fiji, Tonga, Tuvalu and Samoa, alongside lower-middle income countries such as Vanuatu, Solomon Islands, Papua New Guinea, and Kiribati. Despite their differences, Pacific Island economies are shaped by several common features: remoteness from large markets and trading partners; geographic dispersion, which limits inter-regional trade and connectivity; small land masses and small populations and hence small markets; and vulnerability to natural disasters and the effects of climate change (Kronenberg and Khor 2016; World Bank 2017). Their small size means that many Pacific countries have narrow economic bases. A large proportion of Papua New Guinea's income, for example, comes from mineral and energy resources, while the economies of Vanuatu, Samoa and Fiji are driven by tourism (Cabezón, Tumbarello, and Wu 2016; World Bank 2017). In addition, while many Pacific Island countries are rich in natural resources, these have not always been managed sustainably. Nauru's over-exploitation of its phosphate resources is a case in point. However, unsustainable logging practices are also putting pressure on Solomon Islands' forestry sector and the sustainable management of Pacific fisheries is a key issue for Kiribati, Tuvalu, Nauru, Papua New Guinea, and other Pacific nations (Kronenberg and Khor 2016).

² Programs with the greatest positive economic and social impacts engaged the private sector in their design and implementation, involved on-the-job training alongside classroom learning, and provided training in literacy, life skills, and soft skills in addition to technical skills. They also targeted specific groups, provided training stipends, and provided pathways into the formal education system.

The impact of COVID-19 on Pacific economies

Global travel restrictions and lockdowns to contain the spread of COVID-19 are having severe effects on economic activities of Pacific Island economies. Adverse effects include a sharp dip in tourism, disruptions in global supply chains (including the fisheries industry), a contraction in remittances, and a dent in commodity revenues (including those from log, oil and gas exports). Pacific Island countries are projected to see a 3.5% fall, on average, in GDP growth in 2020 owing to aggregate effects of COVID-19 – far sharper than during the global financial crisis. At the country level, the adverse effects are expected to be particularly pronounced in Samoa, Solomon Islands and Vanuatu which already experienced setbacks from the measles outbreak in the fourth quarter of 2019 and tropical cyclones.

For countries like Fiji, Samoa, and Vanuatu, where tourism accounts for over 50% of total exports, the evaporation of tourism is likely to cause significant macroeconomic contractions. Under the extreme scenario of near evaporation of tourism, GDP in 2020 could contract by some 9% in Fiji, Samoa and Vanuatu, and about 10% in Solomon Islands, compared to 2019. Border closures in both tourism origin and destination countries, together with 14/28-day self-quarantine measures and no cruise tourism will result in drying up holiday tourists who cannot afford to have 14/28-day self-quarantine. The impact of COVID-19 on tourism may also linger even after travel restrictions have been lifted as people are reluctant to engage in international travel (depending on the existence of a vaccine, and changes in behaviours).

For countries with limited domestic industry, remittances are vital to the economy and reduced inflows due to COVID-19 will have a significant effect. Although the macroeconomic impact of reduced remittances appears to be less significant than tourism, in Tonga, for example, where remittances account for one-fifth of household incomes and 40% of GDP (greater than aid and trade combined), a drop in remittances received will not only have large-scale macroeconomic impact, but could also affect consumption at the household level. At the household level, these impacts of COVID-19 will be particularly significant for those households linked to the tourism industry and those who rely on remittances for consumption, where the economic effects of COVID-19 could lead to increased poverty.

For countries like Papua New Guinea and the Solomon Islands, whose economies are highly dependent on commodity exports, shrinking global demand and falling prices are expected to stunt opportunities for economic growth in the resource sector. Supply chain disruptions and restrictions on labour mobility will also affect infrastructure projects that rely on imports of raw materials and inflows of workers. These trade and travel disruptions are expected to delay the construction of important infrastructure projects in both the Solomon Islands and Kiribati and for countries who depend on revenues from fishing licenses, such as Kiribati, supply chain disruptions in the fisheries industry pose a threat that could hinder economic opportunity even as COVID-19 related travel restrictions are lifted. For Papua New Guinea, supply chain disruptions caused by COVID-19 are expected to impact manufacturing, affecting both wholesale and retail trade if imported goods and services are delayed.

Box 3: The impact of COVID-19 on Pacific economies

Source: Collins 2020

Recent analysis suggests that future growth in Pacific economies is most likely to come from tourism, fisheries and labour mobility (World Bank 2017; Chen et al 2016). Agriculture, forestry and mineral and energy resources are also likely to remain significant contributors. Manufacturing is unlikely to be a major source of growth, as the region's small size and geographic remoteness makes it less competitive than other nations (Chen et al 2016; Juswanto and Ali 2016). Over the longer

term, improved connectivity and increased use of ICT will support growth in ICT and related industries, and potentially improve productivity more broadly (World Bank 2017).

Already a mainstay of several Pacific economies, tourism is predicted to be a growth industry over the next decade (Everett, Simpson and Wayne 2018; World Bank 2017). Growth in tourism is being driven by increasing numbers of tourists from Australia and New Zealand, as well as from newer markets such as China, the United States, Korea and Southeast Asia, and by an increasing number of international cruise ships visiting Pacific ports. New airline routes, expansion of accommodation offerings, development of visitor experiences, and government support for the development of the tourism industry in many Pacific countries, are helping drive this trend (Everett, Simpson and Wayne 2018).³

Growth in tourism will require ongoing investments in skills such as tourism and hospitality management, hospitality and food services, transport, tourism marketing, and visitor services, including in niche areas such as eco-tourism or high-end tourism. Foreign language and cultural awareness training will help ease communication with visitors from non-English-speaking markets while business development training for small and medium enterprises will help ensure that local businesses can benefit (Everett, Simpson and Wayne 2018; ILO 2019a).

The Pacific's 'blue economy' – and in particular fisheries - is also predicted to be a source of growth. The Pacific is home to one of the world's largest and most valuable tuna fisheries. Recent cooperative agreements between Pacific Island countries – including the Nauru Agreement, Palau Arrangement, and the Tokelau Arrangement – mean that these countries are now able to obtain additional benefits from access fees. The development of regional fish processing clusters is also a potential source of revenue and employment. The World Bank estimates that regional fish processing clusters could create between 7,500 and 15,000 jobs.⁴ These will require workers to be trained in food safety and other standards to ensure compliance. Other skills needed for sustainable fisheries management include fisheries managers and fisheries officers as well as seafarers and maritime workers. Fisheries management will increasingly make use of new technologies, meaning that literacy in information and communications technologies will be critical (World Bank 2017; World Bank and Nicholas Institute 2016).

Given the limited domestic employment opportunities in many Pacific countries, seasonal, temporary and permanent labour migration will continue to play a significant role in the region's economic growth. New Zealand has recently increased the number of places in its Recognised Seasonal Employer (RSE) scheme, from 10,500 in 2016-17 to 14,400 for 2020-21 (MFAT 2019; Immigration New Zealand 2020). Australia has introduced the Pacific Labour Scheme and expanded and removed caps from its Seasonal Worker Scheme. In addition, under the PACER Plus agreement (see below), both Australia and New Zealand have agreed to improve arrangements for temporary entry and stay of skilled workers. A separate Labour Mobility Arrangement has also been agreed. This aims to enhance existing labour mobility schemes, promote and improve current visa categories, and improve recognition of qualifications and registration of occupations.

The World Bank estimates that increasing seasonal, temporary and permanent labour migration to Australia and New Zealand and expanding into new markets such as Canada and Korea could lead to an additional 50,000 seasonal and non-seasonal labour migrants per year by 2040 (World Bank 2017; Curtain et al 2017). Expansion of labour migration will require workers with skills in a broad range of

³ Some observers have raised questions about the extent to which tourism dollars stay in Pacific countries, whether local communities are able to access benefits, and the environmental impact of tourism (Cheer et al 2018).

⁴ A large number of women are employed in fish processing (ILO 2019a).

industries where there are labour shortages in receiving countries, including agriculture, horticulture, hospitality and tourism, fisheries and aquaculture, meat processing, forestry, and labour hire. Given ageing populations in these countries, there is also likely to be an increase in demand for qualified aged care workers. To ensure Pacific workers are able to take up labour mobility opportunities, Pacific countries will need to continue efforts to increase the number of young people with a tertiary education, including TVET, and ensure that qualifications meet quality standards to facilitate international recognition (World Bank 2017; Curtain et al 2017). A focus on employability skills, including communication, positive attitude, and work ethic in training programs will help ensure Pacific workers are competitive (ILO 2017).

Agriculture is central to livelihoods and food security in the Pacific. Although it is not expected to be an area of significant growth, increases in productivity through use of new technologies, including ICT-based technologies, could generate small gains, particularly for countries with larger agricultural sectors and productivity gaps, such as Papua New Guinea, Solomon Islands, Samoa and Tonga (World Bank 2017). A focus on high value niche agricultural products such as vanilla, or high-value plantation timbers such as sandalwood, could also support modest growth (ILO 2017).

More important, however, will be efforts to increase resilience to mitigate the impact of climate change on agriculture, food systems and forestry. This will involve diversification of trees, crops, and livestock, including climate-resilient varieties, strengthening of market chains, and an integrated approach to national policy, land-use planning and community engagement (Sisifa et al 2016; ACIAR 2020). Workers in the agriculture and forestry industries will need to understand key principles for sustainable management of crops, soils, water, livestock, and forests and have practical knowledge of new technologies such as geographic information systems and remote sensing.

The minerals and energy sectors will continue to support growth in selected Pacific countries. Papua New Guinea's mineral sector has historically been the main driver of growth, albeit somewhat volatile due to fluctuations in international commodity prices. Construction linked to new mining and gas projects, such as the large PNG LNG project which commenced in 2010, have also helped create jobs and contributed to growth (Khor et al 2016). This is likely to continue, with negotiations underway to develop several new gas fields, two new mining projects in the final stages of approval, and ongoing exploration of new reserves. This will mean continued demand for workers with relevant trade skills, including electricians, mechanics, plumbers, metal workers, and construction workers as well as those with skills in occupational health and safety, procurement and logistics (World Bank 2017). However, increased automation will likely mean there are fewer low-skilled jobs (ILO 2017).

A new area for development over the coming decades is deep sea mining, with a number of Pacific countries having significant undersea mineral resources. To date, Fiji, Papua New Guinea, Solomon Islands, Tonga and Vanuatu have granted exploration permits, and Papua New Guinea has granted a license to mine (World Bank 2017).

Climate change and the environment

Climate change will have myriad impacts on the Pacific Islands. Rising sea levels will affect the 54% of people who live in coastal areas, including those on low-lying land (Pacific Community 2020).⁵ Increased temperatures and changes in rainfall patterns will impact on crops and livestock. Changes in sea temperature will affect fish stocks and increase the frequency of cyclones. Together, these

⁵ If Papua New Guinea is excluded, this rises to 96% (Pacific Community 2020).

changes will impact individual livelihoods, as well as having broader effects on Pacific economies and on the Pacific's relationships with other countries in the region and beyond.

Mitigating and managing these impacts will also have an impact on jobs and the kinds of skills that are needed. A recent ILO report suggests that the transition to a 'green economy' will change the nature of jobs as well as creating new jobs, with the main impact being on mid-skill and higher skill occupations. Globally, the occupations likely to be in highest demand include building and related trades workers, labourers in mining, construction, manufacturing and transport, skilled agricultural workers, metal, machinery and related trades workers, sales workers, and electrical and electronic trades workers (ILO 2019b).

To take advantage of new opportunities, workers in these occupations will need to reskill and upskill. Given that many of these occupations are male-dominated, measures will need to be taken to ensure women access training. In addition to new technical skills, workers will also need a range of soft skills, including environmental awareness, teamwork, adaptability, communication and negotiation, analytical thinking, innovation, leadership, management, and entrepreneurship skills (ILO 2019b). TVET systems will need to adapt to these changes, including by revising existing programs and qualifications and developing a small number of new ones; updating occupational standards in national qualification systems to incorporate new skills; and facilitating information sharing on new skill needs across different sectors between government, TVET providers, industry and other stakeholders (ILO 2019b; Maclean, Jagannathan and Panth 2018; ILO 2019a).

New technologies

Technological change, including digitalisation and automation, will continue to impact societies and economies in the Pacific, including employment. Across the world, technological innovations are creating new types of jobs, changing the kinds of skills that are required in the workplace, and introducing new patterns of work (ILO 2017; ILO 2018a).

In the Pacific, deregulation and reform of the telecommunications sector and investments in fibre optic cable connections by Pacific governments over the past two decades have reduced prices and improved the region's connectivity. This is already helping increase productivity, promote entrepreneurship, stimulate innovation, and reduce transaction costs across the economy (Utz 2017; ILO 2017). Further improvements to connectivity are expected as cables currently being constructed come online. This will help support greater economic integration, both within the region and beyond, which has been a key constraint to growth (O'Rourke 2018). The World Bank estimates that improved Internet access and connectivity could translate into additional GDP of more than USD 5 billion by 2040 (World Bank 2017).

Improved connectivity provides opportunities for the Pacific to enter new, fast-growing sectors (ILO 2017). This includes the ICT sector itself, as well as ICT-related industries such as e-commerce, online offshoring and outsourcing, and financial technologies. In addition to Fiji, which already hosts several major offshoring operations, Samoa and Tonga have significant potential in offshoring due to the skill levels of their workforces, internet bandwidth, and ease of doing business (ILO 2017; Utz 2017).

Taking advantage of these opportunities will require significant investments in upgrading the ICT skills of those already in the workforce and integrating ICT into the school curriculum, starting at primary school level. Moreover, given the pace of ongoing technological change, creating systems which support lifelong learning will ensure that workers can upskill and reskill throughout their careers (ILO 2018b). In order to bridge the digital divide within and between Pacific Islands, efforts

also need to be made to ensure that ICT education and training reaches areas and groups at risk of being left behind.

Regional and international relationships shaping TVET

Regional and international economic, trade, diplomatic and aid relationships have an important influence on Pacific economies and labour markets and hence on the provision of TVET.

Pacific regionalism and Pacific diplomacy

Since the mid-1960s, Pacific countries have been working together to integrate their economies and advance their interests in global fora. Until recently, the principal vehicle for this has been the Pacific Islands Forum, which includes the island nations of the Pacific as well as Australia and New Zealand. Members of the Pacific Islands Forum have negotiated a range of free trade agreements (see Box 4).

Regional economic and trade cooperation

Regional economic and trade agreements shape the broader context for TVET, including employment and economic opportunities.

The **Pacific Island Countries Trade Agreement (PICTA)** (PIFS 2001) promotes regional cooperation and integration by establishing a free trade area between 14 Pacific Islands Forum countries. PICTA was signed in 2001 and implementation commenced in 2007. However, only 7 countries are currently implementing the Agreement. A Temporary Movement of Natural Persons Scheme under PICTA aims to facilitate labour mobility of professionals and tradespeople within the 14 countries.

The **Melanesian Spearhead Group Trade Agreement** (MSG 2005) is a reciprocal free trade agreement in goods that includes Papua New Guinea, Solomon Islands, Vanuatu and Fiji.

Papua New Guinea entered into an **Economic Partnership Agreement** with the European Union (EU) in 2009. The Agreement provides duty-free quota-free access to the EU market and has supported the expansion of processed fish exports to the EU (EU 2020). Other Pacific countries have also joined, including Fiji (2014), Samoa (2018), and Solomon Islands (2020). Tonga has indicated its intention to join (EC 2019; EC 2020).

The **Pacific Agreement on Closer Economic Relations (PACER) Plus** (DFAT 2020a) is a regional trade agreement between the members of the Pacific Islands Forum which came into force in December 2020. It covers trade in goods and services, investment, temporary migration, and development and economic cooperation. A separate Labour Mobility Arrangement aims to enhance existing labour mobility schemes, promote and improve current visa categories, and improve recognition of qualifications and registration of occupations.

The **Pacific Aid for Trade Strategy 2020-2025 (PAFTS)** (PIFS 2020) aims to ensure effective coordination of Aid for Trade resources and priority setting at the regional level. It focuses on four priority areas: services; electronic commerce; connectivity; and deepening Pacific Island Forum markets.

The Pacific Islands Forum Secretariat's **Pacific Trade Invest** (<https://www.forumsec.org/pacific-trade-invest-network/>) network helps create employment in the Pacific by developing and promoting Pacific exports, investments, tourism and creative arts across international markets. It has offices in Australia, China, Switzerland, Japan and New Zealand.

Box 4: Regional economic and trade cooperation

These agreements have supported regional economic integration as well as the Pacific's integration into the global economy and in doing so have helped create employment opportunities. However, Pacific Islands countries have not always been in a strong bargaining position (Penjueli 2015).

Over the last decade, the nature of Pacific regionalism and Pacific diplomacy has undergone some important shifts. The 'new paradigm' has been characterised by an emphasis on Pacific Island control of the diplomatic agenda; a proactive approach, especially on key issues affecting the Pacific such as climate change; an appeal to regional identity and calls for a genuine 'Pacific voice'; and greater inclusion of actors beyond the state, including civil society and the private sector (Tarte 2014; Fry and Tarte 2015; Tarte 2017; Fry 2019).

In concrete terms, this shift has resulted in the emergence of new diplomatic institutions such as the Pacific Small Island Developing States Group and Pacific Islands Development Forum, new sub-regional groupings, such as the Melanesian Spearhead Group and Parties to the Nauru Agreement, as well as increasing engagement in southern diplomatic alliances such as the Group of 77 and the Alliance of Small Island States. The new approach to Pacific diplomacy has resulted in some important gains. The inclusion of a stand-alone goal on oceans in the Sustainable Development Goals, for example, in part reflected the increasing influence of the Pacific Small Island Developing States Group in the United Nations (Fry and Tarte 2015; Tarte 2017; Fry 2019; Bryar and Naupa 2017; Naupa 2017).

Looking forward, Bryar and Naupa (2017) see the future of Pacific regionalism as '...increasingly about investing political energy in testing innovative, game-changing solutions to tackle the region's contemporary challenges' and as involving networks and coalitions from 'within the region, as well as beyond' (see also Naupa 2017). This is reflected in the Framework for Pacific Regionalism, which defines Pacific regionalism as:

The expression of a common sense of identity and purpose, leading progressively to the sharing of institutions, resources, and markets, with the purpose of complementing national efforts, overcoming common constraints, and enhancing sustainable and inclusive development within Pacific countries and territories and for the Pacific region as a whole (PIFS 2014).

It is also reflected in the more recent discourse of the 'Blue Pacific' which promotes Pacific islands identity and collective action to ensure sustainable management of natural resources (Fry 2019). The 2050 Strategy for the Blue Pacific Continent currently being developed by the Pacific Islands Forum will identify the key issues driving change in the region, select those that require joint political efforts or collective action, and develop objectives and strategies for addressing these (PIFs n.d).

A regional approach to TVET

A regional approach – and the shift to a new paradigm - is already evident in the TVET sector. Pacific island nations recognised early on the benefits of a shared institution providing tertiary education for the region. Established in 1968 and one of only two regional universities of its kind in the world, the University of the South Pacific is funded through pooled contributions from member countries, as well as through donor support (see Box 5) (Dornan and Newton Cain 2014).

The University of the South Pacific

The University of the South Pacific (USP) is a regional university with 12 member countries: Cook Islands, Fiji, Kiribati, the Republic of the Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. USP offers face-to-face, blended and online courses to nearly 30,000 students and has three major campuses in Fiji (Laucala), Samoa (Alafua) and Vanuatu (Emalus), and 12 smaller regional campuses and centres.⁶

USP has three faculties: Faculty of Arts, Law and Education, the Faculty of Business and Economics and the Faculty of Science, Technology and Environment. Each Faculty has a number of Schools which offer academic programmes at the undergraduate and postgraduate levels.

USP's Disability Resource Centre works with other parts of the University to ensure that both students and staff with disabilities can fulfil their potential in an inclusive environment. Services include assistive technology and software, sign language interpreters and basic sign language classes, volunteer buddy support, designated student space, awareness and advocacy initiatives and a regional scholarship scheme for students with disabilities.

Pacific Technical and Further Education (Pacific TAFE)

In addition to the Faculties, the Pacific Technical and Further Education (Pacific TAFE) provides vocational education and training and pathway education.

Pacific TAFE currently offers 35 TVET courses through its four colleges (see Table 1). In 2018, there were just over 5500 students enrolled in these courses across the region. Around 40% of these were enrolled in courses in the College of Science, Technology and Environment and a further 40% in the College of Arts and Humanities. The remainder were enrolled in tourism, hospitality and business courses (USP 2018).

In addition to these, the Workforce Development Training Unit of Pacific TAFE is a Continuing Professional Development United Kingdom certified centre and currently offers 100 fully accredited short courses.

| College of Business and Commerce |
|--|
| Certificate III in Small Business Development & Management (recognised by Small Business Association of Australia) |
| Certificate IV in Accounting (recognised by Skills International New Zealand) |
| Certificate IV in Business Administration |
| Certificate IV in Human Resources |
| Certificate IV in Project Management Practice |
| Diploma of Accounting (Level 5) (recognised by Skills International New Zealand) |
| Diploma of Business Administration (Level 5) |
| Diploma of Human Resources Management (Level 5) |
| Diploma of Project Management (Level 5) |
| Professional Diploma in Public Sector Management |
| Professional Diploma in Procurement & Supply |
| Professional Diploma in Business Management |
| College of Tourism and Hospitality |
| Certificate III in Commercial Cookery (accredited by International Centre of Excellence in Tourism and Hospitality Education, Australia) |

| |
|--|
| Certificate III in Patisserie (Pastry & Bakery) (accredited by International Centre of Excellence in Tourism and Hospitality Education, Australia) |
| Certificate IV in Commercial Cookery (accredited by International Centre of Excellence in Tourism and Hospitality Education, Australia) |
| Certificate IV in Hospitality Operations (Events, Food & Beverage and Front Office) (accredited by International Centre of Excellence in Tourism and Hospitality Education, Australia) |
| Certificate IV in Patisserie (Pastry and Bakery) |
| Diploma of Culinary Arts and Management (Level 5) |
| Diploma of Hospitality Management – Events, Food & Beverage and Front Office (Level 5) |
| College of Arts and Humanities |
| Certificate III in Early Childhood Care and Education (accredited by Australian Children’s Education and Care Quality Authority) |
| Certificate III in Community Development (accredited by Australian Community Workers Association) |
| Certificate IV in Early Childhood Care and Education |
| Certificate IV in Library/Information Studies |
| Certificate IV in Training, Assessment & Evaluation |
| Certificate IV in Counselling |
| Diploma of Library and Information Services (Level 5) (accredited by Australian Library and Information Association) |
| Diploma of Counselling (Level 5) (accredited by (Australian Community Workers Association) |
| Diploma of Early Childhood Care and Education (accredited by Australian Children’s Education and Care Quality Authority) |
| College of Science, Technology and Environment |
| Certificate III in Resilience (Climate Change Adaptation and Disaster Risk Reduction) |
| Certificate IV in Information Technology (Support) (recognised by (Skills International New Zealand) |
| Certificate IV in Fisheries Enforcement and Compliance |
| Certificate IV in Resilience (Climate Change Adaptation and Disaster Risk Reduction) |
| Certificate IV in Cyber Security |
| Certificate IV in Coastal Fisheries and Aquaculture Compliance |
| Diploma of Information Technology (Level 5) (recognised by (Skills International New Zealand) |

Table 1: Courses offered at Pacific TAFE
Note: Not all courses are available at all campuses.
Source: <https://www.usp.ac.fj>

Box 5: The University of the South Pacific

Pacific island countries have also recognised their shared challenges in providing quality education, including TVET. The **Pacific Regional Education Framework 2018-2030** (PacREF) (PIFS 2018), for example, outlines an agenda for equitable access to high quality education across the Pacific.⁷ With

⁶ The Alafua Campus in Samoa houses the School of Agriculture and Food Technology, and the Emalus Campus in Vanuatu is the location for the School of Law.

⁷ Funding for development and implementation of the PacREF is provided by the Global Partnership for Education with the Asian Development Bank as the grant agent. The Australia Pacific Training Coalition (APTC)

regard to TVET, the framework underscores the importance of increasing participation in TVET, better linking TVET to the needs of industry, and creating alternative pathways, including for out-of-school children, girls, youths at risk and persons with disabilities (see Box 6).

is an implementing agency of PacREF, alongside the University of the South Pacific, the Pacific Community, the Pacific Islands Forum Secretariat, UNESCO and UNICEF. APTC is actively engaged in PacREF governance mechanisms, including the Forum Education Ministers' Meeting, Pacific Heads of Education meetings, PacREF Steering Committee and working groups, and the CROP Human Resource Development Working Group.

Regional approaches to gender equality and social inclusion

Pacific governments have recognised the importance of addressing issues of gender and social inclusion in education, including TVET.

All Pacific governments (except Tonga and Palau) have ratified the **United Nations Convention on the Elimination of all Forms of Discrimination against Women** (UNCEDAW) (United Nations Treaty Collection 2020a). In 2012, Pacific Island Forum Leaders endorsed the **Pacific Leaders Gender Equality Declaration** (Pacific Islands Forum Leaders 2012), reaffirming their commitment to lift the status of women and empower them to be active participants in economic, political and social life. This includes encouraging gender parity in informal, primary, secondary and tertiary education and training opportunities. In 2017, Pacific Ministers for Women endorsed the new **Pacific Platform for Action on Gender Equality and Human Rights 2018–2030** to accelerate implementation of Pacific governments' gender commitments (Pacific Community 2017). This includes addressing gender issues in education such as the underrepresentation of women in scientific and technical fields and in technical and vocational training, as well as the gap between women's educational achievements and their economic empowerment through employment or entrepreneurship (Pacific Community 2016).

Pacific countries have also signalled their commitment to disability inclusion. Eleven Pacific Islands Forum countries have ratified the **United Nations Convention on the Rights of Persons with Disabilities** (UNCRPD)⁸ and all Pacific governments have adopted the **Incheon Strategy to “Make the Right Real” for Persons with Disabilities in Asia and the Pacific** (UNESCAP 2012) and the **Beijing Declaration**, including the **Action Plan to Accelerate the Implementation of the Incheon Strategy** (UNESCAP 2018). Pacific Islands Forum Leaders have also endorsed the **Pacific Framework for the Rights of Persons with Disabilities 2016–2025** (PIFS 2016). Expected outcomes of the framework include the participation of persons with disabilities (men, women and youth) in vocational training and small business training courses (Incheon Target 1.C) and development and implementation of inclusive education policies to ensure persons with disabilities enjoy equal access to inclusive and quality education and lifelong learning.

A **Pacific Regional Inclusive Education Framework** has also been developed to address the educational needs of learners at most risk of exclusion. This includes persons with disabilities, those who are marginalised due to geographical location, socio-economic status, gender, ethnic minorities and other potentially marginalised groups. It focuses on five key priorities: enabling policies and legislation for inclusive education; raising awareness about inclusive education in schools and the wider community; providing appropriate training and professional learning to enable leaders and teachers to implement effective inclusive practices; strengthening partnerships between schools, parents and community members; and developing best practice pedagogy and curriculum for inclusive practices and accessibility. Pacific Heads of Education Systems endorsed the draft framework in 2019. This was expected to be submitted to the PacREF Steering Committee for review and final endorsement for tabling at the next Forum Education Ministers Meeting in 2020.

Box 6: Regional approaches to gender equality and social inclusion

There have also been efforts to employ a regional approach to addressing issues of TVET quality. The **Pacific Qualifications Framework** (EQAP 2015), **Pacific Quality Assurance Framework** (EQAP 2018),

⁸ These are: Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, New Zealand, Palau, Papua New Guinea, Samoa, the Republic of the Marshall Islands, Tuvalu, and Vanuatu. A further two have signed with the intention to ratify: Solomon Islands and Tonga (United Nations Treaty Collection 2020b).

and **Pacific Register of Qualifications and Standards** (<https://prqs.spc.int/>) were developed by the Educational Quality and Assessment Programme within the Pacific Community to improve the standards and facilitate recognition of qualifications regionally and internationally (EQAP 2015) (see Box 7).

The Pacific Qualifications Framework

The **Pacific Qualifications Framework (PQF)** is based on the Australian and New Zealand frameworks. It is a 10-level framework covering post-secondary qualifications from Certificates to Doctorates (see Figure 1). Each level of the framework describes the knowledge, skills and competencies learners have acquired.

| | |
|----|---|
| 10 | Doctorate |
| 9 | Masters |
| 8 | Bachelor with Honours, Post-Graduate Certificate, Post-Graduate Diploma |
| 7 | Bachelor, Graduate Certificate, Graduate Diploma |
| 6 | Diploma/Advanced Diploma, Associate Degree |
| 5 | Diploma |
| 4 | Certificate |
| 3 | Certificate |
| 2 | Certificate |
| 1 | Certificate |

Figure 1: Levels of the Pacific Qualifications Framework

Source: EQAP 2015

Four countries – Fiji, Tonga, Samoa and Vanuatu - have aligned their national qualification frameworks with the Pacific Qualifications Framework and Kiribati and Tuvalu have adopted the Pacific Qualifications Framework as their national frameworks. Papua New Guinea has its own qualifications framework. Neither Solomon Islands nor Nauru have qualifications frameworks, although TVET in Nauru is delivered by TAFE Queensland with qualifications aligned to the Australian Qualifications Framework.

The **Pacific Quality Assurance Framework (PQAF)** complements the Pacific Qualifications Framework, providing minimum quality standards that can be used by accrediting agencies in registering TVET providers, accrediting training programmes, and conducting periodic quality audits of providers and programmes.

Countries which have adopted the Pacific Quality Assurance Framework as their national framework or have aligned their national qualification frameworks with the Pacific Quality Assurance Framework can have their national qualifications listed on the **Pacific Register of Qualifications and Standards (PRQS)**. There are currently 173 national qualifications from Levels 1-6 listed on the PRQS and 21 regional qualifications.

Box 7: The Pacific Qualifications Framework

More recently, Pacific island governments, TVET providers, civil society, the private sector and international donors have agreed to stronger cooperation on TVET and skills development through the **Pacific Skills Partnership**, launched in September 2018 at the Pacific Islands Forum. Founding

signatories include the governments of Nauru, Australia and the Solomon Islands, the University of the South Pacific, the Pacific Islands Association of Non-Governmental Organisations (PIANGO), and the Pacific Islands Private Sector Organisation (PIPSO). The Partnership aims to provide a mechanism for advocacy and collaboration on skills development. Key initiatives include the Pacific Skills Summit, the first of which was held in June 2019, the Pacific Skills Portal, and Next Generation Skills. The Pacific Skills Portal - currently being developed by the Pacific Community with support from the Australia Pacific Training Coalition - will improve coordination and access to data on skills, labour and employment across Pacific countries. Work on Next Generation Skills is being led by PIANGO.

Regional cooperation on TVET: Further examples

The **Council of Regional Organisations of the Pacific Human Resources Development Working Group** provides advice on regional human resource development priorities, with a focus on education. The Australia Pacific Training Coalition is a member of this group.

The **Pacific Association of Technical and Vocational Education and Training (PATVET)** (<https://www.facebook.com/fnuPATVET>), established in 2001, is a member-based organisation that draws together senior industry and government representatives and national TVET associations to advocate, promote, and assist in setting standards for TVET in the Pacific.

The **Commonwealth of Learning (COL)** (<https://www.col.org>) is an intergovernmental organisation created by Commonwealth Heads of Government in 1987 to promote the development and sharing of open learning and distance education knowledge, resources and technologies. It is hosted by the Government of Canada. In the Pacific, Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu, New Zealand and Australia are members.

COL is funded by a combination of financial contributions from member countries and grants from international donors and other international organisations, including the governments of Canada, Australia and New Zealand and the Hewlett Foundation.

COL's Technical and Vocational Skills Development program supports policymakers, managers, and teaching and administrative staff to use technology to support flexible skills development. Activities include online courses and an online community of practice.

The **Pacific Centre for Flexible and Open Learning for Development (PACFOLD)** (<https://pacfoldlearn.org/>) is an initiative of the Commonwealth of Learning and the University of the South Pacific. It aims to promote the adoption and strengthen the use of open, flexible and distance learning methods in formal, nonformal and informal learning. PACFOLD is hosted by Pacific TAFE at the University of the South Pacific.

Box 8: Regional cooperation on TVET: Further examples

Regional private sector organisations and industry groups

Several regional private sector organisations and industry groups have an interest in skills development and training. These include:

The **Pacific Islands Private Sector Organisation** (PIPSO) (<http://www.pipso.org.fj/>) is the premier private sector representative body in the Pacific Islands region. Its core membership includes chambers of commerce and industry from across the Pacific. PIPSO helps strengthen the capacity of members, including through networking, mentoring, training and funding. It also advocates for the interests of the private sector at the national, regional and international fora. PIPSO is a signatory to the Pacific Skills Partnership.

The **Pacific Tourism Organisation** (SPTO) (<https://corporate.southpacificislands.travel/about/>) represents the tourism industry in the Pacific. Its membership includes 21 Pacific governments and around 200 private sector members. The main functions of the organisation are to market and promote the Pacific as a tourism destination and support the sustainable development of tourism in the Pacific. This includes development of human resource capacity through training.⁹

The **Pacific Islands Telecommunications Association** (<http://www.pita.org.fj/>) represents the interests of Pacific Islands in the field of telecommunications. Members include telecommunication entities registered in the Pacific, including Australia and New Zealand, government agencies, suppliers and manufacturers, and development partners. Members have access to training workshops, conferences and networking events throughout the year.

Established in 2010, the **Sustainable Energy Industry Association of the Pacific Islands** (<http://www.seiapi.com/>) aims to create an enabling environment for the growth of sustainable energy business entities and sustainable energy equipment and/or energy services in the Pacific Islands. Its membership includes businesses and utilities located in the Pacific Islands; companies outside the Pacific Islands who provide products and services into the Pacific Island countries and territories; training Institutes and universities; government departments, and international donors. The Association has recently updated 12 competency standards in Renewable Energy and Energy Efficiency Training. These have been accredited as micro-qualifications on the Pacific Qualifications Framework through EQAP.

Pacific Power Association (<https://www.ppa.org.fj/>) is an inter-governmental agency and member of CROP which promotes cooperation of Pacific Island power utilities in technical training, exchange of information, and sharing of expertise. The Association administers a programme of technical and non-technical training activities for the power utilities in cooperation with its members, associate training institutions, and co-sponsoring funding institutions.

Pacific Water and Wastewater Association

(<https://www.facebook.com/pacificwaterandwastesassociation/>) is a not for profit membership body established in 1995 to support the Pacific region in meeting water resource challenges. Members include national water utilities, regional schemes, consultancies, suppliers, associations, donors and professionals in the Pacific water industry. Members have access to training events and workshops.

The **New Zealand Pacific Business Council** (<https://nzpbc.co.nz/>) aims to promote and facilitate two-way trade between New Zealand and the Pacific Islands to improve trade and economic outcomes in the region. It has over 60 members representing businesses across many different

industries. The NZPBC supports members through regular networking events, business missions, advocacy and access to a network of business and government counterparts.

The **Australia Pacific Islands Business Council** (<https://apibc.org.au/>) is an independent association of businesses based in Australia and the Pacific Islands. Membership of the Council includes a wide range of industry groups, including shipping, trading companies, freight forwarding, manufacturing, transport, airlines, accountancy/audit, management and business consultancy, insurance, building & construction, tourism, banking, petroleum, tobacco, food/confectionery, and legal services. The Council advances Australian business interests in the Pacific Islands by providing members with access to information and networking opportunities, advocating to government on policy issues affecting Australian business interests; and sending and receiving trade and investment delegations between Australia and the Pacific Islands.

Box 9: Regional private sector organisations and industry groups

International relationships

International relations in the Pacific are shaped by colonial histories, trade and economic relationships, and geopolitical competition. Australia and New Zealand are among the Pacific's closest partners, with significant trade, aid and security links. The United States maintains relations with the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau¹⁰ while France has strong ties to French Polynesia, New Caledonia and Wallis and Futuna.

The Pacific's most important trading partners are Australia, the United States, China, New Zealand, Europe and Japan. Over the last two decades, China has become an increasingly important trade partner, with Pacific exports to China increasing from USD 46 million in 2005 to almost USD 400 million in 2017 (excluding Papua New Guinea) (Dornan and Muller 2018; PTI Australia 2018). This is set to grow as China rolls out its 'Belt and Road Initiative', an ambitious program for inter-regional economic connectivity which will develop new trade routes and production chains to link Pacific economies with the Chinese market. China has also significantly increased its development efforts in the Pacific, largely through interest-free and low-interest loans for infrastructure projects (Dornan and Brant 2014; Brant 2015; Van Grieken and Kantorowicz 2019).

China's increasing economic importance in the Pacific has sparked a geopolitical contest, with the United States, Australia, New Zealand and Japan all seeking to counter China's growing influence by strengthening their diplomatic, trade and aid relationships with Pacific countries (O'Keefe 2015). How these relationships play out has important implications for economic growth and development in the Pacific as well as for the level and aid provided.

Aid and development relationships

⁹ In December 2019, APTC signed a Memorandum of Agreement on the Development of Regional Micro-Qualifications for the tourism sector with SPTO and the Pacific Community. Under the Agreement, the three signatories will form a 'Regional Tourism Sector Skills Coalition' to collaborate and respond to labour demands and quality industry-relevant training in the tourism sector. Over the next three years the Coalition will jointly review the skills gap in the Pacific tourism sector with national stakeholders, select appropriate TVET micro-qualifications to develop, and work with national and regional training providers to pilot the qualifications.

¹⁰ These countries were previously administered territories but have since been in 'free association' with the United States. The United States also has a number of unincorporated territories, including American Samoa, Guam and Northern Mariana Islands.

Aid and development funding make a significant contribution to the economies of the Pacific (see Figure 2). Over the last two decades, aid to the region has increased by around a third, although there is considerable variation between countries. This variation does not necessarily reflect need, with some higher income countries such as Cook Islands, Niue and Tonga receiving more aid per capita than countries with lower incomes per capita such as Papua New Guinea.¹¹ There has also been an increase in aid funding for regional initiatives and organisations (Dornan and Pryke 2017).

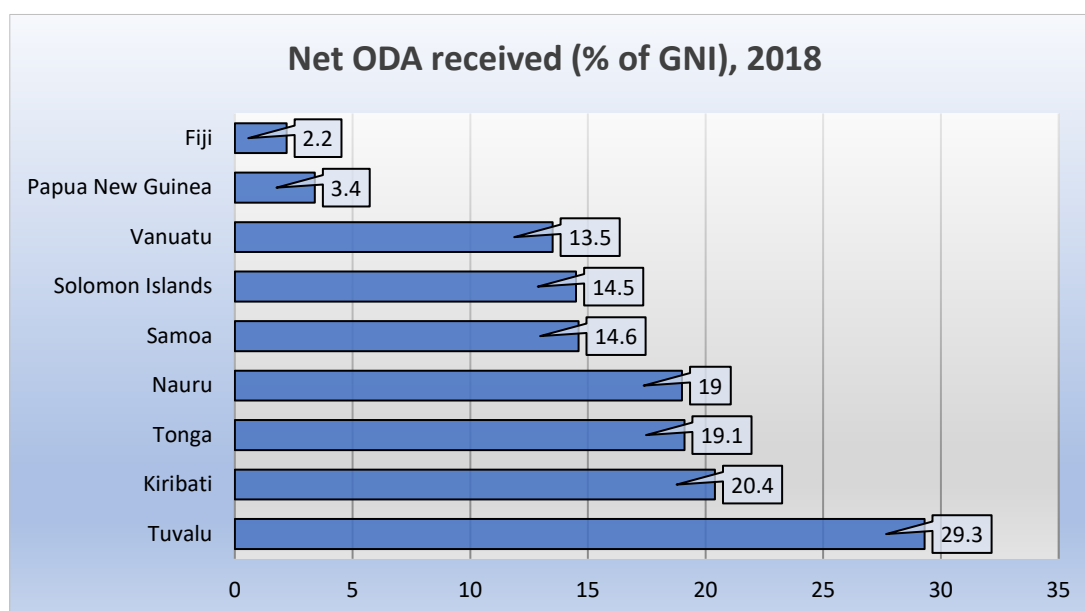


Figure 2: Net ODA received (% of Gross National Income) 2018 for selected Pacific countries

Source: World Bank 2020a

Alongside increases in the amount of funding has been a shift in how aid is provided. In line with the aid effectiveness agenda, there is now a greater focus on funding to support national governments to implement their own development plans, including through Sector Wide Approaches and budget support, rather than discrete donor-driven projects. Funding for international technical assistance has also declined, although it remains a significant proportion of aid spending in the Pacific, in part as a result of capacity gaps (Dornan and Pryke 2017). While grants are still the main form of funding, there has been an increase in soft loans, including from multilateral development partners such as the World Bank, Asian Development Bank and, increasingly, China (World Bank 2016).

Recent analysis by the World Bank suggests that the higher costs of public service delivery, lack of economies of scale, and financial impacts of natural disasters mean that Pacific countries will continue to require external funding to fill public financing gaps. This should be seen 'as an ongoing source of financing, policy advice and technical assistance that allows the basic operations and responsibilities of government to be adequately funded and delivered' (World Bank 2016).

Over the medium to long-term, aid and development assistance to the region will be influenced by a range of factors. On the one hand, funding is likely to continue to flow between countries such as Australia, the United States and France and the Pacific nations to which they have historical ties. Geostategic competition for the Pacific will see ongoing use of development funds as a tool for soft diplomacy (Dornan and Brant 2014; Van Grieken and Kantorowicz 2019). The global commitment to

¹¹ This may be a result of a larger number of donors providing small amounts of aid to small countries or the higher costs of service delivery in countries with smaller populations (Dornan and Pryke 2017).

sustainable development and increasing recognition of climate change and environmental degradation as a key development issue is also likely to see continued funding for development in the Pacific. On the other hand, financial constraints in donor countries could limit space and appetite for aid spending (World Bank 2016). The cost of economic recovery from COVID-19, for example, could mean a decrease in donor spending in the short to medium term. Growing conservatism and more inward-looking politics in some donor countries could also see aid spending curtailed and greater use of aid to pursue domestic political agendas. This is already evident in the merging of aid and foreign policy agencies, including in Australia, Canada and the United Kingdom, which has resulted in a reorientation of aid and development priorities around national economic and security interests, as well as having implications for aid effectiveness (Gulrajani 2018; Pryke 2019; Jennings 2020).

Main donors

Australia is by far the largest donor to the Pacific, with a significant proportion of Australian aid funding going to Papua New Guinea and the Solomon Islands. Development assistance from China, Japan, New Zealand, and the multilateral development partners has also increased substantially in recent years (World Bank 2016).

Australia's development co-operation is currently guided by the 'Partnerships for Recovery' policy which outlines Australia's international response to the COVID-19 crisis (DFAT 2020b). The policy is focused on addressing the health, economic and social impacts of COVID-19 through a focus on health security, stability and economic recovery, underpinned by an emphasis on protecting the most vulnerable, especially women and girls.

The Pacific remains a key focus for Australia's aid program. In 2016, Australia announced its Pacific Step-Up. The Step-up is described as a response to the broad-ranging challenges of the region, including climate and disaster resilience; economic growth; and the need for healthy, educated, inclusive populations. Key initiatives under the Step-Up include the AUD 2 billion Australian Infrastructure Financing Facility for the Pacific, the Coral Sea cable; and the Pacific Labour Scheme (DFAT 2019).

Improving access to quality education has been a consistent priority across Australia's aid program, including in the Pacific. Given the link to labour mobility and to supporting Pacific countries to recover from the economic impacts of COVID-19, TVET is likely to remain a priority in Australia's aid program.

Following a decline in **New Zealand's** official development assistance, the Labour-NZ First Government, elected in October 2017, announced the Pacific Reset policy (OECD 2020). This includes an increase in ODA to 0.28% of Gross National Income (GNI) over the period 2018-19 to 2021-22 as well as additional places for Pacific workers under the Recognised Seasonal Employer (RSE) scheme, (MFAT 2019; Immigration New Zealand 2020). Education is likewise one of the priorities for New Zealand's aid program and New Zealand and Australia co-fund a number of education initiatives regionally (see Table 2).

China and **Taiwan** are significant – and often competing – actors in the Pacific and both countries have used foreign aid as an instrument in their longstanding diplomatic competition. As a result, Chinese aid funding tends to be highest in countries which recognise China, while Taiwan's aid is focused on countries with which it maintains diplomatic ties (Lin and Lin 2017; Zhang 2020). Moreover, these relationships are dynamic, as the recent realignment of Solomon Islands and Kiribati with China demonstrates.

With the exception of scholarships, neither China nor Taiwan make significant investments in education, instead focusing on grants and interest-free or low-interest loans for infrastructure (in the case of China) and technical cooperation in agriculture, private sector development, health and ICT (in the case of Taiwan) (Lin and Lin 2017; Zhang 2020). Taiwan has a small, short-term vocational training program for citizens of selected Pacific countries (see below).

Japan maintains a strong footprint in the Pacific, including in technical areas such as fisheries. It has also been a long-term partner of the University of the South Pacific and has provided funds for upgrading of schools and colleges in several Pacific countries through its Grassroots Grant Assistance program. Japan is also funding the promotion and delivery of online micro-credentials for Pacific employees in the tourism sector who are unemployed due to COVID-19. **Korea** is interested in expanding its engagement in the Pacific (Lee 2019).

The **European Commission's** development programme in the Pacific is focused on regional economic integration, the environment, and governance and human rights (EC and PIFS 2015). This has included a project to strengthen capacity for climate change adaptation in 15 Pacific Island countries. The project has developed a range of accredited TVET qualifications in climate change and resilience which are being implemented by providers across the Pacific. The European Commission's regional program also includes technical and vocational education and training in the areas of entrepreneurship and fisheries and marine conservation (Havea et al 2020).

Among the multilateral development partners, **United Nations Educational, Scientific and Cultural Organization (UNESCO)** and **United Nations Children's Fund (UNICEF)** are engaged in education reform across the Pacific, with a focus on the early childhood, primary and secondary levels. Funding amounts are generally quite small, and often focused on technical assistance for education policies. In Samoa, the **United Nations Development Programme (UNDP)** is implementing the One United Nations Youth Employment Programme (One-UN YEP), which aims to address the challenges of youth unemployment through a focus on skills and employability and youth entrepreneurship and micro-enterprise development. The **World Bank** has several skills-related initiatives in the Pacific, including the Skills and Employment for Tongans program and the Urban Youth Employment Project in Papua New Guinea. The **Asian Development Bank** has provided loans for infrastructure development for the University of the South Pacific and is the grant agent for Global Partnership for Education funds in the Pacific. The Asian Development Bank is also developing a new bilateral skills program for Papua New Guinea.

Regional donor programs relevant to TVET

| Australia | |
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| TVET and Higher Education | |
| Australia Pacific Training Coalition | APTC (https://www.aptc.edu.au/) is Australia's flagship TVET investment in the Pacific region. Commencing in 2007, APTC works collaboratively with national governments, development partners, the private sector, organisations of persons with disabilities, civil society organisations and Pacific TVET institutions regionally and across nine Pacific Island countries to support skills development and the improved quality of Pacific TVET systems. Funding for Phase 3 (2018-2022) is AUD 128.75 million. |
| University of the South Pacific – Australia Partnership | The University of the South Pacific-Australia Partnership supports improved outcomes in learning and teaching, research, information and communication technology, and regional engagement. Funding for |

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| | 2014-2018 was AUD 70 million. Funding for 2019-2024 is AUD 84 million. |
| Australia Awards | <p>Australia Awards Scholarships and Australia Awards Pacific Scholarships provide opportunities for citizens of Pacific countries to undertake vocational, graduate and postgraduate study in Australia or the Pacific.¹² Australia Awards Short Courses are targeted training programs which aim to address specific technical or soft skills gaps.¹³</p> <p>In 2020, Australia will offer 1,985 awards to individuals from around 50 countries for an estimated AUD 280 million. This includes 1,043 Australia Awards Scholarships, 260 Australia Awards Pacific Scholarships, 12 Australian Centre for International Agricultural Research Awards and 670 Australia Awards Short Courses. 20% of awards will be for citizens of the Pacific and a further 18% for Papua New Guineans.</p> |
| Education | |
| Partnership with Educational Quality and Assessment Programme | The Educational Quality and Assessment Programme at the Pacific Community works across the Pacific region to improve the quality of education by supporting educational assessments, curriculum and teacher standards, and the effective management and use of educational data across the Pacific. Australia will provide AUD 15.5 million for 2018-2022. |
| Pacific Secondary School Scholarships Program | The Pacific Secondary School Scholarships Program (https://www.pacificsecondaryscholarships.com.au/) provides opportunities for high performing Pacific island students to attend senior secondary school in Australia. Scholarships are offered to students from seven Pacific countries: Fiji, Kiribati, Papua New Guinea, Solomon Islands, Tonga, Tuvalu, Vanuatu. A separate but complementary arrangement will be established with Nauru to reinforce its existing secondary school scholarship program to Australia. The first intake was expected to commence Year 10 in July 2020. This has been delayed due to COVID-19. Funding for 2020-2024 is up to AUD 66 million. |
| Australia-Pacific BRIDGE School Partnerships | The Australia-Pacific BRIDGE (Building Relationships through Intercultural Dialogue and Growing Engagement) School Partnerships (AUD 0.77 million, 2019-2023) aims to develop 28 secondary school partnerships between schools in Australia and Pacific Island countries that will strengthen teachers' professional skills and networks in order to provide deeper learning experiences for students. |
| Labour Mobility | |
| Seasonal Worker Programme | Managed by the Department of Education, Skills and Employment, Australia's Seasonal Worker Programme (https://www.employment.gov.au/seasonal-worker-programme) connects Pacific island workers with Australian employers experiencing |

¹² Only 0.5% of Australia Awards Scholarship recipients studying in Australia in 2020 were undertaking TVET courses (DFAT 2020c). Pacific Scholarships are available to citizens of 14 Pacific countries for study in Australia. Australia Awards Pacific Scholarships are currently offered for study at Pacific tertiary institutions in Papua New Guinea, Vanuatu, Fiji, Samoa, and Wallis and Futuna.

¹³ These are currently only offered in Indonesia, Philippines, Vietnam, Papua New Guinea and selected countries in South and West Asia and Africa.

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| | labour shortages, typically in rural and remote areas. Since 2012, 47,804 people from 10 Pacific countries have participated in the SWP, working in industries such as agriculture and accommodation (Pacific Labour Facility 2020). |
| Pacific Labour Scheme | The Pacific Labour Scheme (https://pacificlabourmobility.com.au/) commenced on 1 July 2018. Building on the success of the Seasonal Worker Programme, the Scheme will help meet business demand across all sectors in rural and regional Australia. Since commencing, 1,188 people from 10 Pacific countries (209 women and 979 men) have participated in the scheme, working in industries such as meat processing, agriculture, fishing/aquaculture, hospitality and aged care (Pacific Labour Facility 2020). |
| Pacific Labour Facility | The Pacific Labour Facility connects Australian employers with Pacific workers and supports the administration of the Pacific Labour Scheme. It also provides targeted support for the Seasonal Worker Programme. The Facility commenced in October 2018 and is focused on increasing the quality of training and flow of workers to Australia; promoting the Pacific Labour Scheme with Australian employers; providing support services for Pacific workers in Australia and supporting their return to local communities and economies; and monitoring the social and economic impacts of Australia's labour mobility arrangements. |
| Gender Equality and Social Inclusion | |
| Pacific Women Shaping Pacific Development | Pacific Women Shaping Pacific Development (https://pacificwomen.org/) (AUD 320 million, 2012-2022) aims to improve opportunities for the political, economic and social advancement of women in 14 Pacific Islands Forum member countries. One of the four outcomes sought by the program is 'Women have expanded economic opportunities to earn an income and accumulate economic assets'. Activities under this area have included training in vocational skills, business and entrepreneurship. |
| Disability-Inclusive Development in the Pacific | The Disability-Inclusive Development in the Pacific (AUD 3.5 million, 2017-2020) investment is comprised of support to Organisations of Persons with Disabilities which contribute to Australia's regional efforts in the Pacific to increase the quality of life of persons with disabilities. This includes the support for the Pacific Disability Forum in progressing disability-inclusive development in the region. |
| New Zealand | |
| TVET and Higher Education | |
| PACER-Plus: Pacific Qualifications Framework | The Ministry of Foreign Affairs and Trade is partnering with the New Zealand Qualifications Authority to develop longer-term solutions to support greater recognition of Pacific qualifications in New Zealand as a means of addressing barriers to labour mobility. |
| University of the South Pacific-New Zealand Partnership | New Zealand provides core funding of approximately NZD 7 million per year to the University of the South Pacific as well as funding for projects of between NZD 50,000 and NZD 750,000 per year. Recent projects include support for upgrading of ICT infrastructure at regional campuses and the refurbishment of the ICT Hub at the Laucala Campus (NZD 5.68 million). For 2019, New Zealand provided a core grant of worth NZD 5.15 million and additional support of NZD 100,000 for emerging priorities (USP 2015; USP 2016; USP 2017; USP 2018). |

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| New Zealand Scholarships | Full scholarships for undergraduate or postgraduate study in New Zealand or at a Pacific university. |
| New Zealand Short Term Training Scholarships | New Zealand Short Term Training Scholarships fund skills training and work experience for professionals from eligible Pacific countries and Timor-Leste for between a minimum of one week and up to 12 months. Scholarships are available for technical or vocational study; non-formal courses; a work placement; diploma programmes; and certain maritime courses. |
| Education | |
| Pacific Literacy and School Leadership Programme | The Pacific Literacy and School Leadership Programme (NZD 6.6 million, 2018-2024) provides training, resources, policy support and action research which aims to improve literacy learning and language development across three Pacific Island countries – Cook Islands, Solomon Islands and Tonga. It is a collaboration between the University of South Pacific's Institute of Education and the Woolf Fisher Research Centre, Research Unit in Pacific and International Education, and Centre for Educational Leadership at the University of Auckland. |
| Partnership with Educational Quality and Assessment Programme | The Educational Quality and Assessment Programme at the Pacific Community works across the Pacific region to improve the quality of education by supporting educational assessments, curriculum and teacher standards, and the effective management and use of educational data across the Pacific. New Zealand will provide NZD 5 million for 2018-2020. This is envisaged as a ten-year partnership. |
| Labour Mobility | |
| Recognised Seasonal Employer Scheme | <p>The Recognised Seasonal Employer Scheme allows New Zealand employers in the horticulture and viticulture industries to employ up to 14,400 migrant workers for up to seven months each year. Workers must be citizens of Federated States of Micronesia, Fiji, Kiribati, Nauru, Palau, Papua New Guinea, the Republic of the Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu, or Vanuatu.</p> <p>The Ministry of Foreign Affairs and Trade supports Pacific island countries to maximise participation in the Scheme by funding the Ministry of Business, Innovation and Employment to deliver capacity building activities that improve worker selection, recruitment processes and pre-departure programmes. While in New Zealand, workers have access to additional training (such as English language, financial management, and business development) through Vakameasina: the RSE Worker Training Programme.</p> |
| New Labour Mobility Initiatives | The Ministry of Foreign Affairs and Trade funds the Ministry of Business, Innovation and Employment to pilot and implement labour mobility initiatives in sectors beyond horticulture and viticulture, and to build the capacity of Pacific Island countries to recruit and prepare their workers for New Zealand. The Pacific Trades Partnership is one new initiative that offers trained Pacific carpenters and hammer-hands the opportunity to work in New Zealand's construction industry. A labour mobility fisheries pilot is also underway, offering opportunities for graduates of the Pacific marine training centres to work on New Zealand fishing vessels. |
| China | |

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| Pacific Islands Forum Scholarship Scheme | China's Ministry of Education provides scholarships for citizens of Pacific Islands Forum countries to undertake study in China at undergraduate and graduate level. Between 2008 and 2017, China offered 10 scholarships per year. This was increased to 20 scholarships in 2017 (Zhang 2020). China also has bilateral scholarships programs with a number of Pacific Island countries. |
| Taiwan | |
| Vocational Training Project for the Pacific | Taiwan's Vocational Training Project for the Pacific provides opportunities for citizens from Kiribati, the Republic of the Marshall Islands, Nauru, Palau, Solomon Islands, and Tuvalu to undertake short-term training (approx. 3 months) in Taiwan. ¹⁴ Training courses are offered in five categories: baking arts, hospitality management, refrigeration and air-conditioning (including electrical and plumbing services), motor vehicle mechanics, and information and communication technology equipment and maintenance. The program has been running since 2014 with approximately 30 participants per year (ICDF 2018). |
| Pacific Islands Forum Scholarship Scheme | Taiwan provides scholarship funding for citizens from Pacific Islands Forum countries to undertake studies in the region or in Taiwan. Scholarships are awarded for full time studies at certificate, diploma undergraduate or postgraduate levels within the specified priority fields. Since 2001, the scholarships have been awarded to 193 students to pursue studies in commerce, medicine, carpentry, engineering, marine science, information systems and agriculture. |
| International Higher Education Scholarship Program | Taiwan provides scholarships for specific undergraduate, graduate and PhD programs in cooperation with 21 partner universities in Taiwan. In 2020, there are 31 programs offered. In the Pacific, citizens of Fiji, the Republic of the Marshall Islands, Nauru, Palau, Papua New Guinea and Tuvalu are eligible to apply. |
| Pacific Islands Leadership Program | The Pacific Islands Leadership Program (2013-2023) (https://www.eastwestcenter.org/professional-development/leadership-programs/pacific-islands-leadership-program-taiwan-pilp) provides opportunities for early- to mid-career professionals from all professional backgrounds (government, business, environment, NGOs, health, media, agriculture, education and others) to enhance their leadership capacities. Participants spend one month engaging in experiential learning exercises at the East-West Center's campus in Hawaii, followed by six weeks in Taiwan at the Ministry of Foreign Affairs' Institute of Diplomacy and International Affairs. The program curriculum includes such topics as applied leadership skills, future scenario planning, social entrepreneurship and risk analysis. Between 2013 and 2019, 157 participants from 15 countries participated in the program. The program is open to citizens of the Cook Islands, Federated States of Micronesia, Fiji, French Polynesia, Kiribati, Nauru, Niue, Palau, Papua New Guinea, the Republic of the Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu. |
| Japan | |

¹⁴ Kiribati and Solomon Islands' recent realignment of diplomatic ties from Taiwan to China may affect eligibility of their citizens for the program.

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| Support for the University of the South Pacific | <p>Japan is a long-term partner of the University of the South Pacific. Support has included:</p> <ul style="list-style-type: none"> • Upgrading of the USNet satellite system that supports the University's communications system and teaching and learning modality: development of a new Hub at Laucala Campus and a second Hub at Alafua Campus in Samoa. • Short-term study tours to Japan through the Japan-East Asia Network of Exchange for Students and Youths • Student exchange programs • Construction of the Japan-Pacific ICT Centre (opened in 2010) and Multi-Purpose Lecture Theatre (opened in 2012). |
| Ministry of Education, Culture, Sports, Science and Technology scholarships | The Government of Japan through the Embassy of Japan offers scholarships for postgraduate research, undergraduate studies and diploma courses to qualified nationals of Fiji, Kiribati, Nauru, Tuvalu and Vanuatu for studies in Japan. |
| European Commission | |
| EU-PacTVET | The European Union Pacific Technical and Vocational Educational and Training in Sustainable Energy and Climate Change Adaptation (EU-PacTVET) (2014-2020, EUR 6.3 million) (https://pace.usp.ac.fj/pactvet-project/) is the third component of the Adapting to Climate Change and Sustainable Energy program. The project is implemented by the Pacific Community and The University of the South Pacific. The project has developed a range of qualifications in climate change and resilience which are being implemented by providers across the Pacific. |
| Regional Indicative Programme, 11 th European Development Fund | The Regional Indicative Programme for the Pacific for 2014-2020 (EUR 197 million) includes support for vocational and technical education to promote business and private sector development under 'Priority Area 1 'Regional Economic Integration', with a focus on entrepreneurship. It also includes development of human resources in sustainable management of marine resources through technical/vocational courses in fisheries and marine conservation. |
| Asian Development Bank | |
| University of the South Pacific: Higher Education in the Pacific Investment Program 2012-2022 | <p>This program supports expansion of access to higher education in USP's 12 member countries. It aims to strengthen USP's regional role and support its four priority areas: improvement and expansion of the USP regional campuses and accommodation facilities in Kiribati, the Solomon Islands, and Fiji; enhancement of ICT-based learning programs and curricula; improvement of USP student services; and improvement of USP governance and management systems.</p> <p>The University entered into loan agreements with the Asian Development Bank totalling USD 19 million to construct the Kiribati campus (opened in 2015) and Solomon Islands campuses. The loans are to be repaid between 2020 and 2048.</p> |
| United Nations Development Programme | |
| Tourism Micro-Credentials | Promotion and delivery of online micro-credentials for up to 3,500 employees in the tourism sector who are unemployed due to COVID-19. The project is being delivered in collaboration with the Australia Pacific Training Coalition, Pacific Tourism Organisation, and United Nations Capital Development Fund. It is funded by Japan and will be |

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| | implemented in Fiji, Vanuatu, Kiribati, Nauru, Solomon Islands, Tonga, and Tuvalu. |
| United Nations Capital Development Fund and United Nations Development Programme | |
| Pacific Financial Inclusion Programme | <p>The Pacific Financial Inclusion Programme (PFIP) (2008 to 2020) is co-administrated by United Nations Capital Development Fund (UNCDF) and the United Nations Development Programme (UNDP), and funded by the Australian Department of Foreign Affairs and Trade (DFAT), the European Union (EU) and the New Zealand Ministry of Foreign Affairs and Trade.</p> <p>Financial literacy is one area of focus within the program. Work in this area included collaboration with TVET providers in Papua New Guinea and Solomon Islands to integrate financial education into curricula so graduates are better equipped to deal with financial decision-making. This included developing a stand-alone financial education module, training teachers and running the course for students.</p> <p>In Papua New Guinea the program worked with TVET providers in Eastern Highlands (Kamaliki TVET Institute in Goroka) and Western Highlands Province (Rebiamul TVET Institute, Ogelbeng TVET Institute, KTSL-Kimil TVET School and Tambul TVET Institute). In Solomon Islands, the programme worked with 6 Rural Training Centres managed by the Anglican Church of Melanesia in Makira, Malaita, Temotu, Central and Isabel Provinces.</p> |
| Global Partnership for Education | |
| Various grants programs | <p>The Global Partnership for Education (GPE) (https://www.globalpartnership.org/) is a multi-stakeholder partnership and funding platform which supports education in developing countries. Eight Pacific countries are eligible for GPE grant funds: Federated States of Micronesia, Kiribati, the Republic of the Marshall Islands, Tonga, Tuvalu, Samoa, Solomon Islands and Vanuatu. The main GPE donor partners in the Pacific are the Asian Development Bank, DFAT and UNICEF.</p> <p>Kiribati and Vanuatu have used GPE support to develop new education sector plans. GPE has also helped fund the development of the Pacific Regional Education Framework and implementation of the Pacific Early Grade Readiness and Learning Program. GPE also supports advocacy and social accountability efforts in Samoa, Solomon Islands, and Vanuatu through the Civil Society Education Fund.</p> |

Table 2: Regional donor programs relevant to TVET

Sources: Australian Department of Foreign Affairs and Trade website (<https://www.dfat.gov.au/>), New Zealand Ministry of Foreign Affairs and Trade website (<https://www.mfat.govt.nz/>), Asian Development Bank website (<https://www.adb.org/>), International Aid Transparency website (<https://iatistandard.org/>), Study in China website (<https://www.campuschina.org/>), Pacific Islands Forum website (<https://www.forumsec.org/>), Taiwan International Development Cooperation Fund website (<http://www.icdf.org.tw/>), Japan International Cooperation Agency website (<https://www.jica.go.jp/>), Study in Japan website (<https://www.studyinjapan.go.jp/>), University of the South Pacific website (<https://www.usp.ac.fj/>), European Commission website (<https://ec.europa.eu/>)

Part II: Country profiles

Key facts

Population: 894,961 (2020)

Population under 30: 53% (2020)

Major sectors of the economy (contribution to GDP): manufacturing (13.5%), wholesale and retail trade (11.3%), financial and insurance activities (10.2%), public administration and defence (9.4%)

GDP per capita (current USD): USD 6,220 (2019) (upper-middle income)

GDP growth: 0.5% (2019, estimate), -5.8% (2020, estimate), 7% (2021, estimate)

Labour force participation rate: 57.6% (Total), 76.2% (Male), 38.6% (Female) (2020, estimate)

Unemployment: 4.1% (Total), 5.3% (Male), 3.5% (Female) (2020, estimate)

Youth unemployment: 14.7% (Total), 11.3% (Male), 21.8% (Female) (2020, estimate)

Share of youth not in education, employment or training: 20.7% (Total), 10.9% (Male), 30.9% (Female) (2020, estimate)

Major employment sectors: Agriculture, forestry and fishing (35.7%), wholesale and retail trade (12.8%), transport, storage and communication (7.3%), accommodation and food service activities (6.8%), and manufacturing (6.7%) (2020, estimate)

Poverty rate (national poverty line): 34% (2013)

COVID-19: Significant impact on employment, with over 115,000 people - almost one-third of the labour force - unemployed or working reduced hours, mostly in tourism, transport, wholesale and retail sectors and in micro-, small- and medium-enterprises. Government has introduced unemployment benefits worth over FJD 62.4 million (AUD 40.6 million) as well as measures to stimulate the economy, including a large package of tax and customs reductions.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Republic of Fiji 2020a.

Key issues for TVET in Fiji

Attitudes towards TVET: Fiji's education system has until recently emphasised academic pathways and TVET is generally seen as a second-class education. This view is influenced by parents and teachers, as well as by students' personal interests and ambitions, including a desire to work overseas (APTC 2019a; Tagicakiverata 2012; ADB and ILO 2015).

TVET accreditation and quality: An important step in improving the quality of TVET has been the introduction of the Fiji Qualifications Framework (FQF) and the requirement for TVET providers to be registered and to have their programs accredited. Although significant progress has been made, accreditation continues to be a major challenge, as is maintaining quality and standards following accreditation (APTC 2019a).

Skills mismatch: Employers have mixed views about the quality of TVET training and TVET graduates. Employer surveys suggest that new employees lack a range of generic skills including analytical and problem-solving skills, computer literacy, communication and interpersonal skills, self-motivation and initiative, as well as attitudes to work (Asian Productivity Organization 2019). There is also a shortage of professionals in areas such as engineering, architecture, finance, and ICT, and of skilled construction workers, electricians, and mechanics (Asian Productivity Organization 2019). This is partly a function of limited links between TVET providers and industry, which means that course offerings and curricula are not well aligned to employers' needs (APTC 2019a). It also reflects the fact that data is not routinely collected or used to inform the TVET system, including in the area of current and projected skills shortages and demand.

Competition between TVET providers: While some competition can be healthy and collaboration is starting to occur between some of the larger TVET providers, there is a level of competition and duplication between small providers that is a barrier to achieving better TVET outcomes. There is currently limited harmonisation or collaboration among small providers and between small and large providers, which reduces the overall effectiveness of the TVET sector and limits the potential for TVET reform (APTC 2019a).

Gender, disability and social inclusion in TVET

In terms of participation in education, roughly equal numbers of boys and girls participate in primary, secondary and tertiary education in Fiji. At the secondary school, girls in fact slightly outnumber boys, have higher retention and completion rates and perform slightly better than boys on Year 12 and 13 examinations (Fiji Bureau of Statistics 2020; Government of Fiji 2018). However, girls make up only around one-third of students in technical and vocational schools, which cater to students who finish school at Year 10 (Fiji Bureau of Statistics 2020). This suggests that more boys choose to pursue vocational education at this stage. It also likely reflects the course offerings at these schools, which are in traditionally male fields.

At the tertiary level, women slightly outnumber men overall (Government of Fiji 2018).¹⁵ However, at Fiji National University, the country's largest tertiary education provider, fewer women than men graduate from TVET courses: between 2014 and 2018, around 42% of those graduating with certificates and diplomas were women (FNU 2019).¹⁶ Moreover, although there has been progress in encouraging women to pursue non-traditional career paths, women are still underrepresented in STEM careers and in many trades (ADB and ILO 2015).

Women's participation in the labour force is also half that of men's and they tend to be engaged in informal employment (ADB and ILO 2015). Young women face particular challenges: in 2019, 29.6 % of young women were not in education, employment or training compared to 10.8% of young men and 21.8% of young women were unemployed, compared to 11.3% of young men (International Labour Organisation 2020).

There are significant disparities in educational attainment between provinces. Nationally, around 5% of Fijians have a TVET qualification (certificate or diploma). However, in provinces such as Rotuma, Kadavu, Lomaiviti and Lau, only between 0.2 and 1.2 per cent of the population have a TVET qualification (Fiji Bureau of Statistics 2018).

Data on TVET participation for persons with disabilities is not readily available.

Box 10: Gender, disability and social inclusion in TVET in Fiji

Government agencies responsible for TVET

Ministry of Education, Heritage and Arts

<http://www.education.gov.fj/>

Fiji Higher Education Commission

<https://www.fhec.org.fj>

- Responsible for the design, implementation, monitoring and evaluation of educational legislation, policies and programmes, including vocational education in schools and technical colleges (MEHA 2019).
- TVET is the responsibility of the Technical and Employment Skills Training Department.
- Statutory body under the Ministry of Education, Heritage and Arts established in 2010.
- Provides oversight and quality assurance for the post-school education and training sector, including TVET and higher education.

¹⁵ Encouragingly, an equal number of young women and men are provided with a loan through the Tertiary Education Loan Scheme (Government of Fiji 2018).

¹⁶ Interestingly, around double the number of women than men graduate with bachelor's degrees (FNU 2019)

**Ministry of Employment,
Productivity and Industrial
Relations**

- Responsibilities include recognition and registration of training providers, accreditation of courses and disbursement of operating grants to higher education institutions.
- Responsible for policy, planning and programs that ensure Fijians can access decent jobs and work in safe, fair and productive workplaces.
- Oversees National Training and Productivity Centre, which is managed by Fiji National University on behalf of the Ministry.
- Manages National Employment Centre, a 'one stop shop' providing training and employment services for Fijians who are unemployed. Also recruits, processes and prepares workers for overseas employment.

Ministry of Youth and Sports
<https://www.youth.gov.fj/>

- Responsible for policies and programs which support the development of young people's potential, including leadership, life skills and vocational skills.

**Ministry of Women, Children
and Poverty Alleviation**
<http://www.mwcpa.gov.fj/>

- Develops policy and plans and provides services to protect vulnerable groups, including children, women, persons with disabilities, the elderly and people experiencing poverty.
- Department of Women oversees development and implementation of national policies, plans and programs for women's empowerment.

**Ministry of Commerce,
Trade, Tourism and
Transport**

<https://www.mcttt.gov.fj/>

- Responsible for formulating and implementing policies and strategies to facilitate growth of industry, investment, trade, tourism, co-operatives, and micro and small enterprises.
- MSME Fiji (previously the National Centre for Small and Micro Enterprise Development) provides business training, mentoring, advice, incubation services and access to finance.
- Young Entrepreneurship Scheme supports young business entrepreneurs by providing them with grants of up to FJD 30,000 (AUD 19,500) to develop or expand their innovative business ideas.
- Co-operative College of Fiji provides basic business training for registered cooperatives.

Fiji Qualifications Framework

The Fiji Qualifications Framework (FQF) is a ten-level framework which outlines qualification types from certificates to doctorates. It encompasses all education and training provided within Fiji at senior levels of secondary school, industry, vocational schools and all TVET providers (including technical training institutes), universities and specialist higher education providers (FHEC 2020a). The 12-member Fiji Qualifications Council is responsible for managing implementation of the Fiji Qualifications Framework. The Council is responsible for accrediting qualifications at Levels 1 – 6 on the FQF (certificates and diplomas) and reviewing these qualifications every five years.

A review of the FQF was undertaken in 2017. As part of the recommendations of this review, FHEC developed and published a set of quality standards for higher education institutions and qualifications (FHEC 2019).

FHEC distinguishes between two types of qualifications: National Qualifications and Provider Qualifications. National Qualifications are developed and endorsed by Industry Standard Advisory Committees to meet priority national training needs and are reviewed every five years. The FHEC National Register (<https://nationalregister.fhec.org.fj/>) 68 National Qualifications in a range of areas, including automotive electrical and electronics, automotive mechanics, body works and spray painting, electrical fitter mechanic, fitting and machining, plumbing and sheet metal, fabrication and welding, heating, ventilation, air conditioning and refrigeration, heavy commercial vehicle mechanic, timber processing, saw milling, timber machining, carpentry, joinery and interior finishes, sustainable energy, resilience, agriculture, aged care, baking and patisserie, cookery, retail, and teaching of TVET.¹⁷ Over 100 certificate- and diploma-level (Levels 1-6) Provider Qualifications are also listed on the FQF register of qualifications.

Box 11: Fiji Qualifications Framework

Key policies relevant to TVET

Fiji's **Five-Year and 20-Year National Development Plan**, launched in November 2017, includes a focus on inclusive social and economic development and on forward looking policy shifts that will support Fiji's future growth. A key goal for the 20-Year National Development Plan is to reduce unemployment to below 4%. This will be achieved through a focus on skills development and entrepreneurship, greater support for small and medium enterprises, expansion of new growth sectors with high labour absorption capacity, and effective utilisation of seasonal employment opportunities overseas. Priority areas for skills development include trades and crafts, engineering and IT-related professions, health care services, hospitality and aged care, foreign languages (Mandarin and other Asian languages), resource-based sectors (forestry, fisheries and agriculture), and education and other services. Universal access to quality education is also a key goal. This includes increasing access to TVET and better aligning TVET to the needs of the labour market. The Plan highlights the need to improve women's access to education, employment and career advancement, including in occupations which were previously the domain of men. There is also a focus on improving access to education for children with disabilities through improvements to physical infrastructure and provision of transportation and scholarships (Republic of Fiji 2017; MEHA 2019).

The Five-Year Development Plan outlines policies and strategies for achieving these goals. Strategies to improve TVET include reviving the apprenticeship scheme; accelerating the development of the

¹⁷ APTC has supported the development of National Qualifications for construction.

Fiji Qualifications Framework in different trade areas; and increasing the number of institutions registered with the Fiji Higher Education Commission. The Five-Year Plan also includes a focus on preparing youth for employment, including through entrepreneurship development and skills-based training; establishing small and micro-enterprise projects for youth; enhancing job-skills through strengthening of the National Employment Centre; and expanding training programmes at Youth Training Centres (Republic of Fiji 2017).

Fiji has developed a **Higher Education Strategy 2017-2021** but this document is not publicly available. Reviews are currently underway of both TVET and Fiji's National Apprenticeship Scheme, both of which are close to completion. Policies and strategies relevant to TVET are expected to flow from these reviews (APTC 2019a).

Fiji's first **National Employment Policy** was issued in 2018. The policy outlines ten priorities for increasing Fijians' access to decent work. These include improving pathways from education to employment for youth; identifying and promoting green jobs and new green skill sets; promoting self-employment in the formal economy; and promoting access to overseas employment opportunities. Gender equality in employment and working conditions and increasing access to income generation for persons with disabilities and the elderly are also key priorities.

The Government of Fiji has a strong commitment to gender equality and the empowerment of women and girls. It is a signatory to several international and regional policies, including the Convention on the Elimination of all forms of Discrimination against Women, the Beijing Declaration and Platform for Action, and the Commonwealth Plan for Gender Equality. In 2014, the Government of Fiji launched a **National Gender Policy**, which includes a focus on gender equality in employment and labour (MSWWPA n.d).¹⁸ The **Women's Plan of Action 2010-2019** also includes formal sector employment and livelihoods among its key areas of concern, alongside access to education, including TVET (MSWWPA 2009). These are reflected in the Ministry of Women, Children and Poverty Alleviation's **National Strategic Plan** for 2018-2022 which outlines strategies to increase women's participation in formal sector employment, and highlights the need to promote participation of girls and women in training and employment opportunities in traditionally male fields such as STEM and trades (MWCPA 2018).

Fiji became a signatory to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2010. To align national legislation with the UNCRPD, Fiji passed the **Rights of Persons with Disabilities Act** in 2018. This Act guarantees the right of persons with disabilities to education, including access to mainstream tertiary education and vocational training and to reasonable accommodation in education, as well as the right to work (Parliament of Fiji 2018). Fiji's previous **National Policy on Persons Living with Disabilities 2008 -2018** is currently under review (Fiji National Council for Disabled Persons 2008).

Government funding of TVET

Funding for vocational education and training is spread across several government agencies. Although it is not always possible to separate funding for TVET from funding for other activities¹⁹,

¹⁸ A review of the National Gender Policy is currently underway.

¹⁹ For example, education in government schools is free up to Year 13. The curriculum for secondary school includes some TVET instruction but the budget for the free education program is only broken down into primary and secondary school levels.

Table 3 provides a reasonable approximation of government spending for the sector and related areas.²⁰

| Ministry | 2020-2021 budget estimate |
|---|---------------------------|
| Ministry of Education, Heritage and Arts | |
| Fiji Higher Education Commission | 1,910,000 |
| Commonwealth of Learning ²¹ | 163,500 |
| Tertiary Scholarships and Loans Board ²² | 1,600,000 |
| Tertiary and technical education | |
| General administration (staff, travel, goods and services) | 1,058,900 |
| Vocational grants | 350,000 |
| Operating grants to higher education institutions²³ | |
| University of the South Pacific | 27,618,600 |
| Fiji National University | 49,000,000 |
| Centre for Appropriate Technology and Development | 572,600 |
| Montfort Technical Institute | 372,900 |
| Montfort Boys Town | 572,600 |
| Sangam Institute of Technology | 140,400 |
| Vivekananda Technical Centre | 146,900 |
| Scholarships | |
| National Toppers Scholarship Scheme - Local ²⁴ | 43,439,600 |
| National Toppers Scholarship Scheme - Overseas | 2,990,000 |
| Scholarship Scheme for Special Needs Students | 478,800 |
| Other Overseas Scholarship Support | 544,873 |
| Ministry of Economy | |
| Tertiary Education Loan Scheme - Tuition | 66,867,900 |
| Tertiary Education Loan Scheme - Accommodation | 46,757,500 |

Table 3: Fiji government spending on TVET (in FJD)

Source: Republic of Fiji (2020b)

²⁰ Maglen, Wall and Rokovunisei (2014, p. 110) estimated that spending on the TVET sector was between 1.5 and 1.6% of GDP, which was comparable to other countries in the region.

²¹ Funds for the Commonwealth of Learning constitute Fiji's contribution to this intergovernmental organisation.

²² Established in 2014, the Tertiary Scholarships and Loans Board (<https://www.tslb.com.fj/>) provides zero- and low-interest loans to students for study up to bachelor level within Fiji at approved institutions through the Tertiary Education Loan Scheme (TELS). The approved institutions include Fiji National University, The University of the South Pacific, Sangam Institute of Technology, Centre for Applied Technology and Development, and Technical College of Fiji. Students can also apply for loans to support their accommodation and other living costs through the Accommodation Support Scheme. In 2017, the Board provided loans to over 7000 students (Government of Fiji 2018). Under the new TELS Accelerated Repayment Incentive announced in the 2018/2019 budget, students who settle their loans early do not have to pay back the full amount borrowed for their studies.

²³ Operating grants for higher education institutions which only offer qualifications at bachelor level and above are not included.

²⁴ The National Toppers Scheme provides full scholarships for top ranked students who have completed Year 13 who wish to pursue undergraduate higher education in one of the priority areas at an approved Higher Education Institution. Of the 970 awards, only 30 are for certificate- and diploma-level qualifications. There are also 20 awards for students with disabilities.

The main source of funding for government TVET providers – and an important source of funding for some private providers – are the annual operating grants provided by the Fiji Higher Education Commission. Allocations are based on Equivalent Full-Time Students (EFTS), program costs, expected tuition fees and other income (FHEC 2018a). Since 2013, when the model was introduced, grants have been provided to the same ten providers.²⁵ The FHEC carried out a review of this funding model in 2018, supported through the New Zealand-funded Fiji Higher Education Improvement Programme (FHEC 2018b).

Fiji National University receives by far the largest grant – just under FJD 50 million (AUD 32.5 million) - reflecting its position as Fiji's largest provider. Not all of this funding can be classified as 'TVET-related', however, since the University also offers academic qualifications and undertakes research. Fiji National University also receives a training levy from all Fijian employers of 1% of the gross salary of their employees. In 2018, this totalled FJD 24.7 million (AUD 16 million). Ten per cent of this is used to fund the National Training and Productivity Centre, which is managed by the University on behalf of the Ministry of Employment, Productivity and Industrial Relations. The levy is used to fund the NPTC's training programs, apprenticeship schemes, and trade testing. From 2020, it can also be used to fund university capital projects (Chand 2020).²⁶ Employers which provide in-house training can claim a maximum of 90% of the funds back (Pratap 2018).

Tuition fees are another source of funding for TVET providers. Tuition fees vary between institutions and are not regulated by either the Ministry of Education, Heritage and Arts or Fiji Higher Education Commission (ADB 2008). Some Ministry training providers do not charge fees.

Information on private funding for TVET providers, particularly providers owned and managed by religious organisations, non-government organisations or for-profit enterprises, is not readily available.²⁷ Small amounts of funding and in-kind support do seem to be provided by both domestic and international branches of religious organisations.

Private sector engagement in TVET

The Fiji Commerce and Employers Federation (<http://www.fcef.com.fj/>) is the representative organisation for employers in Fiji and currently has more than 300 members. There are nine councils: mining and quarrying; tourism and transportation; professional and financial services; retailers and small businesses; human resource; manufacturers, trade and export; women entrepreneurs and business; young entrepreneurs; and business disaster resilience (Asian Productivity Commission 2019). The Women Entrepreneurs Business Council (part of the Fiji Commerce and Employers Federation) runs a seven-month Academy for Women's Entrepreneurs program in collaboration with Makoi Women's Vocational Centre and the United States Department of State's Academy of Women Entrepreneurs program.

²⁵ These are: Centre for Appropriate Technology and Development; Corpus Christi Teachers College; Fiji National University; Fulton Adventist University College; Montfort Boys Town; Montfort Technical Institute; Sangam Institute of Technology; Vivekananda Technical College; University of Fiji; and University of the South Pacific (FHEC 2018a)

²⁶ Between 2010 and 2018, all funds were used for the National Training and Productivity Centre. From 2019, 50% of the levy goes towards the government-funded medical scheme which subsidises general practitioners' consultation fees and 40% goes to the Fiji Accident Compensation Commission, removing the requirement for employers to take out worker's compensation insurance. Feedback from employers shows that the reduced amount set aside for training has diminished their incentive to train workers (Asian Productivity Organization 2019).

²⁷ Maglen, Wall and Rokovunisei note that: "It would appear that faith-based TVET providers do not rely to any significant extent on their governing bodies and their communities for financial support." (2014, 104)

The Construction Industry Council of Fiji (<http://cic.com.fj/>) represents the interests of a range of professions and trades involved in the construction industry, including architects, engineers, project managers, quantity surveyors, property developers, real estate valuers, building designers, building contractors, electricians, plumbers and other trades. It hosts an annual conference which addresses issues affecting the industry, including skills training.

Business associations such as the Fiji Hotel and Tourism Association, Fiji Chamber of Commerce and Industry, Fiji Retailers Association, provide networking and training opportunities, host business forums, and advocate for a strong business and investment environment (Asian Productivity Commission 2019).

NGOs relevant to TVET

Fiji Islands TVET Association

The Fiji Islands TVET Association (FITVETA) (<https://www.facebook.com/fitveta/>) was established in 2007 as a forum for formal and non-formal training providers, private sector associations, and government. The TVET Division of Fiji National University is the Secretariat for the Association. FITVETA aims to promote cooperation and partnerships between TVET providers, government and industry.

Women's organisations

Women's organisations such as the Fiji Women Rights Movement (<http://www.fwrm.org.fj/>), Rise Beyond the Reef (<http://www.fwrm.org.fj/>) and Foundation for Rural Integrated Enterprises and Development (FRIEND) (<http://friendfiji.com/>) provide a range of training programs which aim to develop women's skills, leadership and income-earning capacity.

In 2018, the Ministry of Women signed an agreement with Barefoot College International to build a Barefoot College in Vanua Levu. The College will provide training to rural women from Fiji and across the Pacific in renewable energy technologies and sustainable livelihoods in collaboration with local civil society organisations (Barefoot College 2018; Tuilevuka 2018).

Organisations of Persons with Disabilities

The Fiji Disabled People's Federation (<https://fdpf.org/>) is the umbrella body for four major organisations: Fiji Association for the Deaf; Psychiatric Survivors Association; Spinal Injury Association; and United Blind Persons of Fiji. It also supports 15 community-based branches. Although the Federation does not conduct vocational training, through its activities, it promotes and advocates for the rights and aspirations of persons with disabilities, including in education and employment.

The National Council for Persons with Disabilities was formally established in 1994 as the coordinating body for organisations of persons with disabilities in Fiji. It provides advice to the Minister for Women, Children and Poverty Alleviation and other relevant government ministries on issues relating to persons with disabilities and is responsible for developing and reviewing national policy on disability. Its roles also include promoting recognition of the skills, merits and abilities of persons with disabilities and their contributions to the workplace and labour market and fostering the rights of persons with disabilities in the education system (Parliament of Fiji 2018).

The Council manages the Fiji Vocational Technical Training Centre for Persons with Disabilities. This centre provides free vocational training for persons with disabilities in the areas of catering, sewing, joinery, bookbinding, printing, agriculture and computing. It also operates a sheltered workshop.

TVET providers

The post-school education and training sector in Fiji includes a broad range of public and private institutions. This includes two national universities, a range of training centres run by line ministries as well as private training institutions run by religious organisations, non-government organisations and for-profit enterprises. A selection of these are presented below.²⁸

Under the Higher Education Act, all providers are required to apply for recognition and registration with the FHEC and to receive accreditation for courses they deliver (Parliament of Fiji 2017; Parliament of Fiji 2016). There are currently 40 providers listed as fully registered on the FHEC website, eight listed as provisionally registered and a further 15 listed as recognised (see Table 4). FHEC has revoked registration or recognition from 25 institutions.

| Registered | | |
|---|-------------|--|
| Asia Pacific College | Private | Offers: Certificate II and Certificate III in Hospitality and Tourism Diploma in Hospitality and Tourism Diploma in Information Technology Diplomas in English, Korean, Chinese and Japanese Diploma in Golf Diploma in Taekwondo Diploma in Music Studies Diploma in Music Technology Diploma in Popular Music |
| (Onkar) Caregivers Training Institute | Private | Offers Diploma in Caregiving |
| Chevalier Training Centre (Catholic - Missionaries of the Sacred Heart) | Faith-based | Provides vocational training for underprivileged youth. Offers two-year residential programs in cabinet making, carpentry, automotive, welding & fabrication and farm management. |
| Darul Uloom and Darul Yataam of the South Pacific (Islamic Institute and Orphans Home of the South Pacific) | Faith-based | Islamic and secular primary and secondary education (including vocational education) for orphans and underprivileged children. Currently building a new vocational centre. |
| Fiji Corrections Service Training Academy | Government | Pre-service and in-service training for corrections officers |
| Fiji Latter Day Saints Church College | Faith-based | Secondary school (Grades 7-13) which offers TVET courses, including in home economics and automotive. |
| Fiji National University | Government | See below |
| Forestry Training Centre (Ministry of Forests) | Government | Provides two-year Advanced Certificate in Forest Management (2 years) for school leavers. Graduates |

²⁸ This list does not include theological and bible training colleges, aviation/flight schools or providers which only offer qualifications at levels 7 and above of the FQF (i.e. bachelor's degree and above).

| | | |
|---|-------------|--|
| https://www.forestry.gov.fj/division.php | | are recruited into the Civil Service as Forest Guards. Also provides short technical skills training. |
| Keshals Business Education Institute https://www.facebook.com/Keshals-Business-Education-Institute-1866311666971175/ | Private | Offers: National Certificate in IT – Software (Level III) National Certificate in IT (Level II) National Certificate in IT – Support (Level III) Short courses (2 weeks) in workplace professionalism, customer service skills, Excel at work, cybersecurity, help desk, basic computer networking, basic computer repair, power point presentation; digital marketing, and website design. |
| Marist Champagnat Institute (Catholic – Marist Brothers) | Faith-based | Provides programs for young people who have struggled to fit into mainstream schooling. Initial two-year course focuses on learning how to learn, literacy, numeracy and building self-confidence. Students then encouraged to return to mainstream schools or undertake a further two years of vocational training in computing, catering, tailoring, agriculture, engineering, woodwork or childcare. |
| Montfort Boys' Town/Montfort Technical Institute (Catholic) | Faith-based | Provides vocational training for boys from rural areas and low socio-economic backgrounds. Offers: National Certificate in Automotive Mechanical (Level 2) National Certificate in Carpentry (Level 3) National Certificate in Cabinet Making and Joinery (Level 3) National Certificate in Electrical Fitter Mechanic (Level 3) National Certificate in Cabinet Making and Joinery (Level 3) National Certificate in Automotive Mechanic (Level 3) Receives government funding through FHEC. |
| Navuso Agriculture Technical Institute (Ministry of Agriculture) | Government | Run by Methodist Church. Provides two-year farm-based training in agriculture for youth. |
| Sangam Institute of Technology (Sangam College of Nursing and Health Care Education) (Then India Sanmarga Ikya (TISI) Sangam Fiji) ²⁹ | Faith-based | Offers a National Certificate in Aged Care and Community Care (Level 3) as well as a Bachelor of Nursing Science and Postgraduate Diplomas in Midwifery and Nurse Practitioner. Receives government funding through FHEC. |
| ServicePro International Tourism & Hospitality Institute | Private | Offers Certificate III in Tourism and Hospitality Operations as well as a range of short courses in tourism and hospitality. |

²⁹ TISI Sangam is a South Indian religious and cultural organisation and one of Fiji's largest non-government organisations. In addition to Sangam Institute of Technology, the organisation also manages a network of over 20 primary and secondary schools.

| | | |
|--|-------------|--|
| Spa Academy Fiji (South Pacific Academy of Beauty Therapy) | Private | Offers: Certificate II in Nail Technology Certificate II and Certificate III in Massage Therapy Certificate IV in Beauty and Spa Therapy Certificate IV in Beauty Therapy Diploma in Beauty Therapy Beauty and Spa Therapy courses accredited by CIDESC |
| Pivot Point Fiji Institute https://pivotfiji.com/ | Private | Offers: Advanced Diploma in Cosmetology Diploma in Hairdressing Four Certificate III courses in Hairdressing Certificate III and IV in Men's Barbering Two Certificate III, two Certificate IV and one Diploma in Beauty Therapy Certificate III and Certificate IV in Nail Technology Certificate III and Certificate IV in Personal fitness (with FIT College Australia) Certificate IV in Training & Assessment. |
| Technical College of Fiji (Ministry of Education, Heritage and Arts) | Government | See below |
| The University of the South Pacific | Government | See below |
| Tutu Rural Training Centre (Ministry of Agriculture) | Government | Managed by Marist Brothers. Provides non-formal adult education for self-employment in agriculture through courses for young farmers, farming couples, and women. |
| Vishan Infotech http://www.vishaninfotech.ac.fj/ | Private | Offers: Diploma of Information Technology - Systems Advanced Certificate of Information Technology – Networking Advanced Certificate of Graphics Design and Website Designing Diploma of Office Automation – Front Desk Management Certificate III in Business Administration Certificate III in Travel and Tourism Certificate III in Computerised Accounting Certificate III in Sales and Marketing Also offers short courses in information technology, hospitality and tourism, and accounting. |
| Vivekananda Technical Centre (Ramakrishna Mission Fiji) http://rkmfiji.org/vtc/ | Faith-based | Focuses on training for farmers. Offers Certificate II, III and IV in Horticulture. Training is delivered 'on-farm' and is competency-based. Also offers a Certificate II in Vocational Computing and Certificate III in Advanced Office Technology. Receives government funding through FHEC. |

³⁰ Between 2015 and 2020, the DFAT-funded Pacific Women Shaping Pacific Development program provided almost AUD 1 million in funding to the Spa Academy to fund scholarships for 90 rural women from low socio-economic backgrounds or from rural and remote areas.

| Provisionally registered | | |
|--|-------------|--|
| Caregivers Service International | Private | Offers Certificate in Fundamentals of Caregiving |
| Centre for Appropriate Technology and Development (Ministry of iTaukei Affairs) http://www.catdnadave.ac.fj/ | Government | <p>Training for rural iTaukei (indigenous Fijian) youth and adults. Offers:</p> <p>Trade Certificate in Automotive Engineering Trade Certificate in Carpentry and Joinery Trade Certificate in Fabrication and Welding Trade Certificate in Plumbing and Sheet Metal</p> <p>Also provides:</p> <p>Long-term Technical Training Programme Leadership and Entrepreneurship Training programme Rural Community Technical Training Programme Resource Based Livelihood Training Programme Appropriate Technology Programme</p> |
| Cooperative College of Fiji (Ministry of Industry, Trade and Tourism) https://www.mcttt.gov.fj/divisions/departments-of-cooperative-businesses/training | Government | Aims to develop, promote and strengthen the co-operatives and Small Business Sector in Fiji. Offers short training courses (3-5 days) in financial literacy, business planning, starting a business, basic bookkeeping, business management, co-operative management and leadership, and beekeeping. Training is free for registered co-operatives. |
| Fiji Electricity Authority Training Centre | Government | In-service training provider for Energy Fiji Ltd. |
| South Pacific Institute of Traditional Chinese Medicine https://www.facebook.com/SPITCM/ | Private | Offers training in acupuncture. Certificates in cupping and scraping therapy and massage manipulation issued by Australian College of Eastern Medicine. Also offers free courses in Cardio-Pulmonary Resuscitation (CPR). |
| Work Bridge Fiji | Private | Offers vocational training in a rural community: Certificate of Attainment in Creative Cooking Certificate of Attainment in Eco Tourism Enterprises Certificate of Attainment in Tourism and Hospitality Services |
| Recognised | | |
| Al Jameatul Islamia | Faith-based | |
| Canaan Institute of Technology | Faith-based | Provides hospitality and tourism training. |
| Crest Academy | Private | Internal training arm of Goodman Fielder. |
| Delltech Institute of Computer Education | Private | Provides computing and IT courses. |
| Fiji Police Academy | Government | Pre-service and in-service training for Fiji Police Force. |
| Light House Vocational Institute | Private | Cisco Networking Academy |

| | | |
|---|-------------|--|
| Makoi Women's Vocational Training Centre https://www.facebook.com/Makoi-Womens-Vocational-Training-Centre-1678594412235041 | NGO | Provides eight-week vocational training in cooking and pastry, sewing and hydroponic for women from low socio-economic backgrounds as well as shorter (3 day) courses in these subjects for fee-paying students. |
| St. Louise Development Centre (Catholic) | Faith-based | Offers courses in basic computing. |
| The Pacific Islands Rainforest Foundation https://www.facebook.com/pacificislandsrainforestfoundation/ | NGO | Training in preservation and management of rainforests. Has an MoU with Fiji National University for academic and educational activities, including workplace attachments for FNU students and special short-term academic programmes. |
| Other | | |
| Fiji College of Nursing (Ministry of Health) | Government | In-service training/continuing professional development for nurses. |
| Timber Industry Training Centre (Ministry of Forests) | Government | Technical training for the timber industry. |

Table 4: TVET providers in Fiji

Source: Fiji Higher Education Commission website (<https://www.fhec.org.fj/>)

Government providers

Fiji National University

Fiji National University (<https://www.fnu.ac.fj/>) is the largest education and training institution in Fiji, with a total enrolment of almost 27,000 students. Around 45% of students are enrolled in pre-degree and other courses, which includes TVET courses (FNU 2019). The University was established in 2010 through an amalgamation of existing higher education institutions and now comprises five colleges as well as the National Training and Productivity Centre. Together these offer over 100 TVET qualifications and 2000 short training programmes (see Annex A). There are ten campuses across Fiji – each associated with a different college – as well as two outreach campuses in Ba and Labasa, which offer a range of programmes from different colleges, supported by distance learning.

Fiji National University has an Office for Disability Services which is responsible for coordinating academic and career support for students with disabilities and promoting disability awareness in the University community.

National Training and Productivity Centre (NTPC)

Part of Fiji National University, the National Training and Productivity Centre (<https://www.fnu.ac.fj/ntpc/>) runs short 'in-service' training courses targeted towards building industry capacity and equipping professionals, individuals and school leavers with relevant and contemporary skills. Courses are offered in the areas of tourism, hospitality, fashion and travel; information technology; electrical and electronic engineering; automotive and mechanical; construction; and executive management.

Course fees range from FJD 120 (AUD 78) for single day courses to up to FJD 500 (AUD 325) for courses which run for several weeks. Classes are run during the day or in the evenings throughout the year. The Centre has a network of nine training campuses and employs around 200 people, half of whom are part-time trainers from industry (Asian Productivity Commission 2019, 64).

NPTC hosts an annual Industry Discussion Forum which aims to solicit feedback from industries, employers and employees on NPTC training programmes, gather information on skills gaps and shortages, and assess how well NPTC is meeting industry expectations.

NPTC also houses the National Trade Testing Department, which administers the National Trade Testing Scheme (<https://www.fnu.ac.fj/ntpc/departments/national-trade-test>); and the National Apprenticeship Training Department, which administers the National Apprenticeship Training Scheme (<https://www.fnu.ac.fj/ntpc/departments/national-apprenticeship>).

Technical College of Fiji

The Technical College of Fiji (<http://www.education.gov.fj/technical-college-of-fiji/>) commenced in 2015 with three colleges across four campuses and now has 13 colleges across 15 campuses throughout Fiji. These have largely replaced the vocational centres attached to secondary schools and were recently merged with Fiji National University.

The Technical Colleges provide vocational skills training for students who have completed Year 10. They offer full-time, Certificate II qualifications in engineering, construction, agriculture and hospitality, which can be completed in one year. In 2017, these schools had just over 4,450 students, with boys making up around two-thirds of students, and girls one-third (Fiji Bureau of Statistics 2020). This likely reflects the fact that these colleges offer qualifications in stereotypically male fields. Students can apply for a loan through the Tertiary Education Loan Scheme to fund their studies (MEHA 2020). The Technical Colleges also offer free short courses.

| | |
|---------------------|--|
| Engineering | National Certificate in Automotive Electrical and Electronic Engineering (Level 2) |
| | National Certificate in Automotive Mechanical Engineering (Level 2) |
| | National Certificate in Electrical Fitter Mechanic (Level 2) |
| | National Certificate in Body Works and Spray Painting (Level 2) |
| | National Certificate in Welding and Fabrication (Level 2) |
| | National Certificate in Refrigeration, Heating, Ventilation and Air Conditioning (Level 2) |
| Construction | National Certificate in Carpentry (Level 2) |
| | National Certificate in Cabinet Making and Joinery (Level 2) |
| | National Certificate in Plumbing and Sheet Metal Works (Level 2) |
| | National Certificate in Painting and Decorating (Level 2) |
| | National Certificate in Tiling (Level 2) |
| | National Certificate in Block Laying (Level 2) |
| Hospitality | National Certificate in Plastering (Level 2) |
| | National Certificate in Baking and Patisserie (Level 2) |
| Agriculture | National Certificate in Cookery (Level 2) |
| | National Certificate in Agriculture (Level 2) |

Table 5: Courses offered at Technical College of Fiji

Source: MEHA n.d

Non-formal providers

The Ministry of Youth and Sport's five Youth Training Centres <https://www.youth.gov.fj/> cater to disadvantaged youth who are not in the formal education system. They aim to provide basic vocational training in areas such as agriculture and carpentry to support youth to take up employment opportunities or develop their own businesses. Several of the Youth Training Centres offer the Multi-skills Training Program, which provides training in arts and crafts, sewing and tailoring, screen printing, and cooking and baking. The Youth Training Centre in Valelevu, Nasinu provides theoretical and practical training in music to enable youth to develop their musical interests. The Ministry also has a Mobile Skills Training Program which provides training in basic vocational skills such as small engine repair, basic sawing and timber cutting as well as life skills, with a focus on youth in Vanua Levu who are unable to access other Ministry programs.

Regional providers

University of the South Pacific

Fiji is home to one of the University of the South Pacific's (<https://www.usp.ac.fj/>) three major campuses in Laucala. There is also a regional campus at Lautoka serving Western Fiji and a Centre at Savusavu which caters to a growing number of students from Cakaudrove and Bau Provinces studying in distance mode.

USP Pacific TAFE is located at the Statham Campus, close to the main campus at Laucala. Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://aptc.edu.au/>) has been working in Fiji since 2007 to deliver training and support strengthening of the TVET sector. APTC courses available in Fiji in 2020 include:

- Certificate III in Air-Conditioning and Refrigeration
- Certificate III in Engineering - Mechanical Trade (Diesel)
- Certificate III in Engineering - Mechanical Trade (Fitting and Machining)
- Certificate III in Light Vehicle Mechanical Technology
- Certificate II Electrotechnology Electrician
- Certificate III in Carpentry
- Certificate III in Painting and Decorating
- Certificate III in Wall and Floor Tiling
- Certificate III in Hospitality
- Certificate III in Commercial Cookery
- Certificate III in Applied Fashion Design and Technology
- Certificate III in Individual Support (Ageing, Home and Community)³¹

APTC also offers customised, on-demand courses, including Certificate IV in Leadership and Management and Certificate IV in Training and Assessment.

³¹ These courses provide an internationally recognised Australian Qualification issued through TAFE Queensland.

In response to the growing concern with literacy and numeracy, APTC recently introduced the Certificate II Skills for Work and Vocational Pathways. This program is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. This was recently delivered for a class of 18 women and persons with disabilities in the region.

Since 2007, APTC has had formal agreements with Fiji National University and the University of the South Pacific. The agreement with Fiji National University is focused on TVET system strengthening; capability development of staff, aligning the University's TVET qualifications with Australian standards, TVET advocacy, and the University's TVET strategy. The agreement with the University of the South Pacific is focused on co-location of the hospitality/cookery program and capability development of staff (APTC 2019a).

APTC also works with the Fiji Higher Education Commission to strengthen policies and systems for TVET regulation, including quality auditing and development of assessment tools, development of a policy for recognition of prior learning, and professional development for management staff. APTC has also worked with the Fiji Higher Education Commission, Construction Industry Council and Fiji National University to develop a national qualification in carpentry.

International donor support for TVET

Note: Regional programs which include Fiji are detailed in Part I.

| Australia | |
|--|--|
| Fiji Program Support Facility | The Fiji Program Support Facility (AUD 66 million, 2017-2021) administers Australia's education, health and scholarship programs in Fiji. The education program (up to AUD 25 million, 2018-2022) is focused on systems strengthening, teacher preparation and development, literacy and numeracy, inclusive education, information management and civil service reforms in the education sector. The Facility also supports the integration of crosscutting themes into programs, such as gender equality, civil society engagement, disability inclusiveness, child protection, and disaster risk reduction. |
| New Zealand | |
| Fiji Higher Education Improvement Programme | The Fiji Higher Education Improvement Programme (2016-2021, FJD 7 million (AUD 4.5 million)) aims to improve the quality of higher education and skills training through interventions to increase access, and improve curriculum, teaching and organisational quality. The Ministry of Foreign Affairs and Trade funding supports the core operations of the Fiji Higher Education Commission as well as capacity building. |
| Asian Development Bank | |
| Strengthening Women's Resilience to Climate Change and Disaster Risk in Asia and the Pacific | Support for women to undertake the Certificate III in Carpentry (in collaboration with APTC and Habitat for Humanity) |

Table 6: Donor programs relevant to TVET in Fiji

Annex A: TVET courses offered at Fiji National University in 2020

| College of Business, Hospitality and Tourism Studies | |
|---|--|
| Certificate III in Baking and Patisserie | Higher Education Certificate in Management |
| Certificate III in Cookery | Higher Education Diploma in Accounting |
| Certificate III in Housekeeping & Accommodation Operations | Higher Education Diploma in Economics |
| Certificate III in Office Assistance | Higher Education Diploma in Finance |
| Certificate III in Restaurant Services | Higher Education Diploma in Industrial Relations and Human Resource Management |
| Certificate IV in Accounting | Higher Education Diploma in Library and Information Systems |
| Certificate IV in Baking & Patisserie | Higher Education Diploma in Management |
| Certificate IV in Banking | Higher Education Diploma in Marketing |
| Certificate IV in Cookery | Trade Diploma in Accounting |
| Certificate IV in Customs | Trade Diploma in Baking & Patisserie |
| Certificate IV in Front Office Operations | Trade Diploma in Banking |
| Certificate IV in Housekeeping and Accommodation Operations | Trade Diploma in Culinary Arts |
| Certificate IV in Office Administration | Trade Diploma in Customs |
| Certificate IV in Restaurant Services | Trade Diploma in Front Office Operations |
| Higher Education Certificate in Accounting | Trade Diploma in Hospitality & Hotel Management |
| Higher Education Certificate in Economics | Trade Diploma in Office Administration |
| Higher Education Certificate in Library and Information Systems | Trade Diploma in Restaurant Operations |
| College of Agriculture, Fisheries and Forestry | |
| Trade Diploma in Wood Processing and Value Adding | Trade Diploma in Agroforestry |
| Trade Diploma in Forestry | Trade Diploma in Agriculture |
| Trade Diploma in Aquaculture | Higher Education Diploma in Animal Health |
| Trade Diploma in Applied Fisheries | Certificate IV in Horticulture |
| Trade Diploma in Animal Husbandry | Certificate III in Commercial Agriculture |
| College of Engineering, Science and Technology | |
| Certificate III in Agricultural Engineering | Certificate IV in Manufacturing Engineering |
| Certificate III in Automotive Bodyworks | Certificate IV in Occupational Health & Safety (OHS) |
| Certificate III in Automotive Engineering | Certificate IV in Plant Maintenance Engineering |
| Certificate III in Carpentry | Certificate IV in Plumbing and Sheet Metal |
| Certificate III in Electrical Engineering | Certificate IV in Printing Technology |
| Certificate III in Electronics Engineering | Certificate IV in Refrigeration and Air Conditioning |
| Certificate III in Fabrication and Welding | Certificate IV in Information Technology |
| Certificate III in Fitting and Machining | Diploma in Architectural Drafting |
| Certificate III in Fitting and Machining | Diploma in Automotive Engineering |
| Certificate III in Joinery and Cabinet Making | Diploma in Construction |
| Certificate III in Plant Maintenance Engineering | Diploma in Electrical Engineering |
| Certificate III in Plumbing and Sheet metal | Diploma in Electronics Engineering Instrumentation and Control Systems |

| | |
|---|--|
| Certificate III in Printing Technology | Diploma in Electronics Engineering Telecommunication and Networking |
| Certificate IV in Agricultural Engineering | Diploma in Engineering (Agricultural) |
| Certificate IV in Aircraft Maintenance Engineering (Mechanical) | Diploma in Engineering (Civil) |
| Certificate IV in Automotive Engineering (Automotive Electrical and Electronics) | Diploma in Engineering (Renewable and Sustainable) |
| Certificate IV in Automotive Engineering (Panel and Painting) | Diploma in Land Surveying |
| Certificate IV in Automotive Engineering Heavy Commercial Vehicle | Diploma in Mechanical Engineering |
| Certificate IV in Automotive Engineering Light Machinery | Diploma in Plant Engineering |
| Certificate IV in Automotive Engineering Light Motor Vehicle | Diploma in Plant Engineering |
| Certificate IV in Automotive Engineering (Heavy Mobile Plant) | Diploma in Quantity Surveying |
| Certificate IV in Biomedical Engineering | Diploma in Transport Technology & Management (Roads) |
| Certificate IV in Carpentry | Higher Education Diploma in Environmental Management |
| Certificate IV in Electrical Engineering | Higher Education Diploma in Environmental Sciences |
| Certificate IV in Electronics Engineering | Higher Education Diploma in Food Technology |
| Certificate IV in Fabrication and Welding | Higher Education Diploma in Industrial Laboratory Technology |
| Certificate IV in Fitting and Machining | Higher Education Diploma in Industrial Laboratory Technology |
| Certificate IV in Geology, Mining and Quarrying | Trade Diploma in Information Technology |
| Certificate IV in Joinery and Cabinet Making | Trade Diploma in Occupational Health and Safety (OHS) |
| Fiji Maritime Academy | |
| Diploma in Marine Engineering | Certificate IV in Shipbuilding |
| Diploma in Nautical Science | |
| College of Humanities and Education | |
| Certificate III in Hairdressing | Certificate IV in Media and Journalism |
| Certificate IV in Film and Television Production | Certificate IV in Music |
| Certificate IV in Graphic Arts | Certificate IV in Sports Science |
| Certificate IV in Graphic Design | Higher Education Certificate in Technical and Vocational Education and Training |
| College of Medicine, Nursing and Health Sciences | |
| Certificate in Clinical Laboratory Technology | Certificate of Attainment in Pre-Hospital Care |
| Certificate in Phlebotomy | Diploma in Dental Technology |
| Certificate in Phlebotomy | Diploma in Health Promotion |
| Certificate in Public Health | Diploma in Public Health |
| Certificate IV in Enrolled Nursing | |

Source: Fiji National University website (<https://www.fnu.ac.fj/>)

Key facts

Population: 118,744 (2020)

Population under 30: 62% (2020)

Major sectors of the economy: (contribution to GDP): Other goods and services (32%), Fishing (26%), Government consumption (26%), Construction (11%), Industry and manufacturing (5%) (2016)

GDP per capita (current USD): USD 1655 (2019) (lower-middle income)

GDP growth: 2.3% (2019, estimate), 0.001% (2020, estimate), 2.2% (2021, estimate)

Labour force participation rate: 43% (Total), 53% (Male), 34% (Female) (2015)

Unemployment: 9.3% (Total), 11.9% (Male), 5.6% (Female) (2015)

Youth unemployment: 17.1% (2015), 22.2% (Male), 7.4% (Female) (2015)

Share of youth not in education, employment or training: 46.9% (2015) 46.2% (Male), 47.6% (Female) (2015)

Major employment sectors: Agriculture, forestry and fishing (24%), manufacturing (14%), public administration and defence (12%), and wholesale and retail trade (12%) (2015)

Poverty rate (national poverty line): 21.8% (2006)

COVID-19: Government stimulus package of AUD 15.5 million, equivalent to 7.5 % of GDP includes unemployment support (AUD 2.6 million), private business stimulus (AUD 4.5 million plus AUD 3.5 million cargo buffer), and state-owned enterprises stimulus (AUD 5.2 million). Excludes the first response package of AUD 11.5 (largely donor-funded). Specific measures include: unemployment benefit, employer cost sharing for off-shore observers, sea farers, and fruit packers, reduction in social security contributions for both employers and employees, and loan support through government-owned financial intermediaries.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Webb 2019.

Key issues for TVET in Kiribati

Government spending on TVET: TVET is one of many competing priorities for the Government of Kiribati. As a result, demand for TVET is currently greater than the number of places available. There is a need to upgrade TVET infrastructure and provide more professional development opportunities for TVET trainers. The development of a national TVET strategy will help focus greater attention on technical and vocational skills development.

TVET delivery in remote areas: Limited transport and communications make it expensive and difficult to deliver training beyond the main island. However, the Kiribati Institute of Technology (KIT) has recently opened a new campus on Kiritimati Island, which will help improve access to TVET. The completion of the submarine cable in 2020 will also facilitate better communications.

Employment opportunities: Kiribati has a small domestic labour market and many i-Kiribati choose to work overseas. Australia's Pacific Labour Scheme has expanded opportunities for overseas employment. There are also several major infrastructure projects underway or in the pipeline that will create employment opportunities.

Attitudes towards TVET: TVET is often not valued as highly as an academic education by young people and their families, despite its importance to Kiribati's development.

Coordination between TVET stakeholders: There is a need for greater cooperation and collaboration between government ministries, TVET providers, industry and other key stakeholders across the sector. The recently established TVET in Schools working group and the planned TVET Sector Reference Group will help address this.

TVET pathways: There are limited pathways from school to post school and between post-school training institutions. The Ministry of Education's newly formed Taskforce for Enhancing Educational Opportunities for I-Kiribati Students (TVET Pathways Taskforce) is helping to identify streamlined pathways from secondary education into, through, and between training, employment and entrepreneurship.

Source: APTC 2020a

Government agencies responsible for TVET

Ministry of Education

<https://www.moe.gov.ki/>

- Responsible for school education, including TVET in schools.
- Has developed a National TVET in Schools Policy and rolling out a TVET in Schools program in 2020.
- Convenes a TVET Pathways Taskforce to identify streamlined pathways from secondary education into, through, and between training, employment and entrepreneurship.
- Convenes the Education Partners in Kiribati group to coordinate government agencies, non-government and faith-based organisations and international donors involved in education.
- New Minister sworn in in July 2020.

Ministry of Employment and Human Resources

- Responsible for post-secondary education, employment and labour.

<http://employment.gov.ki>

- The Kiribati Institute of Technology and Marine Training Centre are part of Ministry of Employment and Human Resources.
- TVET is the responsibility of the Labour Market Information and Marketing Unit within the Labour Division.
- Currently developing a National TVET Policy and planning to convene a TVET Sector Reference Group.
- The Labour Division also includes the Overseas Employment Unit, which manages Kiribati's participation in Australian and New Zealand overseas labour schemes.
- The National Career Counselling and Employment Centre provides career counselling and employment services.
- New Minister sworn in in July 2020.
- Divisions relevant to TVET include: Youth Division; Women's Development Division; and Disability Inclusive Division

**Ministry of Women, Youth,
Sport and Social Affairs**

<https://www.mwysa.gov.ki>

Public Service Office

<https://www.pso.gov.ki/>

- Responsible for oversight and management of Kiribati's public service
- In-service training for the public service is the responsibility of the Human Resources Development and Management Centre.
- The Human Resources Development and Management Centre is the secretariat to the Human Resources Planning Committee
- Responsible for tourism, ICT, aviation, airport services, marine and ports.
- Oversees 9 State-Owned Enterprises.
- 2020-2023 Ministry Strategic Plan includes a focus on developing human resource capacity in these sectors.

**Ministry of Information
Communication Transport
and Tourism Development**

<https://www.micttd.gov.ki/>

Key policies relevant to TVET

Education and skill development are a central component of the Government of Kiribati's long-term development strategy, the **Kiribati 20-Year Vision 2016-2036**. This strategy is focused on four pillars: wealth; peace and security; infrastructure; and governance. Developing the country's human capital is a key component of the 'wealth' pillar. This involves creating a highly-educated and skilled population, increasing access to decent employment, and developing a highly-skilled, qualified and efficient public service (Government of Kiribati 2016).

Key objectives for education include increasing enrolment and retention at primary and secondary levels, improving English language literacy, addressing the shortage of qualified teachers, and improving teacher competency. With regard to TVET, the policy recognises the need for formal education and training to develop the skills needed for both domestic and overseas employment, including in fisheries, tourism and other complementary sectors. Key strategies include increasing the number of vocational training centres in the outer islands (4 by 2019, 10 by 2023 and 15 by 2027) and increasing the number of graduates. The government also acknowledges that plans to increase connectivity through development of the airline and shipping industries will require additional investments in building human resource capacity in a range of specialised areas.

The policy also recognises the need to increase access to decent employment and reduce unemployment, including through seasonal employment schemes in New Zealand and Australia, employment in the fishing industry, and access to new overseas labour markets. This will require stronger protections for I-Kiribati working overseas, and development of the private sector, including through investment in fisheries and tourism, development of small and medium enterprises, and

improvements to the overall business enabling environment. It will also require improved access to training and strengthening of English language skills to ensure that I-Kiribati are competitive in the domestic and overseas labour markets.

To address the skills and qualification gap in the public service, the government will increase its budget for staff training and human resource development (1% by 2019, 2% by 2023, and 3.5% by 2027). This will involve new training and capacity building approaches, evidence-based Workforce and Human Resource Development plans, and a national public service competency framework.

The plan also acknowledges that women, youth, persons with disabilities and other vulnerable groups face particular challenges in employment, economic opportunities, access to services and human rights. It commits to increasing women's participation in economic, social and political decision making, improving access for disadvantaged groups to businesses opportunities, health and education services, housing, justice, and other services, and scaling up training for persons with disabilities.

In line with the 20-year vision, human resource development is a priority area in the **Kiribati Development Plan 2016-2019** (MFED Kiribati 2016a). The plan highlights the need to improve the quality of education and training and provide students with the skills and capabilities they need for productive employment, both domestically and overseas. Strategies to improve the quality of post-secondary education and training include:

- strengthening TVET quality standards so that TVET providers meet regional and international standards;
- improving access to TVET programs, including for those living in the outer islands and Kiritimati Island, and conducting skills testing and gap training for existing workers;
- diversifying TVET training to better align with industry needs;
- rehabilitating the KIT campus at Bikenibeu; and
- strengthening capacity in the public service through training programs.

The plan also identifies the need to target children with disabilities, gain community acceptance for the policy of mainstreaming children, and strengthen teachers' skills in addressing diverse learning needs.

In addition, strategies to promote sustainable economic growth and reduce unemployment include expanding overseas employment opportunities in existing and new markets, creating more jobs in the fishing industry, promoting private sector development, including foreign investment, and supporting the development of small and medium enterprises.

The Ministry of Education has developed a situation analysis of the education sector and draft **Education Sector Strategic Plan 2020-2023**. This plan aligns with, and contributes to, the goals of the Kiribati 20-Year Vision: 2016-2036.³² A **TVET in Schools Plan 2020-2036** has also been developed and a TVET in Schools Program is expected to be implemented in 2020.

The **Kiribati National Youth Policy Framework and Action Plan 2018 to 2021** targets young men and women, youth with disabilities, unemployed youth, youth in rural areas and other at-risk groups (MYWSA 2018a). Education and employment are key priority areas (see Table 7).

| | |
|----------------------|--------------------------------------|
| Priority Area | Education and Skills Building |
|----------------------|--------------------------------------|

³² This is not yet publicly available.

| | |
|----------------------|--|
| Policy Objective | To provide young people with opportunities to develop vocational skills and life skills to enable them to become responsible self-reliant and contributing members of the community. |
| Strategies | <ol style="list-style-type: none"> 1. Provide life skills education for young people 2. Raise awareness among parents and guardians about adolescent development and the importance of education and their roles in supporting and guiding young people. 3. Provide in school Student Support Services to offer career counselling, vocational guidance and work experience programs. 4. Expand junior secondary school and senior secondary school curricula to provide relevant learning opportunities, including non-formal options, to build life-skills, awareness about cultural heritage and information, communication technology. 5. Expand and strengthen the range of vocational training centres focusing on specialized areas such as mechanical and agricultural programs and marketing for handicrafts; include vocational programmes in junior secondary school and senior secondary school curricula. 6. Expand community learning centres to provide a wider range of training options including to suit those with high needs related to disability and mental illness; increase access to information through libraries. |
| Priority Area | Economic Empowerment |
| Policy Objective | To explore and increase opportunities and means of providing decent employment and livelihood for young entrepreneurs. |
| Strategies | <ol style="list-style-type: none"> 1. Provide opportunities in a larger range of technical professions and small business development. Strategies should involve the private and community sectors and should explore apprentice and intern schemes. 2. Ensure all government investment, employment, business and trading strategies and schemes include a minimum allocation of opportunities and support for youth recruitment or small-business development, and special effort is given to provide opportunities in areas with highest youth unemployment. 3. Ensure participation in physical activity is encouraged and appreciated and promote youth talents 4. Explore opportunities to develop markets and potential livelihoods for youth. |

Table 7: Strategies in Kiribati's National Youth Policy Framework and Action Plan

Source: MWYSA 2018a

Kiribati is a signatory to the United Nations Convention of the Elimination of all forms of Discrimination against Women (UNCEDAW) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Kiribati's **National Policy on Gender Equality and Women's Development 2019-2022** outlines five priorities to support all I-Kiribati men and women to achieve their potential: progressively implementing a gender mainstreaming approach; improving the economic empowerment of women; supporting stronger, informed families; improving women's political representation and leadership; and eliminating sexual and gender-based violence (MWYSA 2019). Proposed actions in the area of women's economic empowerment include training in business and financial literacy as well as training in specific skills such as fruit and vegetable gardening, handicrafts, sewing, and skills relevant to the hospitality and travel industries.

Improving access to quality education and vocational training programs and increasing access to employment and income generating activities are among the priorities areas in the **Kiribati National Disability Policy and Action Plan 2018-2021** (MWYSA 2018b). Key strategies for achieving these outcomes include work experience programs for students with disabilities from junior secondary school, bridging programs to support persons with disabilities to undertake vocational programs, an employment quota for persons with disabilities, and small business training.

Government funding of TVET

TVET in Kiribati is funded from a mixture of government allocations, international development partner funds, and tuition fees. Although budget documents do not allow a clear separation of the budget for TVET, it is possible to glean some information about the scale of the TVET budget. The 2019 allocation for the Ministry of Education is 14% of the budget. However, a significant portion of this funds the provision of free primary and secondary education, with the items related to tertiary education (including TVET), making up 17% of the Ministry's budget. The budget for the Ministry of Employment and Human Resources is around 3% of the overall budget, three quarters of which funds the Kiribati Institute of Technology and the Marine Training Centre (MFED Kiribati 2018a).

Funding for the Kiribati Teachers College, Kiribati Institute of Technology, and the Marine Training Centre covers recurrent expenditure such as salaries, travel, accommodation and allowances, utilities, and maintenance of facilities (MFED Kiribati 2018a).

Other major components of the budget include scholarships for students studying at the University of the South Pacific in Kiribati or elsewhere in the region and at other overseas universities as well as student loans. Both the 2018 and 2019 budgets include an allocation for the Kiribati Qualifications Agency. This is mostly made up of salaries (MFED Kiribati 2017; MFED Kiribati 2018a).

In terms of revenue, only the Kiribati Institute of Technology and the Marine Training Centre show revenue from course fees (MFED Kiribati 2018a).

| Item | 2017 Actual | 2018 budget | 2019 budget ³³ | 2020 estimate |
|--|----------------|----------------|------------------------------|------------------|
| Ministry of Education | | | | |
| In country tertiary support ³⁴ | 623,087 | 522,336 | 522,336 | 522,336 |
| University of the South Pacific Contribution | 729,984 | 729,984 | 875,980 | 729,984 |
| Kiribati Teachers College | 1,125,568 | 1,323,051 | 1,944,418 | |
| Overseas Scholarships | 2,274,280 | 2,852,460 | 2,852,460 | 2,852,460 |
| Student loan scheme | 763,960 | 1,571,460 | 1,000,000 | 1,000,000 |
| Kiribati Qualifications Agency | - | 41,224 | 51,913 | |
| Ministry of Employment and Human Resources | | | | |
| Kiribati Institute of Technology* | 1,526,814 | 1,868,207 | 2,198,700 | |
| Marine Training Centre | 2,181,440 | 2,448,170 | 2,604,448 | |
| Labour Division | 571,468 | 642,640 | 856,630 | |
| Ministry for Women, Youth, Sport and Social Affairs | | | | |
| Youth Division | 108,948 | 201,203 | 189,542 | |
| Women's Division | 159,165 | 236,234 | 184,707 | |

³³ 2020 Budget documents are not yet publicly available.

³⁴ Tuition fees and allowances for students studying at USP in Kiribati. It is also used for payments to the Scholarship Board.

| | | | | |
|------------------------------|---------|---------|---------|---------|
| All agencies | | | | |
| Local training ³⁵ | 134,422 | 293,620 | 315,280 | 320,009 |
| Overseas training | - | 29,906 | 56,256 | 57,099 |

Table 8: Kiribati government spending on TVET (in AUD)

Source: MFED Kiribati 2016b; MFED Kiribati 2017; MFED Kiribati 2018a

* This is supplemented with Australian government funding through the Kiribati Facility amounting to AUD 4.5 million in 2017, AUD 4 million in 2018 and an estimated AUD 5.8 million in 2019 (MFED 2018b).

The Government of Kiribati provides two kinds of scholarships for school leavers (known as ‘Pre-Service Scholarships’): in-country scholarships to study at the University of the South Pacific in Kiribati (labelled ‘In-country tertiary support’ in budget documents), and overseas scholarships to study at an institution within the Pacific Forum region (Ministry of Education Kiribati 2019). In 2020, 173 scholarships were awarded for in-country study and 171 for overseas study. In-service training for public servants, which includes scholarships for course fees and related costs, is covered under ‘Local training’ and ‘Overseas training’. The government develops an annual list of priority fields of study.

Private sector engagement in TVET

Kiribati’s private sector is represented by the Kiribati Major Employers’ Organisation (KIMEO) and the Kiribati Chamber of Commerce and Industry (KCCI) (<https://kcci.org.ki/>). KCCI provides a range of capacity building and training opportunities for members in collaboration with international donors (such as the International Labour Organisation and the Pacific Islands Private Sector Organisation), Kiribati Institute Technology, and the University of the South Pacific.

NGOs relevant to TVET

Kiribati has a small NGO sector. Key organisations of relevance to TVET include the Kiribati Association of NGOS (KANGO) and the Kiribati Family Association. Faith-based entities including the Church Education Directors Association in Kiribati (CEDAK), Kiribati Uniting Church and Catholic Education Office also have an interest in TVET.

Organisations of Persons with Disabilities

Kiribati has a small but increasing number of Organisations of Persons with Disabilities. The peak body for these organisations is Te Toa Matoa. The Ministry of Women, Youth, Sport and Social Affairs is interested in re-establishing the Kiribati National Council of People with Disability to provide guidance and advice on policy implementation.

TVET providers

Secondary schools

Kiribati has 24 junior secondary schools (Years 7-9), 9 senior secondary schools (Years 10-13) and 10 combined junior and senior secondary schools (Years 7-13). The first 9 years of schooling are compulsory. At the end of Year 9, students must pass an examination in order to progress to senior

³⁵ Fees and related costs for civil servants who undertake in-service courses at Kiribati Institute of Technology, the University of the South Pacific or some other recognised course.

secondary school. In 2015-16, around 70% of students made the transition from Year 9 to Year 10. Students must also pass examinations in years 12 and 13 in order to progress to tertiary education. Kiribati has a policy of free tuition for primary and secondary school (Ministry of Education Kiribati 2016).

Government schools and Catholic schools enrol the majority of students, with a small number at schools run by the Kiribati Uniting Church, the Church of Jesus Christ of Latter-Day Saints (Moroni High School) and Seventh Day Adventists (Kauma Adventist High School) (Ministry of Education Kiribati 2016).³⁶ The Ministry of Education has a new policy on TVET in schools and a TVET program was expected to be rolled out in 2020.

Government providers

There are three main government TVET providers: Kiribati Institute of Technology, the Marine Training Centre (both operated by the Ministry of Employment and Human resources) and Kiribati Teacher College (operated by the Ministry of Education).

In addition to these, State-Owned Enterprises and government ministries run training for staff and community members.

Kiribati Institute of Technology

The Kiribati Institute of Technology (<https://kit.edu.ki/>) (KIT) is funded by the Government of Kiribati and the Australian Department of Foreign Affairs and Trade through the Kiribati Facility (see below). KIT offers accredited and non-accredited courses through its three campuses at Betio, Bikenibeu (both in South Tarawa) and Ronton (on Kiritimati Island). The Betio campus offers trade and non-trade courses and houses the Institute's executive, administration and support staff. The School of Nursing and Health is based at the Bikenibeu campus. The Ronton campus was opened in March 2019, with initial courses offered in English, business and accounting. Annual enrolment across all three campuses is around 280 students.

KIT qualifications are recognised in Australia, New Zealand and throughout the Asia Pacific region. In June 2018, KIT was given accreditation under the Educational Quality and Assessment Programme. This means that KIT meets the Pacific Quality Assurance Framework standards and guidelines for institutions and their programmes. KIT also has agreements in place with Australian Registered Training Organisations to award international qualifications through the KIT Developmental Recognition of Prior Learning Model.

KIT currently offers the following courses³⁷:

- Certificate II in Automotive Servicing Technology
- Certificate II in Construction Pathways
- Certificate II in Electrotechnology
- Certificate II in Drainage
- Certificate II in Metal Roofing and Wall Cladding
- Certificate III in Water Plumbing
- Certificate II in Business

³⁶ The Kiribati Uniting Church manages Alfred Sadd Memorial College, William Goward Memorial College, Hiram Bingham High School, and Stephen Whitmee High School.

³⁷ KIT has also submitted three Certificate I courses for accreditation through EQAP. These provide a pathway to Certificate II level courses.

- Certificate III in Accounts Administration
- Certificate IV in Accounting
- Certificate II in Community Services³⁸
- Diploma of Nursing³⁹

Students in all courses undertake a Vocational Preparation Course during the first term of their study as well as the KIT Certificate in English Proficiency, which is delivered over four to eight terms as part of courses undertaken by students enrolled in full time courses.

KIT also offers a Foundation Skills program, in which students gain a Certificate 1 in Bridging at the end of 12 months. Subjects include English, Information Technology, Construction, Maths and Life Skills. The program targets early school leavers who left primary or secondary school. Foundation Skills also deliver a basic business course for young people wanting to start their own business or work in a business environment.

Short courses in English, community services, automotive, construction, computer-aided design, electro-technology, plumbing and roofing, business, IT and accounting, as well as traditional skills are offered in the evenings.

KIT's Employment Support Services Centre assists graduates to search for jobs, prepare job applications and practice for interviews. The Centre also works with the Ministry of Employment and Human Resources to provide pre departure training for I-Kiribati selected as part of the seasonal worker program.

Marine Training Centre

The Marine Training Centre (<http://www.mtc-tarawa.edu.ki/>) (MTC) is a division of the Ministry of Employment and Human Resources. It provides training in deck, engineering, fishing operations and catering in line with the International Maritime Organization Convention on Standards of Training, Certification and Watchkeeping. Courses start at entry-level and allow students to build on this throughout their career through experience and training. MTC also provides refresher courses as well as language courses, including in Japanese, to prepare graduates to work on foreign vessels. MTC graduates are employed on German, Japanese, Taiwanese and Chinese ships (Nunns and Borovnik 2014).

The Centre receives substantial financial and technical support from donors and the private sector, including New Zealand. German company Hamburg Süd, which co-founded the Centre in 1967, and a German joint venture - South Pacific Marine Services, co-located at MTC - recruits MTC graduates for its partner shipping companies (Division for Sustainable Development Goals. n.d). The German embassy in Kiribati provides some funding and in-kind support. Japan has supported the development of Kiribati's fishing industry since the 1980s, including establishing the Fisheries Training Centre in 1989, which merged with the Marine Training Centre in 2015.

Kiribati Teachers College

³⁸ This articulates to Australia Pacific Training Coalition courses in Aged Care, Youth Work, and Disability Services.

³⁹ This is based on a New Zealand curriculum and delivered as a KIT qualification.

The Kiribati Teachers' College (KTC) is the only provider of pre-service teacher training for primary and junior secondary school teachers in Kiribati. It also provides in-service teacher professional development training for primary, junior secondary and senior secondary teachers.

Private providers

Kiribati Training Centre for Professional Development

The Kiribati Training Centre for Professional Development (<https://www.cambridgecollege.co.uk/affiliates/kiribati>) is a private provider affiliated with Cambridge International College. It offers international diplomas and international honours (higher) diplomas in a range of courses in accounting, finance, and banking; business studies; English and communication; hospitality, tourism and events management; administration; marketing, human resources, and logistics. All courses are in distance mode using materials provided by Cambridge International College.

Regional providers

University of the South Pacific

The University of the South Pacific's (<https://www.usp.ac.fj/>) Kiribati campus is located in Tarawa and enrolls around 1400 students. A new campus was constructed in 2015 with loan funding from the Asian Development Bank. The Centre for Continuing and Community Education provides a range of courses that enable students to refresh or upgrade their skills, including by providing pathways to further education. Courses are offered in the areas of: care giving, early childhood education, hospitality, librarianship, English, IT, financial software, office skills, computer aided drawing, first aid, basic cookery, flower arranging, handicrafts, hydroponics, and music.

Details of technical and vocational education courses offered through Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au/>) provides bursaries for i-Kiribati students to undertake TVET study at APTC campuses throughout the Pacific. APTC also delivers training through its partnership with the Kiribati Institute of Technology, including the internationally accredited International Skills Training program, which provides TVET trainers with skills in training and assessing adult learners. A Country Engagement and Liaison Coordinator, based in Kiribati, is the focal point for APTC activities in Kiribati, including student recruitment, coordinating delivery of short courses, and developing partnerships with stakeholders.

International donor support for TVET

Note: Regional programs which include Kiribati are detailed in Part I.

| Australia | |
|-----------------------|---|
| The Kiribati Facility | The Kiribati Facility (2016-20, AUD 20 million) consists of the Skills for Employment Program and the Flexible Support Facility . |

| | |
|---|---|
| | <p>The Skills for Employment Program (approx. 16.8 million) builds on the previous Kiribati Technical Vocational Education and Training Sector Strengthening Program to develop a more capable, qualified and mobile I-Kiribati workforce. It includes new initiatives to increase the quality and relevance of training at the Kiribati Institute of Technology to meet local, regional and international labour market demand and strengthen pathways to employment. This includes a Job Search Centre, work placements, partnerships with Group Training Organisations, and a vocational pathway bridging program to reach young people disengaged from the education system. The Skills for Employment Program complements Australia's funding to the Australia Pacific Training Coalition, the Pacific Labour Scheme and the Seasonal Worker Programme.</p> <p>The Flexible Support Facility provides DFAT with a flexible delivery mechanism to better manage in-country development across sectors particularly those related to human resource development.</p> |
| Kiribati Education Improvement Program | <p>Through the Kiribati Education Improvement Program (2011-2022, AUD 84 million), Australia supports the implementation of the Kiribati Education Sector Strategic Plan and its goal of improving the quality of education provided in I-Kiribati schools.</p> <p>The current phase, Phase III, focuses on improving learning outcomes in basic education (years 1 to 9) and sectoral planning and management. Phase III has been extended until mid-2022 while further support to the education sector is being designed.</p> |
| New Zealand | |
| Kiribati In-Country Technical and Vocational Training | <p>This activity supports I-Kiribati to gain technical and vocational training by reimbursing civil servants and civil society workers upon successful completion of specified courses.</p> |

Table 9: Donor programs relevant to TVET in Kiribati

Nauru

Key facts

Population: 11,690 (2020)

Population under 30: 64% (2020)

GDP per capita (current USD): USD \$9,397 (2019) (high income)

GDP growth: 0.96% (2019, estimate), -1.68% (2020, estimate), 1.3% (2021, estimate)

Labour force participation rate: 62% (Total), 72% (Male), 52% (Female) (2019)

Unemployment: 38% (Total), 28% (Male), 48% (Female) (2019)

Share of youth not in education, employment or training: 36.4% (Total), 22.1% (Male) 51.3 (Female) (2013)

Major employers: Government of Nauru (37%), private sector (35%), state-owned enterprises (Eigigu Corporation, Republic of Nauru Phosphate Corporation, Nauru Regional Processing Centre, Nauru Utilities Corporation, Nauru Rehabilitation Corporation, Nauru Airlines) (26%)

Poverty rate (national poverty line): 24% (2012)

COVID-19: Government has provided assistance to Nauru Airlines and other state-owned enterprises. Food and other supplies have been impacted, with flow on effects for retail stores and businesses. Travel restrictions and availability of materials have also impacted major construction projects.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Republic of Nauru 2019a; Ministry of Finance Nauru 2020a; Ministry of Finance Nauru 2020b.

Nauru's economy

Nauru's economy has historically been based on phosphate mining, which is the island's only natural resource. Although secondary reserves are expected to last another 20-30 years, income from phosphate mining has significantly reduced (McDonald and Farrell 2018; Dauvergne; 2019). Fishing licenses and visa fees associated with the Australian government's Regional Processing Centre have also been an important source of revenue, although visa fees will reduce significantly in 2020-21 due to the winding down of the Regional Processing Centre (Ministry of Finance Nauru 2020b). As a result, Nauru is heavily dependent on international donors. In 2020-21, international donors will contribute around AUD 110 million in development funding (Ministry of Finance Nauru 2020c).

As part of a longer-term revenue strategy, Nauru established the Intergenerational Trust Fund. Both the Nauruan government and a number of other donors (Australia, Taiwan, New Zealand and the Asian Development Bank) make annual contributions to the Fund. Under the terms of the Fund, no withdrawals can be made until 2035.⁴⁰ Undersea metals mining is another potential source of revenue, with the Nauru recently granting an exploration licence to Canada-based marine mining developer DeepGreen Metals. Mining could commence as early as 2025 (Davis and Doherty 2018; Schmidt 2020; RNZ 2020).

Box 12: Nauru's economy

⁴⁰ The Nauru Intergenerational Trust Fund was established in November 2015 under memoranda of understanding between the Governments of Nauru, Australia and Taiwan. The Asian Development Bank was instrumental in the design of the fund and also provided an initial contribution. In 2018 New Zealand also made a contribution to the fund. The fund became fully operational in April 2016. It aims to provide a future revenue stream to supplement domestic revenue in anticipation of current resources (phosphate and fisheries) declining over the next 20 years. The Fund has a target principal value of AUD 400 million. To facilitate achievement of this target, no withdrawals can be made from the fund for 20 years. This limits the use of the Trust Fund for development purposes in the medium term (DFAT n.d.; Republic of Nauru 2019a; Republic of Nauru 2019b).

Key issues for TVET in Nauru

Literacy and numeracy skills: Many Nauruan students leave school without the necessary language, literacy and numeracy skills to gain entry to and complete courses, and then take up employment (APTC 2020a). A recent report suggests that only 25% of primary students met minimum proficiency standards in literacy and 28% met minimum proficiency standards in numeracy (Republic of Nauru 2019a). This carries through to secondary school. A contributing factor to these results is low levels of enrolment and attendance. In 2017, 85% of students completed primary school, but only 56% completed secondary school (DET 2017).⁴¹

Social inclusion: Persons with disabilities are more likely to have no schooling or primary school only, and less likely to have completed secondary (Government Bureau of Statistics 2015). This limits opportunities for further study or employment.

Government investment in TVET: A 2015 UNESCAP report suggests that TVET is under-resourced and the Department of Education and Training's Strategic Plan for 2017-2021 recognises the need to 'secure long-term funding for all operations of TVET' (UNESCAP 2015; DET 2017). In recent consultations, TVET stakeholders suggested that despite many improvements, there is a need to improve training infrastructure, professional development opportunities for trainers, and trainer retention (APTC 2020a).

Affordability of TVET: Government and donor scholarships for TVET qualifications are limited and there is currently no student loan scheme. This presents a barrier for many Nauruan students (IMF 2020d; APTC 2020a). While the government provides free Certificate II qualifications for high school students via Nauru TVET, continuing students or adult learners are required to self-fund.

Availability of data: There is a need for more data on existing skills, skills gaps and emerging priority areas. The results from the 2019 mini-census and the recent labour market analysis supported by APTC will contribute to filling this gap (APTC 2020a). However, there is also a need to better utilise the Department of Education and Training's Education Management Information System (EMIS) (DET 2017).

Government agencies responsible for TVET

Department of Education and Training

Training

<http://www.naurugov.nr/government/departments/departments-of-education.aspx>

- Responsible for all aspects of educational policy, planning, monitoring and evaluation.
- Overseen by a Permanent Secretary and four Directors: Director of Schools, Director of Curriculum, Accreditation, Statistics, and Exams, Director of Administration, and Director of TVET.
- TVET Directorate established in 2017 and located at the Learning Village.

⁴¹ The government has put in place a number of strategies to increase school attendance and raise learning outcomes. These include provision of school lunches, back to school payments, transportation, upgrades to school facilities and learning materials, and an incentive scheme to encourage students to complete secondary schooling. Significant funds have also been invested in upgrading the qualifications of Nauruan teachers and strategies to attract and retain teachers have been put in place (Republic of Nauru 2019a; Ministry of Finance Nauru 2020a; Ministry of Finance Nauru 2020b). These strategies aim to address Nauru's teacher deficit, which is partly filled by foreign teachers: in 2016, 66 of Nauru's 193 teachers were expatriates and Nauru had a remaining deficit of 120 teachers (DET 2017).

Department of Chief Secretary

<http://www.naurugov.nr/government/departments/department-of-chief-secretary.aspx>

Department of Home Affairs

<http://www.naurugov.nr/government/ministries/hon-isabella-dageago-mp.aspx>

Department of Commerce, Industry and Environment

<http://www.naurugov.nr/government/ministries/hon-rennier-gadabu-mp.aspx>

Department of Finance

<http://www.naurugov.nr/government/departments/department-of-finance.aspx>

- Under the oversight of the Director of TVET, the TVET Co-ordinator is responsible for TVET training programs, staffing, logistics and standards, including compliance of TVET courses with the Australian Qualifications Framework (DET 2017).
- Oversees Nauru's public service.
- Human Resources Section responsible for: recruitment and selection within the public service; identifying capacity gaps and designing strategies to build capacity at individual, organisational and institutional levels; and developing and implementing Nauru's Public Service Human Resources Development Strategy.
- Labour Sending Unit responsible for managing overseas employment schemes and conducting orientation and preparation for workers.
- Includes Directorates for Youth Affairs, Women's Affairs, and Family and Community Services and a Disability Office.
- Youth Affairs Directorate responsible for policies and programs for Nauru's youth, including a youth life skills program.
- Women's Affairs Directorate responsible for development and implementation of policies and programs which promote women's rights and leadership, monitoring Nauru's progress in implementing international commitments, and mainstreaming gender across all government of Nauru agencies. Directorate is investigating a pilot program to provide education and vocational training for women prisoners to support reintegration into the community upon release.
- Responsible for commerce and business development, foreign investment, industry development, small business development, agriculture and livestock, food security, environment, and renewable energy
- Oversees and coordinates effective management of public finances and resources.
- Four divisions: Treasury, Nauru Revenue Office, Planning and Aid Division, and Nauru Bureau of Statistics.
- Planning and Aid Division is responsible for coordinating development and review of the National Sustainable Development Strategy, including ensuring that NSDS priorities are funded in the annual budget, mobilising donor support for development projects, and facilitating coordination of development assistance.

Key policies relevant to TVET

Nauru's **National Sustainable Development Plan 2019-2030** includes 'access to quality education, both formal and informal' as one of seven development goals. Objectives for 2019-2023 under this goal include: improving enrolment and attendance at primary and secondary school; raising literacy levels among high school graduates; increasing the number of youth who undertake higher education, including TVET; reducing youth unemployment; and increasing the number of persons with disabilities in employment (Republic of Nauru 2019a).

Complementing the National Sustainable Development Plan is the **Department of Education and Training Strategic Plan 2017- 2021 (Footpath IV)**, which sets out a theory of change and development for ‘every student learning’ (DET 2017). Key priorities include strengthened curriculum, including for TVET courses; teaching methods (pedagogy) based on individual student needs and learning style; professional development of teachers and education administrators; improved physical resources, including well-equipped TVET facilities; increased parent and community involvement; and a student support program. The Plan emphasises the right to education for all citizens, including those living with a disability. A key target is to have 85 students graduate with a Queensland Certificate of Education, Form 7 or TVET Certificate in 2021.

Nauru’s **National Youth Policy** covers the period from 2009 to 2015. It is not clear whether a new policy will be developed. However, the National Sustainable Development Plan includes several key objectives for youth, namely reducing the number of out of school youth, increasing the number of youth undertaking academic or TVET courses, and lowering youth unemployment (Republic of Nauru 2019a).

Nauru ratified the United Nations Convention on the Rights of Persons with Disability (UNCRPD) in 2012 and is a party to the Incheon Strategy. The **Nauru National Policy on Disability, 2015** was developed in partnership with regional and international organisations and is aligned with the principles of the UNCRPD. It sets out a comprehensive framework to protect and promote the rights and interests of persons with disabilities in a range of areas including education; employment and training; health; protection and recognition of rights and legislation; and accessibility (Committee on the Rights of the Child 2015; PEER 2020a).

Nauru’s **2011 Education Act** establishes the right of children with disabilities to be enrolled in mainstream schools and to be provided with reasonable accommodation and individualised support to enable them to do so (PEER 2020a). Nauru has also developed an **Inclusive Education Policy and Guidelines 2017** (Republic of Nauru 2019a). In practice, however, children with disabilities do not generally attend mainstream schools. A key obstacle to inclusive education is the lack of teachers with an understanding of inclusive education practices. To address this, the Nauru government is working with the University of New England’s School of Education to develop teachers’ skills in working with students with a range of needs (University of New England 2019).

Nauru ratified the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (UNCEDAW) in 2011 and has developed the **Nauru National Women’s Policy 2014-2024**. Key goals in this policy include: increased participation of women in decision making and leadership; elimination of all forms of violence against women; improved economic status of women, including workplace equality; improved access to health services; equitable participation in all levels of education; and a strengthened women’s affairs department and improved capacity of government agencies to mainstream gender equality (Human Rights Council 2015).

The National Sustainable Development Strategy includes a number of policy objectives for women and development for the period of 2019-2023. These include mainstreaming gender in all government plans, policies, strategies and programmes; increasing the proportion of women in parliament and in leadership positions in government and the private sector; increasing women’s participation in paid employment and their contribution to household income; and increasing the number of community projects managed and implemented by women’s groups and women’s NGOs (Republic of Nauru 2019a).

Government funding of TVET

Nauru's overall budget for 2020-21 is AUD 210.4 million (Ministry of Finance Nauru 2020b). This is used for recurrent expenditure, government programs and projects, and contributions to the Nauru Intergenerational Trust Fund.

Funding for education and TVET is around 6% of the budget.⁴² Funding for TVET alone is 0.2% although this does not take into account any TVET provision in secondary schools or scholarships for TVET students.

Funding for Youth Affairs is mostly staff salaries and allowances, with AUD 30,000 for the Life Skills program (see above).

Across the budget, there is just over AUD 1 million for staff training, around half of which is included in the budget for the Human Resources Section of the Department of Chief Secretary, which conducts in-service training for Nauru's public service.

The Labour sending Unit has a budget of AUD 100,000 for preparation and orientation of seasonal workers.

| Item | 2018-19 budget | 2019-20 budget | 2020-21 budget |
|---|-------------------|-------------------|-------------------|
| Education | | | |
| Administration | 1,068,502 | 1,403,392 | 2,413,299 |
| Scholarships – School and Trade ⁴³ | 1,699,563 | 1,822,141 | 2,672,597 |
| Community Play Centre | 57,989 | 40,170 | 55,994 |
| Infants School | 1,677,468 | 1,046,905 | 1,836,235 |
| Primary School | 3,403,904 | 3,508,729 | 3,552,695 |
| Secondary School | 1,306,294 | 948,104 | 1,158,701 |
| Able Disable Centre | 131,410 | 137,540 | 294,694 |
| TVET | 1,073,431 | 463,863 | 445,583 |
| Subtotal | 10,418,561 | 9,370,844 | 12,429,798 |
| Youth Affairs | 131,892 | 158,346 | 229,964 |
| Staff Training (all agencies) | | | 1,020,661 |

Table 10: Nauru government spending on TVET (in AUD)

Source: Ministry of Finance Nauru 2020b

NGOs relevant to TVET

Nauru's has a small NGO sector, including several new NGOs, such as ECO-Nauru, which is active in the area of environmental conservation and Unique Lee Violence Prevention Foundation, an NGO focused on domestic violence prevention and response (Ministry of Finance Nauru 2020a). These exist alongside long-standing women's organisations such as the Nauru National Council of Women and the Nauru National Young Women's Council and faith-based organisations such as the Nauru Independent Assembly of God, Nauru Congregational Women's Fellowship Council, Legion of Mary

⁴² In 2019-20, the education budget was 4% of the total budget and in 2018-19, it was 5% (Ministry of Finance Nauru 2020b).

⁴³ This includes scholarships in the budgets for both the Department of Education and Training and Department of Chief Secretary. The Government of Nauru sponsors 30 secondary students per year to study in Fiji or Australia. There are 20 scholarships for Year 8 students (10 each in Australia and Fiji), five for Year 9 (in Australia), and five for Year 12 (in Australia). From 2019, Australia is providing funding for an additional five Year 9 scholarships (Ministry of Finance Nauru 2020b).

Catholic Women's Fellowship, and Nauru Youth Fellowship Council (Commonwealth Education Online 2020; Committee on the Rights of the Child 2015).

The government is conscious of the need to strengthen the NGO sector to increase their participation in government processes and improve their capacity to design and implement programs and deliver services. To this end, the government has run a training program for NGO representatives (Ministry of Finance Nauru 2020a).

International NGOs have a minimal presence in Nauru.

Nauru Island Association of NGOs

The Nauru Island Association of NGOs (NIANGO) is the umbrella body for NGOs in Nauru. It is a member of the Pacific Island Association of NGOs (PIANGO), a regional coalition which collaborates with NGOs in Pacific Island countries.

Nauru National Youth Council

The Nauru National Youth Council was originally established in 1994. The Council is governed by an eight-member Board and works closely with the Directorate of Youth Affairs. The NNYC is a member of the Pacific Youth Council and The Commonwealth Youth Council. It receives financial support from the government of Nauru and from regional grants (Youthpolicy.org 2014a).

Organisations of Persons with Disabilities

Nauru Disabled Persons Association

Established in 1988, the Nauru Disabled Peoples Association (<https://sites.google.com/site/naurudpa/>) is the umbrella organisation for disabled persons organisations in Nauru. It is a non-profit, volunteer-based, non-government organisation self-mandated to promote the rights of Nauruans with disabilities. The Nauru Disabled Peoples Association is a member of the Pacific Disability Forum.

Able Disable Centre

Established in 2002, the Able Disable Centre provides education for children and youth with disabilities who cannot attend mainstream schools. The school offers education in life skills such as gardening, cooking, health, and art and craft as well as individual learning programs (PEER 2020a). A recent report notes that the curriculum mirrors the Department of Education and Training's early childhood curriculum and is therefore not suitable for the needs of students with different disabilities (Committee on the Rights of the Child 2015).

TVET providers

TVET in Nauru is offered through a small number of providers, including the Nauru Secondary School, Nauru TVET, and the University of the South Pacific. APTC provides bursaries for students from Nauru to undertake TVET courses at campuses elsewhere in the Pacific.

The construction of the Learning Village – co-financed by the governments of Nauru and Australia - has extended Nauru's capacity to provide technical and vocational education and training to young

people and adults (APTC 2020a). This included refurbishment of Nauru Secondary School and construction of parts of the TVET Centre (Nauru TVET) (completed in 2010), additional TVET facilities for automotive and marine training (completed in March 2014), and the construction of a new USP campus – the Learning Centre – including a shared library (completed in 2018) (Rose 2018).

Nauru Secondary School

Nauru Secondary School serves Years 9 to 12 and is the only senior secondary school in Nauru. The school has been a Queensland Recognised School since 2013 and delivers Queensland's senior curriculum for Years 11 and 12, enabling eligible students to graduate with a Queensland Certificate of Education (Rose 2018). The school employs both local and international teachers. Queensland-registered teachers can also undertake short-term placements at NSS through the Queensland government's 'Teachers for Nauru' project (Education Queensland International 2018).

TVET Centre

The TVET Centre (Nauru TVET) delivers accredited vocational training in partnership with TAFE Queensland. Courses are available both to students at Nauru Secondary School who undertake TVET subjects as part of the Queensland Certificate of Education⁴⁴ and to adult learners, including government and private sector employees (DET 2017).

The Centre currently only offers Certificate II courses. A recent review found that some additions and modifications are needed to enable the Centre to offer Certificate III and IV courses, including a new multipurpose classroom, a toilet block separate from Nauru Secondary School, and enhancements to two trade classrooms to meet Certificate III and IV accreditation.⁴⁵

Courses offered in 2020 include:

- Certificate II in Information, Digital Media and Technology
- Certificate II in Hospitality
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Construction Pathways
- Certificate II in Engineering Pathways
- Certificate II in Automotive Vocational Preparation
- Certificate II in Plumbing
- Certificate II in Electrotechnology (Career Start)

Non-award courses are also offered in a range of skill areas, including welding, basic mechanic – diesel/light vehicle, forklift operator, basic air-conditioning and refrigeration, basic electrician, occupational health and safety, block/bricklaying, carpentry, floor and wall tiling, joinery, painting & decorating, basic computers, computer hardware and software, using a sewing machine, making simple garments, barista, preparing of non-alcoholic beverages, and language, literacy and numeracy (Government of Nauru n.d).

⁴⁴ In 2015-2016, 28 Nauru Secondary School Students received TVET certificates. In 2017, this increased to 80 students. A further 13 students from outside Nauru Secondary School received TVET certificates in 2017 (Rose 2018).

⁴⁵ Stakeholders interviewed as part of the review indicated a potential conflict between the TVET programs offered by the TVET Centre, which are accredited by TAFE Queensland, and TVET programs offered by USP, which are accredited by NSW TAFE (Rose 2018).

Nauru Health Professional Training Institute

The Nauru Health Professional Training Institute coordinates training for enrolled nurses and nurse practitioners in Nauru. It is currently seeking accreditation to deliver in-country training in nursing and public health in partnership with the University of New England⁴⁶ and the University of Fiji. The Institute is also working with International Health and Medical Services⁴⁷ to develop a plan for continuing education for health professionals (Ministry of Finance Nauru 2020a).

State-owned enterprises

A number of Nauru's state-owned enterprises provide in-house training for their employees.

Eigigu Holdings Corporation and its subsidiaries⁴⁸ employs people with a range of skills in transport, hospitality, retail, construction and financial services. Training for those in skilled and semi-skilled roles is paid for by the company and can involve certification. Courses are also provided in English and numeracy skills. However, a recent report notes that only a small number of employees take up these opportunities. Reasons given for this include a lack of ambition, fear of failure, and inability or unwillingness to undertake TVET study, especially if it involves time commitments outside of working hours. Employees also do not appear to be interested in the additional income that comes with additional skills or qualifications or seek employment elsewhere to progress their careers or try something new (Arrowsmith and Parker 2015).

The Republic of Nauru Phosphate Corporation (RONPHOS) offers trade apprenticeships and training and professional development for white-collar employees such as accountants and planners, including support for study overseas (Arrowsmith and Parker 2015).

Nauru Utilities Corporation conducts in-house training as well as sponsoring employees to undertake full-time study in areas such as engineering, finance and management (Nauru Utilities Corporation 2018).

Non-formal providers

A lack of providers means that non-formal education on Nauru is limited. Courses offered by the TVET Centre and USP require at least 10 – 12 years of formal education or relevant work experience. The Department of Education and Training is commissioning a scoping study for an accelerated learning program for school leavers with no formal qualification. This program would enable students to re-enter education at the year level appropriate for their level of literacy and numeracy and study towards a Queensland Certificate of Education or TVET qualification (Republic of Nauru 2019a).

The Directorate of Youth Affairs also offers an eight-month Life Skills program targeting youth who drop-out of school or are unemployed. The program provides youth with an opportunity to learn basic English, maths and office skills such as computing, as well as vocational skills such as carpentry, welding, sewing and art. It includes two months of work experience. AUD 150/week study allowance

⁴⁶ Beginning in 2016, the University of New England has offered a one-year Diploma in Community Welfare and Wellbeing (Pacific Focus). The Professional experience component is undertaken in Armidale (University of New England 2016).

⁴⁷ This is the health provider contracted by the Australian government to provide primary and mental health care to asylum seekers and refugees in Nauru.

⁴⁸ Eigigu Supermarket, Menen Hotel, Eigigu Enterprises, Eigigu Transport Services, Eigigu Civic Centre, Enigin (South Pacific), Eigigu Financial Services, Eastern Gateway Hotel in the Republic of the Marshall Islands and Eigigu Procurement Limited.

is provided to up to 15 youth to support them to attend the program full-time (Ministry of Finance Nauru 2020b).

Regional providers

University of the South Pacific

The University of the South Pacific (<https://www.usp.ac.fj>) has been operating in Nauru since 1987. In 2018, a new campus at the Learning Village was opened. In 2017, there were just over 100 students enrolled at the campus.

Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au/>) provides bursaries for Nauruan students to undertake TVET study at APTC campuses throughout the Pacific. With the expansion of TVET facilities at the Learning Village, APTC has been expanding its in-country offerings. This has included a Certificate IV in Leadership and Management for Nauruan public servants, funded by DFAT, a Certificate IV in Community Services, funded by HOST International, and International Skills Training, funded by Nauru TVET (APTC 2019c). A newly recruited Country Engagement and Liaison Coordinator, based in Nauru, will be the focal point for APTC activities in Nauru, including student recruitment, coordinating delivery of short courses, and developing partnerships with stakeholders (APTC 2019d).

International donor support for TVET

Australia is the largest of Nauru's bilateral donors. In 2020-21, Australia will provide AUD 21 million in in-kind support, of which AUD 3 million is for education. New Zealand is expected to provide around AUD 1.25 million for education, scholarships and short-term training. Total donor support for the education sector is AUD 5.85 million. Australia and New Zealand are both currently working on new Development Funding Agreements with the government of Nauru. These are expected to be completed by December 2020.

Note: Regional programs which include Nauru are detailed in Part I.

| Australia | |
|--------------------------------------|---|
| Nauru Improved Education Partnership | <p>The Nauru Improved Education Partnership (2014-2019, AUD 16.7 million) supported the Department of Education and Training to implement its Education Sector Strategy through direct budget support, technical assistance and infrastructure development. The program focused on improving the number and quality of teaching staff; increasing student enrolment and retention; and improving access to relevant high-quality tertiary education and TVET in Nauru.</p> <p>New investments in education are currently being finalised.</p> |
| New Zealand | |

| | |
|--|--|
| Support for Improved Learning Outcomes | Through a three-year Grant Funding Agreement with Government of Nauru, New Zealand will support the Department of Education and Training to improve educational outcomes in line with Nauru's Education Sector Strategy. |
|--|--|

Table 11: Donor programs relevant to TVET in Nauru

Papua New Guinea

Key facts

Population: 8,934,475 (2020)

Population under 30: 64% (2020)

Major sectors of the economy (gross value added): Mining and quarrying (29.2%) Agriculture, forestry and fishing (17.8%), Wholesale and retail trade (9.7%), Administrative and support service activities (7.8%), Construction (6.6%) (2018)

GDP per capita (current USD): USD 2845 (2019) (lower-middle income)

GDP growth: 5.03% (2019, estimate), -0.96% (2020, estimate), 2.92% (2021, estimate)

Labour force participation rate: 47% (Total), 48% (Male), 46% (Female) (2020, estimate)

Unemployment: 2.5% (Total), 3.5% (Male), 1.4% (Female) (2020, estimate)

Youth unemployment: 4.6% (Total), 5.6% (Male) 3.5% (Female) (2020, estimate)

Share of youth not in education, employment or training: 28.3% (Total), 27.1% (Male), 29.6% (Female) (2020, estimate)

Major employment sectors: Agriculture, forestry and fishing (57.8%), Wholesale and retail trade (25.8%), Construction (3.3%), Real estate; business and administrative activities (2.1%), Other services (2.1%), Mining and quarrying (1.7%) (2020)

Poverty rate (national poverty line): 39.9% (2009)

COVID-19: Government announced a COVID-19 economic stimulus package of PGK 5.6 billion (AUD 2.2 billion) in April 2020. Package provides credit line for support businesses and individuals, guarantees for loans to SMEs and funding to support the health, security and economic sectors.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; National Statistical Office of Papua New Guinea 2020.

Key issues for TVET in Papua New Guinea

Demand for TVET: Papua New Guinea has a large youth population. The introduction of the Tuition Fee Free policy means that more young people are staying at school for longer. This is resulting in significant pressure on the education system, including vocational education and training (Horne et al 2014).

System coherence: A range of institutions offer vocational education at both secondary and post-secondary levels. These include Vocational Training Centres, Community Colleges, technical and business colleges, universities and private providers. The boundaries between what these providers offer - and the educational pathways between them - is not always clear or consistent (Horne et al 2014).

Governance: Oversight of TVET has until recently been highly fragmented, with responsibilities split between the Department of Education, National Training Council, National Apprenticeship and Trade Testing Board, and Office of Higher Education. Recent reforms which make the Department of Higher Education, Science and Technology responsible for all post-secondary education – and the establishment of the National Skills Development Agency are helping to address this issue, although it is an ongoing process.

Accreditation and standards: Although Papua New Guinea's revised National Qualifications Framework outlines standards for qualifications, these are not used consistently across institutions. The Department of Higher Education, Science and Technology is working towards accreditation against agreed standards for all TVET institutions, but reforms are still at an early stage (APTC 2019e).

Teacher qualifications: TVET teacher qualifications have been consistently identified as a key issue for the sector, with many TVET teachers not having teaching or training qualifications or current knowledge of specific trade skills (Shaw 2018).

Funding: TVET has not been very well resourced in the past, which means that facilities and equipment are often in poor condition. National and provincial governments provide some funding for teacher salaries and for upgrades to facilities and equipment and TVET providers also receive some income from student fees and support from international donors. However, levels of funding are likely insufficient to achieve the government's objectives for TVET (APTC 2019e).

Government agencies responsible for TVET

Department of Education

<https://www.education.gov.pg/>

- Responsible for national education policy and planning, curriculum, standards, and teacher training.
- Provincial Education Divisions responsible for administration of elementary, primary, secondary and vocational education.
- Provincial institutions owned and operated by Church Education Agencies, and Provincial and Local-level Governments
- Responsibility for TVET Colleges transferred to Department of Higher Education, Research, Science and Technology in 2020.
- Vocational Training Centres and community education remain the responsibility of Department of Education.

Department of Higher Education, Research, Science and Technology
<https://web.dherst.gov.pg/>

National Skills Development Agency

Department for Community Development and Religion
<https://www.dfcd.gov.pg/>

- TVET and UNESCO Directorate responsible for curriculum and standards for TVET in secondary schools.⁴⁹
- Inclusive Education Unit responsible for inclusive education programs, curriculum and teacher training.
- Responsible for managing higher education sector and leading reform to strengthen the sector, including TVET.
- Following 2017 National Executive Decision, responsible for all post-secondary education including Technical, Agricultural and Teaching Colleges. Restructure has helped address fragmentation and duplication of roles and responsibilities for higher education and TVET.
- Representative, multi-stakeholder advisory body supporting coordination and engagement between Government, industry, higher education institutes, and civil society on national skills priorities.
- Established in 2017 and launched in July 2019. Currently still in the early stages of development.
- Mandate to provide oversight, regulation, planning and development of national skills capacity and innovative skills sector reform.
- Reports to National Higher and Technical Education Board (NHTEB).
- NSDA Advisory Group includes the Director of the National Apprentice and Trade Testing Board, Director of the National Training Council, Head of the Department of National Planning and Monitoring, Deputy Secretary for Technical and Vocational Education and Training within the National Department of Education, and Head of the Department of Higher Education, Research, Science and Technology.
- NSDA is supported by a Secretariat within the Department of Higher Education, Research, Science and Technology organisational structure.
- Office of the Development of Women provides policy advice, research, monitoring and evaluation, and partnerships to enhance participation of women in development as well as co-ordinating and monitoring international commitments.
- Gender Development Section's roles include:
 - assisting provincial community development advisors/women's officers to integrate gender sensitisation and equity programs in their plans through the Community Learning and Development Centres.
 - identifying specific priorities of and training needs required by women at all levels.
 - assisting women's groups and NGOs to develop and implement effective programmes for women at community level.
- Disability Section is the national government focal point for disability, responsible for coordinating policy implementation

⁴⁹ <https://www.education.gov.pg/documents/Corporate-Plan-2019-2021.pdf>

| | |
|--|---|
| | in collaboration with stakeholders and developmental partners. |
| National Youth Development Authority https://nydapng.com/ | <ul style="list-style-type: none"> • Community Learning, Environment and Informal Economy Section responsible for community-based programs to develop skills and livelihoods, improve access to microfinance, and build safe, healthy and sustainable communities. • Responsible for youth policy and programs, including establishing standards, regulating and monitoring services and training offered to youth by government and non-profit organisations |
| Department of Labour and Industrial Relations | <ul style="list-style-type: none"> • Oversees the National Training Council and National Apprenticeship and Trade Testing Board • National Training Council (http://pngntc.org/) is a statutory body with representation from government, industry, unions and NGOs. • National Apprenticeship and Trade Testing Board (https://nattb.gov.pg/) <ul style="list-style-type: none"> - managing the apprentice training system - conducting competency-based trade testing - developing National Occupational Skills Standards (NOSS) • Manages the Independence Fellowship Scheme (http://ifspng.org/), which provides scholarships for vocational training and project seed funding to rural Papua New Guineans to increase participation in the economy and promote entrepreneurship. |
| Department of Commerce and Industry | <ul style="list-style-type: none"> • Oversees the Small and Medium Enterprises Corporation, a statutory body promoting SME development through training and business advisory services |
| Department of Personnel Management http://www.dpm.gov.pg/ | <ul style="list-style-type: none"> • Responsibilities include regulation of training and staff development in the public service. • Competency-based training and upskilling programs for public servants delivered through Pacific Institute of Leadership and Governance. |

Papua New Guinea National Qualifications Framework

The Papua New Guinea National Qualifications Framework was initially developed in 2009 by the Commission for Higher Education and was approved for implementation in educational institutions in Papua New Guinea in 2012. Prior to that, it had been in use by the National Training Council for TVET qualifications offered by private training providers. A revised version of the Framework was approved in 2017.

The PNGNQF defines 10 levels of qualifications in terms of learning outcomes and the volume of learning. It is designed to ensure comparability in standards and quality across institutions and applies to all formal educational qualifications awarded by providers or institutions with a presence in Papua New Guinea. It does not apply to non-formal education and training. It is aligned to the Pacific Qualifications Framework and references several other international frameworks, including the Australian Qualifications Framework.

| PNGNQF Level | Qualification Award |
|--------------|---|
| 10 | Doctorate |
| 9 | Masters |
| 8 | Bachelor with Honours, Post-Graduate Certificate or Post-Graduate Diploma |
| 7 | Bachelor |
| 6 | Advanced Diploma Associate Degree |
| 5 | Diploma |
| 4 | Certificate 4 or Certificate (Higher Education) |
| 3 | Certificate 3 |
| 2 | Certificate 2 |
| 1 | Certificate 1 |

Source: NHTEB 2017

Box 13: Papua New Guinea's National Qualifications Framework

Key policies relevant to TVET

Vison 2050 is Papua New Guinea's blueprint for social, economic and environmental development. It aims to deliver broad-based economic growth through development of Papua New Guinea's manufacturing services, agriculture, forestry, fisheries and ecotourism sectors. Human capital development is one of 7 focus areas and Vision 2050 recognises the need to increase the quality and quantity of skills training as part of an overall strategy to increase the skills of the workforce.

Papua New Guinea's Development Strategic Plan 2010-2030 builds on Vision 2050 to define overall and sectoral strategies for development. This includes linking plans for the expansion of tertiary education, including TVET, to projected labour market demand.

TVET reform is identified as a key priority in the third **Medium Term Development Plan 2018-2022**. One of five priorities is the improvement of the quality of education and skills development in order to increase training, capacity and employment opportunities for Papua New Guinea citizens. Strategies for strengthening TVET education include increasing the number of trained teachers; establishing TVET centres of excellence; promoting the Papua New Guinea National Qualifications

Framework; upgrading TVET infrastructure and facilities; improving the quality of learning and teaching; strengthening quality assurance mechanisms; and improving sector governance, management, coordination and planning (APTC 2020b).

The Department of Higher Education, Research, Science and Technology's **Higher Education Strategic Implementation Plan (2017-2038)** (DHERST 2017) aims to improve the quality of academic and trade and vocational programs including through:

- supporting National and Regional Centres of Excellence
- building infrastructure and upgrading equipment;
- linking higher education institutions with each other, and with industry;
- providing targeted support to universities, teacher colleges, polytechnics and specialized technical training institutions;
- upgrading TVET trainer skills;
- supporting sector stakeholders to undertake strategic management and make evidence-based decisions; and
- strengthening systems at national and institution level to improve governance and transparency.

The revised **National Youth Policy 2020-2030** – developed by the National Youth Development Authority – includes education and employment as one of four pillars (Post Courier 2020). Non-formal education and promotion of micro and small enterprises as a means of improving livelihoods is an important focus.

The **National Policy for Women and Gender Equality (2011–2015)** aims to promote improved equality, participation and empowerment of women (DFCD 2011).⁵⁰ It includes a focus on education and training, including skills and vocational training, women's economic empowerment, and employment opportunities and conditions. Women with disabilities are identified as a group requiring specific attention. The Department of Education has a **Gender Equity in Education Policy** (Department of Education 2002) and a **Gender Equity in Education Strategic Plan (2009-2014)** (Department of Education 2009) while the Department of Personnel Management has developed a **National Public Service Gender Equity and Social Inclusion Policy** (DPM n.d).

The **National Policy on Disability (2015-2025)** (DFCD 2015) includes a focus on increasing the number of women, men and youth with disabilities entering tertiary and technical vocational education streams through an increased number of scholarships, support for institutions to provide reasonable accommodation for students with disabilities, and accessible learning materials. It also includes a focus on increasing employment opportunities for persons with disabilities in both the public and private sector, including through reasonable workplace accommodation.

Government funding of TVET

Papua New Guinea's 2020 budget for education was PGK 1,242.7 million (AUD 486 million) or 6.6% of the budget. Major budget items for TVET and tertiary education include PGK 250.7 million (AUD 98 million) in (partial) tuition fee subsidies for primary and secondary (including vocational) students (paid to schools as part of the Tuition Fee Free policy), PGK 73 million (AUD 28.5 million) for new infrastructure development for colleges and universities, PGK 69.9 million (AUD 27.3 million) for the Tertiary Education Study Assistance Scheme (TESAS) which provides funding for universities, PGK 238 million (AUD 93 million) for the new Higher Education Loan Program (HELP) providing interest

⁵⁰ This is currently being reviewed

free loans, and PGK 2 million (AUD 0.78 million) for the National Scholarship Scheme (Department of Treasury 2019a).

Providing alternate pathways for students leaving school, such as through Flexible and Open Distance Education and TVET, is also an important focus. Major investments include a further PGK 8 million (AUD 3.1 million) for ongoing rehabilitation of technical and business colleges⁵¹, PGK 8 million (AUD 3.1 million) for development of polytechnics⁵², PGK 4 million (AUD 1.56 million) for National Skills Development Program (Department of Treasury 2019a).⁵³

| | 2018 Actual | 2019 Appropriation | 2020 Appropriation | 2021 Projection | 2021 Projection |
|---|----------------|-----------------------|-----------------------|--------------------|--------------------|
| Department of Education | | | | | |
| Vocational education | 5,093,000 | 3,724,400 | 4,264,600 | 4,527,000 | 4,948,000 |
| Technical education* | 35,478,800 | 39,483,700 | 32,671,500 | 56,196,000 | 48,640,000 |
| DHERST | | | | | |
| Tertiary Education Study Assistance Scheme (TESAS) | 71,603,500 | 70,685,800 | 69,864,000 | 74,189,000 | 81,112,000 |
| TVET Smart Specialisation Program/National Skills Development Program | 8,291,000 | 10,000,000 | 4,000,000 | 20,000,000 | 20,000,000 |
| Technical and Business College Infrastructure Rehabilitation | 5,993,900 | 10,000,000 | 8,000,000 | 20,000,000 | 20,000,000 |

Table 12: Papua New Guinea government spending on TVET (in PGK)

Source: Department of Treasury 2019b.

*This includes Coordination of Technical Education, Technical Schools Operations, Technical and Vocational Inspections, Coordination of TVET Curriculum and the Post-Technical Education Program

Private sector engagement in TVET

Many large employers prefer not to use domestic TVET systems to address their staff training needs, instead using offshore training providers or conducting in-house training. However, local, small to medium size employers are interested in cooperating around curriculum development and on-the-job training (APTC 2019e).

⁵¹ This program, which commenced in 2015, includes infrastructure development and improvements to facilities at technical and business colleges.

⁵² The Post-Technical Education Program will invest PGK 108 million (AUD 42 million) between 2020 and 2024 in establishing a polytechnic institute in each region (Enga, Simbu and Kokopo) to meet industry demand. This builds on approximately PGK 30 million (AUD 11.7 million) invested in 2018-19.

⁵³ This program includes scholarships for training and work placement in priority skill areas (education & training, health and safety, tourism and hospitality, agriculture, fisheries, maritime, arts, sports & media and mining and construction), establishment of regional Skills Specialisation Centres of Excellence in partnership with public and private sector organisations, and upskilling of trainers and managers. It commenced in 2011 as the Technical Vocational Education Training Smart Specialization Program.

The Papua New Guinea Government recognises the importance of engaging with the private sector to ensure that training meets industry needs. The newly established National Skills Development Agency aims to facilitate stronger links between government, industry, TVET providers, and civil society, including through the involvement of Industry Skills Groups in the development of National Training Packages. Industry representatives serve on the National Apprenticeship and Trade Testing Board and are involved in developing National Occupational Skills Standards through the Industry Technical Committee.

Papua New Guinea has a range of industry representative organisations, including the Papua New Guinea Chamber of Commerce and Industry (<https://www.pngcci.org.pg/about-pngcci/>) and provincial chambers, including in Lae (<https://www.lcci.org.pg/>) and Port Moresby (<https://www.pomcci.com/>), Papua New Guinea Women's Chamber of Commerce and Industry, Manufacturers Council of Papua New Guinea, MSME (Micro Small and Medium Enterprises) Council (<https://www.facebook.com/msmepng/>), Business Council of Papua New Guinea (<https://www.facebook.com/bcpng/>) and the Employers Federation of Papua New Guinea. There are also a variety of professional organisations such as Papua New Guinea Certified Practising Accountants, Papua New Guinea Real Estate Industry Association and Papua New Guinea Tourism Industry Association.

The Papua New Guinea Women's Business Resource Centre (<https://www.pngwbrc.com/>) provides business skills training, mentoring, and networking events to support women to establish and strengthen their businesses.

The Business Coalition for Women (<http://www.pngbcfw.org/>) is a member-based organisation comprised of companies seeking to recruit, retain, develop, and promote women as employees, leaders, customers and business partners.

NGOs relevant to TVET

National Youth Commission

The National Youth Commission is a quasi-government organisation which supports policy development and provides policy advice to national and local governments on youth issues, facilitates research on youth, and establishes standards and monitors services for youth offered by government and non-profit organisations and provide opportunities for youth to participate in activities at the International, National and Local Levels (Commonwealth Governance for Development 2020).

Organisations of Persons with Disabilities

Callan Services

Callan Services (<https://www.callanservices.org/>) is a faith-based non-government organisation established by the Christian Brothers in 1991. It is the major provider of health and community-based rehabilitation services for persons with disabilities and of inclusive education for children with disabilities.

Callan Services for Persons with Disabilities National Unit is the head organisation supporting a network of 19 Inclusive Education Resource Centres in 17 provinces as well as the Callan Studies National Institute. The Inclusive Education Resource Centres support integration of persons with disabilities into mainstream schooling and support access to vocational training and employment.

The Department of Education provides funding to the Inclusive Education Resource Centres for salaries and tuition fees (Department of Education 2019).

The Callan Studies National Institute provides professional education and training for teachers in mainstream schools through workshops, Certificate courses, an Applied Diploma in Special Education, a Bachelor of Special Education and a Master's in Special Education. The degree courses are accredited through Divine Word University and the Applied Diploma through the Teacher Education Board of Studies. The Institute is seeking accreditation for the Certificate courses through the National Training Council (Callan Services n.d; see also Goro and Devette-Chee 2020; Kett Wapling, Aiwa and Goro 2016).

Cheshire DisAbility Services Papua New Guinea

Cheshire DisAbility Services Papua New Guinea (<http://www.cheshire.org.pg/>) is a non-government organisation established in 1965 to improve access to health and rehabilitation, education, livelihoods and social development for persons with disabilities.

Cheshire's inclusive education services include a school run in collaboration with the Department of Education which caters to students from early childhood to primary school. Cheshire also works with mainstream schools to support the integration of children with disabilities.

Cheshire's youth development and livelihoods services support income generation through self-help groups as well as mentoring, training and job placement for youth with disabilities.

TVET providers

Secondary schools

Papua New Guinea is currently in the process of rolling out a restructure of its education system from a 3-6-4 structure (3 years of elementary schooling from ages 6-8, 6 years of primary schooling from ages 9-14, and 4 years secondary schooling, from ages 15-18) to a 1-6-6 structure and introducing compulsory education to Grade 12 (Department of Education 2016). These changes aim to address the significant number of young people who are pushed out of school by competitive examinations. Investments in school infrastructure – and in alternative pathways (including vocational education and Flexible and Distance Education) – aim to increase the number of places available.

Technical and vocational training and education (TVET) in areas such as business, sewing, cookery, carpentry, automotive, and metal fabrication is currently available from the beginning of secondary school (Grade 9) through government and faith-based Vocational Training Centres and technical high schools. The National Education Plan (2015-2019) outlines the government's aims to expand access to vocational education at secondary school level, enabling more students to undertake National Certificate 1 and 2 vocational qualifications (aligned to the Papua New Guinea National Qualifications Framework) while at school and to mix vocational subjects and other subjects. This will include ensuring that all 136 districts have a Vocational Training Centre and upgrading or constructing vocational and technical secondary schools across the country.⁵⁴ There is also a focus

⁵⁴ A PGK 8 million (AUD 3 million) program to rehabilitate and upgrade vocational skills learning facilities, including workshops and laboratories in selected technical high schools, technical secondary and vocational schools in every province was planned for 2019-2020. The government is also providing counterpart funding for an EU project to develop TVET Schools and train teachers (DNPM 2019).

on increasing the proportion of female students enrolled in vocational programs (from a baseline of 30% in 2014).

Government providers

The 10 public technical and business colleges – together with the Papua New Guinea Maritime College - are the main providers of post-secondary TVET.

| | |
|--|---|
| Port Moresby Technical College https://educationpng.gov.pg/Institutions/pomtech/index.html | Offers National Certificates 1 and 2 (aligned to PNGNQF), basic trade courses and extension courses for apprentices in: <ul style="list-style-type: none"> - Motor Vehicle Mechanics - Auto Body Repair and Finishing - Automotive Electrical - Maintenance Fitting and Machining - Metal Fabrication and Welding - Electrotechnology - Carpentry and Construction - Information Technology - Printing/Graphic Arts. |
| Port Moresby Business College http://www.education.gov.pg/Institutions/pombiz/index.htm | Offers certificates, diplomas and short courses in accounting, computing, management, office management, and hospitality management. |
| National Polytechnic Institute | Offers: Diploma of Applied Science Diploma of Architectural Drafting Diploma of Building Diploma of Business Studies Diploma of Civil Engineering Diploma of Electrical Engineering Diploma of Mechanical Engineering Diploma of Tourism and Hospitality Management Technical Trade Certificate in Drafting Technical Trade Certificate in Science Technology |
| Bougainville Technical College | Reopened in 2019 after closure of 5 years. Offers: National Certificates 1 and 2 (aligned to PNGNQF) in: <ul style="list-style-type: none"> - Metal Fabrication and Welding - Carpentry and Construction - Office Administration - Commercial Cookery Plans to offer a wide range of courses, including in business studies, accounting, computing, tourism and hospitality management, and electrotechnology. |
| Kokopo Business College https://educationpng.gov.pg/Institutions/kbc/index.html | Offers: Diploma in Business Accounting Diploma in Business Computing Diploma in Business Management Diploma in Office Administration Diploma in Tourism & Hospitality Management Diploma Foundation (6 months) National Certificate in Office Administration Level 1, 2,3 & 4 |

| | |
|--------------------------------------|---|
| | National Certificate in Commercial Cookery Level 2 National Certificate in Hospitality Operations Level 2 National Certificate in Tourism Operations Level 2 |
| Madang Technical College | Offers: Technical Trade Certificate in Painting and Decorating Technical Trade Certificate in Plumbing and Sheet Metal |
| Goroka Technical College | Offers: Diploma in Business Studies Technical Trade Certificate in Motor Vehicle Mechanics |
| Mt Hagen Technical College | Offers courses in motor vehicle mechanics, heavy diesel equipment, welding and carpentry. |
| West New Britain Technical College | Offers: Diploma in Agriculture National Certificates 1, 2 and 3 in: <ul style="list-style-type: none"> - Fisheries - Metal Fabrication - Electrical - Plumbing - Motor Vehicle Mechanics - Automotive Electrical - Spray Painting and Panel Beating - Carpentry and Joinery |
| Southern Highlands Technical College | Offers courses in cabinetmaking, carpentry and construction, motor vehicle mechanics, and tourism and hospitality |
| Popondetta Skills Training Institute | Construction underway as part of an upgrade Formerly a Vocational Training Centre Will offer National Certificate courses |
| Aitape Technical College | ? |
| St. Joseph's Technical College | ? |

Table 13: Papua New Guinea government TVET providers

A number of public and private universities also offer certificate and diploma-level courses.

| | |
|---|--|
| University of Goroka https://www.unigoroka.ac.pg | Institute of Technical Vocational Education Training offers: Certificate III in Physical Education Certificate III in Sports Coaching Certificate III in Sports and Recreation Management Diploma in Hotel Operations Management Diploma in Sports and Recreation Management Diploma in Physical Education Diploma in Teaching Physical Education Diploma in Teaching Technical Vocational Education (Business Studies) Diploma in Teaching Technical Vocational Education (Technical) Diploma in Tourism and Hospitality Management |
| Papua New Guinea University of Natural Resources and Environment http://www.unre.ac.pg | Offers: Diploma and Advanced Diploma in Sustainable Tropical Agriculture Diploma and Advanced Diploma in Sustainable Livestock Production |

| | |
|--|---|
| | <p>Diploma and Advanced Diploma of Sustainable Fisheries and Marine Resources Management</p> <p>Diploma and Advanced Diploma in Sustainable Tropical Forestry</p> <p>Diploma and Advanced Diploma in Sustainable International Tourism</p> |
| <p>University of Papua New Guinea</p> <p>https://www.upng.ac.pg</p> | <p>Open College offers certificate programs which provide a pathway into Diploma/Degree programs. A Certificate 3 in Tertiary Studies (for students who have completed Year 10) is required for progression into the following vocational Certificate 4 programs:</p> <ul style="list-style-type: none"> - Certificate 4 in Agri Business Management Studies - Certificate 4 in Tourism and Hospitality Management Studies <p>Students can also undertake the following diplomas (upon successful completion of the Business and Management Foundation Year program):</p> <ul style="list-style-type: none"> - Diploma in Accounting - Diploma in Business and Management <p>The Open College has 5 campuses (National Capital District, Mt Hagen, Madang, Kokopa, and Buka) and 1 University Centre (Wabag).</p> |
| <p>Divine Word University</p> <p>https://www.dwu.ac.pg/</p> | <p>Offers several vocationally oriented diploma programs. Most require at least 3 years work experience:</p> <ul style="list-style-type: none"> - Diploma in Business Studies - Diploma in Management - Diploma in Project Management - Diploma in Human Resource Management |
| <p>Pacific Adventist University</p> <p>https://www.pau.ac.pg</p> | <p>Offers Advanced Diploma of Business with Diploma of Business in Accounting and Management or Diploma of Business in Accounting and Entrepreneurship as exit awards.</p> |

Table 14: Papua New Guinea universities offering TVET courses

Faith-based providers

| | |
|-----------------------------|---|
| Don Bosco Technical College | <p>Second chance education for vulnerable youth owned and managed by Salesians of Don Bosco (Catholic).</p> <p>Offers:</p> <p>Diploma of Business Studies</p> <p>Diploma of Electrical Technology</p> <p>Diploma of Light Automotive Servicing</p> <p>Diploma of Maintenance Fitting and Machining</p> <p>National Certificate 1 in Electrical Technology</p> <p>National Certificate 1 in Light Automotive Servicing</p> |
| Sonoma Adventist College | <p>Offers certificates, diplomas and degrees across a range of disciplines, including agriculture, building construction, business, primary education, and theology.</p> <p>Enrolment of approximately 600-700 students. TVET courses on offer in 2020 include:</p> <p>Advanced Diploma in Tropical Agriculture</p> <p>Advanced Diploma in Building</p> |

| | |
|---------------------|--|
| | Diploma in Business. |
| Talleres de Nazaret | Catholic-run training provider for unemployed or unskilled women and out of school youth. Financially supported by Malaysian Association of Papua New Guinea Offers two-month training in cooking, baking and sewing |

Table 15: Faith-based TVET providers in Papua New Guinea

Private providers

Horne et al (2014) report that there were just over 200 Registered Training Organisations listed with the National Training Council in 2010 and note that there may be a significant number of unregistered training providers.⁵⁵ With responsibility for post-secondary education shifting to the Department of Higher Education Science and Technology, these providers will be required to re-register using a new process designed by the Department.

According to Horne et al (2014) most of the Registered Training Organisations are small providers, with 5 or fewer trainers, offering courses in areas such as:

- information technology
- management, business and accounting
- engineering, mining, and construction
- agriculture, fisheries, and forestry
- garments and textiles
- security and occupational health and safety
- tourism and hospitality
- gardening
- first aid
- aviation

The list includes training arms of private companies as well as semi-public providers with links to government departments. Among the larger providers offering multiple courses are:

| | |
|--|---|
| IEA College of TAFE https://www.ieatafepng.com/ | Four campuses: Port Moresby, Lae, Mt Hagen and Kimbe Offers: <ul style="list-style-type: none"> - Certificate 2 in Businesses - Certificate 3 in Business Administration - Certificate 4 in Business Administration - Diploma of Business Administration - Certificate 3 in Accounts Administration - Certificate 4 in Accounting and Bookkeeping - Diploma of Accounting - Advanced Diploma of Accounting - Certificate 2 in Information Digital Media and Technology - Certificate 3 in Information, Digital Media and Technology - Certificate 4 in Information Technology Networking - Diploma of Information Technology Networking - Certificate 2 in Kitchen Operations |
|--|---|

⁵⁵ An updated list is not publicly available.

| | |
|---|--|
| | <ul style="list-style-type: none"> - Certificate 3 in Commercial Cookery - Certificate 3 in Tourism - Certificate 3 in Hospitality - Certificate 2 in Early Childhood Care - Certificate 3 in Early Childhood Education and Care <p>A selection of courses are available online Also offers National Certificate 2 and 3 in Training and Assessment</p> |
| <p>International Training Institute http://www.iti.ac.pg/</p> | <p>10 campuses in each of Papua New Guinea's provinces, and a distance education centre serving East New Britain. Offers a range of certificate, diploma and advanced diploma programs in computing and information technology, business, sales, accounting, and human resource management. Five programs accredited by the Department of Higher Education, Research, Science and technology:</p> <ul style="list-style-type: none"> - Diploma in Business Accounting - Diploma in Business Management - Diploma in Human Capital Management - Diploma in Marketing Management - Diploma in Information and Communication Technology |
| <p>Institute of Banking and Business Management http://www.ibbm.com.pg/</p> | <p>Offers training at Masters, Bachelors, Diploma and Certificate level in finance, banking, business, management, and microfinance. Courses include:</p> <ul style="list-style-type: none"> - Certificate IV in Leadership and Management (accredited by TAFE Queensland) - Diploma in Leadership and Management (accredited by TAFE Queensland) - Diploma of Project Management (accredited by TAFE Queensland) - Professional Certificate in Microfinance (in partnership with Microfinance Expansion Project and Centre for Excellence in Financial Inclusion) - Diploma of Business (with banking electives) (accredited by Torrens University) <p>Courses are offered on campus or in flexible mode. The E-Learning Centre offers online courses in Banking, Finance, Accounting, Insurance and Risk Management in partnership with online provider KESDEE. Also offers a range of 2 to 5 day workshops in accounting and finance, digital and social media, ISO, leadership and governance, lending skills, management skills, computer and accounting software, people management skills and administration and productivity.</p> |
| <p>Institute of Business Studies https://www.ibs.ac.pg/</p> | <p>Two campuses at Mt Eriama and Saraga. Offers:</p> <ul style="list-style-type: none"> - Certificate 3 in Information Technology - Certificate 4 in Information Technology - Diploma in Information Technology - Advanced Diploma in Information Technology - Certificate 4 in Marketing - Certificate 4 in Human Resources |

| | |
|---|---|
| | <ul style="list-style-type: none"> - Certificate 3 in Business - Certificate 4 in Business - Advanced Diploma in Business Management - Diploma Business Management - Certificate 3 in Accounting - Certificate 4 in Accounting - Diploma in Accounting - Advanced Diploma in Accounting - Diploma of Economics - Diploma in Economics and Development Studies <p>The Career Development Centre offers specialised courses in IT and is registered as a Cisco Network Academy institution and affiliated with Royal Melbourne Institute of Technology.</p> <p>IBS also provides in house training in accounting, finance, marketing, IT, human resources, customer relationship and entrepreneurship for corporate clients.</p> <p>A selection of courses are available online</p> |
| Coronation Technical Training School http://www.global.net.pg/coronation/corocol/ | <p>Offers a range of courses in secretarial and computer skills aimed at assisting young adults to make the transition from school to the workplace.</p> <p>Website claims that the school also offers accredited courses from TAFE Australia in Child Care, Workplace Education, First Aid and Accounting</p> |

Table 16: Private TVET providers in Papua New Guinea

Non-formal providers

Osi Tanata (Innovative Business) Training Institute

Osi Tanata is an NGO based in Bougainville. As part of its work in post-conflict reconciliation and reconstruction, it provides training in basic skills such as cooking and organic gardening as well as clerical, computing and business studies.

Regional providers

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au/>) has been working in Papua New Guinea since 2007 to deliver training and support strengthening of the TVET sector. APTC courses available in Papua New Guinea in 2020 include:

- Certificate III in Carpentry
- Certificate III in Commercial Cookery
- Certificate III in Electrotechnology Electrician
- Certificate III in Engineering – Fabrication Trade
- Certificate III in Engineering – Fitting and Machining
- Certificate III in Engineering – Mechanical Trade (Diesel Fitting)

- Certificate III in Hospitality
- Certificate III in Light Vehicle Mechanical Technology
- Certificate II in Construction
- Certificate II in Skills for Work and Vocational Pathways⁵⁶

APTC also offers customised, on-demand courses, including Certificate IV in Leadership and Management and Certificate IV in Training and Assessment.

APTC has a partnership with the Port Moresby Technical College which includes training delivery and support for professional development of the College's trainers and managers, including through the International Skills Training course and Certificate IV in Leadership and Management. APTC also delivers fee for service training for public and private sector clients.

From 2021, APTC in Papua New Guinea will implement a new sub-national skills training initiative, funded by the Australian government and the Asian Development Bank. This initiative is expected to result in an additional 400 – 600 graduates in areas of labour market demand. It will focus on locations outside the National Capital District, where there are fewer training offerings.

APTC is also working closely with the Department of Higher Education, Science and Technology to support the establishment of the new National Skills Development Agency.

International donor support for TVET

Note: Regional programs which include Papua New Guinea are detailed in Part I.

| Australia | |
|---|---|
| Education Capacity Development Facility | <p>The Education Capacity Development Facility (AUD 277.6 million, 2011-20) provides technical assistance and program support to the education sector as prioritised by Australia and the Government of Papua New Guinea at national and provincial levels. Support is provided to the Department of Education, Department of Higher Education, Research, Science and Technology, Autonomous Region of Bougainville, higher education and technical institutions, and other stakeholders in the education sector.</p> <p>A new Program for Improved Performance in Education is currently in the process of being tendered. The new program will replace some of the key functions of the existing Education Capacity Development Facility. The program will support the Papua New Guinea Government to deliver on its own objectives by supporting targeted areas of the national education system to deliver better outcomes for students and documenting new and existing successful models of good practice. Proposed funding is AUD 50 million over five years (2020-21 to 2024-25).</p> |
| Papua New Guinea Skills for Sub-National Growth | The Papua New Guinea Skills for Sub-National Growth program (AUD 45 million, 2020-2026) aims to produce up to 1900 graduates in key areas of labour market demand, with a focus on areas outside the National Capital District. |

⁵⁶ These courses provide an internationally recognised Australian Qualification issued through TAFE Queensland.

| | |
|--|---|
| | The program will also support strengthening of Papua New Guinea's TVET sector including through increasing the number and quality of trained teachers; supporting DHERST with the establishment of TVET centres of excellence; promoting the Papua New Guinea National Qualifications Framework; upgrading TVET infrastructure and facilities; improving the quality of learning and teaching; strengthening quality assurance mechanisms; addressing gender and inclusion in the TVET sector; and improving sector governance, management, coordination and planning. |
| Japan | |
| Remote and Islands Areas Education Support Program | In the education sector, Japan supports strengthening of the education system and capacity building with a focus on quality enhancement and facilities improvement at primary and secondary level, as well as upgrading of higher education facilities and strengthening technical and vocational education and training, taking into account Japan's education cooperation policy 2016-2020. Japan participates in the education Sector Wide Approach. Grant Assistance for Grassroots Human Security Projects is also utilized in the education sector. |
| China | |
| Construction of Western Pacific University | China is providing USD 15 million in co-funding to construct a new university - Western Pacific University – in Southern Highlands province. The Government of Papua New Guinea is providing USD 11 million. The university will focus on technology. |
| European Commission | |
| 11 th European Development Fund | <p>TVET is one of three areas of focus in the National Indicative Programme (2014-2020, EUR 30 million (AUD 49 million)). The overall objective is to promote human resource development through improving access to and quality of education in secondary and tertiary vocational institutions and to improve management of TVET systems through increased cooperation and coordination of stakeholders at national and provincial levels. Special attention will be paid to facilitating access of women and girls to VET, including in traditionally male dominated professions.</p> <p>Activities have included upgrading the qualifications of 240 TVET teachers and instructors by providing diploma level courses leading to official teacher registration by the Teaching Services Commission and upgrading of infrastructure and equipment for TVET centres in Badili, Morata, Bulolo, Umi, Yawasoro, Raval, Kaibara, Pompabus, Laiagam, Kamaliki.</p> |
| World Bank | |
| Urban Youth Employment Project II | <p>The second phase of the Urban Youth Employment Project II (USD 35 million, 2020-2025 aims to improve the capacity of youth in Port Moresby and Lae to engage in productive income generating activities.</p> <p>Component 1: Youth Job Corps (USD 18.3 million) will raise the awareness of the project in targeted urban areas among youth in their communities, mobilize eligible youth, provide them with Basic Life Skills and Job Readiness Training and place them in public works schemes.</p> |

| | |
|---|--|
| | <p>Component 2: Skills Training (USD 8.9 million) will provide a range of market-oriented training programs for approximately 5,700 youth to improve their general and technical skills needed in the workplace</p> <p>Component 3: Referral Services and Monitoring and Evaluation (USD 3.2 million) will build on the systems and processes developed under the first phase of the project, aimed at screening and referring youth to other specialized organizations and delivering data and analysis to support project operations and inform policy development</p> <p>Component 4: Project Management (USD 4.6 million) will finance project management support, including safeguards oversight, communications and media, short term technical assistance, training, grievance management, financial management, procurement, project management and support staff, goods, and incremental operating costs. analysis to support project operations and inform policy development.</p> |
| Flexible and Open Distance Education Project | <p>The aim of the Flexible and Open Distance Education Project (FODE) (2011-2019) is to increase the number of out-of-school youth who complete recognised secondary diploma and certificate equivalency programs. There are four components to the project.</p> <p>Component one aims to improve the quality of distance learning curricula and the quality and availability of instructional materials for grades seven through twelve.</p> <p>Component two aims to improve the overall quality of services provided by FODE through staff training, simplification of forms and procedures, establishing and implementing an IT plan, and selecting and engaging contracted subject tutors in the provincial centres.</p> <p>Component three aims to expand FODE's existing grade eleven-twelve matriculation program into at least one secondary school in each of Papua New Guinea's twenty provinces.</p> <p>Component four aims to provide FODE with appropriate Information Technology (IT) technology and train FODE staff to effectively operate that technology.</p> |
| Asian Development Bank | |
| Improved Technical and Vocational Education and Training for Employment | <p>The Asian Development Bank has proposed a USD 50 million loan to support selected TVET colleges to strengthen training provision and improve its relevance and responsiveness to labour market needs in priority sectors such as construction trade and agriculture/agribusiness. This is expected to focus on strengthening governance and management of TVET colleges, quality of TVET teacher training and development, development of TVET infrastructure and equipment, and development of national level mechanisms for employment partnerships. Sector analysis and assessment was being undertaken in 2020 to inform the scoping and design of the project.</p> |

Table 17: Donor programs relevant to TVET in Papua New Guinea

Samoa

Key facts

Population: 198,646 (2020)

Population under 30: 63% (2020)

Major sectors of the economy (contribution to GDP): Commerce (32.1%), Public administration (10.5%), Financial services (10%), Agriculture (8.9%), Communication (7.1%), Ownership of dwellings (6.8%), Construction (5%) (2020)

GDP per capita (current USD): USD 4,316 (2019) (upper-middle income)

GDP growth: 3.5% (2019), -3.7% (2020, estimate), 0.5% (2021, estimate)

Labour force participation rate: 43.5% (Total), 55.2% (Male), 31% (Female) (2020, estimate)

Unemployment: 8.4% (Total), 7.6% (Male), 9.8% (Female) (2020, estimate)

Youth unemployment: 18.6% (Total), 15.8% (Male) 23.2% (Female) (2020, estimate)

Share of youth not in education, employment or training: 37.5% (Total), 36.6% (Male), 38.4% (Female) (2020, estimate)

Major employment sectors: Agriculture, forestry and fishing (29.9%), Manufacturing (15.9%), Wholesale and retail trade (9.1%), Transport, storage and communication (7.8%) (2020, estimate)

Poverty rate (national poverty line): 22.7% (2018)

COVID-19: Eleven out of 15 industries recorded negative growth in the first quarter of 2020. Hardest hit include fishing, food and beverages, construction, manufacturing, accommodation and restaurants, and transport. Government measures include targeted assistance for agriculture and fishing industries, small businesses and NGOs providing services for vulnerable groups. Individual contributors to National Provident Fund will receive a dividend payout. There will also be an additional one-off pension and an unemployment subsidy. Tourism and hospitality workers provided with short term paid training.⁵⁷

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Samoa Bureau of Statistics 2020; Government of Samoa 2020; Ministry of Finance Samoa 2020a; Ministry of Finance Samoa 2020b.

⁵⁷ This will be undertaken in collaboration with Samoa Tourism Authority with Australia Pacific Training Coalition and will involve a 4 week training program on soft and minor skills for the service sector targeting workers in the hospitality sector who have been laid off due to the COVID-19. To compensate for travel, food and other expenses each participant will be paid WST 100 (AUD 53) per week of attendance (Government of Samoa 2020c).

Key issues for TVET in Samoa

Language, literacy and numeracy: A substantial number of current and potential students have limited formal schooling or leave school without the necessary skills to complete training courses and take up employment (APTC 2019f; MESC 2018). Dropout rates in secondary school are high, particularly in Year 11 (20% of students in 2019) and Year 13 (25% of students in 2019). Boys are significantly less likely to complete secondary schooling. Those who do complete schooling may not have adequate literacy and numeracy skills. Results of examinations in Years 12 and 13 indicate that high numbers of students have achieved only at 'beginner' levels in English and Mathematics and pass rates for STEM subjects are well below 50% (MESC 2019a; Haggland, Catherwood, and Aikman 2018).

Attitudes towards TVET: Many Samoan parents and young people see TVET as a second-class option to an academic pathway (APTC 2019f; MESC 2018).

Affordability of TVET: Fees for TVET courses are a barrier for many Samoans, particularly those living in rural areas (APTC 2019f; MESC 2018).

Trainer capacity: There is a need for greater professional development opportunities for TVET trainers, including in the area of competency-based training, to support more practical training and assessment, and work placement components (APTC 2018a).

Engagement with industry: Employer feedback suggests that there is a need for greater focus on the soft skills/employability skills needed in the workforce (APTC 2018a). This would be supported by greater coordination and communication between TVET providers and industry.

Gender and inclusion: There is limited support for persons with disabilities to participate in TVET, including access to TVET programs or to reasonable accommodation (APTC 2018a). APTC's partnership with Nuanua O Le Alofa is an important step in increasing access to TVET for persons with disabilities.

Government investment in TVET: The Government of Samoa allocates around 1% of its recurrent budget for TVET (MESC and MCIL 2018). Despite this, there is a need for more funding for training trainers, TVET scholarships, training equipment, facilities and resources, and TVET research (APTC 2019f).

Coordination and collaboration: Greater coordination across government ministries, and the approach between government, TVET providers and champions, communities, churches and industry would support a more coherent approach to TVET. The governance arrangements outlined in the Education Sector Plan and the revival of the Samoa Association of Technical and Vocational Education and Training Institutions (SATVETI) aim to address this (APTC 2019f).

Availability of data: There is a need for more and better quality data - including data on labour market needs - to inform TVET decision-making (APTC 2019f).

Government agencies responsible for TVET

Ministry of Education, Sport and Culture

<https://mesc.gov.ws/>

- Overall responsibility for the education sector, including policy, planning and research, curriculum design and materials, assessment, and coordination within the education sector.

**Ministry of Commerce,
Industry and Labour**
<https://www.mcil.gov.ws/>

Public Service Commission
<https://www.psc.gov.ws/>

**Ministry of Women,
Community and Social
Development**

- Mandate covers early childhood, primary education, secondary education, including TVET in secondary schools, and inclusive education.
- Education Sector Advisory Committee is sector's main advisory body. Meets quarterly and includes Chief Executive Officer of Samoa Qualifications Authority, other government agencies, development partners and representatives of NGOs and church organisations. APTC's Country Director is an observer.
- Education Sector Working Group includes six Education Sector Reference Groups, one of which is for TVET. These aim to promote information sharing and collaboration (Ministry of Education, Sport and Culture 2019b).
- Apprenticeship, Employment and Labour Market Division conducts labour market surveys every three years. Ministry also collaborates with the Samoa Bureau of Statistics to conduct labour force surveys as well as periodic surveys of employment.
- Job Seeker Service links job seekers with employers. Ministry also supports youth employment through Samoa National Youth Council, which administers a youth employment service through its E-Youth Hub.
- Administers Apprenticeship Scheme through Samoa Apprenticeship Council. Currently eight apprenticeship courses available through National University of Samoa's Faculty of Technical Education: carpentry and joinery; fitting and machining; plumbing and sheet metal; welding and fabrication; motor mechanic; electrical; refrigeration and air conditioning; and electronic technology trades. Ministry also conducts trade testing.
- Seasonal Employment Unit responsible for labour mobility, including screening and recruitment.
- Responsible for human resource planning, management and policy for Samoa's public service (PSC 2019a).
- Administers short-term training and educational programs, including Samoa In-country Training Programs⁵⁸, training courses run by the Commission⁵⁹, a professional development programme for senior executives, and in-house training.
- Also manages short-term overseas training opportunities funded by international donors (including in Japan, China, Thailand, India, Malaysia and Korea), and donor-funded scholarships for overseas study (primarily in New Zealand, Australia, Fiji, and China) (PSC 2019b).
- Responsibilities include policy advice on community and social development issues including for women, youth, and persons

⁵⁸ These are short, one-week training programs for staff in areas such as project management, leadership, customer service and basic computing skills. These are provided in partnership with the National University of Samoa's Oloamanu Centre for Professional Development and Continuing Education and the governments of Australia and New Zealand.

⁵⁹ The Commission is recognised as a non-formal education provider by SQA. Courses include customer service, workforce planning, report writing, finance and administration, and presentation skills.

<https://www.mwcsd.gov.ws/>

with disabilities as well as implementation and monitoring of community and social development programs.

- Programs include skills development for young people, education and training initiatives for youth who have not completed formal schooling, and training and internships for those who are unemployed, including persons with disabilities (Samoa Bureau of Statistics et al 2018).
- Implementing partner for One UN Youth Employment Programme, DFAT-funded Samoa Women Shaping Development Program (part of Pacific Women program) and Samoa Disability Partnerships Program.

Samoa Qualifications Authority

Samoa's national training authority is the Samoa Qualifications Authority (SQA) (www.sqa.gov.ws/). Established in 2006, SQA is responsible for policy development, regulation of qualifications and quality standards, quality assurance of programs and curriculum, and coordination of post school education and training (PSET) in Samoa. PSET covers all institutions or organisations offering education and training outside of the early childhood, primary and secondary education system. This includes tertiary education at university, pre- and in-service professional training, technical and vocational education and training, theological colleges, apprenticeships, non-formal learning, and on the job training.

SQA is a public corporation with a Board of Directors. It is funded by an annual grant from the Samoan government. The Chief Executive Officer of SQA reports to the SQA Board, which in turn reports to the Minister of Education, Sports and Culture.

An important part of SQA's quality assurance role is registration of providers and accreditation of their programs. Under the SQA Act 2010, all providers are required to register as either a formal or non-formal education provider. Only registered formal providers can offer SQA-accredited programs. As of 2018, all 26 formal providers were registered with SQA and 30 programs have been accredited (SQA 2019).

The guiding framework for regulation of qualifications is the Samoa Qualifications Framework. This is a ten-level classification system which outlines the levels and types of qualifications offered by PSET providers in Samoa. SQA recognises two types of qualifications: Provider/Organisation Qualifications and Samoa Qualifications. Samoa Qualifications (including National Competency Standards) have been developed for a range of fields including automotive engineering, carpentry, electric engineering, fitting and machining, cookery, tourism, hospitality, welding, plumbing, and refrigeration and air conditioning. These have been developed in close consultation with advisory groups with members drawn from the relevant trade or sector.

To ensure that PSET remains relevant and meets the needs of employers, SQA conducts triennial graduate tracer studies and employer satisfaction studies. It also hosts an annual PSET provider conference which brings together government, TVET providers, employers and other stakeholders.

Box 14: Samoa Qualifications Authority

Key policies relevant to TVET

Samoa's long-term development strategy – **Samoa 2040: Transforming Samoa to a Higher Growth Path** - is currently in the final stages of preparation. The strategy outlines seven priority areas for growth: enhanced digital connectivity; increasing tourist numbers and spending; greater labour mobility; boosting agriculture; effective investment in human capital; resilient development; and a safe and secure Samoa (PSC 2019c).

Samoa 2040 complements Samoa's four-year development strategy, the **Strategy for the Development of Samoa 2016/17-2019/20** (Ministry of Finance Samoa 2016).⁶⁰ The theme for the Strategy is 'Accelerating Sustainable Development and Broadening Opportunities for All'. It outlines 14 key outcomes in the areas of economic development, social development, infrastructure, and the environment. Key outcome 7 seeks to improve the quality of education and training so that all Samoans are educated and productively engaged. Strategic outcomes include:

- improved quality of teaching and learning, including an increase in the number of post-secondary education and training students graduating with nationally and internationally recognised qualifications;
- increased access to education and training opportunities especially for vulnerable groups; and
- closer alignment of education and training with human resource development needs and priorities, including a greater number of TVET graduates finding employment after graduation.

Samoa's **Education Sector Plan 2019-2024** (Ministry of Education, Sport and Culture 2019b) launched in February 2020, combines the plans of three agencies: the Ministry of Education, Sports and Culture; the National University of Samoa, and the Samoa Qualifications Authority. This document outlines five goals for the sector: enhance the quality of education and training for all learners; provide everyone with access to good quality education and training opportunities; make education and training more relevant to national needs and the labour market; improve the effectiveness of sector planning, monitoring and reporting; and develop ways to manage the education sector's resources sustainably.

TVET is one of five priorities in the Plan. Strategies for strengthening TVET are covered under Goal 3: make education and training more relevant to national needs and the labour market. These include registering PSET providers on an annual basis; recognising non-formal learning activities and accrediting programmes; engaging regularly with industry stakeholders; using the results of tracer studies, employers' surveys and labour market analysis to inform decisions and creating and promoting pathways for employment and further study. The Plan also recognises the need for greater collaboration between the Ministry of Education, Sports and Culture; the National University of Samoa, and the Samoa Qualifications Authority, including a linked information management system, and to strengthen the leadership and management of PSET providers.

Inclusive education is another priority in the Plan. Strategies for ensuring that all children can access good quality education and training opportunities include building teachers' capacity, developing programs to identify students with disabilities and support them to participate fully in all school activities, and developing a process to make sure that students with disabilities transition from early childhood education to primary school and beyond. The Government of Samoa will also continue to provide free education at early childhood, primary and secondary levels through the One Government Grant scheme as well as providing financial assistance for post-secondary students

⁶⁰ Public consultations for the 2020/21-2024/25 Samoa Development Strategy were undertaken in July 2020.

through the PSET Support Fund. Research into the barriers to students taking part, and remaining, in education and training will be undertaken to inform solutions.

Samoa's draft **Technical and Vocational Education and Training (TVET) National Strategy and Policy Framework 2019-2024** integrates the TVET strategies prepared by the Samoa Qualifications Authority, National University of Samoa, and the Ministry of Education, Sports and Culture. It was expected to be approved by June 2020.

The draft TVET Strategy and Policy Framework (Government of Samoa 2018) details how the goals and strategies outlined in the Education Sector Plan will be implemented. It sets out seven outcomes, each with a list of strategies:

1. Increased employment rate of TVET graduates and in particular women and persons with disabilities
2. Improved quality and relevance of TVET programmes
3. Increased number of TVET trainers meeting professional standards
4. Improved TVET infrastructure and training facilities.
5. Improved safety for TVET students and trainer
6. Improved sustainability of TVET financing
7. Improved governance and management of TVET

The **Samoa National Employment Policy 2016 –2020** - the country's first – aimed to provide more and better productive employment opportunities for Samoans by addressing labour market supply, demand, policies and institutions (MCIL 2016). Its key objectives included: providing an enabling environment for private sector growth; investing in sectors with employment potential such as large scale agriculture, tourism, manufacturing and agro-processing; supporting a transition from informal to formal employment; enhancing workers' skills and competencies; promoting equal access to employment opportunities for vulnerable groups, including youth and persons with disabilities; and aligning labour market demand and supply, through the development of a comprehensive labour market information system.

The **Samoa National Action Plan on Youth Employment 2016-2020** has two main objectives: enhancing employability amongst young people through better alignment of skills and labour market demands and promoting youth employment opportunities through the development of village economies (MWCSO 2016a). This will require aligning the education and training system to labour market requirements, providing young people with access to career development services, incentivising youth employment and job creation in rural areas, promoting youth entrepreneurship, and supporting youth in the informal sector.

The Government of Samoa ratified the Convention on the Elimination of all Forms of Discrimination Against Women (UNCEDAW) in 1992 and has reported to the UNCEDAW Committee four times since then. In line with its global gender commitments the government also aligns itself with the Pacific Leaders Gender Equality Declaration, the Revised Pacific Platform for the Advancement of Women and the Commonwealth Gender Plan of Action. The **Samoa National Policy for Gender Equality 2016-2020** includes a focus on access to education and equal employment and economic opportunities for women (MWCSO 2016b). These recognise the growing gap between boys and girls in participation and achievement at school as well as women's lower participation in the workforce.

Samoa ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in December 2016. Since that time, the government has put in place policies and legislation to ensure the rights of persons with disabilities as well as mainstreaming disability in the Strategy for the

Development of Samoa. Inclusive education is a key priority in the Education Sector Plan. The government is planning to undertake further reviews of legislation to ensure they comply with the UNCRPD and to develop a Disability Act (Government of Samoa 2020). The Ministry of Women, Community and Social Development is currently undertaking stakeholder consultations as part of the development of the second National Disability Policy (Membrere 2020).⁶¹

Government funding of TVET

Government expenditure on TVET is difficult to determine precisely. This is because the National University of Samoa provides both higher education and TVET, but budget documents do not make this distinction. It is also not possible to distinguish funds within the Ministry of Education, Sport and Culture's budget which are directed towards TVET in schools or which support coordination of TVET. However, it is possible to approximate spending on TVET and higher education by examining the budget for the Samoa Qualifications Authority and the National University of Samoa (See Table 18).

| Item | 2019-20 Domestic funding | 2019-20 Donor contribution* | 2020-21 Domestic funding | 2020-21 Donor contribution* |
|---------------------------------------|--------------------------------|-----------------------------------|--------------------------------|-----------------------------------|
| Samoa Qualifications Authority | | | | |
| Personnel and operating costs | 2,826,173 | | 2,908,621 | |
| Government grant | 4,122,055 | | 4,413,984 | |
| Transactions on behalf of the State | 1,318,583 | | 1,528,064 | |
| Subtotal | 8,266,811 | | 8,850,669 | |
| National University of Samoa | | | | |
| Personnel and operating expenses | 18,797,419 | | 22,131,027 | |
| Government grant | 11,255,636 | 1,158,204 | 14,925,316 | 1,520,452 |
| Transactions on behalf of the State | 1,489,191 | | 2,596,020 | |
| Subtotal | 31,542,246 | | 39,652,363 | |
| University of the South Pacific | 1,500,000 | | 1,744,332 | |
| Total | 41,309,057 | | 50,247,364 | |
| % of overall budget | 5.5% | | 5.9% | |

Table 18: Budget estimates (in WST) for SQA and NUS

Source: Legislative Assembly of Samoa (2019; 2020)

*Donor contribution includes cash funding and aid in-kind

In addition, the Education Sector Plan provides estimated 'development costs' (which excludes recurrent costs such as salaries and operating expenses) for activities designed to achieve the goals and priorities outlined in the Plan (see Tables 19 and Table 20). The cost of implementing the strategies for TVET is estimated to be WST 13.4 million (AUD 7.1 million) over four years (2020/21 to 2023/24). These funds will be used to provide PSET providers with: technical assistance to help them meet accreditation and registration requirements; cover tuition fees for vulnerable students; purchase consumables, including equipment; and provide capacity development to help TVET trainers meet professional standards (Ministry of Education, Sport and Culture 2019b).

| | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | | |
|---------------------|---------|--------|-----------|------------------------------------|---------------------|-------|---|
| Implementing Agency | Quality | Access | Relevance | Planning, monitoring and reporting | Resource management | Total | % |

⁶¹ The first National Disability Policy covered 2011-2016.

| | | | | | | | |
|--|------------|-----------|-----------|-----------|-----------|------------|-----|
| Ministry of Education, Sport and Culture | 33,630,195 | 9,145,809 | 8,755,323 | 7,497,160 | 3,041,951 | 62,070,438 | 74% |
| National University of Samoa | 1,530,000 | 2,243,236 | 2,601,204 | 1,056,306 | 2,275,500 | 9,706,246 | 12% |
| Samoa Qualifications Authority | 2,305,133 | 1,361,000 | 380,000 | 965,355 | 7,132,646 | 12,143,134 | 14% |

Table 19: Estimated development costs (in WST) for Education Sector Plan goals

Source: Ministry of Education, Sport and Culture 2019b

| Priority | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | Total | % |
|------------------------------|-----------|-----------|-----------|-----------|-----------|------------|-----|
| Early Childhood Education | 3,782,839 | 4,191,839 | 4,508,879 | 4,520,879 | 4,528,279 | 21,532,715 | 26% |
| TVET | - | 3,216,000 | 3,433,000 | 3,385,000 | 3,397,000 | 13,431,000 | 16% |
| Inclusive Education | 250,000 | 2,004,412 | 1,994,412 | 1,859,412 | 1,948,000 | 8,006,236 | 10% |
| ICT | 205,000 | 2,275,000 | 2,585,000 | 1,505,000 | 725,000 | 7,295,000 | 9% |
| Teacher capacity development | 1,000,000 | 2,660,000 | 2,530,000 | 2,530,000 | 2,530,000 | 11,250,000 | 13% |
| General | 9,841,095 | 8,644,806 | 1,358,987 | 1,255,085 | 1,304,894 | 22,404,867 | 27% |

Table 20: Estimated development costs (in WST) for Education Sector Plan priorities

Source: Ministry of Education, Sport and Culture 2019b

Private sector engagement in TVET

Samoa Chamber of Commerce and Industry

The Samoa Chamber of Commerce and Industry

(<https://www.facebook.com/samoachamberofcommerce/>) is an incorporated association of businesses and private sector organisations representing all areas of Samoa's private sector. As Samoa's national private sector organisation, the Chamber promotes the interests of Samoa's private sector at the national, regional and international levels.

The Chamber provides a range of training opportunities for members in various aspects of business management. It is also a partner for the One UN Youth Employment Programme Internship Program, which places unemployed youth in work placements for eight weeks.

Samoa also has a number of industry associations such as the Samoa Hotels Association, Samoa Association of Manufacturers and Exporters (<https://www.same.org.ws/>), Plumbers Association of Samoa, and the Samoan Culinary Association (<https://www.facebook.com/samoanculinaryassociation/>) which are interested in TVET reform as well as major employers such as Taumeasina Island Resort, Tanoa Tusitala Hotel, Amanaki Hotel, and Craig Construction which employ TVET graduates.

NGOs relevant to TVET

Samoa Association of Technical and Vocational Education and Training Institutions (SATVETI)

The peak body for Samoan TVET providers is the Samoa Association of Technical and Vocational Education and Training Institutions (SATVETI). The Association aims to provide a forum for discussion of national training standards, monitor curriculum changes in secondary schools and their impact on TVET, support pathways to enable students to move between institutions, and collaborate with domestic and international organisations providing support for TVET in Samoa.

Samoa National Youth Council

The Samoa National Youth Council is a non-government organisation established in 2012 that focuses on youth-led activities and supports enterprise and capacity building initiatives to address youth unemployment.

The Council is a key partner for the One UN Youth Employment Program (see below). As part of this program, the Council manages the E-Youth Hub, which provides youth with information, employment services and training to facilitate their successful entry to the labour market. The E-Youth Hub is connected to the Ministry of Commerce, Industry and Labour's labour market information system.

Samoa Umbrella for Non-Governmental Organisations (SUNGO)

The Samoa Umbrella for Non-Governmental Organisations (SUNGO) (<http://samoa.sungoweb.org/>) was founded in 1997 to provide information, capacity building and advocacy for and on behalf of civil society organisations in Samoa. It has around 180 members, including both urban and rural community organisations, village-based organisations, sporting bodies, and church organisations across Samoa.

SUNGO provides regular training and professional development for members on topics such as good governance, financial management, monitoring and evaluation, computer skills and IT, and adult training and assessment.

Organisations of Persons with Disabilities

There are several non-government organisations which provide education for children and youth with disabilities in Samoa. Three of these provide non-formal vocational education.

Nuanua O Le Alofa (<https://www.facebook.com/NOLASamoa/>) (NOLA) is a national, cross-disability organisation established in 2001 by persons with disabilities to advocate and promote the rights and abilities of persons with disabilities. It focuses on employment and income generation, accessibility of infrastructure and services, and participation in decision making. With regard to employment, NOLA works with the Samoa Chamber of Commerce, Ministry of Commerce, Industry and Labour, Public Service Commission and Samoa Business Hub to provide persons with disabilities with access to employment information and advice on small business skills, start-ups and employment opportunities (Samoa Bureau of Statistics et al 2018).

In July 2020, APTC signed a partnership with NOLA to support pathways to qualifications for persons with disabilities in Samoa through a literacy and numeracy program and a transition program.

Loto Taumafai Society for People with Disabilities

(<https://www.facebook.com/LotoTaumafaiSocietyforPeoplewithDisabilities/>) was established in Apia in 1981 to provide access to inclusive, equitable and quality education and support services for

persons with disabilities. It provides schooling for children with disabilities from Year 1 to Year 11 at its purpose-built facility as well as vocational training for older students. Loto Taumafai's Community Disability Service provides home-based services for children with disabilities from birth to 15 years of age, including therapy, educational programs and assistive devices.

SENESE Inclusive Education (<https://www.facebook.com/Senese-Inclusive-Education-344358265638503/>) is a non-government organisation which supports the inclusion of children with disabilities in mainstream early learning, primary, and secondary schools.

Aoga Fiamalamalama (<https://www.facebook.com/LotoTaumafaiSocietyforPeoplewithDisabilities/>) is a non-government school established in 1979 to meet the needs of children with intellectual disabilities.

TVET providers

Samoa has a small but diverse TVET sector which includes government providers, faith-based institutions, and a small number of private providers offering both formal and non-formal education and training.⁶² Of the 26 formal providers registered with SQA, 14 are TVET providers and two are universities which offer TVET courses: the National University of Samoa and the University of the South Pacific. Formal TVET providers are discussed below.

Secondary schools

Samoa's secondary curriculum currently includes a range of vocationally oriented subjects such as design and technology; agricultural science; food and textile technology; visual arts; fine arts; music and computer studies. Almost all secondary schools in Samoa offer at least some of these subjects. However, due to a shortage of teachers, most schools deliver between two and four of these subjects. In addition, recent studies have found the curriculum to be outdated and not well-aligned to the needs of students and the demands of the labour market (MESC 2018).

From 2021, a number of changes will be made to the curriculum to strengthen vocational education. These include streaming students into four learning pathways - Commerce, Arts, TVET, and Science - from Year 10, depending on their strengths and interests and developing new TVET subjects in areas such as tourism and hospitality, food and beverages, marine studies, and carpentry. Secondary schooling will also be reduced from five years to four years (Years 9- 12) (MESC 2020).

Government providers

National University of Samoa

Established in 1984, the National University of Samoa (NUS) offers certificate, diploma, and undergraduate degree programs in a wide range of areas, including arts, business and entrepreneurship, education, science, nursing, engineering and maritime training (see Table 21). The main campus is at Lepapaigalagala, with two satellite campuses: the Faculty of Medicine Campus at Moto'otua, and Ocean Campus at Mulinu'u.⁶³

⁶² There are also a number of theological and bible colleges. These are not discussed in this document.

⁶³ This is the location for the School of Maritime Training and the India-Samoa Centre for Excellence in Information Technology. Construction of the campus was funded by China. It opened in 2015.

The University is an autonomous organisation with its own governing body, the NUS Council. It receives an annual grant from the Government of Samoa that it supplements with student fees and other revenue. It reports to the Ministry for Public Enterprises (Ministry of Education, Sport and Culture 2019b).

The university has around 3,000 students and 400 staff, just under half of whom are in academic and teaching positions (NUS 2019). In 2017, around 20% of students were enrolled in TVET courses. Although almost two thirds of the university's student body are women, within the TVET programs, numbers of men and women are roughly equal. Three-quarters of students are school leavers. The most popular courses are in tourism, followed by science, trades, maritime, and commerce (NUS 2017).

| |
|---|
| Faculty of Science |
| NUS Certificate IV in Tropical Horticulture* |
| NUS Certificate IV in Computer Operating* |
| Faculty of Business and Entrepreneurship |
| NUS Certificate II in Tourism and Hospitality – Tour Guiding * |
| NUS Certificate II in Tourism and Hospitality – Cookery* |
| NUS Certificate II in Tourism and Hospitality –Front Office and Accommodation Services* |
| NUS Certificate II in Tourism and Hospitality – Food and Beverage Services* |
| Certificate IV in Customary Adjudication |
| NUS Diploma V in Tourism* |
| NUS Diploma V in Office Management* |
| NUS Diploma V in Business* |
| Faculty of Technical Education |
| Certificate of Attainment: Trades Preparatory Year (Certificate I) |
| Certificate in Panel-Beating and Spray Beating |
| Samoa Certificate II in Automotive* |
| Samoa Certificate II in Construction and Joinery* |
| Samoa Certificate II in Electrical Engineering* |
| Samoa Certificate II in Fitting and Machining* |
| Samoa Certificate II in Plumbing* |
| Samoa Certificate II in Refrigeration and Air Conditioning* |
| Samoa Certificate II in Welding* |
| Diploma in Radio and Electronics |
| School of Maritime Training⁶⁴ |
| NUS Certificate II in Maritime (Basic Marine Engineering Rating 2)* |
| NUS Certificate II in Maritime (Basic Nautical Rating 2)* |
| NUS Certificate III in Maritime (Able Seafarer-Deck)* |
| NUS Certificate III in Maritime (Able Seafarer-Engine)* |
| NUS Certificate IV in Maritime (Marine Engineer Class 5)* |
| NUS Certificate IV in Maritime (Master Class 5)* |
| Oloamanu Centre for Professional Development and Continuing Education |
| NUS Certificate IV in Adult Teaching* |
| Certificate IV in Training and Assessment |
| Preliminary Certificate in Technical Vocational Education and Training |

⁶⁴ In July 2020, the Samoa Shipping Maritime Academy (<https://www.samoashipping.com/services/maritime-academy>) was merged with the National University of Samoa's School of Maritime Training.

Table 21: TVET qualifications offered at National University of Samoa

Source: NUS website (<https://nus.edu.ws/area-of-study/>)

* SQA accredited (as listed in NUS 2019)

Note: This list does not include certificate and diploma courses which lead to an academic pathway.

The Oloamanu Centre for Professional Development and Continuing Education (<https://nus.edu.ws/about-us/faculties-schools-and-centres/oloamanu-centre-for-professional-development-and-continuing-education/>) provides support to the university in the areas of curriculum development, accreditation and staff professional development. It also offers training and professional development for TVET trainers and community trainers through its Certificate IV in Adult Teaching and Certificate IV in Training and Assessment programs (see Table 21).⁶⁵

The Centre also offers a Preliminary Certificate in Technical Vocational Education and Training as a bridging course for school leavers and coordinates the provision of short courses for the public, private and civil society sectors, funded through the New Zealand's Samoa In-Country Training Programme. The courses are determined during an annual training needs analysis. The courses are recognised by the Samoa Qualification Authority and are offered free of charge. Courses available in 2020 include computing, communication skills, training and assessment, and research skills.

The India-Samoa Centre for Excellence in Information Technology (<https://ceit.nus.edu.ws/>) offers certificate courses in a range of advanced information technology areas, including Advanced Web Technology, MS.NET Programming, Java Programming, Android Programming, Linux, Data Communication and Networking, Network Security and Ethical Hacking, and Software Testing. These are aimed at engineering or science graduates and professionals working in the IT industry. It also offers a Certificate in Office Automation which caters to school leavers or mature students with basic computing skills.

Faith-based providers

The Salesians of Don Bosco, a Catholic religious congregation, operate the Don Bosco College and Vocational Technical Centre in Salelologa, a secondary school which includes both an academic and a vocational stream, and the Don Bosco Technical Centre in Alafua. The Don Bosco Technical Centre provides vocational training to around 180 young Samoan and Tokelauan men who have not completed formal schooling. It offers two- and four-year trades training courses in welding, motor mechanics, woodwork, electronics and plumbing.

The Methodist Church has two vocational centres: the Methodist Technical and Creative Centre - Laumua o Punaoa Technical Centre and Uesiliana Vocational Centre.

The Church of Jesus Christ of Latter-day Saints in Samoa operates two vocational secondary schools: Pesega College in Apia and Vaiola College in Savai'i. Both Colleges have standalone TVET Institutes which are registered with the Samoa Qualifications Authority. The Institutes plan to offer courses in carpentry, tourism and hospitality, cookery, automotive, and welding.

The Congregational Christian Church of Samoa has a strong focus on education. The Church manages the Leulumoega Fou School of Fine Arts as well as six secondary schools: Leulumoega Fou College, Maluafo College, Nuuasala College, Tuasivi College, Congregational Senior College, and Papauta Girls' College.

⁶⁵ A Bachelor of TVET is offered by the the University's Faculty of Technical Education.

Private providers

Early Childhood Education Teachers Training Institute

Information on this provider is not readily available.

Tesese Institute

The Tesese Institute of Administrative Studies is a privately-owned Institute established in 1966. It offers training for youth and adults to improve their employability, both in Samoa and overseas. The Institute is named after Seventh-day Adventist Pastor Tasi Tesese, who funded a large portion of the Institute's operations until his death in 2003.

Martin Hautus Institute of Learning - Samoa

Martin Hautus Institute of Learning – Samoa (<http://www.martinhautus.edu.ws/>) was established in 2013 by Pacific-born New Zealand educators Puluotu Arthur Solomon and Marett Tuasivi Solomon. It offers courses in tourism and hospitality including a Certificate II in Tourism, Diploma in Tourism, Diploma in Hospitality Management and Diploma in Tourism Management. It is scheduled to close at the end of 2020.

Non-formal providers

There are also 28 non-formal providers, including government agencies, non-government organisations and private enterprises (see Table 22). These providers offer learning through short courses, workshops or seminars. While they are recognised by SQA, their courses do not lead to a formal qualification.

| | |
|--|------------|
| Apia Employment Company | Private |
| Body Therapy Spot | Private |
| Electric Power Corporation | Government |
| Every Home for Christ | NGO |
| Fatuaipu Consult | Private |
| KL Security Services | Private |
| Leadership Samoa | NGO |
| Matuaileoo Environment Trust Incorporated | NGO |
| Ministry of Agriculture and Fisheries | Government |
| Ministry of Education, Sports and Culture | Government |
| Ministry of Health | Government |
| National University of Samoa | Government |
| Pacific Society for Reproductive Health | NGO |
| Pesega Dental Clinic | Private |
| Plumbers Association of Samoa | NGO |
| Public Service Commission | Government |
| Red Cross Society | NGO |
| RHEMA Bible Centre - South Pacific | NGO |
| Samoa Association of Manufacturers and Exporters | NGO |

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| Samoa Business Hub ⁶⁶ | NGO |
| Samoa Family Health Association | NGO |
| Samoa Institute of Directors | NGO |
| Samoa Stationery and Books | Private |
| Samoa Tourism Authority | Government |
| Samoa Umbrella for Non-Governmental Organisations (SUNGO) | NGO |
| Samoa Victim Support Group | NGO |
| SENESE Inclusive Education | NGO |
| Women in Business and Development Incorporated | NGO |

Table 22: Selected non-formal TVET providers in Samoa

Source: SQA 2019

Regional providers

University of the South Pacific

The University of the South Pacific's (USP) (<https://www.usp.ac.fj>) Alafua campus is the location for the School of Agriculture and Food Technology. It also houses the USP Samoa Centre. The Alafua campus offers a broad selection of programs and courses from across USP's faculties and centres as well as Pacific TAFE courses. Courses offered by the School of Agriculture and Food Technology are delivered face-to-face while other courses are delivered in distance and flexible learning mode. In addition, Alafua campus offers secondary school tutorials for years 12 and 13 through its Continuing and Community Education program. Around 500 students are enrolled at the Alafua campus, with slightly more women than men.

Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au>) has been working in Samoa since 2007 to deliver training and support strengthening of the TVET sector. APTC courses available in Samoa in 2020 include:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Education Support
- Certificate III in Engineering – Fabrication Trade
- Certificate III in Plumbing⁶⁷

APTC also offers customised, on-demand courses, including Certificate IV in Leadership and Management and Certificate IV in Training and Assessment.

⁶⁶ Samoa Business Hub (<http://www.samoabusinesshub.ws/>) (previously Samoa Business Enterprise Centre) provides business training programmes and other services for Samoan businesses. This includes a range of short- and medium-term training as well as coaching, mentoring and networking services tailored to the needs of micro-enterprises and start-ups, small businesses, and medium to large businesses.

⁶⁷ These courses provide an internationally recognised Australian Qualification issued through TAFE Queensland.

APTC partners with the National University of Samoa to jointly deliver courses. It also works with the Samoa Qualifications Authority to support quality assurance of TVET and with the Samoa Association of Technical and Vocational Education and Training Institutions (SATVETI) to promote better sharing of information and collaboration between TVET providers. In 2020, APTC will seek to establish a Joint Steering Committee to promote coordination between TVET stakeholders and work with the education sector to develop national TVET courses for secondary school TVET providers.

International donor support for TVET

Note: Regional programs which include Samoa are detailed in Part I.

| Australian government (DFAT) | |
|--|---|
| Samoa Education Sector Support Program | The Samoa Education Sector Support Program is a joint initiative with the Government of New Zealand to strengthen Samoa's education system. Between 2011-19, Australia provided AUD 15.4 million. This included budget support for education from early childhood to TVET, technical assistance as well as funding for Samoa Qualifications Authority. |
| Samoa Disability Partnership Program | The second phase of Australia's disability program (2019-2023, AUD 4 million) address key issues and gaps in the disability sector while progressing achievements from Phase I (2012-2019, AUD 5.2 million). These included provision of mobility devices to 1,367 Samoans (47.5% women) and support for establishment of 22 small businesses were by persons with disabilities. Provision of assistive devices, economic empowerment for persons with disabilities and inclusive education will continue to be a priority for Phase II. |
| Australia Awards Distance and Flexible Learning Scholarships | Jointly funded by the Government of Samoa, Australia Awards Distance and Flexible Learning Scholarships support the delivery of distance education within Samoa, facilitating skills development while enabling students to remain in country. This is of particular benefit for students with family and work responsibilities, especially women. The program is targeted at individuals in management positions from the public, private, NGO sectors and is only available for postgraduate studies. In 2020, Australia provided 15 scholarships, of which 5 were funded by the Government of Samoa. |
| New Zealand | |
| Samoa Education Sector Support Program | The Samoa Education Sector Support Program is a joint initiative with the Government of New Zealand to strengthen Samoa's education system. |
| Samoa In-Country Training Programme | The Samoa In-Country Training Programme provides short-term training for public, private and civil society sector employees. It is managed by the Oloamanu Centre for Professional Development and Continuing Education at the National University of Samoa. |
| China | |
| Guangdong Huizhou Friendship Program | The Guangdong Huizhou Friendship Program provides scholarships to students from low-income families to study at primary and secondary schools and the National University of Samoa. It is funded by the government of Huizhou city in Guangdong Province of China. |
| United Nations Development Programme | |
| The Samoa One United Nations Youth | The Samoa One United Nations Youth Employment Programme (One-UN YEP) commenced in 2015. It aims to address the challenges of youth |

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| <p>Employment Programme (One-UN YEP)</p> | <p>unemployment in a holistic manner. It is a partnership between the Government of Samoa, through the Ministry of Women, Community and Social Development, and five United Nations agencies. Partnering UN agencies include: United Nations Development Programme, International Labour Organization, Food and Agriculture Organization, United Nations Educational Scientific and Cultural Organization, and United Nations Volunteers. The programme activities are aligned with the National Youth Policy 2016 – 2020 and the National Action Plan for Youth Employment 2016 – 2020.</p> <p>The programme focuses on two strategic objectives:</p> <p>Improving the Employability of Youth</p> <ul style="list-style-type: none"> • Closing the gap between labour market demand for skills and the supply from education and training providers. • Improving the quality of labour market intermediation for youth and strengthening coordination and linkages between public and private employment service providers. • Improving youth access to relevant technical and practical skills development programmes to better support their income generating initiatives. • Life skills programme for young job-seekers to better prepare them for employment as well as sustainability of their income generating initiatives. <p>Youth entrepreneurship and micro-enterprise development</p> <ul style="list-style-type: none"> • Creating a ‘Small Business Incubator for Youth’. The incubation process will stimulate youth entrepreneurship and prepare start-up initiatives for survival and growth in a competitive marketplace. • Implementing an innovative approach to ensure equal access and opportunity for rural youth. • Promoting the development of socially responsible and environmentally friendly ‘green’ micro-enterprises across four sectors: agriculture, tourism, creative industries and conservation / climate change adaptation. • Empowering youth led-micro-enterprises with informal status to grow and thrive in a competitive marketplace. |
|--|--|

Table 23: Donor programs relevant to TVET in Samoa

Solomon Islands

Key facts

Population: 712,071 (2020)

Population under 30: 66% (2020)

Major sectors of the economy (contribution to GDP): agriculture (17.3%), wholesale and retail trade (14.6%), manufacturing (10.3%), forestry and logging (9.8%) (2017 provisional)

GDP per capita (current USD): USD 2,128 (2019) (lower-middle income)

GDP growth: 1.24% (2019), -2.07% (2020, estimate), 3.77% (2021, estimate)

Labour force participation rate: 83.8% (Total), 85.5% (Male), 82% (Female) (2020, estimate)

Unemployment: 0.5% (Total), 0.5% (Male), 0.6% (Female) (2020, estimate)

Youth unemployment: 1% (Total), 0.8% (Male), 1.2% (Female) (2020, estimate)

Share of youth not in education, employment or training: 1.5% (Total), 0.7% (Male), 2.4% (Female) (2020, estimate)

Major employment sectors: Agriculture, forestry and fishing (37%), Other services (21%), Wholesale and retail trade (11.5%), Manufacturing (6.2%) (2020, estimate)

Poverty rate (national poverty line): 12.7% (2013)

COVID-19: No confirmed cases of COVID-19. COVID-19 economic stimulus package of SBD 319 million (AUD 53 million), to be financed by both government and donors provides social assistance to vulnerable households and firms, as well as supporting economic recovery.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Solomon Islands National Statistics Office 2020.

Key issues for TVET in the Solomon Islands

Literacy and numeracy: Solomon Islands' results in the Pacific Islands Literacy and Numeracy Assessment (PILNA) indicate that literacy and numeracy among students in Grades 4 and 6 are improving (MEHRD 2019a). However, higher level literacy and numeracy – and other skills and knowledge that students need for further study and the workplace – are not necessarily being developed through secondary schooling, particularly given low enrolment rates for junior secondary school (69%) and senior secondary school (33%) and high dropout rates from Year 9 onwards (MEHRD 2019b; APTC 2018b).

Quality of training: Rural Training Centres are often not well resourced. This has implications for the quality of training facilities and access to training equipment and resources. There is currently no requirement that TVET trainers have a training qualification or industry experience (APTC 2018b). The establishment of the Solomon Islands Tertiary Education and Skills Authority (SITESA) in 2019 is an important step in improving standards and quality and work is already underway to develop the Solomon Islands Qualifications Framework, Solomon Islands Quality Standards Framework and other policies.

Links with industry: Limited links between TVET providers and industry mean that courses are not well aligned with areas of demand in the labour market such as hospitality and tourism, trades for the manufacturing, construction and utilities sectors, and business, administration and management (APTC 2020c). Industry stakeholders have also identified a need to reform and revitalise the apprenticeship system to improve standards and quality and better respond to the changing needs of the private sector (APTC 2018b; APTC 2019g).

Soft skills: Recent analysis for APTC's Pacific Labour Market Analysis in Solomon Islands found that employers across all sectors identified a need for 'work ready skills', including time management, pro-activeness, organisation awareness, customer service, reliability, work ethic, literacy and numeracy (APTC 2020c).

Gender and social inclusion: Women make up only around one third of students in Rural Training Centres (MEHRD 2019b). There is very limited participation of persons with disabilities in TVET and training facilities and resources are not accessible (APTC 2018b).

Government agencies responsible for TVET

Ministry of Education and Human Resource Development

<http://www.mehrd.gov.sb>

Solomon Islands Tertiary Education and Skills Authority

- Responsible for all aspects of educational policy and planning.
- National TVET regulator established by the SITESA Act of 2017 in 2019 as an independent organisation.
- Responsible for managing policy direction, strategic planning, funding, labour market analysis and scholarship programs in the tertiary sector planning.
- Currently developing the Solomon Islands Qualification Framework (SIQF) and Solomon Islands Quality Standards Framework
- Has signed an MoU with Fiji Higher Education Commission (FHEC). FHEC will provide support and advice in developing provider

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| | regulatory systems and assist in accreditation of qualifications until SITESA is fully operational. |
| Ministry of Commerce, Industry, Labour and Immigration | <ul style="list-style-type: none"> • Has signed an MoU with the South Pacific Commission's EQAP. EQAP will provide advisory support, training and mentoring for SITESA staff. • Employment Services Unit (under the Labour Division) provides job placement services and labour market analysis • National Trade Testing and Certification Services (also under the Labour Unit) provides trade training, testing and certification, and apprenticeship schemes • Business and Cooperatives Development Division provides business and entrepreneurship training through private providers |
| Ministry of Women, Youth, Children and Family Affairs | <ul style="list-style-type: none"> • Youth Development Division is responsible for developing youth policies and strategies and coordinating, monitoring and evaluating their implementation, and administering government funding support for youth. |
| Ministry of National Planning and Development Coordination | <ul style="list-style-type: none"> • Responsible for national development planning and budgeting and coordination of international donor assistance. • Social Development and Governance Sector Division supports other ministries to develop, implement and monitor development programs, including programs for national human resource development. |

Key policies relevant to TVET

The **National Development Strategy 2016-2035** (Ministry of Development Planning and Aid Coordination 2016), developed by the Ministry of National Planning and Development Cooperation, outlines a 20-year plan for social and economic development in the Solomon Islands. It is aligned with the Sustainable Development Goals. One of the strategy's five main objectives is ensuring that Solomon Islanders have access to quality health and education.

The National Development Strategy incorporates the goals and strategies outlined in the **Education Strategic Framework 2016 – 2030** (MEHRD 2016a) and **National Education Action Plan 2016-2020** (MEHRD 2016b).⁶⁸ The overarching goal of the Education Strategic Framework is to provide universal access to quality secondary education for all children by 2030 and improve access to technical and vocational education and training and higher education. Two of its key objectives are:

- ensuring that secondary education delivers both work-related skills and transferable skills so that more youth have relevant skills for employment; and
- consolidating a comprehensive and integrated system of tertiary education and TVET which provides quality education and relevant skills for employment.

The National Education Action Plan translates the Education Strategic Framework into objectives and targets. Key objectives relevant to TVET for the period 2016-2020 include:

- Development and testing of new approaches to provide equitable access to quality TVET. This includes targeted measures for women and young people and persons with disabilities as well as more equitable access to scholarships and stronger alignment of scholarships with labour market priorities;

⁶⁸ A new Education Bill has been drafted but its passage in parliament has been delayed (MEHRD 2020).

- Substantial improvement in the quality, relevance and market-orientation of TVET programs, including through better use of labour market data and improving the quality of Rural Training Centres; and
- Establishment of the Solomon Islands Tertiary Education and Skills Authority (SITESA) to oversee the delivery of quality and relevant technical and university education in partnership with industry. This includes development and implementation of a National Qualifications Framework.

The National Education Action Plan has been revised and is expected to be released in 2021.

The Solomon Islands **National Youth Policy 2017-2030** (MWYCFA 2017) includes a focus on education and economic empowerment. To equip youth to engage effectively in the labour market, the policy proposes the introduction of basic livelihood skills from senior primary school, inclusion of entrepreneurial education from junior secondary school, expansion of the TVET sector, development of formal internship and apprenticeship programs, and implementation of regular labour market forecast and workforce skills surveys. It also proposes the development of a National Youth Employment and Entrepreneurship Strategy and program of activities to support youth who are not in education to access employment and livelihoods.⁶⁹ The National Youth Policy also recommends the development and implementation of a Youth-to-Youth Strategy for the wellbeing of youth with disabilities and other marginalised youths that addresses the various socio-cultural and economic development and health challenges they face.

The Solomon Islands **National Gender Equality and Women's Development Policy 2016 – 2020** (MWYCFA 2016) identifies education and labour force participation as among the key issues for women. It outlines strategies designed to provide women and girls, including persons with disabilities, with equal opportunities to excel in the education system and ensure gender sensitive teaching and learning curriculum. It also identifies actions to improve women's economic empowerment, including through support for financial inclusion, and enterprise development and business training.⁷⁰

Solomon Islands' first **National Policy on Disability 2005-2010** aimed to remove social barriers and develop a system for the full participation of persons with disabilities. Following the lapse of this policy, a **National Disability Inclusive Development Policy 2013-2018** was formulated but was not endorsed by the Cabinet (PEER 2020b). Within the government, primary responsibility for disability lies with the Ministry of Health and Medical Services, which takes a medical approach to disabilities. Solomon Islands has also developed a **National Inclusive Education Policy 2016–2020** (Carrington et al. 2017).

Government funding of TVET

In Solomon Islands, government funding of education as a proportion of the budget is among the highest in the world, at around 33% of the budget (Strawson and Ari 2018; MEHRD 2019b). Most of this is recurrent expenditure, which includes ongoing costs such as salaries and operational costs, with a much smaller amount for projects, which comes from the development budget. Development partner funding for the education sector is an important supplement to the Solomon Islands Government development budget and helps fund priorities identified in national development plans. Australia and New Zealand provide the bulk of funds, together accounting for

⁶⁹ This will be linked to the Ministry of Commerce, Industry, Labour and Immigration's Small to Medium Enterprises Policy and Strategy 2016-2020.

⁷⁰ These are detailed in a separate National Strategy for the Economic Empowerment of Women and Girls (MWYCFA 2013).

around 80% of development partner funding for the sector. Development partner funding across the budget has become increasingly important in the context of the economic downturn triggered by COVID-19 (Boe 2020).

According to Ministry of Education documents, government funding for TVET (excluding salaries) is around 1% of the total budget (MEHRD 2020; MEHRD 2018). In 2019, this amounted to SBD 11.7 million (AUD 2 million). When salaries are included, this increases to SBD 22,119,425 (AUD 3.9 million) or around 2.5% of the budget. Funding for TVET includes an operating grant – amounting to SBD 3.86 million (AUD 677,500) in 2019 – for Rural Training Centres and small operating grants for church education authorities which support the administration of church-run schools and training centres. The government also provides funding for staffing and operations of SITESA, amounting to SBD 454 million (AUD 79.6 million) in 2019.

Funding for tertiary education (excluding salaries) was around 59% of the education budget in 2019 or SBD 437 million (AUD 77 million). The bulk of these funds are provided to Solomon Islands National University (SINU) and include an operating grant, staff salaries and funds for infrastructure development. In 2020, SINU was allocated SBD 22 million (AUD 3.9 million) for recurrent expenditure and SBD 20 million (AUD 3.3 million) for development (MEHRD 2020; Public Accounts Committee 2019). Given that SINU also provides technical and vocational courses, government expenditure on TVET is likely to be higher than 1%.

Government funding for tertiary education also includes scholarships. Although the number of scholarships has declined from over 2000 in 2017 to 968 in 2020, it is still a major expense, budgeted at SBD 419 million (AUD 73 million) in 2019.⁷¹ Around SBD 5 million (AUD 875,000) of this is for ‘MP Scholarship Awards’, which are awarded at the discretion of Members of Parliament to students within their constituencies. This has caused concern, with students complaining that scholarships are not allocated according to educational performance (Ride 2018, Public Accounts Committee 2019).

With responsibility for management of scholarships shifting to the National Scholarships Division within SITESA, reforms to government scholarships are being introduced. This includes the introduction in 2020 of Vocational Scholarships (Skills Development) in priority areas⁷², as well as plans to increase the proportion of scholarships provided for in-country qualifications, and to improve gender equity in scholarship allocation (MEHRD 2020; Public Accounts Committee 2019).

Private sector engagement in TVET

Solomon Islands Chamber of Commerce and Industry

The Solomon Islands Chamber of Commerce and Industry (SICCI) (<https://www.solomonchamber.com.sb/>) is the peak representative organisation for the private sector in Solomon Islands. SICCI currently has over 200 members as well as affiliations to other national private sector organisations.

SICCI has recently established a Young Entrepreneurs Council (<https://www.facebook.com/YECSolomonIslands/>) in collaboration with the Ministries of Women,

⁷¹ The impacts of travel disruptions and border closures have resulted in 1000 new and current scholarships valued at SBD 72.4 million (AUD 11.6 million) in 2021.

⁷² In 2020, 160 scholarships were awarded for Certificate III to IV courses in 10 priority areas at SINU and selected Rural Training Centres (Don Bosco Technical Institute, Asia Pacific Sustainable Development Rural Training Centre and Tabaka Rural Training Centre). In 2021, 123 new scholarships were awarded for Certificate II to IV courses in 5 priority areas at 7 national training providers.

Youth, Children and Family Affairs, Ministry of Culture and Tourism, Ministry of Agriculture and Livestock, Ministry of Commerce, Industry, Labour and Immigration. This national initiative aims to promote and support youth entrepreneurship through support for training, networking, and other programs and services.

Solomon Islands Women in Business Association (SIWIBA)

Solomon Islands Women in Business Association (<https://www.facebook.com/Solomon-Islands-Women-in-Business-Association-SIWIBA-420712241298821/>) aims to promote women's economic empowerment by supporting women in both the formal and informal sector to start and develop businesses. SIWIBA has over 185 active members in Honiara and approximately 700 affiliate members from women's business associations in three provincial locations. SIWIBA's Business Development Centre enables women to access training, learning materials and resources in areas such as floral display, literacy, sewing, leadership and good governance, starting your own business and cookery.

NGOs relevant to TVET

Solomon Islands Association of Vocational Rural Training Centres (SIAVRTC)

Solomon Islands Association of Vocational Rural Training Centres (SIAVRTC) is the umbrella body for Rural Training Centres and Community Learning Centres spread across the country. SIAVRTC was established in 1992 by the 5 main churches under the Solomon Islands Christian Association: the Catholic Church, the Anglican Church of Melanesia, the South Seas Evangelical Church, the Seventh Day Adventist Church, and the Uniting Church. The Association's aim is to improve the standard of vocational training in the Solomon Islands, and to seek development partners to help achieve this (Catherwood and Haggland 2019; Ministry of Women, Youth, Children and Family Affairs 2017).

Solomon Islands National Youth Congress (SINYC)

The Solomon Islands National Youth Congress represent the interests, views and aspirations of youth and supports implementation of government youth policy through a network of provincial youth councils, church youth offices and other youth organizations.

The National Youth Congress manages the Youth@Work program, which is funded by Solomon Islands Government through the Ministry of Women, Youth, Children and Family Affairs. This program provides training, internships and mentoring for unemployed youth in Honiara, Western Province, and Malaita Province, with a focus on early school leavers, young women, rural youth, youth with disabilities, and recently incarcerated youth. The program was previously implemented by the Pacific Community with support from Queens Young Leaders, Comic Relief, Plan International and the Australian government.

Organisations of Persons with Disabilities

People with Disabilities Solomon Islands (PWDSI) (<https://www.facebook.com/People-with-Disability-Solomon-Islands-630711223738555/>) is a founding member of the Pacific Disability Forum. It aims to promote and advocate for the rights of persons with disabilities. PWDSI's work includes raising awareness on the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). They have also conducted small business management training for youth with disabilities.

TVET providers

Government providers

Solomon Islands National University

Solomon Islands National University (SINU) is the largest provider of TVET in the country. It offers certificate, diploma and degree level programs through five faculties: Faculty of Business and Tourism Studies, Faculty of Science and Technology, Faculty of Nursing, Medicine and Health Sciences, Faculty of Agriculture, Fisheries and Forestry, and Faculty of Education and Humanities (see Table 24).

SINU has three campuses - at Kukum, Ranadi and Panatina in Honiara. It also has distance and flexible learning centres in four provinces and is actively seeking to expand its presence in rural and remote areas. These centres have been established through partnerships with provincial governments, church authorities, and the private sector.⁷³

Three programs are currently offered in distance and flexible learning mode: Certificate in Primary Teaching; Certificate in Tropical Agriculture; and Certificate in Business Entrepreneurship. The University plans to offer other certificate programs in distance mode in the future.

The University also offers programs for students who have not completed formal schooling. These 'second chance' programs provide a pathway to further education at SINU or other institutions and are offered in both face to face and distance mode.

Since 2013, students studying at SINU are eligible for full scholarships from the government.

| Faculty of Business and Tourism Studies | |
|--|--|
| School of Business & Management | |
| Certificate of Business Studies Certificate of Secretarial Studies Diploma of Business Studies | |
| School of Tourism and Hospitality Management | |
| Certificate in Hospitality Studies Certificate in Travel and Tourism | Diploma of Tourism Studies Diploma of Travel and Tourism Diploma of Hospitality Management |
| Faculty of Science and Technology | |
| School of Built Environment | |
| Certificate in Industrial Drafting Certificate IV in Electrical Technology Certificate IV Refrigeration and Air conditioning Certificate IV in Carpentry & Joinery Certificate IV in Construction Certificate IV in Plumbing and Water Services <u>Currently being developed:</u> Certificate III in Mechanical Engineering | Diploma of Surveying Diploma of Photovoltaic Energy System Diploma in Construction Management <u>Currently being developed:</u> Diploma of Civil Engineering Diploma of Mechanical Engineering Diploma in Architecture |
| School of Transportation | |
| Maritime Academy | |

⁷³ <http://www.sinu.edu.sb/dfl/>

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| Maritime Studies Programs Basic safety Advanced Safety Basic Maritime Studies Class 6 master/Engineers Class 5 master Class 4 master | Marine Engineering Programs Advanced Certificate in Technology – Marine Engineering Class 5 Marine Engineering Class 4 Marine Engineering |
| Department of Automotive Engineering. | |
| Certificate IV in Automotive Engineering (Light Vehicle) Certificate IV in Automotive Engineering (Heavy Vehicle) | |
| Faculty of Nursing, Medicine & Health Sciences | |
| School of Nursing | |
| Pre-diploma Bridging | Diploma of Nursing (Pre-Service) |
| School of Public Health | |
| | Diploma of Health Promotions Diploma of Nutrition and Dietetics Diploma of Community Based Rehabilitation |
| Faculty of Agriculture, Fisheries & Forestry | |
| Certificate of Environmental Studies Certificate of Plantation Forestry Certificate of Tropical Agriculture Certificate of Fisheries Studies | Diploma of Environmental Studies Diploma of Tropical Forestry Diploma of Tropical Agriculture Diploma of Fisheries Studies |
| Faculty of Education & Humanities | |
| Certificate in Education (Adult Learners Training Program) Certificate in Teaching (Primary) Certificate in Journalism and Media Certificate in Library and Information Systems | Diploma of Youth and Development Work Diploma of Teaching Primary (Pre-service) Diploma of Teaching Primary (In-Service) Diploma of Teaching (ECE) Pre-Service Diploma of Teaching (ECE) In-Service Diploma of Teaching Secondary Diploma in Library and Information Systems |

Table 24: Certificate and Diploma courses offered at Solomon Islands National University

Source: SINU website (<http://www.sinu.edu.sb>)

Faith-based providers

Rural Training Centres

There are 63 Rural Training Centres (RTCs) registered with the SIAVRTC. These are all owned and run by five churches: Catholic Church, Anglican Church of Melanesia, South Seas Evangelical Church, Seventh Day Adventist Church, and Uniting Church, with the exception of one Provincial Government owned RTC, the Asia Pacific Sustainable Development RTC.

The RTCs currently cater to around 4000 students per year, around three quarters of whom are male. Many RTCs are located in rural and remote areas and are therefore able to reach young people who would otherwise not be able to participate in further education. The churches under SIAVRTC also operate 85 Community Learning Centres which offer short-term non-formal training (usually one or two weeks) to around 13,000 people annually (MEHRD 2018; Catherwood and Haggland 2019; Ministry of Women, Youth, Children and Family Affairs 2017).

The courses offered by RTCs target young people who may not have completed secondary school education and aim to provide them with practical and/or entrepreneurial skills. Programs run for two years and are offered in areas such as carpentry, plumbing, electrical, mechanics, agriculture, agro-forestry, business, and English. Some of the programs also incorporate basic literacy and numeracy skills, and life skills such as budgeting and financial management (Catherwood and Haggland 2019; Ministry of Women, Youth, Children and Family Affairs 2017).

The government provides funding for the salaries of tutors at registered RTCs as well as a small annual grant based on the number of students enrolled. From 2019, 200 government scholarships are being offered for students at RTCs. Despite this, most RTCs are poorly resourced and equipped. Many engage in some kind of small business (e.g. pig farming, poultry farming, furniture-making, etc) to supplement their revenue (Catherwood and Haggland 2019).

A recent review found that there is a need for good quality training for teachers to raise the standard of teaching in RTCs. Most tutors/teachers in RTCs are trained at the Catholic-run Vanga Teachers' College in Western Province which is not supported by the government and not well resourced (Catherwood and Haggland 2019).

Churches under the Solomon Islands Full Gospel Association also run non-formal training programs for youth, although these are not well-documented (Ministry of Women, Youth, Children and Family Affairs 2017).

Two Rural Training Centres cater specifically to persons with disabilities. San Isidro Care Centre outside Honiara, which is run by the Catholic Church, provides education for Deaf and hearing-impaired children and young adults, including vocational training and skills development in areas such as woodwork, agriculture, poultry-raising and lifeskills. Bethesda Disability Training and Support Centre was established in 2010 as a residential Rural Training Centre catering specifically for adults with disabilities. It provides vocational skills in areas such as organic gardening, poultry, carpentry, sewing, arts, nutrition, health education, and business studies

Private providers

Solomon Islands has a small number of private TVET providers. Business Proficiency Training Centre offers a one-year Certificate in Secretarial Studies as well as short courses in Microsoft software. E.N. Technologies also conducts short courses in Microsoft software. Solomon Islands Small Business Enterprise Centre (SISBEC) provides training in basic business operation, including training for small businesses on behalf of the Solomon Islands government.

Breadfruit Consulting provides training, coaching and mentoring, for the public sector, businesses, and development organisations. In Solomon Islands, Breadfruit Consulting has worked with the Caritas START program (see Table 25 below), to deliver leadership, management and business skills for RTCs. It has also worked with the Australian Aid funded Strongim Bisnis program to provide training for accommodation, transport and tour operators in collaboration with Western Province Tourism Association and with SICCI to provide training for micro, small and medium sized businesses in provincial centres.

Non-formal providers

Kastom Garden Association provides training in small scale food production combining elements of customary (traditional) food production with modern approaches to create an environmentally sustainable approach.

Honiara City Council's Youth Division provides a number of programs and activities for youth, including workshops and training in areas such as work ethics, letter writing, basic computer skills, leadership skills, team building, negotiation and interpersonal skills. Youth volunteer attachments provide work experience for recent high school graduates or youth with tertiary qualifications (certificate, diploma and degree). In 2020 Honiara City Council partnered with Child Fund New Zealand, APTC and Honiara Youth Council to deliver the Certificate IV in Youth (Honiara City Council n.d.).

Regional providers

University of the South Pacific

The University of the South Pacific (USP) has a regional campus in Honiara and Centres in Lata and Gizo with a combined enrolment of around 4000 students.

Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) provides bursaries for Solomon Islanders to undertake study at campuses throughout the Pacific. APTC also delivers qualifications in-country. In 2020, this included the Certificate III in Carpentry and Certificate II in Hospitality (in collaboration with Don Bosco Technical Institute). APTC also partners with other organisations to deliver training, including the Certificate IV in Youth (funded by ChildFund New Zealand), and Certificate in Leadership and Management (funded by Royal Solomon Islands Police Force).

To support strengthening of the TVET sector, APTC works with the Solomon Islands Tertiary Education and Skills Authority (SITESA) and other relevant government agencies), other TVET providers and the private sector.

From 2020, APTC has implemented the Australian government-funded Solomon Islands Skills Strengthening Program.

International donor support for TVET

Note: Regional programs which include Solomon Islands are detailed in Part I.

| Australia | |
|----------------------------------|--|
| Education Sector Support Program | The Solomon Islands Education Sector Support Program (AUD 64.32 million, 2020-2023) supports the Solomon Islands government's priorities for the education sector, with a focus on basic education (Years 1-9). The program aims to increase rates of participation (including correct age-for-grade participation) and completion; improve learning outcomes, particularly in literacy and numeracy, and for disadvantaged children (including the very poor, those in remote areas and persons with disabilities), and improve management of the education sector. The program includes a focus on vocational education in secondary schools. It is jointly funded by Australia and New Zealand. |

| | |
|---|--|
| Solomon Islands Skills Strengthening Program. | The Solomon Islands Skills Strengthening Program builds on the Skills for Economic Growth Program (2015-2019). It commenced in 2020. |
| Australia Solomon Islands Technology for Development Challenge | <p>The Australia Solomon Islands Technology for Development Challenge (up to AUD 1 million, 2019-2020) aims to use technology to connect and support young people to maximise their skills and education to access jobs across the country and internationally. Four projects were selected through a competitive selection process. These are:</p> <ul style="list-style-type: none"> • 'Youth Career Guide' by Pasifiki HR, a web platform with a career guide and job message board service. • 'Olgeta' by Catalpa International, a micro-learning platform which helps students develop future-ready skills. • 'An on-ramp to the new digital economy in the Solomon Islands' by HitNet, an outdoor digital hub to facilitate access to education and job-related information for young people. • 'Every building is a Classroom' by Common Code, a web-based platform that maps underutilised facilities suitable for use as classrooms. |
| New Zealand | |
| Education Sector Support Program | Jointly funded with Australia. |
| Strengthening Technical and Agricultural Rural Training (START) | <p>The START program (approx. NZD 3 million, 2014-2020) aims to strengthen Rural Training Centres (RTCs) in Solomon Islands through:</p> <ul style="list-style-type: none"> • Upskilling instructors in the fields of agriculture, mechanics and carpentry; • Delivering management and administration training courses for RTC administrators; • Improving RTC workshops and purchasing equipment; • Running adult numeracy and budgeting training courses for RTC staff and local community members; and • Conducting research on the linkages between RTCs, the community and the local economy. <p>The implementing partner - Caritas New Zealand – works with 14 RTCs as well as with NZ-based organisations Wintec (Waikato Institute of Technology), Taratahi Agricultural Training Centre, Learn.fast Pacific and the Salvation Army New Zealand. The program is jointly funded by Caritas New Zealand and the New Zealand government. A new program is currently being designed and is expected to launch in 2021.</p> |
| China | |
| Various | Following the Solomon Islands' decision to switch diplomatic ties to China in late 2019, the government signed five new Memoranda of Understanding (MoU) with China. These include an MoU between the ministries of education of the two countries on scholarships, including to support students studying at the Solomon Islands National University. Other MoUs cover economic and technical cooperation, the Belt and Road Initiative, and cooperation with Guangdong Province across a range of sectors. |

Table 25: Donor programs relevant to TVET in Solomon Islands

Tonga

Key facts

Population: 99,780 (2020)

Population under 30: 61% (2020)

Major sectors of the economy (contribution to GDP): agriculture and forestry (17.7%), wholesale and retail trade (10%), construction (7%), public administration and defence (7%) (2018-19 provisional)

GDP per capita (current USD): USD 4,364 (2019) (upper-middle income)

GDP growth: -0.14% (2019, estimate), -1.25% (2020, estimate), 1.2% (2021, estimate)

Labour force participation rate: 59.8% (Total), 74.3% (Male), 45.8% (Female) (2020, estimate)

Unemployment: 1.2% (Total), 0.6% (Male) 2.1% (Female) (2020, estimate)

Youth unemployment: 3.7% (Total), 2% (Male) 7% (Female) (2020, estimate)

Share of youth not in education, employment or training: 20.2% (Total) 11.1% (Male), 30% (Female) (2020, estimate)

Major employment sectors: Agriculture, forestry and fishing (23.7%), Manufacturing (23.1%), Public administration and defence (11.2%), Wholesale and retail trade (10.2%), Other services (7.2%), Education (5.7%), Transport, storage and communication (5.4%), Construction (4.7%) (2020, estimate)

Poverty rate (National Basic Needs Poverty Line): 22.5% (2009)

COVID-19: No confirmed cases of COVID-19. TOP 60 million (AUD 36.2 million) Economic and Social Stimulus Package providing short-term assistance to the health sector (over one third of the funds), tourism, transport, agriculture, education and security.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Tonga Statistics Department 2020.

Key issues for TVET in Tonga

Literacy and numeracy: In recent consultations, TVET stakeholders drew attention to the need for improved literacy and numeracy among secondary school graduates (APTC 2020d). Gaps in these areas are in part a function of declining enrolment and completion rates for secondary school, with recent the 2016 census suggesting that around 20% of 13-18 year olds were not attending secondary school. Among the lowest socio-economic groups, around 43% were not attending school (World Bank 2018). This has implications for access to TVET and ability to cope with the demands of further study or the workplace.

Technical and soft skills: There are widespread reported shortages of skilled tradespeople. This has resulted in the need to use foreign workers on large-scale construction projects. Employers and other stakeholders also note that workers often lack soft or behavioural skills such as communications, empathy, time management, and motivation (World Bank 2018).

Attitudes towards TVET: There is a view, held strongly by parents and communities, that TVET is a poor alternative to academic education. This has been reinforced by the approach within the education system, which sees the provision of vocational skills as training for those who have 'dropped out' of the mainstream curriculum (APTC 2020d).

Links between training provision and labour market demand: Anecdotal evidence suggests that there is a mismatch between the training that is provided and the skills required by employers, both domestically and overseas. This is linked to the fact that there is limited industry engagement in the TVET sector and limited cooperation and collaboration between training providers. There is also a need to ensure that training – and the TVET system more broadly - is responsive to the changing needs of the domestic and international labour markets (APTC 2020d).

Resourcing of TVET: A significant barrier to development of the TVET sector identified by stakeholders is the low priority given to technical and vocational skills training in the national budget (see below). This impacts on the ability of training providers to offer new qualifications, hire additional staff, or purchase new training materials and equipment, with government funding only able to cover existing personnel costs (World Bank 2018; Morris et al 2016).

Gender and social inclusion: Recent census figures show that Tongan girls and boys are enrolling in primary and secondary schools in roughly equal numbers, and there is little difference between men and women in educational attainment (Tonga Statistics Department 2019). However, this does not translate into equal employment outcomes for women, with women having lower labour force participation rates, and higher unemployment, particularly young women. Labour mobility opportunities have also largely benefited men, with women representing only 14% of participants in Australia's Seasonal Worker Program and Pacific Labour Scheme (World Bank 2018; Pacific Labour Facility 2020).

Data and evidence to inform decision-making: While efforts have been made to develop an Education Management Information System, to date it covers only certain grade levels at the secondary level. Accurate and timely statistics on student enrolment, attendance, and completion would help support educational reform efforts, program implementation, as well as serving as a guide to decision making (World Bank 2018).

Government agencies responsible for TVET

Ministry of Education and Training

<http://www.edu.gov.to/>

Tonga National Qualifications and Accreditation Board

<http://www.tnqab.com/>

Ministry of Internal Affairs

<https://mia.gov.to/>

Public Service Commission

<https://www.facebook.com/pstonga/>

Ministry of Trade and Economic Development

<https://www.facebook.com/MTEDTonga/>

Ministry of Finance

<https://www.facebook.com/mofnptonga/>

- Responsible for administration of Tonga's education system, including TVET in secondary schools and post-secondary vocational training.
- In 2019, developed a revised Technical and Vocational Education Training Policy Framework (ratified in 2020) and established a TVET Working Group.
- Established in 2004.
- Reports to the Minister of Education and Training.
- Board is made up of representatives of government ministries, non-government providers and industry.
- Main responsibilities are to provide quality assurance of post-compulsory education and training, including registration of providers, accreditation of courses, and reviewing of courses every two years (Kingdom of Tonga 2016).
- Overseas Employment Division supports Tonga's participation in Australian and New Zealand labour mobility schemes including preparation of workers.
- Youth Division supports participation of Tongan youth in economic, social and political life, including policies and programs to support employment and income generation and educational and vocational training opportunities.
- Women's Affairs and Human Rights Division includes a focus on empowerment of women and increasing opportunities for women's income generation.
- Social Protection and Disabilities Division is responsible for policies and programs to support vulnerable groups in Tonga, including persons with disabilities.
- Responsible for co-ordinating training, education and development programs for public service employees.
- Responsible for business registration, business support, labour issues, consumer protection and fair trade, and trade and investment.
- In 2018, conducted a Labour Force Survey in collaboration with the Tonga Statistics Department.
- Project Aid and Management Division manages donor development funding, including donor coordination and alignment with government systems and processes. Relevant sectoral ministries are responsible for developing and managing individual aid activities or sectoral programs.

Tonga Qualifications Framework

The Tonga Qualifications Framework (TQF), released in 2018, is a ten-level framework which outlines expected learning outcomes (knowledge, skills and their application) for each level. It is based on the New Zealand Qualifications Framework and aligned with the Pacific Qualifications Framework.

| Level | Qualification Title | | |
|-------------|--------------------------|----------------------|------------------------------|
| 10 | | | Doctoral Degree |
| 9 | | | Masters Degree |
| 8 | Postgraduate Certificate | Postgraduate Diploma | Bachelor Degree with Honours |
| 7 | Graduate Certificate | Graduate Diploma | Bachelor Degree |
| 6 | | Advanced Diploma | |
| 5 | | Diploma | |
| 4 | Certificate Level 4 | | |
| 3 | Certificate Level 3 | | |
| 2 | Certificate Level 2 | | |
| 1 | Certificate Level 2 | | |
| Certificate | | Diploma | Degree |

Source: TNQAB 2018

TVET and higher education providers are expected to register the qualifications they offer with the Tonga National Qualifications and Accreditation Board (TNQAB). To date, 50 qualifications from 17 providers have been registered, with a number in the process of being accredited (see below).

TQANB also registers national qualifications. These are designed to meet a priority national need and are developed in collaboration with industry or sector representatives through the relevant Industry Training Advisory Council or Sector Working Group. There are currently 5 national qualifications registered with TNQAB. These have been developed by the Tourism Industry Training Advisory Council. They are:

- National Certificate in Customer Service (TQF Level 3)
- National Certificate in Tour Guiding (TQF Level 3)
- National Certificate in Food and Beverage Service (TQF Level 3)
- National Certificate in Front Office Management (TQF Level 4)
- National Certificate in Whale Guiding (TQF Level 4)

Two additional national qualifications were expected to be finalised in early 2020: National Certificate in Commercial Cookery (TQF Level 3) and National Certificate in Commercial Cookery (TQF Level 4).

Box 15: Tonga Qualifications Framework

Key policies relevant to TVET

The Government of Tonga recognises the importance of TVET to the country's future development. This is reflected in relevant policy and strategy documents. The **Tonga Strategic Development Framework 2015-2025** (Ministry of Finance and National Planning 2015) recognises the need for improved TVET to meet the need for appropriately skilled workers in Tonga and overseas. The **Tonga National Infrastructure Investment Plan 2013-2025** (D'Este et al 2013) notes a critical role for training and capacity development to support the infrastructure ambitions and priorities of the country. The **Tonga Education Policy Framework 2004 -2019** proposes that the appropriate delivery of vocational and technical education training is a high priority for the country, while the recently completed **Tonga Technical and Vocational Education Training Policy Framework 2019** (currently in draft form only) demonstrates the Government's commitment to further development in this sector (APTC 2020d).

The **Tonga National Youth Strategy 2014–2019** aims to improve the quality of life of young people by fostering an empowering environment that promotes employment creation, skills development, healthy living, community service and mainstreaming youth participation in development (Youthpolicy.org 2014b).

In 2019, Tonga launched a **National Women's Empowerment and Gender Equality Tonga Policy and Strategic Plan of Action 2019-2025** (Ministry of Internal Affairs 2019). One of the main priority outcomes is 'Equitable access to economic assets and employment'. This includes training of women in vocational skills in the areas of tourism, agriculture, fisheries, construction and handicrafts, government grants for women's groups, as well as micro-loans for women to establish businesses. Support for skills development among young women is also a priority. The policy recognises the additional vulnerability experienced by female-headed households, women with disabilities and women in rural areas especially in the outer islands.

Tonga signed the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007 and aims to ratify it in the future. A **National Policy on Disability Inclusive Development** was approved in June 2014. This policy is aligned with the UNCRPD and includes the right of persons with disabilities to quality education (Tonga Statistics Department et al 2018).

Government funding of TVET

Funding for the education sector is a combination of government funding and international donor funding: in 2019-20, just under 20% of the Ministry's total budget was expected to come from donor funding. This includes both budget support (cash) and program funding (in-kind) (Ministry of Finance Tonga 2019).

The Ministry of Education's budget for post-secondary education includes funding for the Tonga Institute of Higher Education, Tonga Institute of Education, Tonga Institute of Science and Technology, and Tonga Maritime Polytechnic Institute. Funding for these institutions is around 9% of the Ministry's budget in 2019-20 (Ministry of Finance Tonga 2019).

| Item | 2017/18 provisional | 2018/19 estimate | 2019/20 estimate |
|---|------------------------|---------------------|---------------------|
| Ministry of Education | | | |
| Tonga Institute of Higher Education | 953,522 | 1,081,200 | 1,258,700 |
| Tonga Institute of Education | 992,044 | 1,454,491 | 1,926,800 |
| Tonga Institute of Science and Technology | 1,304,348 | 1,340,900 | 2,179,900 |
| Tonga Maritime Polytechnic | 574,695 | 423,900 | 798,600 |
| TOTAL | 3,824,609 | 4,300,491 | 6,164,000 |

Table 26: Funding for government TVET institutions in Tonga (in TOP)

Source: Ministry of Finance Tonga 2019

For non-government TVET providers, the government provides grants which cover salaries of teaching staff and teaching resources.⁷⁴ Tuition fees and direct assistance from donors, Parents and Teachers Associations, and Alumni Associations also help fund these institutions (TUFU Policy and Strategic Management Consulting Services 2017; World Bank 2018).

Government scholarships for post-secondary education are administered through the Ministry of Education. Approximately 60 scholarships are available for study in the region or New Zealand. However, these only cover degree-level programs (MOET Tonga 2019).

Scholarships offered by the Tonga Development Bank (a state-owned enterprise) (www.tdb.to) can be used for courses at public or private TVET institutions or universities (TUFU Policy and Strategic Management Consulting Services 2017). The number of scholarships varies between 40 and 50. The Tonga Development Bank also provides loans for students to undertake higher education overseas. These are available for diploma level courses and above up to a maximum of TOP 50,000 (AUD 32,000).

Other funding relevant to the TVET sector is provided through the Ministry of Internal Affairs. This includes funding for:

- youth development - TOP 412,000 (AUD 250,000), almost 60% of which is for grants and transfers to youth organisations;
- overseas employment - TOP 4.7 million (AUD 2.8 million), three quarters of which was for grants and transfers, including grants to training organisations to provide pre-departure training;
- women's affairs and human rights - TOP 1,112,200 (AUD 673,000); and
- social protection and vulnerable groups - TOP 4 million (AUD 2.5 million) (Ministry of Finance Tonga 2019).

Private sector engagement in TVET

Tonga Chamber of Commerce and Industry

The Tonga Chamber of Commerce and Industry (<http://tongachamber.org/>) runs a range of courses for the private sector through the Tonga Business Enterprise Centre (see below).

NGOs relevant to TVET

Tonga Association of Technical and Vocational Education and Training (TATVET)

The Tonga Association of Technical and Vocational Education and Training was established in 2007 and includes representatives of TVET providers. It meets quarterly to discuss issues related to quality TVET training.

Tonga National Youth Congress

Tonga National Youth Congress (<http://www.tonganationalyouth.org/>) is the umbrella organization for youth in Tonga, with offices on Tonga's six main islands. It aims to improve the welfare of youth

⁷⁴ Budget documents do not identify this amount explicitly.

through programs that foster responsibility, citizenship, community service and leadership. Activities and programs include sports, environmental sustainability, education, health and mental well-being, entrepreneurship and livelihoods.

Tonga Youth Employment and Entrepreneurship

Tonga Youth Employment and Entrepreneurship (TYEE) (<https://www.tyeeetonga.org/>) is a registered not-for-profit youth employment and entrepreneurship support service. First established in 2014, TYEE aims to address youth unemployment through support for school leavers aged 18 to 35. This includes work readiness and life skills training, employment placement, business training, and mentoring.

To support youth entrepreneurship and business development, TYEE has established the Youth Tech Incubators Centre, an ICT lab with workspace for youth, young entrepreneurs and start-ups in Tonga, and runs the Tonga Youth Market Connect, which provides a venue for youth-run businesses through regular Saturday markets. More recently, TYEE has established the Tonga Youth Trade Hub to address rising youth unemployment resulting from COVID-19 and Tropical Cyclone Harold.

TYEE receives funding from the Tongan government through the Ministry of Internal Affairs' Youth Division as well as from a range of private sector companies, and the New Zealand and Australian governments.

Civil Society Forum of Tonga

The Civil Society Forum of Tonga was established in 2001 and aims to develop an effective civil society sector through open dialogue, equal participation, partnership, collective decision making and consensus building. It provides information, capacity building in areas such as data collection, research, and monitoring and evaluation, as well as advocacy for and on behalf of its members.

Mainstreaming of Rural Development Innovation (MORDI) Tonga

MORDI Tonga (<https://www.morditonga.to/>) is a community development organisation that supports sustainable development in rural and remote communities across Tonga. It works in the areas of poverty alleviation, food and water security, health and nutrition, and climate change and the environment. It also runs adult education classes, including in areas such as small engine maintenance and organic vegetable gardening. MORDI Tonga receives funding from the New Zealand government and International Fund for Agricultural Development.

Organisations of Persons with Disabilities

Tonga has a range of organisations of persons with disabilities which are active in promoting the rights of persons with disabilities. These include the Tonga National Disability Congress, Naunau 'o e 'Alamaite Tonga Association (NATA) and Tonga National Visual Impairments Association (TNVIA). NATA is involved in awareness raising and advocacy and plays a key role as an implementing agency of the Tonga National Policy on Disability and Inclusive Development. TNVIA supports independent living through training in areas such as computers, music, cooking, and Braille.

Several other organisations provide services for persons with disabilities in Tonga. Mango Tree Centre for People with Disabilities provides early intervention and rehabilitation, Braille instruction, computer training, and other special education services. The 'Ofa, Tui, 'Amanaki Centre provides

training and access to educational facilities for young children with disabilities. The Alonga Centre is a residential centre for adults and children with disabilities which also promotes sporting activities.

TVET providers

Secondary schools

Vocational education is integrated into the curriculum in the final year of schooling (Form 7) in both the public and private systems. The non-government schools offer the largest range of vocational subjects, and an increasing number are seeking TNQAB-accreditation for qualifications. These include Liahona High School TVET (operated by the Church of Jesus Christ of Latter-day Saints), which offers courses in carpentry, electrical, auto mechanics, welding, hospitality, fashion and design, architectural drafting and Information technology. The Level 2 and 3 Certificates in Culinary Arts and Level 2 and 3 Certificates in Fashion Design are accredited by TNQAB.

The girls only Queen Salote College, offers vocational education in catering and hospitality in addition to Tongan curriculum, while Hofangahau College offers vocational training in welding, electrical engineering, plumbing, and hospitality and catering. Both schools are operated by the Free Wesleyan Church of Tonga.

Government providers

Tonga Institute of Higher Education

TNQAB-accredited courses:

Certificate in Accounting Studies (TQF Level 4)
 Certificate in Agricultural Studies (TQF Level 4)
 Diploma in Accounting (TQF Level 5)
 Diploma in Agricultural Science (TQF Level 5)

Other courses offered (accreditation in progress or unconfirmed):

Certificate in Information Technology (Information Systems) (TQF Level 4)
 Certificate in Information Technology (CS) (TQF Level 4)
 Advanced Diploma in Information Technology (Information Systems) (TQF Level 6)
 Diploma in Information Technology
 Advanced Diploma in Information Technology (Information Systems) (TQF Level 6)
 Certificate in Media and Journalism
 Diploma in Media and Journalism
 Certificate in Tourism and Hospitality
 Diploma in Hospitality (Tour operation) (TQF Level 5)

Tonga Institute of Science and Technology

TNQAB-accredited courses:

Certificate in Technical and Vocational Skills (TQF Level 2)
 Certificate in Automotive (TQF Level 4)
 Certificate in Carpentry (TQF Level 4)
 Certificate in Fitting and Machining (TQF Level 4)
 Certificate in Engineering (TQF Level 4)

Other courses offered (accreditation in progress or unconfirmed):

Certificate in Welding (TQA Level 3)
 Certificate in Panel Beating and Spray Painting (TQF Level 4)
 Certificate in Plumbing (Trade) (TQA Level 4)

| |
|---|
| Building Construction Electrical Engineering |
| Tonga Institute of Education |
| <u>TNQAB-accredited courses:</u> Diploma in Education (Primary) (TQF Level 5) Diploma in Education (Secondary) (TQF Level 5) |
| <u>Other courses offered (accreditation in progress or unconfirmed):</u> Initial Certificate of Teaching (1 Year) Initial Graduate Certificate of Teaching (1 Year) Graduate Certificate in Education (TQF Level 7) Bachelor of Education (Tonga Early Childhood Teaching) (3 Years) |
| Tonga Maritime Polytechnic Institute |
| Approved provider of maritime technical and vocational education and training in Tonga. Closed in 2010 following an audit by the International Maritime Organisation. In January 2019, the Tongan parliament agreed to transfer ownership, operations and management to Friendly Island Shipping Agency (a state-owned enterprise). |
| Tonga Police College |
| <u>TNQAB-accredited courses:</u> Diploma in General Policing (TQF Level 5) |

Table 27: Government TVET providers in Tonga

Source: TNQAB website (<http://www.tnqab.com>)

Faith-based providers

| |
|---|
| 'Ahopaniolo Technical Institute (Catholic) |
| <u>TNQAB-accredited courses:</u> Certificate in Hospitality (Commercial Cookery and Catering) (TQF Level 2) Certificate in Tourism (Introduction to Hairdressing) (TQF Level 2) Certificate in Hospitality (Commercial Cookery and Catering) (TQF Level 4) Certificate in Hospitality (Accommodation Services) (TQF Level 4) Certificate in Tourism (Fashion & Design) (TQF Level 4) |
| <u>Other courses offered (accreditation in progress or unconfirmed):</u> Certificate in Tourism (Hairdressing) (TQF Level 4) |
| Also offers courses for the community in the evenings. |
| Church of Jesus Christ of Latter-day Saints' International Teacher Education Program |
| <u>TNQAB-accredited courses:</u> Advanced Diploma in Teaching (TQF Level 6) |
| Hango Agricultural College (Free Wesleyan Church) |
| <u>TNQAB-accredited courses:</u> Certificate in Agricultural and Livestock Studies (TQF Level 3) Certificate in Agricultural and Livestock Studies (TQF Level 4) Diploma in Agricultural and Livestock Studies (TQF Level 5) |
| Hala Ki Emeasi (Catholic) |
| <u>TNQAB-accredited courses:</u> Certificate in Counselling (TQF Level 4) |
| Lavengamalie Institute of Technology (Tokaikolo Church) |
| <u>TNQAB-accredited courses:</u> Certificate in Secretarial Studies (TQF Level 3) |

Montfort Technical Institute (Catholic)

TNQAB-accredited courses:

Certificate in Building and Carpentry (TQF Level 3)
Certificate in Electrical (TQF Level 3)
Certificate in Automotive Technology (TQF Level 3)
Certificate in Automotive Engineering (TQF Level 4)
Certificate in Electrical Engineering (TQF Level 4)
Certificate in Carpentry (TQF Level 4) (Provisional)

A new dormitory was built in 2018 with funding from Japan.

Matapa Training Centre

TNQAB-accredited courses:

Certificate in Building & Construction (TQF Level 3)
Certificate in Building Construction (TQF Level 4)
Diploma in Building & Construction (TQF Level 5)

Queen Salote Institute of Nursing and Allied Health (Free Wesleyan Church)

TNQAB-accredited courses:

Certificate in Dental Assistant (TQF Level 4)
Certificate in Environmental Health (TQF Level 4)
Diploma in Nursing (TQF Level 5)
Diploma in Pharmacy (TQF Level 5)
Advanced Diploma in Nursing (Prevention, Detection and Management of Non-Communicable Diseases) (TQF Level 6)

Other courses offered (accreditation in progress or unconfirmed):

Advanced Diploma in Midwifery (TQF Level 6)
Advanced Diploma of Nursing (TQF Level 6)
Diploma in Medical Laboratory Technology (TQF Level 5)
Advanced Diploma of Diagnostic Radiology (TQF Level 6)

Collaborates with the Sydney Nursing School and Auckland University of Technology.
Degree level courses scheduled to commence in 2023.

St Joseph's Business College (Catholic)

TNQAB-accredited courses:

Certificate in Secretarial Studies (TQF Level 3)

Tupou Tertiary Institute (Free Wesleyan Church)

TNQAB-accredited courses:

Certificate in Automotive Engineering (TQF Level 2)
Certificate in Hospitality (TQF Level 2)
Certificate in Carpentry (TQF Level 3)
Certificate in Business (TQF Level 4)
Certificate in Architecture (TQF Level 4)
Certificate in Applied Technology (Automotive) (TQF Level 4)
Certificate in Information Technology (TQF Level 5)
Certificate in Architecture (TQF Level 5)
Diploma in Teaching (TQF Level 5)
Diploma in Information Technology (TQF Level 5)
Diploma in Architecture (TQF Level 6)
Advanced Diploma in Teaching (TQF Level 6) (with Bethlehem Tertiary Institute, New Zealand)
Diploma in Information Technology (TQF Level 6)
NZ Diploma in Business (TQF Level 6) (accredited by New Zealand Qualifications Authority).

| |
|--|
| <p><u>Other courses offered (accreditation in progress or unconfirmed):</u></p> <p>Certificate in Marine Multi-Skill (TQF Level 2)</p> <p>Certificate in Electrical (TQF Level 3)</p> <p>Certificate in Information Technology (TQF Level 4)</p> <p>Certificate in Information Systems (TQF Level 4)</p> <p>Certificate in Information Systems (TQF Level 5)</p> <p>Diploma in Music (TQF Level 5)</p> <p>Diploma in Information Systems (TQF Level 5)</p> <p>Advanced Diploma in Information Technology (TQF Level 6)</p> <p>NZ National Diploma in Architectural Technology (with Wellington Institute of Technology, New Zealand, recognised by New Zealand Qualifications Authority)</p> <p>Also delivers a Certificate (Level 4) and Diploma (Level 6) in Pasifika Youth Development in collaboration with Ola Fou and hosts Cisco Certified Network Associates (CCNA) Certification courses.</p> |
|--|

Table 28: Faith-based TVET providers in Tonga

Source: TNQAB website (<http://www.tnqab.com>)

Private providers

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| Vou Fashion Style |
| <p>TNQAB-accredited courses:</p> <p>Certificate in Fashion and Design (TQF Level 3)</p> |
| Nishi Trading Training Centre |
| <p>Training centre operated by a Tongan family-owned company offering capacity building for farmers.</p> |
| Tonga Business Enterprise Centre |
| <p>Non-profit business development facility established by the Tonga Chamber of Commerce and Industry. Provides business advice, mentoring and training focused on the needs of private sector. Recent courses include customer service, basic business skills and marketing.</p> |

Table 29: Private TVET providers in Tonga

Source: TNQAB website (<http://www.tnqab.com>)

Non-formal providers

There are a range of organisations providing non-formal education. Some of these have been recognised by TNQAB as having met quality assurance criteria for community education and non-formal learning (<http://www.tnqab.com/community>). These include: ANZ Tonga (basic financial literacy), Matala Training and Learning Solution (pre-departure training for overseas workers), Akosita Hu'ahulu Ha'unga (traditional handicrafts), Sateki Tongi (wood carving), Tevita Pola'apau (textiles), Mafile'o Vakasiuola (sewing machine maintenance), Lavinia Egbert (sewing), and Holy Family Incorporated (counselling and sewing).

Regional providers

University of the South Pacific

The University of the South Pacific (<https://www.usp.ac.fj>) operates from three locations in Tonga. The main Tonga campus is located in 'Atele, the Vava'u Centre in Neiafu, and the Ha'apai Centre in Pangai. It has approximately 25 staff and an enrolment of around 1100 students per year.

Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au/>) provides bursaries for Tongans to undertake study at campuses throughout the Pacific. In 2019, 64 Tongan students graduated. APTC also delivers a small number of qualifications in-country.

To support strengthening of Tonga's TVET sector, APTC works with the Tonga Chamber of Commerce and Industry, TNQAB, Ministry of Education and Training, public and private training providers, donor programs and other stakeholders.

International donor support for TVET

Note: Regional programs which include Tonga are detailed in Part I.

| Australia | |
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| Tonga Skills for Inclusive Economic Growth Program | <p>Tonga Skills (2016-2021, AUD 7.5 million) supports skills sector reform with a focus on skills development linked directly to inclusive economic growth.</p> <p>The program aims to: support micro, small and medium enterprise development; address the barriers to participation in skills development for women and persons with disabilities; and strengthen local training supply, and delivery mechanisms.</p> <p>Tonga Skills works closely with the Ministry of Education and Training and Tonga National Qualifications and Accreditation Board to improve national policy and quality assurance systems and processes.</p> |
| Supporting Education Grants for Schools | <p>Funding under this investment supports the provision of education grants for schools in Tonga. The investment will support effective school-based financing and management to improve student learning outcomes. The objectives are: to support the Government of Tonga to sustainably absorb recurrent management and funding of its school/education grants program; to improve teaching and learning resources, through the provision of grants to (i) early childhood education centres; (ii) primary schools; and (iii) eligible non-government secondary schools. The total value of this investment is AUD 1.6 million over 3 years, starting 2016-17.</p> |
| New Zealand | |
| Support for Tonga Education | <p>This activity supports improved literacy and numeracy outcomes for Tongan young people through strengthening the capacity of schoolteachers and principals. Funding is for 4 years, 2018-2022 (NZD 1.6 million).</p> |
| World Bank | |
| Skills and Employment for Tongans | <p>The Skills and Employment for Tongans Project (2018-2023, USD 18.5 million) aims to improve opportunities for secondary school progression and</p> |

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| | <p>facilitate the transition to jobs in the domestic and overseas labour markets.</p> <p>The project has four components:</p> <p>Component 1: Conditional cash transfer program for secondary school enrolment and attendance (USD 6.5 million)</p> <p>Component 1 will support a cash transfer program for secondary school enrolment and attendance to encourage grade progression and completion. The program will be targeted towards poor and vulnerable households.</p> <p>Component 2: Strengthening TVET Provision (USD 3.7 million)</p> <p>Component 2 will finance investments to improve the quality and relevance of TVET programs, and support measures to increase the number of students able to access the system and equity within the system. Specifically, this will include Quality Improvement Grants for TVET providers, support funds for disadvantaged students, English language training, and the development of a TVET Education Management Information System.</p> <p>Component 3: Enhancing opportunities for labour migration (USD 1.8 million)</p> <p>Component 3 will enhance opportunities for Tongan youth to access employment abroad. This will be achieved by supporting quality pre-departure training for seasonal and migrant workers and strengthening the capacity of the Employment Division within the Ministry of Internal Affairs to screen and prepare migrant workers.</p> <p>Component 4: Project management, monitoring and evaluation, and centralized support (USD 8.9 million)</p> |
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Table 30: Donor programs relevant to TVET in Tonga

Key facts

Population: 10,580 (2020)

Population under 30: 57% (2020)

Major sectors of the economy (contribution to GDP): Agriculture, forestry and fishing (19%), Public administration and defence; compulsory social security (17%), Construction (14%), Wholesale and retail trade (8.7%), Financial and insurance activities (7.7%), Education (7.6%), Human health and social work activities (5.7%)

GDP per capita (current USD): USD 4,059 (2019) (upper-middle income)

GDP growth: 6% (2019, estimate), -0.95% (2020, estimate), 3.5% (2021, estimate)

Labour force participation rate: 49.3% (Total), 58.5% (Male), 39.7 % (Female) (2017)

Unemployment: 28.5% (Total), 27.2% (Male), 30.4 % (Female) (2017)

Youth unemployment: 20.6% (Total), 9.8% (Male) 45.9% (Female) (2016)

Share of youth not in education, employment or training: 29% (2016)

Major employment sectors: Agriculture, forestry and fishing (27%), Public administration and defence; compulsory social security (22.4%), Education (9.2%), Wholesale and retail trade (8.2%), Construction (4.3%); Manufacturing (3.7%) (2016)

Poverty rate (national poverty line): 26.3% (2010)

COVID-19: By end-November 2020, total COVID-19 related expenditure was AUD 6.77 million (approx. 10% of GDP). AUD 1.88 million of this for health-related expenditure, including purchasing medical equipment, enhancing readiness of the health system and renovating peripheral clinics. Another AUD 4.9 million allocated for relocation to outer islands, repatriation of Tuvalu students studying abroad, maintenance of infrastructure for quarantine purposes, improving broadband connectivity, and additional police. AUD 300,000 allocated for a grant to assist the private sector to respond to the effects of the COVID-19 and AUD 670,000 to finance other relevant COVID-19 measures across the Government.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Central Statistics Division 2017; ADB 2020

Key issues for TVET in Tuvalu

Literacy and numeracy skills: Many children do not leave school with the literacy and numeracy skills they need to succeed in further education or the workforce. In the 2018 Pacific Islands Literacy and Numeracy Assessment (PILNA), for example, only 47% of Grade 6 students met or exceeded expected proficiency levels for literacy (World Bank 2020b). Literacy in English is particularly important given the significance of overseas employment (in New Zealand, Australia or elsewhere in the Pacific) for Tuvaluans.

Participation and completion of secondary schooling: Many Tuvaluan students do not complete primary school, do not make the transition to secondary school or drop out of secondary school. Some of these students are 'pushed out' because they did not pass the National Year Eight Examinations, but others face financial or other constraints. Boys are more likely to drop out, and do not perform as well as girls on national examinations (MEYS 2017; World Bank 2020b; UNICEF 2017). These challenges limit the pool of people who meet the requirements for further education and the flow of skilled people into the labour market.

Attitudes towards TVET: TVET in Tuvalu is regarded as a second-class choice and most parents encourage their children to enrol in an academic stream (Lysaght 2017; APTC 2019h).

Pathways: There are limited pathways for quality education and skills training for children and young people who do not complete schooling. Students who do complete secondary schooling have more options, but these often require them to study outside of Tuvalu.

Use of data for decision-making: Tuvalu is developing its Education Management Information System which will support better use of data for decision-making. To date there has not been reliable information on labour market needs to inform the vocational skills offered (World Bank 2020b; Raturi 2016).

Government agencies responsible for TVET

Ministry of Education, Youth and Sport

- Comprises Education Department, Youth Department, Sports Department, Pre-Service Department (which manages pre-service scholarships) and Library and Archives.
- Education Department responsible for early childhood, primary, secondary and post-secondary schools throughout Tuvalu.
- Department has approx. 15 staff, including one Technical Vocational and Skills Development (TVSD) Officer.
- Education Department comprises six units: Curriculum and Assessment Unit, Schools Unit, National Qualifications Agency, Monitoring and Evaluation Unit, and School Safety and Child Protection Unit.
- National Qualifications Agency still in early stages of development, but will eventually be responsible for setting standards, and registering providers and programs
- Ministry administers the Tuvalu Maritime Training Institute.

Ministry of Public Works, Infrastructure,

- Public Works Department oversees the Tuvalu Atoll Science and Technology Training Institute.
- Labour Department manages labour mobility schemes.

**Environment, Labour,
Meteorology and
Disaster**

**Ministry of Health, Social
Welfare and Gender Affairs**

- Department of Social Welfare responsible for policies and programs for vulnerable groups, including persons with disabilities.
- Department of Gender Affairs responsible for promoting and mainstreaming gender equality in all government development effort.

Ministry of Finance

<https://mfed.tv/>

- Statistics Department coordinates Census, Household Income and Expenditure Survey and collection of other national statistics.
- Business and Industry Department provides services to businesses and supports private sector development.
- Public Enterprise and Monitoring Unit oversees state-owned enterprises.

Key policies relevant to TVET

Te Kakeega III: National Strategy for Sustainable Development 2016-2020 aims to achieve security and prosperity for all Tuvaluans; higher standards of health and education; and good relations with international allies (Government of Tuvalu 2016). Two of the Strategy's 12 thematic areas are 'improved private sector, employment and trade' and 'high quality education'. Strategies to promote private sector growth are focused on stimulating the housing and real estate, construction, tourism, and fishing industries as well as increasing overseas employment. In education, the Strategy commits to better human resource planning to align education and training with the needs of domestic, regional and international labour markets, adoption of uniform national certification and standards recognised by other countries in the region, and increased domestic funding for short-term in-service training. Interventions are focused on improving resourcing and strengthening delivery of vocational skills through Community Training Centres and strengthening Technical Vocational and Skills Development (TVSD) through development of TVSD policies and a competency-based approach for TVSD subjects aligned to national qualification standards, improving the quality of TVSD providers, increasing the number of accredited national TVSD providers and skills development programs, improving access to TVSD programs, and aligning TVSD to domestic and regional employment opportunities (Government of Tuvalu 2016).

The **Tuvalu Education Sector Plan III 2016-2020** focuses on access to relevant, quality education for all Tuvaluans and an efficient and sustainable education system (World Bank 2020b; Education Department 2016).⁷⁵ With regard to TVET, the Plan focuses on improving the effectiveness of TVSD teachers, with a target of 90% of TVSD teachers qualified, increasing the number of TVSD programmes available and increasing attendance at Community Training Centres, developing learning materials and support resources for TVSD aligned to the Tuvalu National Curriculum Policy Framework, and upgrading TVET facilities to meet accreditation standards. It also includes milestones for the development of the National Qualifications Agency, including establishment of the NQA board, development of a National Skills and Qualifications Register, linked to the Pacific Skills and Qualifications Register, and building staff capacity to provide accreditation and quality assurance of TVET providers and TVET programs in line with the National Qualifications Framework (NQF) and National Quality Assurance Framework (NQAF) (Education Department 2016).

⁷⁵ The next Tuvalu Education Sector Plan IV 2021-2026 is expected to be launched in January 2021 (World Bank 2020).

The Department of Education is currently in the process of developing a national policy for TSVD. This is expected to make use of the Pacific Qualifications Framework and to map courses for certificate level, primary and secondary TVSD provision (APTC 2019h).

Tuvalu's **National Labour Migration Policy** aims to assist Tuvaluans to access temporary and permanent employment in overseas markets by matching skills to labour demand while equipping workers with the skills and experience they need (MFATTEL 2015). It is focused on protection of migrant workers, improving administration of labour migration, and promoting opportunities for decent foreign employment, including in the seafaring industry and regional fisheries sector, as well as seasonal work opportunities. The policy recognises the importance of increasing access to relevant skills training and strengthening links between TVET and overseas employment.

The **Tuvalu National Youth Policy 2015-2019** includes a focus on vocational training, youth employment and entrepreneurship. However, the Government of Tuvalu has not had the funds needed to implement the policy (Government of Tuvalu 2016; Ministry of Finance Tuvalu 2019). The policy was expected to be revised during 2020.

The **Tuvalu National Gender Policy 2014-2016** focuses on four key policy measures: institutional strengthening and capacity building, economic empowerment of women, promoting female political voices and decision-making, and advancing the legal rights of women (Government of Tuvalu 2014). The Policy includes among its key actions supporting vocational and non-formal education and training for young men and women in non-traditional sectors and facilitating women's economic empowerment in business and wage employment. The National Gender Policy was expected to be reviewed during 2020.

Tuvalu has had a draft **National Disability Policy** and accompanying implementation plan aligned with the United Nations Convention on the Rights of Persons with Disabilities since 2013. The draft policy prioritises 12 areas, including education, employment and livelihoods. The draft was expected to be finalised and approved in 2017 but this does not appear to have occurred (Tavola 2018; Committee on the Rights of Persons with Disabilities 2018; Government of Tuvalu 2016). The Tuvalu Education Strategic Plan (TESP) III 2016–2020 has disability inclusiveness as a crosscutting issue, but there is currently no specific policy on inclusive education (Tavola 2018; World Bank 2020b).

Government funding of TVET

Education is a priority sector in Tuvalu, absorbing 17 % of the budget in 2020 (up from 13% in 2012) (World Bank 2020b; MFED Tuvalu 2019). The total budget for education in 2020 is AUD 11.4 million, 97% of which is for recurrent expenditure (salaries and operating costs). Funding for projects or programs (including upgrading of infrastructure, purchase of learning resources and equipment, and training) is provided through one-off Special Development Funding or through funding from development partners (MFED Tuvalu 2019).

Since 2012, the Government of Tuvalu has sought to rebalance the distribution of education resources toward more basic and vocational education, gender access to training, and school infrastructure (Government of Tuvalu 2016). This was part of a suite of policy reforms which sought to ease fiscal constraints, improve public financial management and enhance the efficiency of key government programs in health, education and outer islands (World Bank 2014).

Tuvalu Trust Fund

The Tuvalu Trust Fund (TTF) (<https://tuvalutrustfund.tv/>) was established in 1987 with contributions from the United Kingdom, New Zealand, Australia, and Tuvalu. Japan, South Korea and Turkey have also made contributions, although only Australia, New Zealand and Tuvalu continue to contribute.

The Government of Tuvalu can use funds from Trust Fund to meet general budget expenditure when the market value of the Fund exceeds its maintained value in any given year. The maintained value of the Tuvalu Trust Fund as at 30 September 2019 was AUD 183.33 million while the market value was AUD 184.74 million (MFED Tuvalu 2019).

The structure of the budget does not allow for identification of proposed expenditure on TVET. However, budget documents do specify that Technical and Vocational Skills Development (TVSD) for school students and youth, youth entrepreneurship, and capacity building programs for youth are priorities for 2020 (MFED Tuvalu 2019).

The only funding for the Tuvalu Maritime Training Institute that appears in the budget is AUD 540,000 for scholarships for TMTI students, although it is possible that other funding is included in the Ministry's budget for salaries and operational costs. Previous budgets included funds for upgrades to TMTI using Special Development Funds (MFED Tuvalu 2018). Likewise, the only funding that appears for the Tuvalu Atoll Science and Technology Training Institute is non-cash assistance of AUD 393,848 and cash assistance of AUD 3,415 for Certificate IV in Training, Assessment and Evaluation from the Republic of China (MFED Tuvalu 2019).

Government funding for overseas tertiary scholarships in 2020 is \$4.6 million. This includes AUD 2.4 million for pre-service scholarships for secondary school graduates, and AUD 1.67 million for in-service scholarships for public servants (MFED Tuvalu 2019). Scholarships can be used for both TVET and higher education qualifications in Fiji (Fiji National University), Australia and New Zealand (Government of Tuvalu 2016).⁷⁶ The budget also includes AUD 1.4 million for the Student Education Loan Fund (SELF), which provides loans to enable students to further their tertiary education (MFED Tuvalu 2019).

Private sector engagement in TVET

Tuvalu's small private sector is made up of mostly micro-enterprises, with some small businesses, partnerships or joint ventures, and state-owned enterprises. A 2019 National Business Sector Survey identified 603 businesses, including food and grocery retailing, construction, and fishing or marine-related businesses. Sixty-five percent of business owners are women (Ministry of Finance Tuvalu 2019; UNCTAD 2019).

Private sector development is a priority area in Te Kakeega III and a **Tuvalu Private Sector Development Plan 2018-2022** has been developed by the Ministry of Finance and the Tuvalu

⁷⁶ The government provides around 30 scholarships per year (Hardie-Boys et al 2017).

National Private Sector Organization (Ministry of Finance Tuvalu 2018). The Plan identifies entrepreneurial and managerial skills as an important need in the business sector and proposes training in areas such as cash management, business planning, marketing, and sales to be provided by the government, TNPSO or external providers. Training in information and communication technology, production of exotic coconut products, textile and clothing production, tourism and hospitality, and fish products are also identified as priorities.

The **Tuvalu National Private Sector Organization (TNPSO)** and **Tuvalu National Chamber of Commerce** represent and support Tuvalu's private sector. TNPSO works closely with the Department of Trade and provides training and networking opportunities for Tuvaluan businesses. TNPSO has been developing a model for micro-business funding and hopes to add business development funding/business incubation and mentoring, particularly for women in business, to its services (Ministry of Finance Tuvalu 2019).

Tuvalu's **National Trade Steering Committee (NTSC)** serves as an umbrella body for trade related issues. It is chaired by the Permanent Secretary/CEO of the Ministry of Fisheries and Trade and the President of TNPSO and includes key ministries, state enterprises and civil society bodies including Tuvalu National Council of Women (TNCW). The NTSC works closely with the government on both national and international trade matters and is the focal point for engagement and dialogue with government ministries and departments on matters affecting the development of the private sector (Ministry of Finance Tuvalu 2019).

Tourism development is a focus for the government and Tuvalu has a **National Tourism Development Strategy 2014-2019**. The **Tourism and Hospitality Association of Tuvalu** was established in 2018 and brings together Tuvalu's Funafuti Lagoon Hotel, Esfam Hotel, Afelita Islands Resort and 13 lodges and guest houses. In November 2020, Taiwan's Travel Quality Assurance Association signed a letter of intent with tourism associations in the Pacific and Caribbean, including the Tourism and Hospitality Association of Tuvalu, to promote post-pandemic tourism.

NGOs relevant to TVET

The Tuvalu National Youth Council is the coordinating body for youth work in the NGO sector in Tuvalu and works in collaboration with the Youth Department within the Ministry of Education, Youth and Sport. Its areas of focus include technical and vocational skills and income generation initiatives for youth.

The Tuvalu National Council of Women works to empower women by promoting women's rights and women's empowerment. Its projects include support for micro-enterprises, a Women's Handicraft Centre as well as program addressing legal literacy, domestic violence, and women's rights.

The Tuvalu Association of NGOs (TANGO) is the umbrella body for NGOs in Tuvalu and a member of the Pacific Association of NGOs (PIANGO). TANGO provides training workshops for member organisations in basic financial management, communication, monitoring and evaluation, and project proposal development.

Organisations of Persons with Disabilities

Fusi Alofa Association

Established in 2009, Tuvalu's national association of persons with disabilities, Fusi Alofa, is based on Funafuti with affiliate organisations on Nanumea, Nui, Nukulaelae and Niutao. It has a membership

of more than 60 people.⁷⁷ The Ministry of Health, Social Welfare and Gender Affairs provides an annual grant of AUD 25,000 (Tavola 2018).

In 2011, Fusi Alofa started a small school for children with disabilities. In 2017, the school had 17 students, ranging from 2-22 years old, with 5 or 6 attending on a regular basis. The school is open for 3 days a week and on the other days, the teacher does home visits to children and the elderly (Tavola 2018). Although the school does not meet Department of Education requirements for recognition as a school, the Department does provide annual grant of \$5,000 which goes towards the salary of the teacher.

Although some students with disabilities attend public primary schools, mainstreaming is not widespread, in part due to the lack of teachers trained in special education. As a result, there are very limited learning opportunities for children and young people with disabilities, especially in the outer islands.

TVET providers

Primary schools

Schooling in Tuvalu is compulsory from the ages of 6 to 15 (Year 1 to Year 10). Primary school is from Years 1 to 8 while secondary school is from Years 9 to 13.⁷⁸ Education is free up to the end of primary school (Year 8), although parents are still expected to make a contribution (World Bank 2020b; Raturi 2016). Students in the final two years of primary school (Years 7 and 8) take compulsory Technical and Vocational Skills Development (TVSD) subjects (MEYS 2016). These are often run by members of the community and focused on traditional skills (Raturi 2016). Nauti Primary School in Funafuti is comparatively well-equipped and is currently offering TVSD subjects in sewing and painting using Commonwealth of Learning open educational resource materials (Raturi 2016) (see below).

At the end of primary school, students sit the National Year Eight Examination in English, mathematics, science and social science. Passing the exam is a prerequisite for entering the government secondary school, Motufoua Secondary School (MEYS 2015; MEYS 2016). Students who do not pass are required to repeat Year 8 and re-sit the examination until they pass or until they turn 15. Alternatively, they may choose to attend Fetuvalu Secondary School, which admits students who have completed primary education regardless of their examination results in Year 8, or attend a Community Training Centre (see below) (MEYS 2015). Some parents send their children overseas for schooling, most commonly to Fiji (Lysaght 2017).

Secondary schools

Motufoua Secondary School is a government co-educational boarding school. Government funding for salaries and operating costs are supplemented by an annual tuition fee of AUD 150. The school offers English, mathematics, chemistry, physics, biology, agricultural science, history, geography, accounting, economics, design technology, woodwork, home economics, computer science, and commercial studies. Students sit the Tuvalu Junior Certificate examination at the end of Year 10, the

⁷⁷ Tavola (2018) notes that these operate independently from Fusi Alofa and are largely inactive.

⁷⁸ In 2017, a decision by the Prime Minister of Tuvalu saw Year 9 students moved from secondary schools to primary schools. This decision was reversed in 2019, and Year 9 students returned to secondary schools in 2020 (World Bank 2020).

Tuvalu Senior Secondary School Certificate at the end of Year 12, and the South Pacific Form Seven Certificate at the end of Year 13.

Since 2009, the school has offered both academic and TVET streams (MEYS 2015). In Year 9 students in the TVET stream complete a Certificate I in their chosen area. They then proceed to Certificate II in Year 10 and Certificate III in Years 11 and 12. Students can choose to leave school at the completion of the Certificate III or complete a Certificate IV in Year 13. The Certificate IV programs are accredited through Fiji National University (carpentry and joinery, fabrication and welding, and horticulture) or Pacific TAFE (information technology) (Lysaght 2017; MEYS 2016; MEYS 2017). However, negative attitudes towards TVET mean that only a small number of students select the TVET stream: in 2015, for example, only 31 of the school's 462 students were studying TVET courses (14 girls and 17 boys) (Raturi, 2016; see also MEYS 2017).

Fetuvalu Secondary School is a faith-based school in Funafuti. Although it is run by Ekalesia Kelisiano Tuvalu (Congregational Church of Tuvalu), the school receives a government grant to assist with teachers' salaries. It also receives in-kind support, books and other educational resources, as well as professional development services from the government. The school teaches an alternative curriculum, equivalent to that offered at Motufoua Secondary School from Year 9 to Year 12. Students who wish to continue their education can take Year 13 at Motufoua Secondary School or the Foundation program offered through the Tuvalu campus of the University of the South Pacific (see below) (MEYS 2015).

Community Training Centres

Tuvalu's 8 Community Training Centres are integrated into primary schools. They cater to several groups, including students aged 14 and over who have not passed the National Year Eight Examination, students who are re-sitting the Year Eight Examination, students who have dropped out of secondary school, and students living on outer islands who are not able to attend secondary school. The Centres teach academic subjects such as English, mathematics, Tuvaluan language and entrepreneurship skills as well as vocational skills such as carpentry, cookery, sewing, and basic engine maintenance, depending on needs identified by the community. Around 5 to 8 students are enrolled in CTCs at any one time (MEYS 2015; MEYS 2017).

The CTCs are run as a partnership between local governments and the Education Department, with learning materials and salaries for senior teachers provided by the Education Department and vocational trainers paid for by the local government (MEYS 2015).

The CTCs often face challenges in finding teachers with skills in specific vocational areas and in coordinating between local government, schools and the Ministry of Education, Youth and Sports (Raturi 2016).

Government providers

Tuvalu Maritime Training Institute (TMTI)

The Tuvalu Maritime Training Institute (TMTI) provides training for seafarers in accordance with International Maritime Organisation Standards of Training, Certification and Watchkeeping (STCW) Standards. The Pre-Sea Training Program is designed for those without seafaring experience aged 17-25 years and includes both shore-based and ship-based training. Up to 60 trainees are accepted per year. TMTI also offers upgrading, revalidation and refresher courses for experienced seafarers. Courses vary from one day to two weeks (Hemstock and Manuela-Morris 2015).

Until 2013, TMTI only accepted men. However, although the Institute now allows women, very few have taken up the opportunity (Raturi 2016).

In recent years, graduates of the Institute have found it more difficult to find employment (Raturi 2016). In 2018, the Government conducted an assessment of the Institute following concerns about the quality of the training (Fenui News 2018a). This resulted in significant upgrading of TMTI's administration, system and facilities to improve standards and ensure continued alignment with STCW Standards (MFED Tuvalu 2018). Ensuring that graduates are able to find employment is an important focus for the government (Ministry of Finance Tuvalu 2018).

A number of TMTI graduates are employed on Australian commercial tuna fishing vessels through the Pacific Labour Scheme. Tuna Australia is partnering with the Government of Tuvalu to support TMTI with training resources, a new longline fishing training module, annual scholarships for outstanding graduates, and on-vessel training to upskill Tuvaluan workers while in Australia (Bevitt 2019).

Tuvalu Atoll Science and Technology Training Institute (TASTTI)

The Tuvalu Atoll Science and Technology Training Institute (TASTTI) was launched in December 2017. It is operated by the Ministry of Public Utilities and Infrastructure and is focused on trades training (Fenui News 2018b; COL 2020a; COL 2020b). TASTTI is using the Commonwealth of Learning's open educational resources to deliver training in literacy and numeracy, painting, working with timber, and working with concrete using a blend of distance and workplace learning (COL 2020a).⁷⁹

Private providers

Maleta Kapane Halo Commercial School

Maleta Kapane Halo Commercial School is a private TVET provider in Funafuti which offers courses in administrative and clerical skills (MEYS 2016; Hemstock and Manuela-Morris 2015). The school offers two Certificate courses, both of which are recognised by the government: a Certificate I covering shorthand, typing and computing and a Certificate II covering accounting and book-keeping. It mostly caters to students who have left school after Year 10, including students from the outer islands.⁸⁰ Students who complete studies at the School have successfully gone on to study at the Tuvalu campus of the University of the South Pacific (Raturi 2016).

Non-formal providers

Given the budget limitations noted above, there is very little provision of non-formal education by the government of Tuvalu.

Some non-formal training is provided through development partner projects. For example, the Australian-funded Tuvalu Food Futures Project has provided training in indigenous agriculture and the World Bank has recently funded training in fish preservation (Kitara and Farbotko 2020).

⁷⁹ These materials were developed by the Pacific Association for Technical and Vocational Education and Training (PATVET) and the Commonwealth of Learning and adapted to the Tuvaluan context (COL 2016).

⁸⁰ The Student Education Loan Fund (SELF) has helped to increase enrolments at the school, which had dropped to 3 to 4 students per cohort (Raturi 2016).

Regional providers

University of the South Pacific

The University of the South Pacific (USP)'s (<https://www.usp.ac.fj>) Tuvalu campus offers courses in print, online and blended mode. The campus has an enrolment of around 400 students, most of whom are studying part time.

Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au/>) provides bursaries for Tuvaluan students to undertake TVET study at APTC campuses throughout the Pacific. From December 2019, a Country Engagement and Liaison Coordinator, based in Funafuti, has served as the focal point for APTC activities in Tuvalu, including coordinating student recruitment, delivery of short courses, and outreach to local TVET stakeholders, including the Tuvalu Atoll Science and Technology Training Institute (TASTTI), Ministry of Education, Youth and Sports, and Tuvalu TVET Sector Working Group/Joint Steering Committee as well as the Pacific Labour Facility and Pacific Women Support Unit.

International donor support for TVET

Note: Regional programs which include Tuvalu are detailed in Part I.

| Australia | |
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| Australian Support to Education in Tuvalu | Building on the Achieving Education for All in Tuvalu Program (2012-2018, AUD 3.6 million), the Australian Support to Education in Tuvalu (2018-2021, AUD 5 million) aims to enhance access to quality education. The program focuses on improving school management, training teachers and building student literacy levels. Through this program, Australia is supporting the development of a TVSD policy, professional development for TVSD teachers, TVSD resources, development of education and training pathways, and information about the value of technical and vocational skills for teachers and parents. |
| Funafuti Classroom Building Project | Australia is providing a grant to the Government of Tuvalu (2015-2020, AUD 4.1 million) to fund the construction of 12 new classrooms and two toilet blocks at the main Government primary school in the capital, Funafuti. The project will provide school facilities that will ease overcrowding issues and create an environment more conducive to student learning. |
| New Zealand | |
| New Zealand Development Cooperation with Tuvalu | The New Zealand-Tuvalu Statement of Partnership 2019-2023 includes a commitment to 'Collaborate to improve knowledge and skills of Tuvaluans, focusing on transferable skills and vocational pathways'. |

| Commonwealth of Learning | |
|---|--|
| Technical and Vocational Skills Development | <p>The Commonwealth of Learning (COL) works with the Ministry of Education, Youth and Sports to support technical and vocational skills development. This includes the development of a TVSD programme for use in communities and schools https://www.col.org/programmes/technical-and-vocational-skills-development/tuvalu-tvsd-programme. Eight of COL's open educational resources courses have been adapted to the Tuvaluan context and are being used to provide vocational training for students pushed out of school at Year 8 as well as community members in four islands. The level 1 courses include Basic Painting Skills, Basic Sewing Skills, Working with Concrete, Introduction to Horticulture in Tuvalu, Life Skills, English, Mathematics and Ethics.</p> <p>The Commonwealth of Learning is also working with the Ministry of Public Utilities and Infrastructure to support delivery of basic trades training at the newly established Tuvalu Atoll Science and Technology Training Institute.</p> |
| World Bank | |
| Tuvalu Learning Project | <p>The Tuvalu Learning Project (2020-, USD 16 million) aims to improve the readiness of children entering first grade and improve the reading skills of students in Tuvalu. The project consists of four components: strengthening early childhood care and education and school readiness for all children; improving literacy outcomes in all schools; research, learning assessment and policy review; and strengthening institutional capacity, monitoring and evaluation and education sector management. Although school-based interventions will focus on early childhood and primary education, the program is expected to include some support at the upper primary and secondary grades.</p> |

Table 31: Donor programs relevant to TVET in Tuvalu

Key facts

Population: 294,688 (2020)

Population under 30: 64% (2020)

Major sectors of the economy (contribution to GDP): Services (retail trade, government services, finance and insurance, real estate, information and communication, transport) (65.5%) primary production (dominated by crop production) (18.8%) industry (mainly construction) (10.2), Other (5.4%) (2018)

GDP per capita (current USD): USD 3,058 (2019) (lower-middle income)

GDP growth: 2.9% (2019, estimate), -3.3% (2020, estimate), 4.9% (2021, estimate)

Labour force participation rate: 69.8% (Total), 78.7% (Male), 60.9% (Female) (2020, estimate)

Unemployment: 4.4% (Total), 4% (Male), 4.9% (Female) (2020, estimate)

Youth unemployment: 8.8% (Total), 8.6% (Male) 8.2% (Female) (2020, estimate)

Share of youth not in education, employment or training: 26.2% (2020, estimate)

Major employment sectors: Agriculture, forestry and fishing (55.3%), Wholesale and retail trade (11.1%), Public administration and defence; compulsory social security (7.5%), Other services (6.2%), Accommodation and food service activities (4.6%), Construction (4.2%) (2020, estimate)

Poverty rate (national poverty line): 12.7% (2010)

COVID-19: Tropical Cyclone Harold in April 2020 caused significant damage to buildings and communities, crops, roads, infrastructure, and water supplies, particularly in the northern part of the country.⁸¹ Recovery and stimulus measures include interest-free withdrawal of funds for those with Vanuatu National Provident Fund accounts (through a loan arrangement), deferred and cancelled taxes, license fees and charges for businesses; Employment Stabilization Payment (reimbursing employers VUV 30,000 (AUD 365) per employee per month for four months (ending in July 2020), plus an additional 12% to the employer), a Commodity Support Grant for producers of copra, kava, cocoa and coffee, a Shipping Support Grant to facilitate farmers' access to major market centres, and suspension of primary and secondary school tuition fees.

Compiled from: SDD 2020; IMF 2020b; IMF 2020c; ILO 2020; World Bank 2020a; Government of Vanuatu 2020a; RBV 2020a; RBV 2020b.

⁸¹ This included major damage to buildings, resources and materials, and water and sanitation facilities at a number of vocational education providers in Malo and Santo, including Vanuatu Agriculture College, Ituani Vocational Skills Centre, Matahi Rural Training Centre, Londua Technical College, and St Michel Technical College (Sanma Provincial Education Office 2020).

Key issues for TVET in Vanuatu

Literacy and numeracy skills: Many children in Vanuatu do not continue on to secondary education, particularly in rural and remote areas. Net enrolment rates for secondary school (Year 7-14) are around 43%, with some provinces as low as 25% (Ministry of Education and Training, 2020). These youth often have limited skills and find it difficult to re-engage in formal education (APTC 2018c). Post-secondary education and training (PSET) providers report that even those who complete secondary school do not have adequate levels of literacy and numeracy in English or French to deal with the demands of tertiary education. There are also shortages of teachers at both the primary and secondary levels, and many teachers do not have the required level of qualifications (Government of Vanuatu 2020a).

TVET provider capacity: Vanuatu has introduced a range of reforms to the post-secondary education and training sector in recent years, including course accreditation and competency-based learning. However, not all training providers are offering accredited courses. Smaller, rural providers have found the transition to a new system challenging (APTC 2018c). There is also a shortage of qualified trainers with current skills and industry experience and teaching and learning resources are limited and often out of date (Government of Vanuatu 2020a). Stakeholders report that there is limited coordination between providers and pathways between qualifications are not well-aligned. Providers suggest that their capacity to generate revenue is poor and that government funding to training institutions is uneven (APTC 2018c).

Alignment with the labour market: The courses offered by post-secondary education and training providers are often supply-driven, rather than informed by skills gaps. Providers also tend to focus on long cycle, pre-employment courses. There is limited engagement with the private sector and limited information on labour market needs. As a result, employers report that finding skilled workers is a challenge (APTC 2019i).

Attitudes towards TVET: Technical and trade qualifications are not well understood in Vanuatu and stakeholders report that these are considered by many families and communities to be less desirable than university and professional pathways. Alongside this, pathways to and within private sector employment are not necessarily well understood by the wider population. As a result, the contribution of the post-secondary education and training sector to employment opportunities and to economic development for Vanuatu are not well understood and communicated (APTC 2018c).

Government agencies responsible for TVET

Ministry of Education and Training

<https://moet.gov.vu/>

- Responsible for all aspects of policy and planning for education and training, including TVET.
- Tertiary Education Directorate manages Post-Secondary Education and Training (PSET), including higher education, distance and flexible learning, teacher education and development, TVET, and scholarships. Also oversees the new National University of Vanuatu.
- PSET module of Vanuatu Education Management Information System launched in February 2020. All registered providers are responsible for completing information on courses, students and student grades.
- Teaching Service Commission (<https://tsc.gov.vu/>) responsible for registration, appointment, performance management and discipline of teachers, including PSET Institutions.

Ministry of Internal Affairs

- Department of Labour (<https://dol.gov.vu>) responsible for employment conditions, industrial relations, work permits, and workplace health and safety.
- Employment Service Unit manages overseas labour schemes.
- Employment Service Centre provides employment services for people who are unemployed as well as supporting youth and recent graduates.

**Ministry of Youth
Development and Sports**

- Oversees implementation of the National Youth Policy, including providing support to National and Provincial youth councils to build engagement of youth in democratic processes.

Prime Minister's Office

- Public Service Commission (<https://psc.gov.vu>) manages the Vanuatu Institute of Administration and Public Management, which provides in-service training for employees in the public sector.

**Ministry of Justice and
Community Services**
<https://mjcs.gov.vu>

- Department of Women's Affairs responsible for policy and planning in the areas of gender mainstreaming, women's economic empowerment, protection against gender-based violence, and women's political representation and decision-making.
- Disability Desk responsible for policy and planning in relation to disability issues, including oversight of Disability Officers in six provinces.

Vanuatu Qualifications Authority

The Vanuatu Qualifications Authority (VQA) (<https://vqa.edu.vu/>) is part of the Ministry of Education and Training. It was established in 2014 through an act of parliament (VQA Act 2014) to replace the Vanuatu National Training Council. The VQA is responsible for regulating post-secondary education and training providers and courses to ensure that quality standards are met. This includes:

- setting and maintaining standards for provider registration and course accreditation;
- assuring the quality of providers and accredited courses;
- engaging industry in the development of courses and units of competency;
- developing and maintaining the Vanuatu Qualifications Framework (VQF);
- facilitating international recognition of qualifications;
- monitoring and evaluating the performance of PSET; and,
- conducting research to support these functions.

The VQA Act requires all providers to be registered. Following registration, providers can apply for courses to be accredited through a staged process. As of 2019, 35 providers were registered and 56 courses accredited.

Accreditation of courses uses the Vanuatu Qualifications Framework, a ten-level classification system which outlines the levels and types of qualifications offered by providers in Vanuatu. It covers secondary schooling, TVET, and higher education.

| Level | Qualification Title | | |
|-------|--------------------------------------|-----------------------|---|
| | School | TVET | Higher Education |
| 10 | | | Doctorate |
| 9 | | | Masters |
| 8 | | | Post Graduate Diploma Post Graduate Certificate Bachelor with Honours |
| 7 | | | Bachelor Degree Graduate Diploma Graduate Certificate |
| 6 | | Advanced Diploma | |
| 5 | | Diploma | |
| 4 | Vanuatu Form 7 Certificate/SPFSC | Certificate Level IV | University Foundation |
| 3 | Vanuatu Senior Secondary Certificate | Certificate Level III | |
| 2 | | Certificate Level II | |
| 1 | Vanuatu Junior Secondary Certificate | Certificate Level I | |

Figure 3: Vanuatu Qualifications Framework levels

Source: VQA (2017)

The VQA is governed by a Board chaired by the Director General of Education and Training and consisting of representatives from key government agencies and industry. This helps to ensure strong coordination among key stakeholders.

The Provincial Government Training Boards represent the VQA at the provincial level. They contribute to policy development on TVET by convening provincial-level stakeholders to discuss TVET issues, engaging with the VQA and providing advice to Provincial Skills Centres to ensure training is in line with provincial skills gaps and development priorities. Membership of the Provincial Government Training Boards includes provincial government representatives for agriculture, tourism, fisheries, cooperatives and small business, planning, youth development, and education, representatives of public and non-government TVET providers, and representatives of the business sector, NGOs, and the provincial women's and youth councils.

To ensure that training is better linked to industry needs, the VQA has also established Industry Skills Councils. These Councils support VQA to identify training priorities, develop policies, implement reforms, design industry-related strategies, and partner with VQA on industry skill initiatives. There are currently nine Industry Skills Councils covering the following industries: agriculture, forestry, fisheries, livestock, and food processing; business and innovation; community services and health; construction and property services; energy; government; manufacturing; services; and transport and logistics.

The Quality Assurance Committee is a Committee of the VQA Board. The Committee's role is to evaluate applications for registration, course accreditation and approval and make a recommendation to the VQA Board. The Committee includes a member of the VQA Board, two members with expertise in education and training; and three industry representatives. APTC is the current chair of this committee.

Box 16: Vanuatu Qualifications Authority

Key policies relevant to TVET

'Vanuatu 2030 - the People's Plan', Vanuatu's **National Sustainable Development Plan 2016 – 2030** (Department of Strategic Policy, Planning and Aid Coordination 2016) targets an inclusive, equitable and quality education system with life-long learning for all. It points to the need for increased higher education opportunities, including technical and vocational education and training. It identifies that in order to create an enabling business environment and support economic growth in Vanuatu, there needs to be increased productive employment opportunities particularly for young men and women and groups such as persons with disabilities. It also identifies the need for increased labour mobility, both nationally and internationally.

The **Interim Vanuatu Education and Training Sector Strategy 2017-2018** (MOET Vanuatu 2017) reflects these priorities, with a focus on supporting TVET institutions to attain VQA accreditation and linking scholarships to national priorities for skills and qualifications. Draft versions of the Vanuatu Education and Training Sector Strategy, 2019-2030 and Education and Training Sector Analysis have been completed but are not yet publicly available.

The **National Human Resource Development Plan 2020-2030** (Government of Vanuatu 2020b) complements the National Sustainable Development Plan. It aims to guide investment in post-secondary education and training to ensure available resources are more efficiently and effectively used. The strategic framework outlined in the plan focuses on aligning TVET to national development priorities and industry needs through better coordination between TVET stakeholders and evidence-based policy, planning, management and implementation. It sets out a range of objectives for the TVET system centred on accountability for performance, improved quality assurance, social inclusion (with a focus on women, persons with disabilities and adults with limited formal education), and

greater flexibility in the delivery of training. It also outlines a new system of funding for TVET, including core components, performance-based funding, and a new National Skill Development Fund, as well as changes to scholarships to better align these with areas of skills shortage, and an increased focus on national providers and on scholarships for vocational qualifications.

The Ministry of Youth and Sports Development launched the **Vanuatu National Youth Policy 2019-2024** in July 2020 (MOYSD and NYC 2019).

Vanuatu is a signatory to the United Nations Convention on the Elimination of all Forms of Discrimination Against Women (UNCEDAW) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

The **National Gender Equality Policy 2015-2019** (MJCS 2015) was adopted in November 2016. It prioritises four strategic areas: reducing domestic and gender-based violence; enhancing women's economic empowerment; promoting women's leadership and equal political participation; and building a foundation for gender mainstreaming.

Vanuatu's first **Gender Equity in Education Policy** was introduced in 2005. It was reviewed after ten years of implementation, with a revised policy issued in 2018 (MOET Vanuatu 2018). The policy aims to ensure that both genders benefit equally from their participation in all levels of education and training. With regard to post-secondary education and training, the policy aims to increase girls' and women's participation in higher education and vocational education, particularly in non-stereotypical fields such as science, technology, engineering and mathematics.

Vanuatu's **National Disability Inclusive Development Policy 2018 – 2025** (MJCS 2018) specifies that the rights of persons with disabilities must be mainstreamed into education and training opportunities at all levels. This recognises the importance of a strong foundation in literacy, numeracy and social skills for providing access to further education as well as the need for equal access to post-school education and training options to improve employment prospects for persons with disabilities.

The **National Disability Inclusion Policy for the Technical and Vocational Education and Training (TVET) Sector 2016 – 2020** (MOET Vanuatu 2015a) provides a roadmap for strengthening the inclusivity of the TVET sector, so that persons with disabilities throughout Vanuatu have equal access to quality skills development and its benefits and outcomes. Under the policy, the Ministry of Education and Training is responsible for: supporting training providers to deliver inclusive and accessible training, providing pre-service training and professional development for trainers, promoting and supporting enrolment and completion of training by persons with disabilities, and monitoring and evaluating implementation of the policy.

Government funding of TVET

International donor support makes a significant contribution to Vanuatu's education budget and enables the country to implement major educational reforms. Funding for the TVET sector in Vanuatu comes from both government allocations and budget and in-kind support from international donors, with smaller contributions from international and national NGOs (see below).

Government funding for post-secondary education and training (PSET) (which includes higher education and TVET) is primarily directed towards national and international scholarships and grants

to government PSET providers. In 2018, the total amount for the PSET sector was VUV 1.5 billion (AUD 18.4 million) or around 4% of the budget.⁸²

| Item | 2018 budget | 2019 budget | 2020 budget |
|--|----------------------|----------------------|----------------------|
| Ministry of Education and Training (Tertiary Education Directorate) | | | |
| TVET Unit | 24,925,902 | 60,718,060 | 132,176,253 |
| Training and Scholarship Coordination Unit | 20,927,115 | 25,282,842 | 24,371,843 |
| Higher Education Unit ⁸³ | 36,954,311 | 127,564,270 | 171,579,438 |
| Teacher Education Unit | 5,045,226 | 5,882,430 | 6,066,808 |
| Subtotal | 87,852,554 | 219,447,602 | 309,822,499 |
| PSET Providers | | | |
| Vanuatu Agriculture College | | | |
| Subsidies and transfers | 86,325,933 | 86,325,933 | 86,325,933 |
| Vanuatu College of Nursing Education | | | |
| Salaries | 10,157,507 | 21,845,542 | 38,161,512 |
| Other goods and services | 21,734,090 | 18,892,239 | 15,305,240 |
| Capital expenditure | 901,120 | 957,800 | 672,800 |
| Vanuatu Institute of Teacher Education | | | |
| Salaries | 97,008,604 | 140,725,073 | 126,414,133 |
| Subsidies and transfers | 22,000,000 | 22,000,000 | 22,000,000 |
| Other goods and services | 964,430 | - | - |
| Capital expenditure | | 3,530,000 | |
| Vanuatu Institute of Technology | | | |
| Salaries | 120,947,453 | 138,477,189 | 130,772,307 |
| Subsidies and transfers | 10,000,000 | 10,000,000 | 10,000,000 |
| Vanuatu Maritime College | | | |
| Subsidies and transfers | 47,554,599 | 47,556,400 | 50,174,434 |
| Vanuatu Police Training College | | | |
| Salaries | 19,839,553 | 45,275,144 | 224,215,648 |
| Other goods and services | 14,877,097 | 18,186,520 | 4,619,420 |
| Capital expenditure | 424,726 | - | 251,454 |
| Subtotal | 452,735,112 | 553,771,840 | 712,725,381 |
| Other | | | |
| Vanuatu National University | - | - | 220,113,372 |
| Vanuatu Scholarship Grant | 809,515,006 | 803,392,002 | 838,369,211 |
| Vanuatu Qualifications Authority | 50,000,000 | 50,000,000 | 66,331,000 |
| | | | |
| TOTAL | 1,400,102,672 | 1,626,611,444 | 2,147,361,463 |

Table 32: Vanuatu government spending on TVET (in VUV)

Source: DOFT 2019

The National Human Resource Development Plan recommends a number of reforms to the PSET budget. In particular, it recommends that overall funding for scholarships be reduced and that

⁸² This calculation uses the figure of VUV 1.5 billion (AUD 18.2 million) provided in Government of Vanuatu (2020a) and the overall budget for 2018 of VUV 35,907,700,000 (AUD 436 million) as per DOFT (2017). The figure shown in Table 32 for the 2018 budget differs from this as it uses actual expenditure.

⁸³ Of the 2019 budget, VUV 161,532,705 (AUD 1.96 million) is grants/aid in kind, most of which is for Australia Awards Scholarships (DOFT 2019).

reductions in international scholarships be used to fund a larger number of national scholarships.⁸⁴ The Plan also recommends that funding for PSET providers be comprised of a mixture of core funding and performance-based funding. Criteria for performance-based funding would include priority skill demand, continuous capacity improvements to meet quality standards, decentralisation, and inclusion policies. It also recommends the creation of a National Skill Development Fund, funded by discretionary training allocations from government agencies and development partner contributions. This would be managed by a governance body established in the Department of Strategic Policy Planning and Aid Coordination within the Prime Minister's Office (Government of Vanuatu 2020b).

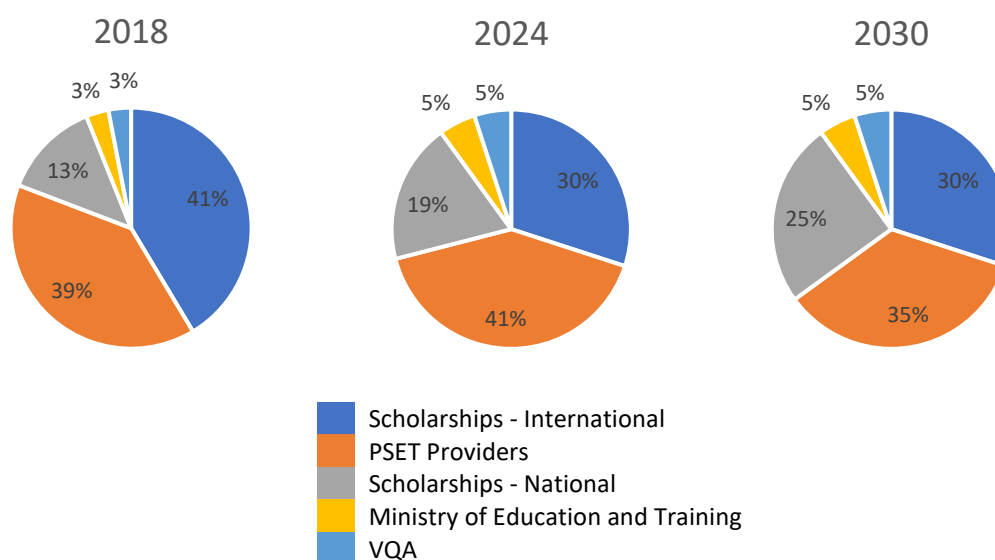


Figure 4: Proposed changes to budget allocations for TVET

Source: Government of Vanuatu 2020a

Private sector engagement in TVET

The Vanuatu Chamber of Commerce and Industry (VCCI) (<https://vcci.vu/>) provides professional development in areas of business and finance for its members. VCCI previously offered two certificate programs: a Certificate III in Business (Micro Business Operations) and Certificate III in Finance (Accounting). However, its status as a Registered Training Organisation lapsed in April 2019 and it is no longer a formal training provider. VCCI has also provided training in Start and Improve Your Business, the ILO's entrepreneurship training program. It is currently revitalising its Young Entrepreneurs Council and, during COVID-19, has revitalised the Vanuatu Business Resilience Council, which has been a key platform for supporting small and medium enterprises to access the Vanuatu government's various business support schemes.

Vanuatu has a small number of industry associations, mostly in the tourism sector. The largest of these are the Vanuatu Hotels and Resorts Association (<https://www.vanuatuhotelsandresorts.com/>) and the Vanuatu Tour Operators Association (<https://vtoasecretary.wixsite.com/vtoa>). Members of these associations include a range of large and small employers. Their role is to represent the interests of members, link members to government and industry partners, and promote adherence to standards set by Vanuatu's Department of Tourism.

⁸⁴ This does not yet appear to be reflected in the 2020 budget allocations, although the budget document does not provide a breakdown of international and national scholarships.

NGOs relevant to TVET

Vanuatu National Youth Council (<https://vnyc.gov.vu/>) is a non- government, non-political and non-profit organisation working toward national objectives and goals for young people. The Council aims to advocate for the needs of young people and assist young people in Vanuatu to understand their rights, pursue and participate in opportunities available to them, and participate in national dialogue.

Several local NGOs run youth programs which provide youth with vocational and life skills. These often serve rural and remote communities which would otherwise have limited access to education (Mullins 2018).

Ituani (<https://www.ituani.org/>) is a community-based organisation which aims to empower remote and rural populations through Information and Communication Technology (ICT) services and training. The Ituani Vocational Skills Training Centre is registered with VQA and is approved to deliver a Certificate I in Computing (Computer Operations). It has two centres in North East Malekula and North West Malo Island.

Wan Smolbag (<https://www.wansmolbag.org/>) provides a comprehensive range of services for youth through its two centres in Luganville and Port Vila, including courses in agriculture, literacy, computer skills and sewing.

Youth Challenge Vanuatu is a local NGO focused on youth leadership and livelihoods. Through its Ready for Work and ready for Business programs, Youth Challenge Vanuatu provides training to support young people who have not completed formal schooling to gain employment or start their own business. Youth Challenge Vanuatu's Youth Centre in Port Vila provides support for registered youth members to work on their CV, look for apply for jobs, check emails, learn how to use a computer, and search the internet. It also manages an employment website, <https://vanuatuwok.vu>.

Organisations of Persons with Disabilities

The Vanuatu Society for People with Disabilities (VSDP) is a nationwide NGO which assists persons with disabilities to participate in community life in Vanuatu. It provides community-based rehabilitation, identification and assessment of persons with disabilities, provision of technical assistance to clients, provision of equipment such as wheelchairs and crutches, training of caregivers and parents, and support for persons with disabilities within schools and the workplace. VSDP also provides advocacy through community and awareness programs relating to disability and the promotion of rights of persons with disabilities.

The Vanuatu Disability Promotion and Advocacy Association (<https://vdpa.org/>) (VDPA) is a national organisation for persons with disabilities which advocates for the rights and promotes the abilities of persons with disabilities in Vanuatu. VDPA has 28 affiliate groups which work to raise awareness and advocate for disability inclusion at the community level around Vanuatu. VDPA is a member of the Pacific Disability Forum (the regional umbrella body for Pacific Disabled People's Organizations).

Sanma Frangipani Association is a non-government organisation which provides community-based rehabilitation services, preschool, primary and secondary education support, family support and education, vocational education, business and employment services, sporting opportunities, and community education and awareness.

TVET providers

There are around 70 TVET providers in Vanuatu, of which 23 are registered with the Vanuatu Qualifications Authority as Registered Training Organisations. There are a mix of government, faith-based, NGO and private providers, with the majority located in Port Vila and Luganville.

Government providers

There are six main government providers: Vanuatu Agriculture College, Vanuatu College of Nursing Education, Vanuatu Institute of Teacher Education, Vanuatu Institute of Technology, Vanuatu Maritime College and Vanuatu Police College (see Table 33). These offer a mixture of vocational and higher education and together enrol approximately 2,000 students every year (MOET Vanuatu 2020).

| Accredited courses | Accreditation in process |
|--|--|
| Vanuatu Agriculture College (Ministry of Agriculture, Quarantine, Forestry and Fisheries) | |
| Certificate I in Agriculture (Nursery) | Certificate III in Animal Science |
| Certificate I in Aquaculture | Certificate III in Plant Science |
| Certificate I in Livestock (Poultry Management) | Certificate IV in Agribusiness |
| Certificate I in Forestry (Nursery) | Certificate IV in Animal Science |
| Certificate II in Livestock (Husbandry) | Certificate IV in Plant Science |
| Certificate II in Agriculture (Crop Establishment) | |
| Certificate II in Forestry (Forest Operations) | |
| Certificate II in Aquaculture (Tilapia Farming) | |
| Vanuatu College of Nursing Education (Ministry of Health) | |
| Graduate Diploma of Midwifery | Bachelor of Nursing (Conversion) |
| | Bachelor of Nursing |
| Vanuatu Institute of Teacher Education (Ministry of Education and Training) | |
| Certificate IV in Education (VET Teaching) | Bachelor of Education (Primary Teaching) |
| | Bachelor of Education (Secondary Teaching) |
| | Certificate IV in Education (Early Childhood Care and Teaching) |
| Vanuatu Institute of Technology (Ministry of Education and Training) | |
| Tourism and Hospitality: | Certificate II in Tourism (Transport Operator) |
| Certificate I in Tourism (Accommodation Services) | Certificate IV in Tourism and Hospitality (Supervisor) |
| Certificate I in Tourism (Customer Service) | Certificate II in Business |
| Certificate II in Tourism (Customer Service) | Certificate III in Building Construction (General Construction) |
| Certificate II in Tourism (Tour Operations) | Certificate IV in Building Construction (Supervisor) |
| Certificate III in Tourism (Tour Guiding) | Certificate III in Resilience (Climate Change and Disaster Risk Reduction) |
| Certificate III in Tourism (Travel Sales) | Certificate IV in Media and Journalism |
| Certificate I in Hospitality (Catering and Cooking) | |
| Certificate II in Hospitality (Accommodation Services) | |
| Certificate II in Hospitality (Food Preparation) | |
| Business and Finance: | |
| Certificate I in Business (Administration Services) | |

| | |
|--|---------------------|
| Certificate II in Business (Administration Services) Certificate IV in Finance (Accounting) Computing: Certificate I in Computing (Computer Operations) Certificate II in Computing (Computer Support/Software and Hardware) Construction: Certificate I in Building Construction (General Construction) Certificate II in Building Construction (General Construction) Carpentry and Joinery: Certificate I in Joinery, Furniture & Cabinet Making (Furniture Making) Engineering: Certificate I in Mechanical Engineering (Metal Production) Certificate II in Mechanical Engineering (Metal Production) Certificate I in Automotive Engineering Certificate I in Electro-technology Climate Change and Resilience: Certificate I in Climate Change (Adaptation and Disaster Risk Reduction) Certificate III in Resilience (Climate Change and Disaster Risk Reduction) Fine Arts: Certificate II in Fine Arts and Crafts | |
| Vanuatu Maritime College (Ministry of Infrastructure and Public Utilities) | |
| | |
| Vanuatu Police Training College | |
| | Diploma of Policing |

Table 33: Government TVET providers in Vanuatu

Sources: VQA website (<https://vqa.edu.vu/>) and MOET Vanuatu 2020.

In November 2019, Vanuatu established a new national university, the National University of Vanuatu (NUV). NUV offers bilingual higher education (previously offered through the Bilingual Higher Education Institute) in partnership with international universities.⁸⁵ The University has two Faculties: the Faculty of Humanities with five schools and the Faculty of Science and Technology, also with five schools. The six existing training institutions will be progressively integrated into the University. The University is currently without a Vice-Chancellor and funding is uncertain.

Several government agencies also provide vocational training. The Office of the Registrar of Cooperatives and Business Development Services (<https://cooperative.gov.vu/>) provides business training for cooperatives throughout Vanuatu. It also offers a Vocational Foundation Certificate in

⁸⁵ These include the University of New Caledonia, University of Toulouse 1 Capitole and University of Toulouse 2 Jean-Jaurès in France, Taylor's University of Malaysia and Victoria University of Wellington in New Zealand.

Business Management and Accounting and Higher Vocational Certificate 1 in Business Management and Accounting.⁸⁶

The Vanuatu Institute of Administration and Public Management provides in-service training for employees in Vanuatu's public service, based on annual training needs analyses.

Provincial Skills Centres

The Ministry of Education and Training operates Provincial Skills Centres in four of Vanuatu's provinces: Sanma, Malampa, Torba and Tafea.⁸⁷ These Centres facilitate decentralised and flexible delivery of accredited qualifications in response to skills demand identified by Provincial Government Training Boards, often in remote community settings. Partnerships between the Provincial Skills Centres, the Department of Tourism and the Vanuatu Tourism Office have successfully contributed to the development of provincial tourism (Government of Vanuatu 2020a). Funding for the Provincial Skills Centres is currently provided by the Australian-funded Vanuatu Skills Partnership (see below), although the Ministry expects to increase its funding for staff positions over the coming years.

Rural Training Centres

There are between 35 and 40 Rural Training Centres (RTCs) across Vanuatu, of which nine are registered with the VQA.⁸⁸ The RTCs cater to young people in rural communities who are neither in formal educational nor in employment and who have limited access to secondary education. They offer (non-accredited) Certificate I and II courses in tourism and hospitality, construction and joinery, automotive trades, business studies, agriculture and home care.

The number of students in RTCs has declined dramatically over the last decade, from 1,181 students in 2011 to 262 in 2017, two thirds of whom were male. Just under one third of these were studying tourism and one quarter studying building construction. The majority of students were studying at RTCs in Malampa, Penama and Sanma, with no students in Shefa and Torba (MOET Vanuatu 2015b; MOET Vanuatu 2019).

The National Human Resource Development Plan recommends that the Vanuatu government provide support to education authorities operating RTCs to facilitate quality improvements and enable delivery of accredited Certificate I and Certificate II qualifications (Government of Vanuatu 2020b).

Faith-based providers

A number of Pacific Churches have established schools and colleges which offer vocational education. These receive some financial and in-kind support from affiliated churches and church organisations in Australia, New Zealand and other countries. Currently only five are registered with VQA, although several more have begun the registration process.

⁸⁶ This training is being supported by the Vanuatu Skills Partnership.

⁸⁷ The provinces of Penama and Shefa do not yet have a Provincial Skills Centre.

⁸⁸ These are: Agape Rural Training Centre, Fisher Young Rural Training Centre, Lorevulko Rural and Ministry Training Centre, Lume Memorial Rural Training Centre, Marven Rural Training Center, Matahi Rural Training Centre, Narea Rural Training Centre, Pektel Rural Training Centre, and Torgil Rural Training Centre. Until 2015, the Rural Training Centres were managed by the Vanuatu Rural Development and Training Centres Association. However, responsibility for the RTCs was subsequently shifted to the Ministry of Education and Training.

| Provider | Affiliation | Courses |
|--|---|---|
| Anglican Church of Melanesia Vocational Education Training and Technical School (ACOMVETS) ⁸⁹ | Anglican Church of Melanesia | Seeking approval to deliver: Certificate I in Tourism (Tour Guiding) Certificate I in Automotive Engineering (Servicing) Approved to deliver: Certificate II in Plumbing (Water Sanitation and Hygiene) Certificate I in Hospitality |
| Onesua Presbyterian Technical School, North Efate | Presbyterian Church of Vanuatu | Approved to deliver: Certificate I in Automotive Engineering (Small Engine Servicing) Certificate I in Joinery, Furniture & Cabinet Making (Furniture Making) Certificate I in Tourism (Tour Guiding) |
| Saint Michel Technical College, Luganville | Marist Brothers | Approved to deliver: Certificate I in Automotive Engineering (Small Engine Servicing) Certificate I in Hospitality (Food and Beverage) Certificate I in Joinery, Furniture & Cabinet Making (Furniture Making) |
| KorVan Community Health School, Port Vila | Presbyterian Church of Vanuatu/Korean churches in South Korea and New Zealand | Provides training for Ni-Vanuatu to provide primary health care in their communities. Seeking accreditation for Certificate III in Nurse Aid. Currently delivering the Vanuatu government's Village Health Worker Pre-Service Training Programme. |
| Londua Technical School, Luganville | Churches of Christ | Offers courses in hospitality and tourism, although no accredited courses are currently approved for delivery. |

Table 34: Faith-based TVET providers in Vanuatu

Source: VQA website (<https://vqa.edu.vu/>)

Private providers

Edwards Institute of Technology

Edwards Institute of Technology (EIT) (<http://ecf.cns.com.vu>) is the training and development arm of Computer Network Services. Its main campus is in Port Vila, with a second centre in Luganville. The Institute is registered with VQA and currently offers six accredited courses: Certificate I in Computing (Computer Operations), Certificate II in Computing (Support/Software/Hardware), Certificate III in Computing (Networking), Certificate III in Computing (Support), Certificate III in Computing (Hardware), and Advanced Diploma of Information Systems.

⁸⁹ Since becoming a Registered Training Organisation in August 2019, ACOMVETS has formally integrated five Rural Training Centres in Vanuatu's three northern provinces (Torba, Sanma and Penama). This has enabled cross-sharing of VQA approval to deliver for the following Certificate I courses in construction, hospitality and catering, and agriculture as well as Certificate II in Plumbing (with APTC support through the Vanuatu Skills Partnership).

Pacific Vocational Training Centre

The Pacific Vocational Training Center (<http://www.racbliso.com.vu/PVTC/Story.html>) in Port Vila is a registered training provider offering Certificate IV programs in Electrical Engineering and Refrigeration and Air Conditioning. It is currently seeking accreditation for a Certificate IV in Information and Communication Technology.

Non-formal providers

Ola Fou, a non-government organisation working in the area of youth development across the Pacific provides training for young people who have not completed formal schooling to work as youth leaders or youth workers in their communities. The training leads to a Certificate in Youth Work (MOYSD 2016).

Regional providers

University of the South Pacific

The University of the South Pacific (USP)'s (<https://www.usp.ac.fj>) main campus in Vanuatu is in Port Vila. The University also has sub-centres in Torba, Santo, Tafea and Malekula. In 2017, there were over 3,100 studying at USP in Vanuatu.

The main Emalus campus is the location of USP's School of Law. Courses offered by the School of Law are delivered face-to-face while other courses are delivered in distance and flexible learning mode. The campus' Centre for Flexible and Distance Learning provides academic support to students undertaking courses in distance mode. The University also offers a 'Second Chance Francophone' program, similar to preliminary and foundation studies.

Details of technical and vocational education courses offered through USP Pacific TAFE are included in Part I.

Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) (<https://www.aptc.edu.au/>) has been working in Vanuatu since 2007 to deliver training and support strengthening of the TVET sector. This includes long-term partnerships with Vanuatu Institute of Technology and Vila North School. APTC courses available in Vanuatu in 2020 include:

- Certificate III in Carpentry
- Certificate III in Education Support
- Certificate III in Tourism⁹⁰

APTC also offers customised, on-demand courses, including Certificate IV in Leadership and Management and Certificate IV in Training and Assessment.

To strengthen TVET provision in Vanuatu, APTC is working with the Vanuatu government to support industry-specific legislative reforms to enable stronger links between the TVET sector and industry.

⁹⁰ These courses provide an internationally recognised Australian Qualification issued through TAFE Queensland.

APTC is also supporting reforms in the Vanuatu Institute of Technology, Vanuatu Institute of Teacher Education, and the Anglican Church of Melanesia Vocational Education and Training Schools (ACOMVETS) to improve the quality of TVET.

APTC is also working to strengthen the national TVET system through building engagement of the tourism industry in setting training standards for the sector during the COVID period, which also strengthens industry skills council practice.

International donor support for TVET

Note: Regional programs which include Vanuatu are detailed in Part I.

| Australia | |
|-----------------------------------|--|
| Vanuatu Skills Partnership | <p>The Vanuatu Skills Partnership (2017-2021, up to AUD 22 million) supports the continued development of Vanuatu's national skills system, in line with Vanuatu 2030 – the People's Plan. The Partnership aims to:</p> <ul style="list-style-type: none"> • improve the quality of local training delivery to better deliver the skills required for inclusive and sustainable private sector growth • facilitate the recognition of these skills within the system, and in the region, for increased education pathways and labour mobility • support developmental leadership and good governance to drive service delivery reform <p>This includes support for Provincial Skills Centres to contract local training providers and industry coaches to deliver targeted skills training in collaboration with national and provincial government departments. The training is co-financed through a National Skills Development Fund. These include: Skills for Tourism (with the Department of Tourism and the Vanuatu Tourism Office); Skills for Handicraft (with the Department of Industry); Skills for Agribusiness (with the Department of Agriculture); Skills for Providers (with leaders across national and provincial government); and Social Inclusion (with the Ministry of Justice and Community Services).</p> |
| Vanuatu Education Support Program | <p>Phase II of the Vanuatu Education Support Program (2019-2021, up to AUD 19.8 million) continues support for improving education outcomes through a focus on access, quality and management. Phase II is aligned with Ministry of Education and Training priorities (as articulated in the interim Vanuatu Education and Training Sector Strategy 2017-18 and provides targeted support to the Ministry's Corporate Plan 2018-20.</p> <p>The expected outcomes of the program are: more children (girls and boys, including persons with disabilities) are enrolled and attend the right year of primary school at the right age; school principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes; and the Ministry of</p> |

| | |
|--|---|
| | <p>Education and Training effectively plans, trials/implements and learns from devolution efforts and uses evidence to inform decisions.⁹¹</p> <p>The program is co-funded with the New Zealand Government, with Australia as the lead donor.</p> |
| New Zealand | |
| Vanuatu Education Support Program | <p>Co-funded with the Australian Government.</p> <p>In June 2019, New Zealand provided an initial contribution of NZD 2.75 million to provide new classrooms and facilities for students displaced by the Ambae volcanic eruptions.</p> |
| France/New Caledonia | |
| New Caledonia - Vanuatu Cooperation Fund, The Pacific Fund | <p>Since 2016, France and New Caledonia's development cooperation with Vanuatu has focused on education. This has included:</p> <ul style="list-style-type: none"> • Construction of the National University of Vanuatu (opened in February 2020); • training of Vanuatu's French-speaking teachers, in partnership with the University of New Caledonia's Graduate School of Teaching and Education, and the New Caledonia Teacher Training Institute. • support for technical training curriculum at the Vanuatu Institute of Technology; • the opening of a digital campus to support distance learning; • support to francophone higher education, including new undergraduate and postgraduate degrees in administration, economics and social sciences, planning and development of ocean territories, and tourism in collaboration with the University of New Caledonia and the Ministry of Education and Training. |

Table 35: Donor programs relevant to TVET in Vanuatu

⁹¹ APTC is working with the Vanuatu Education Support program to deliver CIV Leadership & Management to staff from the Ministry of Education in Shefa and Malampa Provinces.

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