

# **Final Report**

## **Mid - Term Review: Kiribati Facility**

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# LIST OF ACRONYMS

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APTC	Australia Pacific Training Coalition
AQC	Annual Quality Checks
DFAT	Department of Foreign Affairs and Trade (Australia)
GoK	Government of Kiribati
FSF	Flexible Support Facility
KIT	Kiribati Institute of Technology
KV20	Kiribati 20 Year Vision
M&E	Monitoring and Evaluation
MEHR	Ministry of Employment and Human Resources
MTC	Marine Training Centre
MoH	Ministry of Health
NAWPP	Northern Australian Worker Pilot Program
NZ MFAT	New Zealand Ministry of Foreign Affairs and Trade
PLF	Pacific Labour Facility
PLS	Pacific Labour Scheme
PPA	Partner Performance Assessment
RSE	Recognised Seasonal Employer
SfEP	Skills for Employment Program
SPAG	Strategic Program Advisory Group
SWP	Seasonal Worker Program
ToR	Terms of Reference
TVETSSP	Technical and Vocational Education and Training Sector Strengthening Programs

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# Executive Summary

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**The Kiribati Facility** is a \$20 million Australian Government investment over 3.5 years (2016-2020), designed to increase leadership and coordination capacity of the Government of Kiribati Ministry of Employment and Human Resources (MEHR) in the skills and employment sector. The Facility comprises the Skills for Employment Program (SfEP) and the Flexible Support Facility (FSF). SfEP supports the management and delivery of the Kiribati Institute of Technology (KIT), overseen by MEHR. The goal of SfEP is 'a more capable, qualified and mobile I-Kiribati workforce'. FSF supports SfEP-related activities, and other-donor/sector non-SfEP funded activities.

## **Purpose, scope and methodology**

The Mid - Term Review of the Kiribati Facility was commissioned by Department of Foreign Affairs and Trade (DFAT). The requirements of the review were to assess all the support provided to the Kiribati Facility since September 2016, including both the Skills for Employment Program and the Flexible Support Facility.

The Review's timing and approach was designed to meet DFAT's standards for monitoring and evaluation (DFAT, 2017). The review is primarily a 'forward' looking review focussing not only on progress to date but also considering to what extent contractual adjustments are needed to ensure the Kiribati Facility continues to deliver activities to meet its strategic objectives and remains relevant to Australia's evolving labour mobility. A blended approach drawing on both quantitative and qualitative methods was used to provide the requested review of the Kiribati Facility combining document reviews, data analysis, interviews, a workshop with key stakeholders, and a site visit to the Kiribati Institute of Technology (KIT).

## **To what extent is the KF the most appropriate way to meet the high-level goals of both the Government of Kiribati and the Australian Government within the skills and employment context which it operates?**

The Kiribati Facility remains highly relevant to the objectives of the Government of Kiribati (as outlined, for instance in the KV20 Document and the current strategic plan for the Ministry of Employment and Human Resources) and to the objectives of the Australian Government (as specified in Australia's Aid Investment Plan for Kiribati, and other recent pronouncements relating to both APTC3 and the Pacific Labour Scheme). Systematic engagement with key stakeholders (such as through the KIT Advisory Council, the Teachers Return to Industry Program, and student work placements) ensure courses remain relevant to the skills needs of employers.

However, the governance arrangements of the Kiribati Facility need to be adjusted to ensure better alignment and support to the labour mobility mandate of the MEHR. The roles and responsibilities of the leadership of the Facility need to be altered to make it more relevant to needs of the Facility. An opportunity now exists for greater synergy between DFAT's regional approach to TVET (through its investment in APTC) and its bilateral program in Kiribati. The potential also exists for Employment Support Services (ESS) to play a bigger role in supporting GoK's and Australia's common labour mobility objectives through offering, for instance, more extensive pre - departure training and assisting with reintegration training for returning workers, especially as the number is starting to show noticeable an increase in participants.

## **To what extent are the end of program outcomes on-track to being achieved?**

Whilst strong progress is being made towards 3 out of 4 end of program outcomes (EOPOs), little progress has been observed under the 4th EOPO. KIT, supported by the SfEP component of the Kiribati Facility, has shown noticeable improvement over the past couple of years and has recovered well from early difficult circumstances. The Labour Market Information System (a key deliverable under EOPO2) has yet to be developed, which undermines efforts to demonstrate the effect KIT is having on the sector and efforts to analyse sector related data. The Flexible Support Facility (EOPO 4), which was meant to focus on helping to coordinate and strengthen the sector, has failed to materialise. Reports suggest that EOPO 4 has been subsumed into the other 3 EOPOs, but here is no evidence to suggest that this this has happened. Moreover, the initial design document provides a strong argument for why it is necessary to engage at the sector level, and it is therefore not appropriate to ignore this important part of the Facility.

Under the other 3 EOPOs (the SfEP component of the Facility) noticeable improvement has been achieved over the past couple of years. Key deliverables under the SfEP include the rapid expansion in enrolment at KIT, significant investments in improving English language proficiency for both students and staff, the introduction of the Bridging Program, the rapid expansion of the Employment Support Services unit to assist with pre-departure training for labour mobility schemes, and achieving full registration as a training provider under the Educational Quality and Assessment Program (EQAP). However, the Labour Market Information System (a key deliverable under EOPO2) has yet to be developed, which undermines efforts to demonstrate the effect KIT is having on the sector and efforts to analyse sector related data.

#### **How well has the Kiribati Facility addressed gender quality and empowerment, and disability and inclusion?**

The Kiribati Facility has made a concerted effort to incorporate gender issues into the design and implementation of activities, especially at KIT. KIT has increased female participation in skills development by 16 per cent in absolute terms since 2017, and in 2018 women made up 48 per cent of the total enrolment. There has also been a strong focus on campus environment (e.g. training on Gender Based Violence, the establishment of a health clinic, and increased employment of female lecturers in non-traditional courses). KIT has undertaken a wide range of mainstreaming activities to support disability and inclusion (e.g. tailoring courses, adapting infrastructure, and co-delivery of courses with Kiribati Deaf Association). KIT has also witnessed an increase in the participation of KIT courses for people with disability. In addition, KIT has fostered engagement through its Community Support Strategy, and is implementing a Disability Support Plan.

#### **How effective is the KF monitoring system?**

There exists a comprehensive M&E plan for SfEP, which is routinely reported against. No such plan exists for the other component of the program (i.e. the FSF). There has been considerable investment in KIT's data collection and monitoring system, and the consensus is that data quality is improving. KIT have now recruited a locally based M&E officer to provide information to support 'real time' evidence-based decision making. As already noted above there remains ongoing challenges with regards to a LMIS, which inhibits the analysis of sector related data.

#### **How well have financial and non-financial resources been used to achieve KF's outcomes?**

Nearly all planned activities under SfEP have been delivered on time and within budget. The governance structure for KIT is both accountable and transparent and is meeting as planned. KIT has also been successful in leveraging relationships with partners (such as MTC, APTC, USP, KTC, KIT/SOHN) to enhance the efficient use of resources. Unsurprisingly, given the nature of the Facility's focus on technical capacity building and knowledge transfer, expenditure on advisers accounts for a considerable proportion of the total budget of the Kiribati Facility. The Facility continues to invest extensive resources in promoting English language proficiency amongst both staff and students (the English Department is biggest teaching department at KIT).

The Facility does not routinely or systematically report on Value for Money, without which (such as tracking the unit cost of graduates) it is difficult to assess whether the program is become more efficient over time. It is likely that the program will have to continue investing heavily in promoting English language skills, which will have implications for resourcing other aspects of the program.

#### **How sustainable are the benefits of the Kiribati Facility?**

Based on an analysis of current performance, there are good prospects that gains made under the SfEP will continue in the future provided there is ongoing investment by the Australian Government. This includes the activities to ensure KIT maintains its accreditation as a higher education provider, increasing the teaching and administrative capacity of staff, the activities that are being undertaken to implement the new English Language strategy, and reducing the emphasis on expatriate trainers. KIT has also developed an extensive Master Plan for the campus which will see a rapid expansion in its physical capacity and assist in meeting the growing demands for its courses. Risks are well managed and are unlikely to undermine the Australian Government's long-term investment in the sector.

However, there is limited opportunity each year to shift SfEP funded-positions to the GoK's Establishment Register. In addition, the SfEP currently funds about 80% of KIT's annual budget. It is unlikely that GoK's investment in KIT will increase substantially in the medium term, which means KIT will continue to require substantial investment from development partners (including the financing of the Master Plan). No increase investment by the GoK in the sector could also impact on the operations and maintenance of KIT's buildings once the Master Plan has been delivered. Despite efforts to reduce reliance on advisers, there is little likelihood in the foreseeable future of KIT being able to operate fully without external technical inputs (albeit that the role of APTC3 in the future may be able to replace some of the capacity that is being directly contracted under the Kiribati Facility).

## **Recommendations**

In summary, the Kiribati Facility has made good progress towards 3 out of 4 end of program outcomes (EOPOs), little progress has been observed under the 4th EOPO. The performance of the program under SfEP has been both effective and efficient. The review did however identify issues worthy of further attention which need to be addressed in the remaining period of the Facility and/or considered during the next phase. These issues are linked to a set of 11 recommendations including ensuring the program refocuses on sectoral policy, planning and oversight; promoting a strong relationship between the MEHR and the Kiribati Facility; developing greater collaboration with APTC; and continuing to address gender equity challenges in the sector. A set of proposed amendments to the existing *Statement of Requirements* can be found in Annex 1 of this report.

# Background

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## Context

Kiribati remains a labour surplus economy with few prospects for growth, a weak private sector, low productivity, a very young population and a large and growing population of unemployed young people. The Gross Domestic Product of Kiribati is US\$ 0.2 Billion, the main contributors to GDP are fisheries, tourism, remittances and international development assistance. Kiribati's economy has enjoyed strong economic growth in recent times.<sup>1</sup> The IMF attribute the stronger growth largely to higher public spending financed by record-high fishing revenue, and donor-financed infrastructure investment.<sup>2</sup> In addition, remittances from I-Kiribati working overseas contribute significantly to the economy. The World Bank estimates that personal remittances account for 9.9% of the nation's GDP in 2017.<sup>3</sup> This is almost three times greater than the contribution made by the entire tourism industry to the Kiribati economy.

Despite recent assessments by both the International Monetary Fund and the Asian Development bank finding that recent economic growth in Kiribati is above historical norms<sup>4</sup>, the rate of unemployment remains amongst the highest in the Pacific, especially for people aged 16 – 24. This situation is further aggravated by a very small private sector in Kiribati, and thus limited opportunities for private sector employment.

Whilst the KV20 document acknowledges that the private sector can be a significant engine of economic growth within Kiribati, it also recognises the need to improve access to quality training, increase the labour supply and implement an English language policy so the I-Kiribati are highly educated and competitive in domestic and overseas labour markets.<sup>5</sup>

Since 2010 Australia has been supporting the Government of Kiribati improve access for I-Kiribati to high- quality post-secondary education and training that is aligned with local and international labour market demand. Support for skills development and labour mobility is a key priority in Australia's aid investment plan for Kiribati in 2016-2019 and continues to be highlighted in Australia's expanded Pacific labour mobility programs. These objectives align with the Kiribati 20 Year Vision (KV20) priorities to identify new overseas labour markets, increase overseas employment, and grow the domestic economy.

## Kiribati Facility

The Kiribati Facility is a \$20 million Australian Government investment over 3.5 years (2016-2020), designed to increase leadership and coordination capacity of the Government of Kiribati Ministry of Employment and Human Resources (MEHR) in the skills and employment sector. The Facility comprises the Skills for Employment Program (SfEP) and the Flexible Support Facility (FSF). SfEP supports the management and delivery of the Kiribati Institute of Technology (KIT), overseen by MEHR. The goal of SfEP is "a more capable, qualified and mobile I-Kiribati workforce. FSF supports SfEP-related activities, and other-donor/sector non-SfEP funded activities. The Kiribati Facility builds on the achievements of the Kiribati Technical and Vocational Education and Training Sector Strengthening Programs (TVETSSP) – Phase 1 (2010-2011) and Phase 2 (2012-2016). Management and delivery of the Kiribati Facility was contracted to Scope Global for an initial 3.5 years (Sept 2016 to March 2020) with two options for a three-year extension. DFAT is currently considering the initial 3- year extension option.

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<sup>1</sup> International Monetary Fund (IMF), *Kiribati: Staff Concluding Statement of the 2018 Article IV Mission*, (30th October, 2018) <https://www.imf.org/en/News/Articles/2018/10/30/ms10318-kiribati-staff-concluding-statement-of-the-2018-article-iv-mission>

<sup>2</sup> International Monetary Fund (IMF), *Kiribati: Staff Concluding Statement of the 2018 Article IV Mission*, (30th October, 2018) <https://www.imf.org/en/News/Articles/2018/10/30/ms10318-kiribati-staff-concluding-statement-of-the-2018-article-iv-mission>

<sup>3</sup> World Bank, <https://data.worldbank.org/indicator/bx.trf.pwkr.dt.gd.zs>

<sup>4</sup> As cited in the Kiribati Facility Annual Report, 2019, p. 15

<sup>5</sup> Kiribati 20 Year Vision 2016 – 2036, page 28.

## Review Purpose

The main purpose of the Mid - Term review is to:

- Ensure that the Kiribati Facility complements rather than replicate work by APTC and PLF; and
- Determine if contractual adjustments are required to ensure the Kiribati Facility is able to deliver skills for employment and labour mobility activities to meet its strategic objectives.

In addition, the review is required to assess overall performance towards achieving planned outcomes in line with DFAT's quality criteria of effectiveness, efficiency, relevance, gender equality, monitoring and evaluation, sustainability and risk. The review will be "forward looking" with an emphasis on evaluating what is working well and identifying where it can go in the future.

## Methodology

The review followed the approach outlined in the evaluation plan (submitted 2 April 2019), and as specified in the Terms of Reference (Annex 2). The evaluation used a mixed methods approach, involving qualitative evaluation methodology and quantitative data. Primary data obtained through interviews, focus groups, a site visit to both the Kiribati Institute of Technology (KIT) and to the Marine Training College (MTC), and a workshop with key stakeholders was combined with secondary data drawn from program documentation and relevant data bases (such as KIT's Education Management Information System, EduPoint, and other monitoring and reporting sources). For a full list of the documents reviewed see Annex 3, and for a full list of people interviewed see Annex 4.

The production of reports is iterative, which in the production of this draft report has meant embracing several opportunities for sense making and discussion with both DFAT and key stakeholders. The first presentation to validate the findings took place at the 11 April Strategic Program Advisory Group (SPAG)<sup>6</sup> meeting, this was followed by a workshop with key stakeholders to elicit their views on the main findings and recommendations<sup>7</sup>. In addition, the preliminary findings and recommendations were also presented to senior officials from the Australian High Commission in Kiribati on 12 April in order to gauge their views. This process has helped generate considerable discussion on key findings presented in this report, and where applicable and practicable these views have been incorporated into the findings presented in this report.

## Limitations and Constraints

In the evaluation plan, the review team provided an indicative workplan which it followed. Bearing in mind the size and narrow scope of this rapid review (not to mention the tight timescale and restricted budget) the field visit was relatively short. However, as the review was effectively an appraisal of a select set of issues the time spent in-country was sufficient.

Moreover, concerns about who would be available during the visit (as Parliament was in session) turned out to be unfounded as all key interlocutors were interviewed. In some cases, such as with the MEHR, there were opportunities to meet with key stakeholders multiple times during the visit to South Tarawa. Wherever possible interviews were conducted face-to-face, but in the case of Scope Global this was not possible. In order to mitigate this constraint interviews were conducted telephonically and further follow up through email.

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<sup>6</sup> SPAG is the primary source of high-level advice to the program. It provides a forum for the development partners to meet and assess progress of the Kiribati Facility. Where appropriate, it also provides advice on new directions or proposed changes.

<sup>7</sup> The workshop included representatives of the business sector, members of relevant civil society organisations, KIT, government officials, officials from state owned enterprises, and representatives from APTC.



# Findings

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In this section of the report we respond to the evaluation questions individually to ensure that the report answers all the questions that the terms of reference posed. Progress is based on available evidence and Kiribati Facility reporting, triangulated with data collected by the review team from interviews, focus group discussions, and the workshop with stakeholders.

## Relevance

1. To what extent is the KF the most appropriate way to meet the high-level goals of both the Government of Kiribati and the Australian Government within the skills and employment context which it operates?

### Summary response to the evaluation question:

The Kiribati Facility remains highly relevant to the objectives of the Government of Kiribati (as outlined, for instance in the KV20 Document and the current strategic plan for the Ministry of Employment and Human Resources) and to the objectives of the Australian Government (as specified in Australia's Aid Investment Plan for Kiribati, and other recent pronouncements relating to both APTC3 and the Pacific Labour Scheme). Systematic engagement with key stakeholders (such as through the KIT Advisory Council, the Teachers Return to Industry Program, and student work placements) ensure courses remain relevant to the skills needs of employers.

The governance arrangement of the Kiribati Facility needs to be adjusted to ensure better alignment and support to the labour mobility mandate of the MEHR, and the roles and responsibilities of the leadership of the Facility need to be altered to make it more relevant to needs of the Facility.

An opportunity now exists for greater synergy between DFAT's regional approach to TVET (through its investment in APTC) and its bilateral program in Kiribati. The potential also exists for Employment Support Services (ESS) to play a bigger role in supporting GoK's and Australia's common labour mobility objectives through offering, for instance, more extensive pre - departure training and assisting with reintegration training for returning workers, especially as the number is starting to show noticeable an increase in participants.

What follows is a brief summation of the main findings of the different aspects of relevance that were assessed during the review in order to answer this question.

**The Kiribati Facility is still relevant to the Kiribati context in particular in relation to KV 20 and the MEHR Strategic Plan.** The overall goal of the Kiribati Facility is aligned to the GoK's stated development objectives (specified in both KV20 and the GoK's *Development Plan for 2016 – 2019*) with its emphasis on a better education population and improving 'the quality of education and training to provide students with the skills and capability to progress to a productive future'. Likewise the objectives align with the *MEHR's Strategic Plan (2016 – 2019)*, in particular the Key Policy Area (KPA) 1: Human Resource Development, which includes the stated aim to 'improve the quality of training to provide students with the skills and capability to progress to a productive future by 2019' by strengthening and enforcing 'Technical and Vocational Education and Training (TVET) quality standards so that TVET providers meet regional and international standards including accreditation of KIT with Pacific Regional Qualification Framework'. The MEHR strategic plan also includes the aim of 'increasing sustainable employment' by 'expanding international employment in new and existing markets through improved marketing and recruitment strategies' (KPA 2).

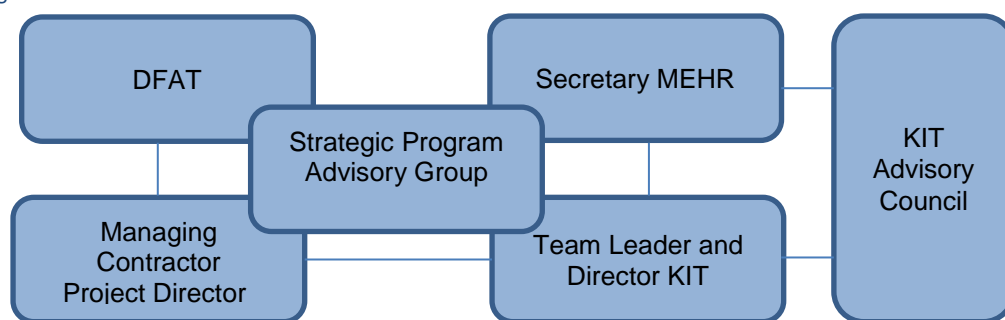
The Facility is also aligned with the Government of Australia's priorities for assistance in Kiribati as outlined in the Australia's Aid Investment Plan for Kiribati 2015-16 to 2018-19, which in turn echo's the priorities specified in the *Strategy for Australia's aid investments in education 2015-2020*. The latter specifies, as one of its four strategic priorities, the need to promote the development of skills, by improving access to high quality post-secondary education and training, and the importance of aligning education and skills with labour market demand. Recent pronouncements by the Australian Government regarding labour mobility and the redesigned APTC reconfirm that the objectives of the Kiribati Facility remain relevant to Australia's commitment to strengthen its engagement in this sector across the Pacific.

**The Kiribati Facility ensures its relevance through a responsive engagement with key stakeholders, and to ensure its end of program outcomes (EOPOs) align with the needs of stakeholders.** KIT engages actively with local stakeholders through different forums such as the KIT Course Advisory Committees, the KIT Advisory council, and through the Teachers Return to Industry Program (TRIP) and by way of student work placements. Interviews with Kiribati Chamber of Commerce and Industry, and participants in the workshop, confirmed that stakeholders are routinely provided with opportunities to engage and influence the program. This finding is important as it illustrates that the program is not solely focussed on international labour markets, but that the program is working closely within Kiribati with the private sector, other government partners, and donors to identify demand for skilled labour on a number of key infrastructure projects (water and sanitation, roads, the airport and so on) that could be met by I-Kiribati. Moreover, in response to these consultations, and also through labour market and employer surveys, KIT have adjusted its course design to ensure greater synergy between its course offerings and the needs of employers.

It has however been suggested that KIT is not doing enough to provide suitable courses in Hospitality, Aged care and Individual support which are areas identified as a niche for Kiribati for labour mobility<sup>8</sup>. KIT only has a few courses accredited at Cert 1 and 2 level, and interviews suggest that employers in Australia require accreditation at Cert 3 and 4 level<sup>9</sup>. This could mean in practice that few, if any, KIT graduates can immediately get employment in Australia because they do not have the right qualifications, especially in aged care which has higher levels of regulation. But even in this sector, it is possible that there are employers who are more interested in employing (junior) Assistants in Nursing rather than actual Nurses through this scheme. In addition, the PLF continue to report that overall there's been more demand for non-trained people than trained people. At this point, without accurate labour mobility data (other than that the PLF have signalled that the demand from aged care employers is reasonably slow), and in part because there is a Royal Commission into Aged Care Quality and Safety at the moment, it is still unclear as to what the likely demand will be and to what extent employers will require higher levels of Certification in Aged Care. Further clarification of Australian employer needs/labour mobility data needs to be fast-tracked to help KIT respond more effectively to these demands.

In 2019 APTC delivered refresher training to previous APTC aged/individual care graduates, some of whom are now employed under the PLS in Australia. KIT through its partnership with APTC in the previous phase supported MTC with an APTC hospitality training short-term advisor. Thought should be given to requesting APTC, as an interim measure (e.g. over the next three years, after which the decision can be revisited), to continue to support delivery of this course (but at the same time providing support to develop KIT staff capacity in the longer term) to those students who meet the applicable entry standards to meet current Australian/New Zealand market demands..

Figure 1: KIT Governance Structure



<sup>8</sup> However, without accurate labour mobility evidence, some interviews have suggested that the identification of these areas as ‘niche areas for I-Kiribati’ needs to be questioned, albeit recent work by Jim Redden (2019) in his ‘Kiribati Facility – SfEP Labour Market Study’ does suggest some potential niche areas by the fact that Kiribati has an existing work ready pool which no other country has in personal care workers and unemployed trained stewards from MTC. Further research is needed on this topic, including the ramifications for female students with regards to how the courses in Hospitality, Aged care and Individual support are currently being delivered, especially if the Royal Commission, as expected, makes recommendations pertaining to formalising training and stringent mandatory qualifications.

<sup>9</sup> It is worth noting that this may not be strictly true. Other evidence suggests that the early feedback from PLF to APTC is that employer demand is not necessarily for people with accredited training. In abattoirs and tourism operators it is often the case that employers value their own training way above formal training and are looking for good, teachable people, not people with accreditation.

**The governance arrangements of the Kiribati Facility need to be adjusted to ensure better alignment and support to the labour mobility mandate of the Ministry for Employment and Human Resource.** As discussed above the governance structure has been established to ensure close consultation with the MEHR and employers, and now that it is fully functional and meeting as planned interviews suggest that it is being both accountable and transparent. Currently, the Strategic Program Advisory Group (SPAG) provides high-level advice to KIT. The SPAG membership comprise of representatives from MEHR, DFAT, MTC, KIT and the Contractor representative. The Team Leader SfEP is a member of SPAG. The SPAG meets bi-annually.

The KIT advisory council allows employers to provide advice to KIT to ensure alignment between the courses and services offered by the Institute, and domestic and international labour demand. The KIT Advisory Council meets bi-annually to review prior year outcomes and coming year program delivery. In addition, the Team leader and Director of KIT is also a senior member of the MEHR Senior Management team which meets monthly to review financial and strategic matters. Interviews and feedback during the workshop with members of the different components of the governance structure suggest that the program has a relatively strong working relationship with the MERH, key ministries and state-owned enterprises, the Marine Training Centre and employers.

However, In the absence of an overarching strategy for the skills and employment sector, including labour mobility, the SPAG and KIT Advisory Council are the only mechanism to engage with the Government of Kiribati and stakeholders at a 'strategic level'. Whilst the structures operate effectively, interviews with those on these structures reported that both that both the SPAG and KIT Advisory Council discussions are too operational and focused on KIT, and as currently constituted they do not provide much strategic input into either the coordination of skills or employment in the sector. In other words, SPAG is effective in providing strategic advice to KIT, but not the program. Further thought is needed to reconfirm the terms of reference SPAG and KAC to align with their original intent, as designed. As already noted the context has changed since 2015 when the Kiribati Facility was designed. With Australia having launched its Pacific labour mobility policy in 2018 with new players and New Zealand increasing its investment substantially by funding the expansion of KIT (Stages 1 and 2 of the KIT Master Plan) this is an optimal moment to reconfirm the mandates of SPAG and KAC. Key steps in this process should include:

- Establishing a sector-wide TVET sector reference group to be led by MEHR whose key mandate would be to provide strategic advice to the GoK pertaining to the Skills and Employment Sector, including the labour mobility component;
- Revisiting the mandate of both SPAG and the KIT Advisory Council to ensure it aligns with its original intent;
- Clarifying the roles of APTC, PLF, and NZMFAT in SPAG and KAC; and
- Ensuring that the KIT Advisory Council receives better quality employment data, and timely information from the labour mobility unit with the MEHR.

**The program leadership roles need to be adjusted to ensure greater relevance to the needs of the program.** The original design of the Kiribati Facility designated that only one person take responsibility for both the role of the KIT Director and Team Leader of the SfEP. In addition, a Project Director (a joint appointment with the Contractor Representative) was designated to provide 'strategic direction, leadership and management in the Delivery of the Kiribati Facility in order to achieve end of program outcomes'. Interviews with key stakeholders raised three interlinked issues with regards to the roles and responsibilities of the leadership of the program:

- KIT has more than doubled its size since 2016, and will continue to expand, especially as a result of the significant increase in its infrastructure. It is therefore important that a high-quality Director remains focussed on KIT to ensure the sizeable investment in KIT continues to be managed efficiently and effectively.
- The MEHR feel they do not have sense of ownership of KIT, because it is governed by Australian advisers, and not by an I-Kiribati Ministry Official<sup>10</sup>.

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<sup>10</sup> Dialogue between DFAT and MEHR will be required to ensure that the MEHR recognise the importance of the international dimension that the current management team bring to KIT which ensures, for instance, that trainees are taught and eventually accredited against internationally recognised standards. An extensive understanding of the regional and Australian vocational training sector will remain important in leveraging the gains made to date in preparing I-Kiribati for international employment.

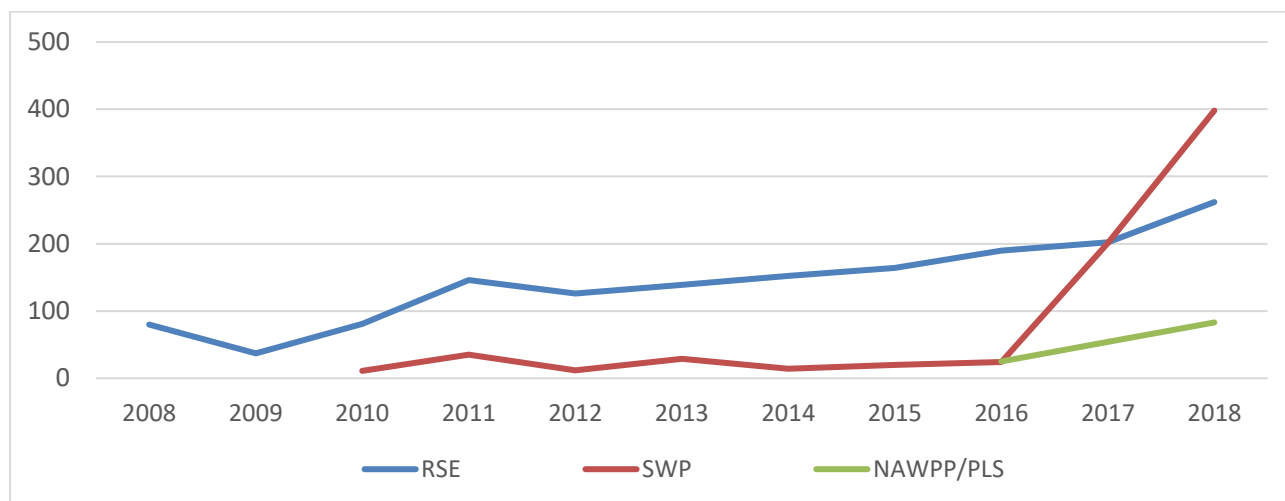
- To date there is very little evidence that the Project Director of the Kiribati Facility has provided noticeable strategic direction to the sector as a whole (i.e. what was expected under EOPO 4).

It is suggested that in the first instance, there needs to be a more intensive policy dialogue established between DFAT and MEHR to establish an acceptable course of action to deal with these issues, topics for dialogue could include:

1. The need to update and revise key pieces of the policy and strategic architecture for the sector (updating the MEHR strategies that expire this year) and which specifically speaks to the role of KIT in the sector (i.e. the MEHR’s objectives for KIT going forward), and labour mobility (including the role of KIT in supporting labour mobility).
2. Determining how best to support initiatives to strengthen MEHR management and leadership in line with the MEHR HRD plan.
3. Clarifying leadership and communication issues between KIT and the MEHR, on issues such as:
  - a. The importance of KIT retaining strong leadership, with appropriate internationally accepted qualifications
  - b. Exploring whether it is feasible and practicable to put a transition plan in place that could eventually lead to the KIT Director becoming a Ministry official supported by an Australian adviser, and
  - c. How best the new labour mobility adviser can facilitate regular contact between MEHR and KIT.
4. Exploring whether the Kiribati Facility should have an in-country Project director who has oversight of the whole Facility (i.e. merging SfEP tasks with those of the current Project director) to drive the development and implementation of a coherent strategy for the skills and employment sector in Kiribati.

Interviews suggest that to a limited extent the governance structure helps to **stimulate cooperation with and improve the coordination of labour mobility activities within relevant Kiribati Government ministries and the Kiribati Facility**. As noted below the expansion of, and adjustments to, the activities of the Employment Support Services provided by the Kiribati Facility have ensured that the ESS remains both relevant to and responsive to the needs of labour mobility, especially as the number of participants in labour mobility continue to increase in Kiribati (Figure 2). Nevertheless, issues of labour mobility coordination and recruitment remain under the aegis of the MEHR and rightly remain outside the scope of the Kiribati Facility, especially as the Facility’s remit is about providing skills for employment.

Figure 2: I-Kiribati participation in Labour Mobility since 2008 (source: MEHR Labour Mobility data)<sup>11</sup>



<sup>11</sup> Key: RSE = Recognised Seasonal Employer; SWP = Seasonal Worker Program; NAWPP = Northern Australian Worker Pilot Program; PLS = Pacific Labour Scheme

Recent pronouncements by the Australian government with regards to labour mobility and APTC do provide the Kiribati facility with opportunities to consider implementing **new and/or adjusted activities to ensure better alignment with these policy announcements**. Feedback from consultations suggest that:

- The ESS has the potential to increase its skills related activities in support of labour mobility initiatives, both at the pre-departure stage<sup>12</sup> and at the reintegration stage<sup>13</sup>, but this would need to be resourced appropriately as existing resources are fully allocated.
- The National Career Counselling Centre within the MEHR (which the Facility was to support under EOPO 4 – by developing business systems to support worker mobilisation and labour market information systems), has not materialised. The absence of such a centre does hinder the Ministry’s ability to deliver evidence-based employment placement services. Efforts should be made to revisit the original thinking behind the Facility providing targeted support to the centre and, if applicable, review the nature of the support the Facility can realistically provide in line with the new labour mobility policy announcements.
- With the arrival shortly of the labour mobility engagement adviser, this could assist the Kiribati Facility in rethinking both its support to the National Career Counselling Centre and the expansion of ESS activities, in addition to providing a useful conduit between the MEHR and the Kiribati Facility to ensure greater synergy and alignment on labour mobility matters.
- The shift in the focus of the APTC<sup>14</sup> provides an opportunity exists for greater synergy between DFAT’s regional approach to TVET (through its investment in APTC) and its bilateral program in Kiribati, particularly in terms of helping to reinvigorate the Kiribati Facility’s mandate (EOPO 4) to help improve the management and coordination of the Kiribati skills sector (and as discussed in more detail below).

## Effectiveness

In appraising the effectiveness of the Kiribati Facility, the review not only examined the extent to which expected progress is being achieved, but the review also examined effectiveness in relation to Gender, Disability, and also the extent to which the Facility’s monitoring and evaluation system can be considered to be effective. Each of these different components are discussed in more detail below.

### 2. To what extent are the end of program outcomes on-track to being achieved?

#### Summary response to the evaluation question:

Whilst strong progress is being made towards 3 out of 4 end of program outcomes (EOPOs), little progress has been observed under the 4th EOPO. KIT, supported by the SfEP component of the Kiribati Facility, has shown noticeable improvement over the past couple of years and has recovered well from early difficult circumstances. The governance structure for KIT is both accountable and transparent and is meeting as planned.

The Labour Market Information System (a key deliverable under EOPO2) has yet to be developed, which undermines efforts to demonstrate the effect KIT is having on the sector and efforts to analyse sector related data.

The Flexible Support Facility (EOPO 4), which was meant to focus on helping to coordinate and strengthen the sector, has failed to materialise. Reports suggest that EOPO 4 has been subsumed into the other 3 EOPOs, but here is no evidence to suggest that this has happened. Moreover, the initial design document provides a strong argument for why it is necessary to engage at the sector level, and it is therefore not appropriate to ignore this important part of the facility.

The Kiribati Facility has made a concerted effort to incorporate gender issues into the design and implementation of activities, especially at KIT. KIT has increased female participation in skills development by 16 per cent in absolute terms since 2017, and in 2018 women made up 48 per cent of the total enrolment. There has also been a strong focus on

<sup>12</sup> ESS could offer longer, more comprehensive training that is offered regularly rather than immediately before workers depart. Such a course would expand on the existing briefing and include additional topics identified through feedback from workers (such as oral hygiene, nutrition, personal hygiene, contractual issues, and so on). Workers who have completed the course would then be provided with a short ‘refresher’ course prior to their departure.

<sup>13</sup> ESS could be tasked with providing reintegration training that would include both socio-cultural and financial aspects regarding the workers return to home and reintegration into their respective communities.

<sup>14</sup> **Annex 6** provides a summary of the key characteristics of different TVET organisations operating in different countries across the Pacific. The annex also describes to what extent the organisation and/or system in each Pacific country has responded to the PLS and to what extent adjustments have been made to respond to the redesigned APTC.

campus environment (e.g. training on Gender Based Violence, the establishment of a health clinic, and increased employment of female lecturers in non-traditional courses). KIT has undertaken a wide range of mainstreaming activities to support disability and inclusion (e.g. tailoring courses, adapting infrastructure, and co - delivery of courses with Kiribati Deaf Association). KIT has also witnessed an increase in the participation of KIT courses for people with disability. In addition, KIT has fostered engagement through its Community Support Strategy, and is implementing a Disability Support Plan.

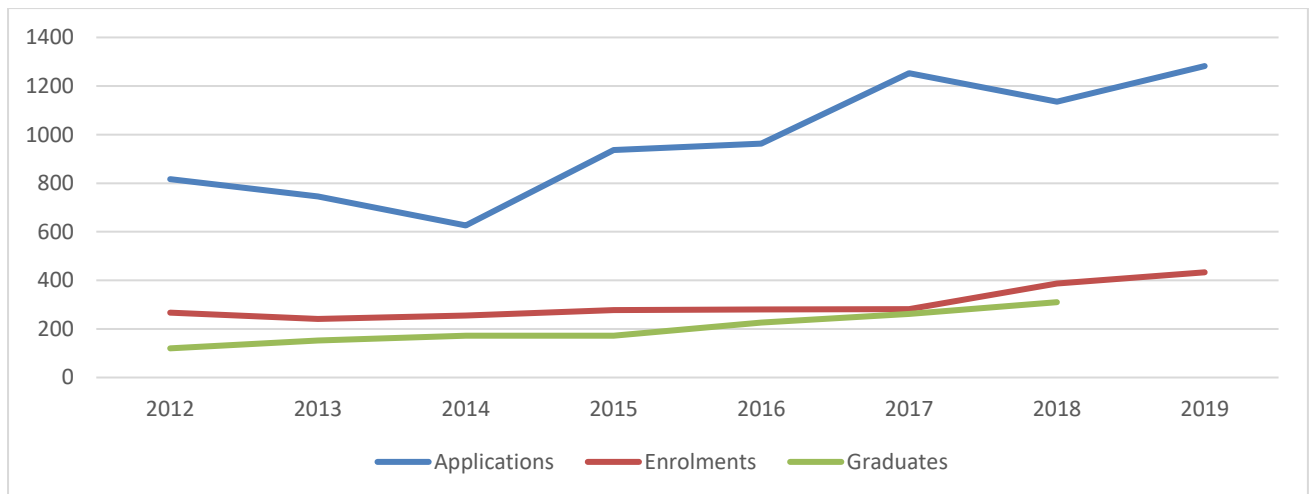
There exists a comprehensive M&E plan for SfEP, which is routinely reported against. No such plan exists for the other component of the program (i.e. the Flexible Support Facility). There has been considerable investment in KIT’s data collection and monitoring system, and the consensus is that data quality is improving.

A review of annual reports found that **the Kiribati Facility has shown strong progress against three of the four EOPOs**. Of the broad areas of focus identified in the Annual Plan of 2017, 78% are considered to have been achieved in line with expectations, 18.5% were partially achieved, and 1 planned activity was not achieved. In 2018, 59% of planned activities were delivered as expected, 33% are considered to have been partially achieved, and 2 planned activities were not achieved.

With regards to the 1<sup>st</sup> EOPO (‘increased equitable participation of 16 – 24 year old women and men in skills programs’) SfEP has shown a steady increase in the numbers enrolling and graduating (Figure 3), albeit data was not yet available on those who graduated at the end of 2018. Figure 3 illustrates a noticeable number of applications since 2014, and a steady increase with regards to enrolments, including a steady annual increase since the start of the Kiribati Facility in 2016. EduPoint data also notes a strong increase in the number of students participating in short courses, with a 17% increase between 2017 and 2018 (total number of enrolments in short courses for 2018 was 1383 students).

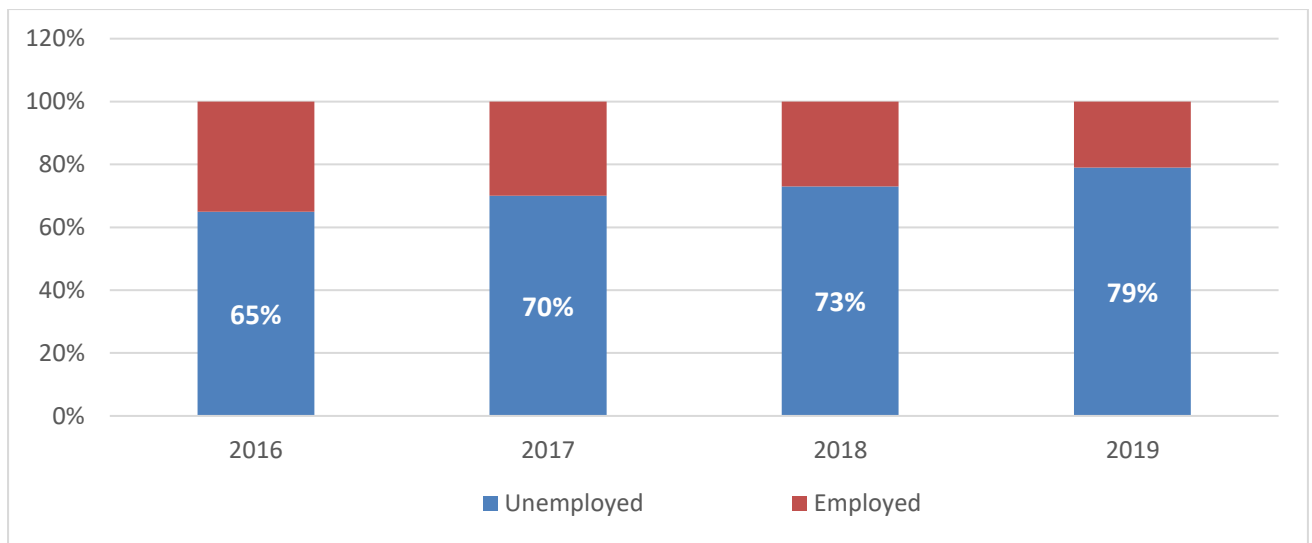
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Figure 3:KIT Certificate Courses: Applications, Enrolments and Graduates – 2012 – 2019 (Source: EduPoint data)



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Figure 4: Employment status of KIT full time students at enrolment, 2016 - 2019 (Source: EduPoint data)



The 'Skills for Employment Program' (SfEP) of the Kiribati Facility can also be seen to be **contributing to the 'skills for employment' training needs of I-Kiribati youth and unemployed.**

Figure 4 illustrates that the number of students who were unemployed at the start of their full - time course at KIT has steadily improved from 65% in 2016 to 79% in 2019. In addition KIT has created a number of pathways for disadvantaged groups, including successfully piloting 5 streams of the Certificate 1 Bridging Course for disengaged youth (13 out of 19 graduating successfully), initiating the delivery of English for Employment courses on two outer islands (Marakei and Maiana), and delivering a range of short-course on outer islands (such as plumbing, accounting, and business studies).

The Bridging course has enormous potential as a pathway to return disengaged youth either to school, or as entry into KIT, or even employment. At present the course has focussed primarily in Betio, but in partnership with Child Fund Kiribati, the aim is to expand the course into other areas of Tarawa and then ultimately the Outer Islands of Kiribati. In addition, KIT is getting the course accredited at Certificate I level under the PQAF. However, expanding the course has considerable budget and resource implications for the Kiribati Facility. For this reason it will be important that the SfEP (as indicated in the Annual Plan for 2019-2020) reviews the evidence of the Bridging courses to determine to what extent the course is meeting its objectives, to what extent students are successfully moving along the expected pathways, and if not what needs to be adjusted to improve the quality of the course.

KIT also continues to **increase the equitable participation of 16-24 year-old women and men in skills development programs**. Female participation rate in courses remains at 50%, and the most recent graduation data reflects equal graduation rates for both men and women. The number of females in non-traditional courses has increased from 15% in 2017 to 27% in 2018<sup>15</sup>.

With regards to EOPO 2 ('increase employability of KIT graduates') there is strong evidence that **KIT's training programs and courses aligned with the market demands in Australia, Kiribati and the region**. The most recent graduate tracer survey found 74% of graduates had found employment, and feedback from employers (through both the survey, and interviews and focus groups conducted as part of this review) suggests that employers regard KIT graduates as well prepared. In addition, KIT has now introduced a workplace attachment scheme (a direct response to feedback received from employers) which ensures all KIT graduates receive 'on-the-job' training. Since the start of the initiative the number of private sector partners willing to participate in this training has increased from 5 to 18. Other initiatives to ensure programs and courses remain demand driven include the expansion of the Business Incubator (which provides a variety of pathways into employment) and the introduction and/or redesign of courses in Hospitality (now done in conjunction with the MTC) and Community Service (better aligned to demand from overseas employers for residential, community and personal care workers).

There is also evidence to support the finding that the Facility is **improving its support I-Kiribati participation in new labour mobility initiatives, including in the new Pacific Labour Scheme**. Not only are new courses (such as Hospitality, Aged care and Individual support) helping in this regard, but so too is the major expansion in the ESS. As noted in Figure 2 there has been a rapid expansion in I-Kiribati participating in labour mobility initiatives. This rapid growth has led to increased demand for ESS services including English Proficiency Assessments, Work Readiness and Pre-Departure Briefing training. In response to the increased demand, KIT restructured the ESS (including the appointment of an ESS manager, and the recruitment of three additional lecturers) in 2018 to increase its capacity and ensure a more agile and responsive unit. In 2018 the ESS conducted 23 pre-departure training courses for 407 I-Kiribati. In addition, KIT has increased delivery of basic English training<sup>16</sup> for those seeking employment under regional labour mobility programs.

Whilst the relationship between KIT (and ESS) with the MEHR is relatively effective (there are regular monthly meetings, in addition to other exchanges dependent on the labour mobility cycle), there have been some issues which threaten this effectiveness. Potential risks include

- the fact that the Labour Support Adviser (who provides a valuable conduit between ESS and MEHR) has been vacant since February 2019,

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<sup>15</sup> Future reporting by KIT should ensure all data (such as application, enrolment, graduation, tracer studies and employment outcomes) is systematically disaggregated to enable a better perspective on any gender dimensions with regards to the EOPOs. Further research is also required on how KIT has managed to increase women's participation in non-traditional courses, and what steps need to be taken to consolidate these gains.

<sup>16</sup> The English for Employment course is a six-week course to teach students to understand and speak simple phrases in English.



- the ESS often has to deal with very late requests for support from MEHR, and
- the demand on the 'work ready' pool is steadily increasing which will place additional pressures on the ESS.

Moreover, at present support being provided by ESS, as per MEHR requests, only deals with pre-departure. The issue of reintegration of workers at the end of their contracts has yet to be appropriately addressed by MEHR, albeit when they do it is likely that this will provide further opportunities for ESS in terms of developing relevant courses to assist with reintegration.

However, the Labour Market Information System (a key deliverable under EOPO2) has yet to be developed, which undermines efforts to demonstrate the effect the Facility is having on the sector. The decision was taken by DFAT to hold-off on this deliverable because it was developing its own 'labour mobility database management tool', which would be managed by the Pacific Labour Facility. However, such a tool has yet to materialise, and as a consequence, the Kiribati Facility is limited in its ability to assist the Ministry with regards to data management systems, albeit the Facility has provided IT equipment and internet to support MEHR labour mobilisation process.

At present the best option for the management of information, in the interim, is to use the database management system of KIT and also APTC's own database which includes information on its I-Kiribati graduates. However, both systems only track students who have been through courses and provides very little information on the sector as a whole. Moreover, the lack of a comprehensive LMIS means that data collection, analysis and reporting is not yet systematically supporting labour mobility needs. Without a single source of such information it makes both tracking progress, and planning for the future, extremely difficult. Ultimately database management needs to be owned and led by the MEHR. Efforts should be made to ensure MEHR ownership, including supporting ongoing efforts to roll-out the LMIS and facilitating a consultative process with MEHR, PLF, APTC, KIT, MTC and MFAT to develop strategies to address potential conflicts and challenges to make different systems work coherently for MEHR.

In terms of EOPO 3 ('KIT is a high quality regionally recognised organisation') KIT is **improving its reputation as a quality, regionally-recognised training institute**. In 2018, KIT achieved full registration as a training provider under the EQAP of the Secretariat of the Pacific Community (SPC) and the ability to subsequently accredit courses under EQAP. Accreditation as higher education provider under by the Pacific Board for Educational Quality puts KIT in a strong position to build its brand as a regionally recognised institute. KIT now has the capacity to design and deliver courses under the Pacific Qualifications Framework. This expands the institute's capacity to adapt the training profile to meet existing and emerging skills needs.

In addition, KIT has made a major investment in the development of a Recognition of Prior Learning (RPL) Model<sup>17</sup> to improve the capacity of its staff, and has also increased its investment (both in terms of time and resources) to strengthen the capacity of KIT staff and students in English (9 additional staff were recruited in 2018 to support this initiative). Testing of lecturers' English language proficiency indicates that whilst skills are improving, considerable progress is still required (in December 2017 12% of staff had the required level of English as per the ASQA standard, by December 2018 30% had the required standard).

**No progress has been achieved under the 4<sup>th</sup> EOPO** ('improved management and coordination of skills sector'). Although the annual reports of the Kiribati Facility note that 'the expected outcomes/activities for this component of the program have to some extent, been rolled in to EOPOs 1 – 3', this is in fact not the case and nor is it appropriate. The original design document provides a logical and coherent argument as to why this EOPO is important, noting that there is a need to help coordinate the skills sector across government and the region, and that there is also a need to assist the MEHR with improving placement of graduates in employment (via, for instance, the National Career Counselling and Employment Centre).

At the time of the design of the Kiribati Facility, the *SfEP Design document* noted that 'the most recent progress has been made with the continued improvement of KIT as the national training provider however there has not been a planned nor strategic set of initiatives put in place to develop the country's broader skills sector' (p.23). The document therefore went on stress the importance of improving the management and coordination of the sector, and listed a

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<sup>17</sup> To strengthen the capability and capacity of KIT lecturers to plan, deliver and assess training to Australian and international competency standards.

number of activities that need to be delivered including establishing mechanisms to improve the coordination of the skills sector, and the establishment of policy and planning systems to support skills sector development related to KIT. All of these issues remain relevant, particularly so bearing in mind the shift in focus of the redesigned APTC 3. As discussed under relevance a reconstituted SPAG (to include APTC, and greater participation from existing members such as MTC and MFAT) that focussed more on the sector as opposed to KIT would be instrumental in this process.

Without a coherent national strategy for the skills and employment sector (both the Ministry's Strategic Plan and its Labour Mobility Strategy end this year) KIT could become a 'victim of its own success'. The more KIT demonstrates success (such as the rapid expansion of the Bridging Course, and the manner in which it has been responsive and flexible in expanding ESS) the likelihood is it will be asked to do more, even if the activity is outside its mandate.

Under SfEP there has been noteworthy progress with regards to Gender equity, and disability and inclusion. It is likely that further achievements will be made provided the program implements the recommendations made in the recently completed Gender Review and gives consideration to developing a Gender Plan. **SfEP been able to support increased participation of women in skills development programs at KIT.** KIT has made a concerted effort to incorporate gender issues into the design and implementation of activities. In so doing KIT has begun to address a number of gender related matters that have been previously raised in the last two AQC's (namely to do with issues pertaining to disaggregated data, female drop out, the need to improve Gender Based Violence services, improving the gender dimensions of the student service office, and improving facilities for women on campus)<sup>18</sup>. KIT has increased female participation in skills development courses by 16 per cent in absolute terms since 2017, and in 2018 women were 48 per cent of the overall total. KIT has also improved its gender balance in staffing, executive and leadership teams. KIT's senior leadership team has 9 females out of a total membership of 16 (56%), compared to 2012 with 2 females out of 6 members. In addition, KIT continues to recruit female lecturers onto non-traditional courses.

**Gender equality and women's empowerment considerations been integrated more broadly across the SfEP.** There has also been a strong focus on campus environment guided by KIT's Gender Committee, such as supporting the formalisation of a training partnership arrangement with the Kiribati Family and Health Association for annual training on respectful relationships, domestic violence and sexual and reproductive health; and supporting the development of a temporary Sexual Health and Wellbeing Clinic for Betio and a commitment to a facility within the design of the new buildings as part of the new Master Plan for KIT. Select partnerships have been critical for increasing female participation and integrating gender equality across SfEP programming. These partnerships include the Ministry of Women, Youth and Sport (MWYS); the Kiribati Family Health Association; ChildFund Kiribati, and the Catholic Women's Association. In addition, the SfEP monitoring and evaluation framework has been designed to provide insight into gender equality and women's empowerment in the program as it tracks a wide-range of participation data disaggregated by gender.

**SfEP been able to support increased participation of people with disabilities in skills development programs at KIT.** KIT has fostered engagement through its Community Support Strategy and is implementing a Disability Support Plan. The Disability Support Plan is the strategy used to identify and implement inclusion activities. It is based on twin-track approach to disability inclusion, mainstreaming and specific interventions, which is consistent with international best practice in disability inclusion. Mainstreaming activities include a good relationship with Senior Disability Officer at MWYS to ensure DSP aligns with broader Kiribati National Action Plan on Disability, building the inclusion capacity of staff, and maintaining of relationships with key disability stakeholders across Kiribati. Specific interventions include, for example tailoring courses, adapting infrastructure, and co-delivery of courses with Kiribati Deaf Association. KIT has also witnessed an increase in the participation of KIT courses for people with disability. For instance, KIT delivered a custom certificate course in ICT to 6 visually impaired students (3 males and 3 females). KIT also delivered several short courses in construction to 9 students with hearing impairments.

**The M&E system of the Kiribati Facility is generating information to support management decision-making, learning and accountability purposes.** There exists a comprehensive M&E plan for SfEP, which is routinely reported against. No such plan exists for the other component of the program (i.e. the Flexible Support Facility). There has been

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<sup>18</sup> Nevertheless, and as indicated in the most recent AQC, KIT should be encouraged to gather more data on the extent to which gender-orientated activities are being used (in particular the GBN referrals) and what more needs to be done to reduce course withdrawal rates.

considerable investment in KIT's data collection and monitoring system, and the consensus is that data quality is improving, albeit it is coming from a low base. Each results indicator now has a baseline and targets have been confirmed for the year ahead where relevant. As already noted above KIT is using information generated by the M&E system to modify its activities (for instance the restructuring of the ESS unit was influenced by data demonstrating the increase in requests to the unit, changes were made to the Student Support Services based on student feedback data).

KIT have now recruited a locally based M&E officer to provide information to support 'real time' evidence-based decision making. As already noted above there remains ongoing challenges with regards to a LMIS, which curtails the analysis of sector related data, and interviews suggest that there is scope to use EduPoint for more than it is currently being used for. KIT has recently sourced an IT support provider who will support EduPoint. This model will be trialled over 12 months to determine if this model is fit for purpose before investing in a new system so soon after implementing EduPoint at KIT.

## Efficiency

### 3. How well have financial and non-financial resources been used to achieve KF's outcomes?

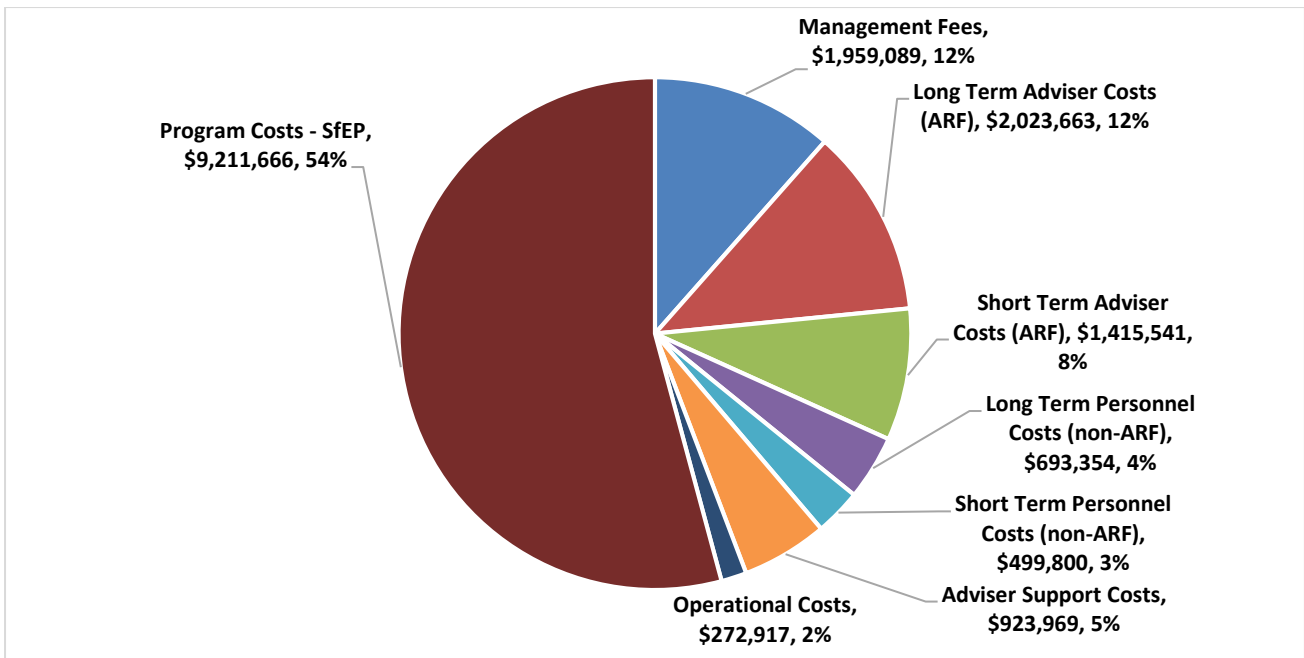
#### Summary response to the evaluation question:

Nearly all planned activities under SfEP have been delivered on time and within budget. KIT has been successful in leveraging relationships with partners (such as MTC, APTC, USP, KTC, KIT/KSOHN) to enhance the efficient use of resources. The SfEP has also been efficient in ensuring sufficient resources have been provided to support the step-up of the Pacific Labour Scheme and Seasonal Worker Programme. Unsurprisingly, given the nature of the Facility's focus on technical capacity building and knowledge transfer, expenditure on advisers accounts for a considerable proportion of the total budget of the Kiribati Facility. The Facility continues to invest extensive resources in promoting English language proficiency amongst both staff and students (the English Department is biggest teaching department at KIT). The Facility does not routinely or systematically report on Value for Money, without which (such as tracking the unit cost of graduates) it is difficult to assess whether the program is become more efficient over time. It is likely that the program will have to continue investing heavily in promoting English language skills, which will have implications for resourcing other aspects of the program.

**Efficient use of SfEP program resources to deliver activities and outputs under three of the four EOPO's.** Nearly all activities and outputs delivered on time and within budget. Planning and budgeting have been done accurately, and as already noted above, under SfEP the program has largely delivered against these plans. KIT has also developed a ranged of different partnerships with other institutions to enhance its efficiency. For instance, it has been proactive in working with other donors (MFAT) and other DFAT programs (such as APTC) to deliver courses jointly and improve the infrastructure of KIT. KIT is also jointly delivery courses with the MTC, which illustrates an example of the shared use of facilities and resources between two divisions within the MEHR. The partnership with APTC will enable KIT to trial the new International Skills Training course aimed at upgrading the teaching qualifications of lecturers.

The SfEP has also been efficient in ensuring sufficient **resources have been provided to support the step-up of the Pacific Labour Scheme and Seasonal Worker Programme.** The uncapping of participation in the PLS has led to the scaling up of the ESS in late 2018 to meet the needs of increased pre-departure training and the design and development of higher level English languages courses. As already discussed above the ESS was expanded in 2018 to meet growth in labour mobility programs and associated support services. However, any further changes in priorities during 2019 and 2020 will need to be met through the FSF funds due to the limited program funding available for the remaining duration of the Program.

*Figure 5: Total Head Contract Limit for SfEP (source: information provided by Scope Global)*

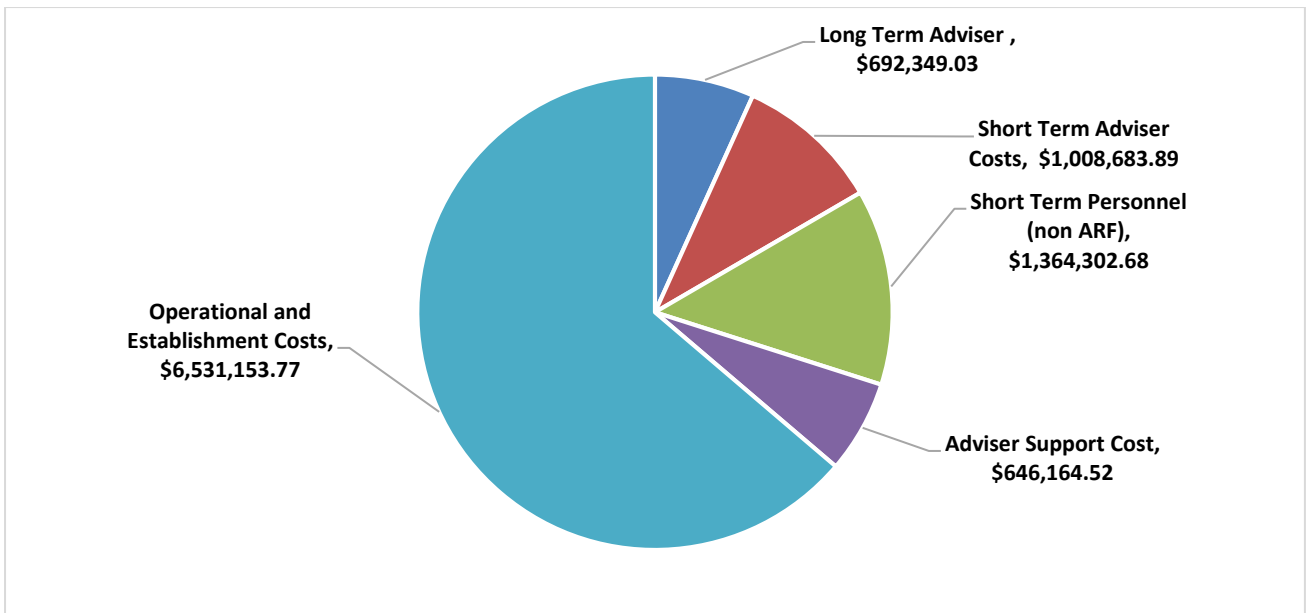


Nevertheless, **expenditure on advisers accounts for a considerable proportion of the total budget of the Kiribati Facility**. Of the \$20 million budgeted for the Kiribati Facility, \$17 million is allocated to the SfEP (Figure 5) whilst the other \$3 million has been allocated to the FSF. As already noted, expenditure under the FSF has been negligible. Figure 5 illustrates that 43% of the budget is allocated to adviser costs and a further 9% is allocated to the support of these advisers. Of the remaining 48% of the budget, 37% is allocated to operational and establishment costs, and 11% is allocated to management fees (11%). It is difficult to assess to what extent expenditure by the Kiribati Facility reflects an appropriate ratio of technical expertise to program activities. Without a more detail cost benefit analysis it does however appear that the expenditure on advisers is particularly high in this instance<sup>19</sup>.

When looking at the total head contract limit in more detail (Figure 5), it can be seen that whilst more than half the budget is allocated to program costs of the SfEP (54% of the total budget), 46% of the budget is allocated to adviser costs. Yet when one looks more closely at the program costs of SfEP (Figure 6), one finds that within the SfEP a further 30% the SfEP budget is allocated to advisers. The remaining 70% of the SfEP budget is allocated to operational and establishment costs. Therefore more than half the total budget of the Kiribati Facility is allocated to procuring technical expertise to design and deliver vocational training and courses at KIT and associated support services.

*Figure 6: Total budget allocation for SfEP (source: Scope Global)*

<sup>19</sup> During previous iterations of this program (e.g. TVETSSP, Phase 2) the QAI reports indicate that ‘approximately 34% of the Phase II budget has been allocated for advisers’ (DFAT, 2013). Whilst a different type of program, but nevertheless sitting within the broadly defined Education/Skills sector in Kiribati, the Australian Government funded KEIP program allocates roughly half the budget to program activities, a quarter to personnel costs and a quarter to operational and support costs (which also includes the management fees).



As a long - term strategy to begin to reduce the high proportion of the budget being spent on adviser costs and to ensure greater likelihood of sustainability by building local capacity KIT has introduced an RPL model (recognition of prior learning) using a ‘panel of experts’ or registered training organisations (RTO), which the Managing Contractor believes will save DFAT \$400K over the course of the program, as this will reduce transactions costs compared to the ad-hoc recruitment of short terms advisers. This will also reduce per student cost to \$150-\$200 compared to \$300-\$400 in previous ad-hoc arrangements. The RPL approach also ensures that competencies gained by KIT students are assessed according to Australian standards<sup>20</sup>, and of course the course was already in existence so it could be implemented immediately without additional investment from KIT.

Whilst the approach does enhance sustainability, it has introduced a costly inefficiency in the short term – courses are delivered by KIT, but then need to be assessed by another institution. Arguably it would have been more efficient to engage an accredited institution in the first place (such as APTC, whose courses are already Australian accredited), but this is likely to have undermined ownership of the institution (KIT is after all a division of the MEHR) and it is unlikely to have led to the gains the current program is making in building the capacity of I-Kiribati employed by the college.

**Considerable resources have been invested in improving the English language competency of both staff and students at KIT.** The English Department is the largest department at KIT. In order to enhance the department’s efficiency, KIT recently adopting the ‘Common European Framework of Reference’ (CEFR). Previously KIT used the International English Language Testing System (IELTS) which costs about \$120 per test, whereas the CEFR is free. Concerns have been raised, especially by the MEHR, that whilst the CEFR measures proficiency, IELTS is necessary to determine scholarship placements. The MEHR argue that KIT is not only a pathway to employment but is also a pathway to higher education. Thus the MEHR would prefer the IELTS to be retained despite the cost. Although outside the scope of this review, it should be noted that there is considerable literature which illustrates how the two tests can be compared, and that they can both be used for similar purposes, including assessing both proficiency and for entry into higher education<sup>21</sup>.

<sup>20</sup> The relevant body is [ASQA](http://www.asqa.gov.au) (the Australian Skills Quality Authority), which is the definitive qualification authority in Australia. The ASQA is a national institution, and not state-based, so accredited courses are accepted across Australia.

<sup>21</sup> For instance, the IELTS website provides a useful article and instrument to show how the IELTS band scores align with the levels of the CEFR, see <https://www.ielts.org/-/media/pdfs/comparing-ielts-and-cefr.ashx>, and <https://www.cambridgeenglish.org/Images/461626-cambridge-english-qualifications-comparing-scores-to-ielts.pdf>, and also <https://www.cambridgeenglish.org/images/177867-the-methodology-behind-the-cambridge-english-scale.pdf>.

Nevertheless, as the **program has yet to report on Value for Money (VfM)**, which would include tracking the unit cost of graduates<sup>22</sup>, it is difficult to assess to what extent the program is reducing the cost per student, the cost benefit of the RPL process, and to what extent KIT is becoming more efficient with the use of its resources over time. A further complicating factor given that both SfEP and GoK are responsible for funding salaries for staff at KIT, is the limited opportunity each year to shift SfEP funded-positions to the GoK establishment register<sup>23</sup>, which is important for ongoing financial sustainability of KIT operations and also for demonstrating VfM of the program. Moreover, the 30% public service staff pay rise in January 2018 continues to place significant fiscal pressure on the Program through the alignment of LES contract staff salaries to the GoK rates, requiring the Program to match this increase for 47 staff salaries and divert approximately AU\$366K of program funds towards meeting the salary increase (1 January 2018 to 15 March 2020). Maintaining this alignment is essential to ensure equity amongst staff at KIT, continuity of KIT services through the retention of existing staff and the attraction of new quality staff.

## Sustainability

### 4. How sustainable are the benefits of the Kiribati Facility?

#### Summary response to the evaluation question:

Based on an analysis of current performance, there are good prospects that gains made under the SfEP will continue in the future provided there is ongoing investment by the Australian Government. This includes the activities to ensure KIT maintains its accreditation as a higher education provider, increasing the teaching and administrative capacity of staff, the activities that are being undertaken to implement the new English Language strategy, and reducing the emphasis on expatriate trainers. KIT has also developed an extensive Master Plan for the campus which will see a rapid expansion in its physical capacity and assist in meeting the growing demands for its courses. Risks are well managed and are unlikely to undermine the Australian Government's long-term investment in the sector.

However, there is limited opportunity each year to shift SfEP funded-positions to the GoK's Establishment Register. In addition, the SfEP currently funds about 80% of KIT's annual budget. It is unlikely that GoK's investment in KIT will increase substantially in the medium term, which means KIT will continue to require substantial investment from development partners (including the financing of the Master Plan). No increase investment by the GoK in the sector could also impact on the operations and maintenance of KIT's buildings once the Master Plan has been delivered. Despite efforts to reduce reliance on advisers, there is little likelihood in the foreseeable future of KIT being able to operate fully without external technical inputs (albeit that the role of APTC3 in the future may be able to replace some of the capacity that is being directly contracted under the Kiribati Facility).

**Some initiatives have been established to ensure the sustainability of systems developed for the Kiribati vocational training and employment sector.** The MEHR's commitment is demonstrated through KIT being a substantive division within the Ministry, and the close working relationship that can be seen between the labour mobility unit within the Ministry and the ESS located within KIT. The MEHR has also demonstrated its commitment to the sector through the development of two key strategy documents (the MEHR's own strategic Plan, and its Labour Mobility Strategy), as has the Government of Kiribati through, for instance, its emphasis on skills, employment and Labour Mobility has already discussed under Relevance previously.

Although KIT is designed as a long-term commitment to the skills and employment sector in Kiribati and is based on the premise that external financing and technical support will be required for many years.<sup>24</sup> Kiribati Government's

<sup>22</sup> KIT should also routinely be reporting on a range of data including student completion rates, graduate outcomes, class sizes, staff profile, staff-turnover, trainer contact hours and so on.

<sup>23</sup> The number of approved positions on the GoK Establishment Register is not keeping pace with the growth in positions at KIT to meet increasing demand. In 2018 there was nil increase in GoK ER FTEs, in 2019 there was an increase of only 3 FTEs to accommodate Kiritimati Island expansion.

<sup>24</sup> The Australian Government's Aid Investment Plan for Kiribati (2015–19) notes that the Australian Government remains steadfast in retaining its status as 'the leading aid donor in Kiribati', and the primary donor skills and employment sector, based on a long-term approach to development assistance.

commitment is further demonstrated through increased recurrent budget allocations<sup>25</sup>, albeit the allocation is overshadowed by the Australian Government's annual investment in KIT<sup>26</sup> and the recent announcement by MFAT to support KIT's Master Plan to expand and upgrade the KIT campus extensively in order to increase the number of students by 50% and to provide appropriate facilities for the School of Nursing and Health.

**Local capacity (staff/organisational) been strengthened through SfEP.** A key feature of the Kiribati Facility, over the long-term, is to reduce emphasis on expatriate trainers throughout this phase of the investment. A multi-prong strategy aims to achieve this objective through the upgrading of staff skills, improving the infrastructure (in terms of the Master Plan referred to above), and ensuring KIT courses are accredited against the Pacific Qualifications Framework (PQF). The later provides an alternate option for KIT to design and develop quality assured programs to meet the differing student pathways, where ASQA qualifications may be deemed unnecessary. With regards to improving skills, professional development opportunities have been provided to staff at all levels of KIT with a large investment in upgrading the teaching qualifications for lecturing staff through the provision of the Certificate IV in Training and Assessment. In addition, KIT has introduced its Emerging Leaders program focussing on developing the next generation of KIT managers and leaders. Moreover, the partnership under APTC Phase 3 will enable KIT to trial the new International Skills Training (IST) course to upgrade lecturers teaching qualifications.

**Delivery expected training outcomes is enhancing sustainability.** Sustainability of training outcomes is dependent on a) the relevance and quality of the training provided; b) the extent to which KIT qualifications have cache in the labour market and graduates' skill remain current and in demand; and c) pathways into further training/ employment are established and maintained. Evidence already referred to in this report illustrates the extent to which the program is satisfying all three criteria. The course profile has been adjusted to reflect the needs of both the domestic and the regional labour market. The quality of the training has been enhanced through a more rigorous accreditation process and the skills of staff have improved through a variety of different means. Graduate pathways have been established through, for instance, Cert 3 and Cert 4 courses being offered by APTC.

**Prospects for long-term sustainability of the gains made to date beyond the life of the SfEP are limited without ongoing support from the Australian Government.** SfEP is not expected to deliver financial sustainability in its current phase as the Australian Government continues to provide about 80% of KIT's operating costs. Moreover, it has already been noted above that there is limited opportunity each year to shift SfEP funded-positions to the GoK establishment register which is critical to sustainability. Moreover, it has also been noted that key strategic documents for the sector (both the MEHR's Strategic Plan, and the Labour Mobility Strategy) expire this year, which will also undermine ongoing efforts to promote sustainability. Without a robust policy framework owned by the MEHR, which would by implication reflect government's priorities and commitment, it makes planning and budgeting within the sector extremely difficult.

In addition, the continued delivery of Australian qualifications still comes at significant cost, with approximately AU\$1.27M budgeted for this purpose in 2019. As already noted above this undermines sustainability. Courses are delivered by KIT, but then need to be assessed by another institution. KIT nevertheless argues that once more courses are accredited at KIT (via the PQF) this amount should diminish drastically.

**There are several new and/or adjusted activities that the Kiribati Facility should consider implementing to increase the likelihood of its benefits being sustainable.** Interviews raised a number of points that could be considered to promote sustainability and also help promote greater ownership of KIT, these include:

- Facilitating the revision and updating of a new strategic plan for the MEHR (and also the revision of the Labour Mobility Strategy which also expires this year) which will help create greater synergy between the priorities of the MEHR and those of KIT

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<sup>25</sup> For the most recent Financial Year, GoK allocated AU\$2,198,700.00 to KIT, up from AU\$1,868,207 in the 2018 FY. Much of the allocation from the GoK is for staff on the Establishment Register (and their associated costs), communication and utilities, with only AU\$50,000 earmarked for training materials and equipment at KIT.

<sup>26</sup> The 2019-2020 Annual plan reports that for the current financial year 'AU\$6.8M invested into the skills sector in Kiribati. Of this, the major investments include an AU\$1.69M investment into the Skills Development Fund activities, AU\$771K will go towards local salaries and AU\$308K will be put towards procuring resources for training delivery' (p.8).

- Allow the MEHR to demonstrate and take leadership of agreed priorities in the new strategic plan
  - A partnership approach to planning, decision-making and implementation in line with capacity constraints promotes MEHR buy-in and uptake of reforms.
- Close and collaborative relationships between TA and MoE counterparts has supported systems reform.
- The KIT communication strategy is an important means for sharing success stories, public diplomacy and helping to promote partnership between the governments of Kiribati and Australia.

**There is a need to promote more regular dialogue between MEHR and DFAT.** Policy dialogue between the governments of Australia and Kiribati could be strengthened further. Australia and Kiribati hold annual consultations but they focus primarily on Australia’s Aid Investment Plan for Kiribati. The consultations do not deal specifically with the details of the Kiribati Government’s strategy for the skills and employment sector, and typically involve high level Australian officials who are not intimately involved in the direct management of the Kiribati Facility and tend to only focus on labour mobility issues. It would be more meaningful if there was dialogue that focused solely on the skills and employment sector (but also retaining a focus on labour mobility), and such dialogue happened more frequently. This would ensure regular contact between DFAT and the MEHR and make it easier for DFAT oversee its investments in the sector and promote harmony between the objectives of the Kiribati Facility and the strategic objectives of the MEHR.

**Risks are well managed and are unlikely to undermine the Australian Government’s investment in the sector.** The program routinely revisits the risks identified in the risk register. The program continuously assesses and reports on the extent to which the risks are manageable and have been mitigated against. There is no evidence to suggest that risks threaten the sustainability of Australia’s investment in the skills and employment sector.

**No major risks have been omitted from the most recent Risk Register** provided in the 2018 Annual Report. Although since the submission of this Risk Register, two additional risks have been identified:

1. **Ongoing dissatisfaction with the training partner’s delivery and services** - due to training partner placing all RPL and consultancy services with the SfEP on hold whilst they underwent their ASQA Audit. This has significantly impacted the scheduling of financials, along with delaying graduate outcomes. This risk is currently being monitored through increased communication with the training partner. Should the program deem that the delivery of services as per the contract is not being progressed, then the program will look to issue a Notice to the training partner.
2. **Inability to transfer Locally Engaged Staff over to the Government of Kiribati (GoK) Establishment Register** – as already discussed above the salary increase compounded by an expanding SfEP program, within the context of a modality that requires considerable ongoing investment by the Australian government, could create problems in the long term. In the short – term KIT is seeking an approved Establishment Register outlining vacant positions to be filled, and the KIT Deputy Director HR is working on transition approval paperwork and the Director of KIT will again propose for additional FTEs in the KIT GoK ER during the GoK budget process for 2020.



# Conclusion and Recommendations

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## Conclusion

The review found that progress towards end of program outcomes is mixed. Whilst there has been strong progress with regards to three of the EOPOs, there has been no progress under EOPO 4. Nevertheless, the review found that the Kiribati Facility has made good progress toward achieving its expected outputs under SfEP, and the performance of the program under the SfEP has been both effective and efficient. The majority of planned activities have been delivered on schedule. The program has also made a concerted effort to incorporate Gender and Empowerment, and Disability Inclusion issues into the design and implementation of activities, especially those rolled out on the KIT campus.

The program has failed to implement any activities under the FSF, which was initially designed to support activities to strengthen the sector. Currently the Facility has no direct influence on policy, planning, coordination and oversight of the skills sector. There is also no structure at the moment which would allow for better harmonization between DFAT's regional TVET investment (APTC) and its bilateral investment in the Kiribati Facility. Failure to work at the sectoral level could undermine gains achieved at KIT. KIT could become a 'victim of its own success' and find itself responding to more and more adhoc requests rather than to planned and programmed activities.

The GoK continues to help secure to a limited extent the sustainability of the gains achieved by the program by increasing recurrent budget allocations, albeit there is limited capacity for program staff to be absorbed into the Establishment Register. Efforts by the GoK could be bolstered by creating a stronger policy environment (key strategies such as the MEHR Strategic Plan expire this year) within which the program operates and being more intimately involved in ambitious reforms at KIT.

The review identified several areas that will require attention in the remaining period of Kiribati Facility and/or require additional thought in the design of the next phase. Of particular concern is the challenge the program faces in delivering planned activities under EOPO 4 and the view from the MEHR that they are not fully consulted on the planning of activities under SfEP. The MEHR noted that in previous years, senior management were fully consulted and integral to developments at KIT. This issue needs urgent attention to ensure it does not undermine the relationship between the MEHR and KIT, albeit the reintroduction of the labour mobility engagement adviser can help facilitate this, as has occurred previously.

The review also identified several opportunities for the program to consider to increase the likelihood of its benefits being sustainable. These could be further explored and incorporated into the design of the next phase of the program. For instance, the ESS could provide greater assistance to help the MEHR respond to the increasing demand for participants in regional labour mobility programs. Building on the success of the Bridging Program provides KIT with opportunities to expand its offerings beyond Betio. The reorientation of APTC provides opportunities to strengthen the relationship between APTC and KIT to a more collaborative one, with thought being given to working together at both the system level and the delivery level. Finally, the appointment of a new labour mobility adviser and feedback from this review provides an opportunity for MEHR and DFAT to work together to build on existing processes and strengthen joint planning and implementation for 2020 and beyond.

## Recommendations

With the above findings and conclusions in mind, the following recommendations have been compiled. Addressing these issues in the remaining phase of the Kiribati Facility and/or considered during the next phase to achieve the EOPOs and longer term, will help the Facility achieve transformational change in the skills and employment sector in Kiribati.

Theme	Observation	Recommendation
<b>1. Sector</b>	<ul style="list-style-type: none"> <li>• EOPO 4 subsumed into other EOPOs</li> <li>• Original design makes the case for why EOPO 4 is important               <ul style="list-style-type: none"> <li>• Ensuring effective plan for the sector</li> <li>• Helping to strengthen capacity in MEHR to provide leadership for the development of the TVET sector and inter regional partnerships</li> <li>• Support MEHR in managing labour mobility initiatives from recruitment to reintegration</li> </ul> </li> <li>• Flexible Support Facility is under utilised, and not being used to engage strategically with the MEHR</li> </ul>	Support efforts to renew MEHR Strategic Plan <ul style="list-style-type: none"> <li>• Resurrect FSF to provide expertise and resources for coordinating, identifying and implementing initiatives across a number of program areas, identified on an annual basis</li> <li>• Use FSH to support process (e.g. with a policy adviser)</li> <li>• Explore Policy and planning systems to support skills sector development related to KIT</li> <li>• Investigate mechanisms to improve the policy, planning, coordination and oversight of the skills sector</li> </ul>
<b>2. Policy Dialogue</b>	<ul style="list-style-type: none"> <li>• Few opportunities for policy dialogue between the Government of Kiribati, the MEHR and DFAT</li> <li>• The need for strategy renewal (key strategies end this year) and the imminent arrival of the new labour mobility advisor provide ideal opportunities to start a more regular dialogue process</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a policy dialogue process that will be of mutual benefit to the MEHR and DFAT, ensuring issues, priority needs and policy agendas are discussed.</li> </ul>
<b>3. Governance</b>	<ul style="list-style-type: none"> <li>• Context has changed since 2015 when the Kiribati Facility was designed, and warrants a reconfirmation of SPAG and KAC mandates               <ul style="list-style-type: none"> <li>• In 2018 Australia launched its Pacific mobility policy</li> <li>• March 2018 New Zealand offered to fund the expansion of KIT (stages 1 &amp; 2 of the Master Plan)</li> </ul> </li> <li>• Whilst SPAG and the KIT Advisory Council operate effectively, both are too operational and focused almost solely on KIT</li> <li>• Neither SPAG nor the KIT Advisory Council are providing any input into either the coordination of skills or employment in the sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for the establishment of a sector-wide TVET sector reference group to be led by MEHR whose key mandate would be to provide strategic advice to the GoK pertaining to the Skills and Employment Sector, including the labour mobility component</li> <li>• Revisit the mandate of both SPAG and the KIT Advisory Council to ensure it aligns with its original intent</li> <li>• Roles of APTC, PLF, and NZMFAT in SPAG and KAC needs to be clarified</li> <li>• SPAG and KAC meetings need to occur more frequently (e.g. quarterly instead of six-monthly)</li> <li>• KIT advisory Council receives better quality employment data, and timely information from the labour mobility unit within the MEHR.</li> </ul>
<b>4. Program Leadership</b>	<ul style="list-style-type: none"> <li>• Original design of Kiribati Facility merged different roles and responsibilities into one (e.g. Director of KIT and SfEP Team Leader as one position)</li> <li>• MEHR feel they do not have sense of ownership of KIT, because it is governed by Australian advisers, and not by an I-Kiribati Ministry Official</li> <li>• Project Director of the Kiribati Facility has provided very little strategic direction to the sector as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support initiatives to strengthen MEHR management and leadership in line with the MEHR HRD plan.</li> <li>• Continue through dialogue with the MEHR to ensure that the MEHR recognise the importance of the international dimension that the current management team bring to KIT</li> <li>• Program leadership roles need to be adjusted to ensure greater relevance to the needs of the program               <ul style="list-style-type: none"> <li>• KIT Director merges with SfEP Team Leader and Project Director to ensure a dedicated in-country position to drive strategic direction of the sector</li> <li>• Contract representative becomes a separate position based in Australia</li> </ul> </li> </ul>

Theme	Observation	Recommendation
<b>5. State owned Enterprises</b>	<ul style="list-style-type: none"> <li>Major employer in Kiribati</li> <li>KIT does seek inputs from public sector bodies on course design and implementation, but consultation does not systematically involve 'whole of GoK'</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the extent to which KIT could provide courses tailored to needs of SOEs/PUB or even public sector more generally as a means to diversifying employment opportunities for graduates</li> </ul>
<b>6. Private Sector</b>	<ul style="list-style-type: none"> <li>Limited Capacity for private sector growth</li> <li>Business incubator, with limited resources, has had some success</li> </ul>	<ul style="list-style-type: none"> <li>Provide greater investment in a 'virtual' Business Enterprise Centre will be established in 2019 <ul style="list-style-type: none"> <li>Broaden horizon to include IT, horticulture (vegetable gardens)</li> <li>Investigate other innovative ways and/or scaling up of other incubator options (e.g. drawing on other DFAT initiatives to support SMMEs elsewhere – e.g. DFAT's innovationXchange in PNG, Pacific Innovation initiative)</li> </ul> </li> <li>Revisit opportunities to offer short courses to SMEs</li> </ul>
<b>7. APTC</b>	<ul style="list-style-type: none"> <li>Good relationship between APTC and KIT</li> <li>Largely a transactional relationship</li> <li>Potential for greater collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Thought should be given by to developing an implementation strategy for APTC to support TVET national system in Kiribati<sup>27</sup></li> </ul>
<b>8. Language</b>	<ul style="list-style-type: none"> <li>Concerted effort by KIT (including important role of ESS) in driving multiple approaches to implementing English Language Strategy</li> <li>Challenges remain as KIT/SfEP cannot always overcome deficiencies in Primary/Secondary Education sector</li> </ul>	<ul style="list-style-type: none"> <li>Greater recognition that addressing English language challenges requires more than investing in KIT</li> <li>DFAT should give thought to a 'whole of aid investment' approach to promoting English Language competency (e.g. create greater synergy between KEIP and SfEP on this issue).</li> </ul>
<b>9. Data challenges</b>	<ul style="list-style-type: none"> <li>Challenges with LMIS</li> <li>Data collection, analysis and reporting is not yet systematically supporting labour mobility needs.</li> </ul>	<ul style="list-style-type: none"> <li>Escalate efforts to ensure MEHR ownership of database management, including <ul style="list-style-type: none"> <li>supporting ongoing efforts to roll-out the LMIS<sup>28</sup>, and</li> <li>facilitating a consultative process with MEHR, PLF, APTC, KIT, MTC and MFAT to develop strategies to address potential conflicts and challenges to make different systems work coherently for MEHR.</li> </ul> </li> <li>Fast track gathering of data on Australian employer needs/labour mobility needs to better inform KIT's academic planning process</li> </ul>

<sup>27</sup> **Annex 5** outlines how this could be done in more detail. See also **Annex 6** to see examples of how select Pacific Countries have responded to the PLS and to what extent adjustments have been made to respond to the redesigned APTC.

<sup>28</sup> At the time of conducting the MTR the MEHR was negotiating with the International Migration Organisation (IOM) regarding the agency's LMIS and its suitability for Kiribati.

Theme	Observation	Recommendation
<b>10. Gender</b>	<ul style="list-style-type: none"> <li>• Increased participation of women in skills development programs at KIT</li> <li>• Gender equality and women’s empowerment considerations have been integrated across SfEP</li> <li>• Recognition at KIT that it could do better, and hence the Gender Review funded by the FSF</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a KIT management response to the review, which will include a road map/ plan as to how KIT plans to address recommendations made in the Gender Review</li> <li>• Ensure that future reporting of data is systematically disaggregated to enable a better perspective on any gender dimensions with regards to the EOPOs.</li> <li>• Further research is also required on how KIT has managed to increase women’s participation in non-traditional courses, and what steps need to be taken to consolidate these gains</li> <li>• KIT should be encouraged to gather more data on the extent to which gender-orientated activities are being used (in particular the GBN referrals) and what more needs to be done to reduce course withdrawal rates</li> </ul>
<b>11. Value for Money</b>	<ul style="list-style-type: none"> <li>• Original Design document makes a strong argument for Kiribati Facility’s value proposition</li> <li>• Not systematically reported upon in reports</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit design document and use it as a basis to develop a VfM rubric in order to report VfM systematically</li> <li>• Report on unit cost per KIT graduate on an annual basis</li> </ul>

# Annex 1: Proposed Amendments to *Schedule 1*

## - *Statement of Requirements, Contract#*

### 72209

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1. Governance arrangements need to be adjusted as suggested under Recommendation #3 above, i.e.:
  - a. Need for the establishment of a sector-wide TVET sector reference group to be led by MEHR whose key mandate would be to provide strategic advice to the GoK pertaining to the Skills and Employment Sector, including the labour mobility component
  - b. Revisit the mandate of both SPAG and the KIT Advisory Council to ensure it aligns with its original intent
  - c. Roles of APTC, PLF, and NZMFAT in SPAG and KAC needs to be clarified
  - d. SPAG and KAC meetings need to occur more frequently (e.g. quarterly instead of six-monthly)
  - e. KIT advisory Council receives better quality employment data, and timely information from the labour mobility unit within the MEHR
  
2. With regards to **Table 1: SfEP Requirements** – the following could be amended:
  - Performance targets need to be reset/revisited
    - An incremental increase is needed in women in non-traditional trade courses (e.g. to achieve an end of phase increase by 15% in these courses)
    - Specific end of phase targets needed for KIT profile – enrolments now at original target – which will need to be set in consultation with KIT
    - No targets currently exist for graduation rates – targets should be set in consultation with KIT
  - At present the Table refers to courses being aligned with the Australian Skills Quality Authority – this could be amended to also make reference to the Pacific Quality Framework.
  - There is not reference to Gender in the table – the contractor should be asked to develop a Gender Plan as part of the Annual Plan, in which KIT outlines appropriate strategies and support interventions to be implemented to increase participation of women in non-traditional courses and to also link up with student services in order to provide support to women.
  - Business Enterprise Centre could be tasked with expanding its offerings and giving thought to other businesses (such as in ICT or Horticulture)
  - To date there has been very little progress on the Job Search Centre – suggest subsuming JSC operations under ESS for KIT Graduates only as MEHR want to retain ownership of job brokerage for community and overseas employment through the NCEC.
  - Little progress has been achieved with regards to Fee-for-service – again this is probably an area that still requires attention and should not be removed from the list of services the contractor is meant to be providing.
  - As already noted above activities under EOPO4 have not yet been implemented. There is no good reason why these activities should not remain as part of the list of services to be provided by the contractor.
  
3. None of the services under **Table 2: FSF Requirements** have been provided by the contractor, and therefore they should remain, albeit references to specific projects under item ii should be removed – for example the table it references the TB elimination activity with the Ministry of Health which was not implemented by DFAT through the FSF.
  
4. Contract milestones (outlined in **Tables 3, 4, and 5**) should remain but require updating in terms of dates.
  
5. The functions for the KIT Director will require any adjustment, especially as the Director will also be overseeing the implementation of the new Master Plan for KIT. The following adjustments are proposed.

- a. Need to consider a review of team leader remuneration, particularly if the statement of requirements expands and anticipated additional work.
  - b. The current Team Leader/KIT Director position is ARF C4 (mid-range). An increase to minimum C4 MRP rate is commensurate with similar-type roles in other programs. There is a need to recognise the complexity of the team leader role in the context of Kiribati.
  - c. Retention of staff and/or attracting appropriately qualified and experienced staff is something that is vital to program continuity and success in the next phase
  - d. By merging KIT Director with SfEP Team Leader and Project Director, responsibilities will also need to now include:
    - i. Take responsibility for overseeing strategic direction, leadership and management in the delivery of the Kiribati Facility<sup>29</sup>.
    - ii. Liaising with the MEHR and other agencies and institutions to support a range of seamless education and training pathways for I-Kiribati.
6. The functions for the Contractor Representative are kept separate and will include the functions already listed such as quality assurance of delivery, performance management, contractual matters, corporate resources, management of risk and so on.

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<sup>29</sup> Items currently listed under Strategy and the FSF – such as developing and managing strategic relationships with MEHR and partners, leading SPAG, providing strategic advice to planning on an annual basis, working with partners including DFAT to identify emerging needs, develop capacity within MEHR to improve processes and approach to employability (in close liaison with labour mobility adviser).

# Annex 2: Terms of Reference

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## Annex 3: Documents Reviewed

1	DFAT, Design document for the Kiribati Facility
2	DFAT (2017) Annual Quality Check Report
3	DFAT (2018) Annual Quality Check Report
4	DFAT (2017) Partner Performance Assessment of Scope Global
5	DFAT (2018) Partner Performance Assessment of Scope Global
6	DFAT (2016 ) DFAT Goods and Services Contract #72209
7	DFAT (2018) Pacific Labour facility Investment Design Document
8	DFAT (2017) Australia Pacific Training Coalition Stage 3 Investment Design Document
9	Australian Government (2017) Foreign Policy White Paper
10	GoK (2016) Kiribati 20-Year Vision
11	GOK (2016) Ministry of Labour and Human Resources Development Strategic Plan, 2016 - 2019
12	Scope Global (2015) Kiribati TVET Sector Strengthening Program – Phase II Delivery Plan: 2016
13	Scope Global (2016) Kiribati Facility Inception Report
14	Scope Global (2016) Kiribati Facility Annual Plan: 1 January – 31 December 2017
15	Scope Global (2017) Kiribati Facility Annual Plan 2018
16	Scope Global (2018) Kiribati Facility Annual Plan 2019-2020
17	Scope Global (2018) Kiribati Facility Annual Report 2017
18	Scope Global (2019) Kiribati Facility Annual Report 2018
19	International Monetary Fund (IMF), <i>Kiribati: Staff Concluding Statement of the 2018 Article IV Mission</i> , (30 <sup>th</sup> October, 2018) <a href="https://www.imf.org/en/News/Articles/2018/10/30/ms10318-kiribati-staff-concluding-statement-of-the-2018-article-iv-mission">https://www.imf.org/en/News/Articles/2018/10/30/ms10318-kiribati-staff-concluding-statement-of-the-2018-article-iv-mission</a>
20	World Bank, <a href="https://data.worldbank.org/indicator/bx.trf.pwkr.dt.gd.zs">https://data.worldbank.org/indicator/bx.trf.pwkr.dt.gd.zs</a>
21	Dr J Barbara (2018) 'Thinking and working politically in the Vanuatu skills sector: supporting local leadership and building a political constituency for change.
22	Mayne, 2008. Contribution Analysis: An approach to exploring cause and effect. The Institutional Learning and Change (ILAC) Initiative, Methodological brief. 2008; <a href="http://www.betterevaluation.org/sites/default/files/ILAC_Brief16_Contribution_Analysis.pdf">http://www.betterevaluation.org/sites/default/files/ILAC_Brief16_Contribution_Analysis.pdf</a>



## Annex 4: List of Mid Term Review Participants

List includes those who participated in either an interview (either in person or remotely) and/or in the workshop (11 April, 2019).

Stakeholder	Name
<b>Government of Australia</b>	<ul style="list-style-type: none"> <li>• Bruce Cowled – Australian High Commissioner</li> <li>• Andrew Hodges – Deputy Australian High Commissioner</li> <li>• Isolde Mulligan – Second Secretary, Australian High Commission</li> <li>• Tekira Matiota – Program Manager Kiribati Facility</li> </ul>
<b>MEHR</b>	<ul style="list-style-type: none"> <li>• Secretary, Ms Tiene Tooki Kanoua</li> <li>• Deputy Secretary, Mr Timoa Tokataam</li> <li>• Director Labour, Ms Batataake T Taoieta</li> </ul>
<b>KIT</b>	<p>In Kiribati</p> <ul style="list-style-type: none"> <li>• Peter Langbien (Team Leader Skills for Employment Program and Director KIT)</li> <li>• KIT Executive Team</li> <li>• KIT Employment Support Services</li> </ul> <p>Kiribati Facility Long-term advisors (in country)</p> <ul style="list-style-type: none"> <li>• Helen Cherry, Academic Services Advisor</li> </ul> <p>Kiribati Facility Short-term advisors</p> <ul style="list-style-type: none"> <li>• Kate Alliott, Inclusion and Equity Advisor</li> </ul>
<b>Kiribati Facility Strategic Program Advisory Group</b>	<ul style="list-style-type: none"> <li>• MEHR (as above)</li> <li>• DFAT (as above)</li> <li>• KIT and Scope Global</li> </ul>
<b>Scope Global</b>	<ul style="list-style-type: none"> <li>• Anthony Bailey</li> <li>• Amber Hall</li> <li>• Andrew Brown</li> </ul>
<b>Marine Training Centre</b>	<ul style="list-style-type: none"> <li>• Christian Mitta, Captain Superintendent</li> </ul>
<b>Other GoK Ministries/entities</b>	<ul style="list-style-type: none"> <li>• Sama Morrison – Secretary, Public Service Office</li> <li>• Kirita Tabwene - Public Utilities Board</li> </ul>
<b>APTC</b>	<ul style="list-style-type: none"> <li>• Alfred Schuster, Development Effectiveness Advisor</li> <li>• Glyn Milhench, Vocational Training Manager &amp; member of APTC’s country leadership team for Solomon Islands and Kiribati</li> </ul>
<b>Local Stakeholders</b>	<p>Private sector</p> <ul style="list-style-type: none"> <li>• KCCI</li> <li>• Banaketa Betero, Taotin Trading</li> </ul> <p>Community Sector</p> <ul style="list-style-type: none"> <li>• David Kakiakia, ChildFund Kiribati</li> <li>• Seretia , ChildFund Kiribati</li> <li>• Bakarebo Tamara, Te Toa Matoa (Disabled People’s Association)</li> <li>•</li> </ul>
<b>NZ MFAT</b>	<ul style="list-style-type: none"> <li>• Michael Upton, High Commissioner</li> </ul>

# Annex 5: APTC – Kiribati Facility Coherence

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## Purpose

This brief paper sets out preliminary ideas on how to improve coherence between DFAT’s bilateral investments (specifically the Kiribati Facility) and regional investments (specifically APTC) in Kiribati.

Greater coherence is sought in order to maximise effectiveness and efficiency of DFAT’s investments, and to better enable Government of Kiribati (GoK) leadership of development initiatives in the TVET and skills sector.

The ideas set out here are for consideration – and action – by DFAT, the Kiribati Facility, APTC and the Government of Kiribati.

## Principles

The principles underpinning improvements to coherence between these programs are:

- Government of Kiribati leadership of development initiatives in Kiribati
- Maximising effectiveness and efficiency of development investments
- Collaborative, respectful relationships between implementing partners

## Context

**The Kiribati Facility plays a dual role**, supporting management and delivery of KIT through the Skills for Employment Program (SfEP) and flexibly supporting a range of activities in the sector through the Flexible Support Facility (FSF).

**APTC has a significantly revised mandate** in its third phase (2018-2022), involving a transformational shift away from being a separate training institution and towards supporting a sustainable, locally-led TVET system in the Pacific.

**The Kiribati 20 Year Vision (KV20)** includes priorities to identify new overseas labour markets, increase overseas employment and grow the domestic economy.

Support for skills development and a renewed focus on labour mobility are key priorities in **DFAT’s aid investment plan** for Kiribati 2016-2019. Program coherence, including between its regional and bilateral investments is an ongoing priority for DFAT.

## A possible model for improved coherence

One model for improved coherence would be to clearly differentiate between operational support for KIT (and associated functions) and strategic guidance to GoK. The former would be the domain of the Kiribati Facility, while the latter would involve both the Kiribati Facility and APTC.

Strategic guidance to GoK would be provided through a TVET/Skills Reference Group led by the Ministry of Employment and Human Resources (MEHR) with participation from the Kiribati Facility, APTC and other stakeholders.

The Reference Group would support GoK to develop a Sector Strategy outlining guiding priorities for the sector which would guide the roles of the various donor and program partners.

## Possible next steps

1. The Kiribati Facility and APTC meet to share information on the two programs’ respective activities, and to discuss the potential Sector Strategy and Reference Group and jointly advise GoK (and DFAT) on the merits of the idea
2. The Kiribati Facility and APTC meet to explore and identify ‘low hanging fruit’ in program alignment – in particular identifying where the two existing M&E Frameworks align in order to share performance information

3. An externally-facilitated partnership brokering exercise would help the two programs to articulate the principles, objectives, contributions, initiatives and ways of working in collaboration between the two programs
4. Establish a TVET/Skills Reference Group and Sector Strategy under the leadership of MEHR.

## Annex 6: Pacific TVET Comparison

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
APTC	<p>APTC</p> <p>Covers 14 Pacific Island Countries</p> <p>5 campus locations: Fiji, Samoa, Vanuatu, Papua New Guinea and Solomon Islands.</p>	<p>Since 2007, APTC has enrolled 14406 students of which 12887 have gone on to successfully complete their programs in various disciplines.<sup>30</sup></p> <p>40% female students</p> <p>60% male students</p> <p>In 2017 47% of graduates were female.<sup>31</sup></p> <p>282 APTC graduates have migrated from their countries of residence/citizenship following completion of their study with APTC. 184 people from APTC Stage 2 have migrated to date.<sup>32</sup></p> <p>11 core programs on offer for Semester 1 2019, anticipating 286 graduates from Fiji delivery and 38 graduates from Tuvalu delivery</p> <p>Semester 2 2019 anticipates 275 graduates from Fiji delivery and 30 graduates from Tuvalu delivery</p>	<p>APTC will engage directly with Pacific Labour Facility to create a partnership</p> <p>APTC training profile has been adapted in light of labour market needs (more broadly than PLS). APTC has identified that infrastructure development, hospitality, cookery, tourism, leadership and management, counselling are all skills in demand.<sup>33</sup> More labour market analysis planned for APTC</p> <p>“Pacific Labour Scheme is open to all sectors and industries with an initial focus on those that generally match employment projections in Australia:</p> <ul style="list-style-type: none"> <li>- accommodation and food services industry (e.g. hospitality and tourism);</li> <li>- health care and social assistance industry (e.g. aged care, disability care); and</li> <li>- non-seasonal agriculture, forestry and fishing industries</li> </ul> <p>The Scheme focuses on low and semi-skilled occupations, i.e. Australian and New Zealand Standard Classification of</p>	<p>APTC3 EOPOs:</p> <ol style="list-style-type: none"> <li>1. Graduates have improved employment outcomes;</li> <li>2. Co-investment in skills training increases; and</li> <li>3. Selected partners demonstrate quality TVET provision</li> </ol>

<sup>30</sup> <https://www.aptc.edu.au/about/our-performance>

<sup>31</sup> APTC Annual Report and Plan 2017 – 2018 [https://www.aptc.edu.au/docs/default-source/reports/annual-reports/aptc-annual-report-and-plan-2017---2018.pdf?sfvrsn=c1640ed1\\_8](https://www.aptc.edu.au/docs/default-source/reports/annual-reports/aptc-annual-report-and-plan-2017---2018.pdf?sfvrsn=c1640ed1_8) page 2.

<sup>32</sup> APTC Annual Report and Plan 2017 – 2018 [https://www.aptc.edu.au/docs/default-source/reports/annual-reports/aptc-annual-report-and-plan-2017---2018.pdf?sfvrsn=c1640ed1\\_8](https://www.aptc.edu.au/docs/default-source/reports/annual-reports/aptc-annual-report-and-plan-2017---2018.pdf?sfvrsn=c1640ed1_8) page 36.

<sup>33</sup> APTC Annual Plan 2019, page 1.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
			Occupations levels 3 to 5, requiring Australian Qualifications Framework Certificate Levels 1 to 4 or relevant work experience. The Australia Pacific Training Coalition, an Australian Government initiative, will provide many participants with Australian-standard vocational qualifications that will prepare them for work in Australia.” <sup>34</sup>	
<b>Kiribati</b>	<p>TVET providers in Kiribati:</p> <ul style="list-style-type: none"> <li>· <a href="#">Kiribati Institute of Technology</a> (KIT)</li> <li>· <a href="#">Maritime Training College</a> (MTC)</li> </ul> <p>There is no APTC campus in Kiribati</p> <p>National Qualifications Framework:</p> <ul style="list-style-type: none"> <li>· Pacific Qualifications Framework EQAP</li> </ul> <p>Regulator:</p> <ul style="list-style-type: none"> <li>· Ministry of Labour &amp; Human Resource Development</li> </ul>	<ul style="list-style-type: none"> <li>· KIT has two campuses located on South Tarawa Island</li> <li>· Each year, KIT enrolls over 280 students, with over 400 students participating in accredited study each term</li> <li>· KIT is accredited with the Educational Quality and Assessment Programme (EQAP) which means that KIT meets the Pacific Quality Assurance Framework standards</li> <li>· All KIT staff will be trained to Australian Adult Teaching qualifications (Certificate IV in Teaching and Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>· Since 1 July 2018 Kiribati has been part of the PLS</li> <li>· Since PLS, KIT has had greater emphasis on contributing to the work ready pool and delivering English language training</li> <li>· KIT website boasts that it’s qualifications lead graduates to international employment opportunities in Australia and New Zealand.<sup>36</sup></li> <li>· APTC will create international track training to support Pacific labour mobility through engagement with the PLF, relevant government ministries in Kiribati, and other</li> </ul>	<ul style="list-style-type: none"> <li>· APTC and KIT are working on a partnership.<sup>38</sup></li> <li>· APTC will supply a Hospitality/Tourism Trainer to mentor KIT and MTC trainers in quality Hospitality/Tourism training to build capacity and improve training provided.<sup>39</sup></li> <li>· APTC will deliver Australian accredited qualifications in training and Assessment and skill sets in Wall and Floor Tiling and Construction. Expecting 18 graduates in semester 1 for Kiribati.<sup>40</sup></li> <li>· APTC will provide training delivery development assistance to KIT and</li> </ul>

<sup>34</sup> DFAT Pacific Labour Scheme Factsheet <https://dfat.gov.au/geo/pacific/engagement/Documents/pacific-labour-scheme.pdf>

<sup>36</sup> <https://kit.edu.ki/overseas-employment/>

<sup>38</sup> APTC Country Office Plans, Annex A, page 44.

<sup>39</sup> APTC Country Office Plans, Annex A, page 44.

<sup>40</sup> APTC Country Office Plans, Annex A, page 43.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
		<ul style="list-style-type: none"> <li>· KIT courses include accounting, automotive, business, community services, construction, electrotechnology, English communication skills, IT, nursing, and plumbing. Also offers short courses.</li> <li>· KIT offers international pre-departure training for workers leaving Kiribati<sup>35</sup></li> <li>· The Marine Training Centre trains seafarers. It has historically been supported by New Zealand. It does not have EQAP accreditation</li> </ul>	<p>local and national TVET providers.<sup>37</sup></p>	<ul style="list-style-type: none"> <li>· conduct RPL assessment in order to provide Australian Qualifications to KIT Automotive students.<sup>41</sup></li> <li>· Since Phase 2 of APTC, there has been an agreement between Australia's bilateral TVET program in Kiribati and APTC.</li> <li>· The APTC country office for Kiribati will work with partners including KIT to review the training profile to identify opportunities for collaboration and ensure offerings are responsive to workforce development and labour market needs.<sup>42</sup></li> <li>· APTC to conduct labour market assessment for Kiribati to determine employment needs that will better inform APTC's training profiles.<sup>43</sup></li> <li>· APTC Annual Plan 2019 foreshadows regular discussions</li> </ul>

<sup>35</sup> <https://kit.edu.ki/overseas-employment/>

<sup>37</sup> APTC Country Office Plans, Annex A, page 44.

<sup>41</sup> APTC Country Office Plans, Annex A, page 43.

<sup>42</sup> APTC Country Office Plans, Annex A, page 43.

<sup>43</sup> APTC Country Office Plans, Annex A, page 43.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
				<p>with DFAT office and bilateral program in Kiribati.<sup>44</sup></p> <ul style="list-style-type: none"> <li>· TVET System Strengthening Platform to be established in early 2019 by APTC with collaboration with stakeholders in country and the DFAT Post.<sup>45</sup></li> <li>· APTC will hold a Work Skills Forum for Information sharing to encourage dialogue between national TVET sector stakeholders.<sup>46</sup></li> </ul>
<b>Samoa</b>	<p>TVET Course providers in Samoa:</p> <ul style="list-style-type: none"> <li>· <a href="#">National University of Samoa (NUS)</a></li> <li>· <a href="#">Don Bosco Technical College</a></li> <li>· Laumua o Punaoa Technical &amp; Vocational Centre (LPTC)</li> <li>· Uesiliana Technical &amp; Vocational Centre (UTVC)</li> <li>· Tesese Institute of Administrative Studies (TIAS)</li> <li>· <a href="#">University of the South Pacific Alafua Campus</a></li> </ul>	<ul style="list-style-type: none"> <li>· Since 2007 over 1300 Samoans have graduated from the APTC by 2017.<sup>49</sup></li> <li>· Each year approximately 100 Samoan students study courses offered by APTC.<sup>50</sup></li> <li>· APTC has worked to strengthen the capacity of local TVET providers by</li> </ul>	<ul style="list-style-type: none"> <li>· Since November 2018 Samoa has been part of the PLS</li> <li>· “APTC will create international track training to support Pacific labour mobility through engagement with the PLF, relevant government ministries in Samoa, and other local and national TVET Providers.”<sup>56</sup></li> </ul>	<ul style="list-style-type: none"> <li>· APTC’s 2019 Annual Plan shows it intends to refresh the NUS Partnership ‘to support a more transformational approach to collaboration’ in early 2019.<sup>57</sup></li> <li>· APTC’s 2019 Annual Plan also shows it intends to prioritise Government sector coordination, engagement and visibility.<sup>58</sup></li> </ul>

<sup>44</sup> APTC Country Office Plans, Annex A, page 44.

<sup>45</sup> APTC Country Office Plans, Annex A, page 45.

<sup>46</sup> APTC Country Office Plans, Annex A, page 45.

<sup>49</sup> Australia-Pacific Technical College, Samoa Impact Stories, page 1 <http://online.fliphtml5.com/fzbsr/blew/#p=2>

<sup>50</sup> Australia-Pacific Technical College, Samoa Impact Stories, page 1 <http://online.fliphtml5.com/fzbsr/blew/#p=2>

<sup>56</sup> APTC Country Office Plans, Annex A, page 39.

<sup>57</sup> APTC Country Office Plans, Annex A, page 39.

<sup>58</sup> APTC Country Office Plans, Annex A, page 40.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
	<p>ATPC has an agreement with the National University of Samoa – Institute of Technology only<sup>47</sup></p> <p>There is an ATPC campus in Samoa</p> <p>National Qualifications Authority:</p> <ul style="list-style-type: none"> <li>Samoa Qualifications Authority</li> </ul> <p>ATPC holds full registration with the Samoa Qualifications Authority.<sup>48</sup></p>	<ul style="list-style-type: none"> <li>offering Certificate IV courses in Training and Assessment.<sup>51</sup></li> <li>Qualifications of ATPC graduates include hospitality, cookery, tourism, carpentry, plumbing, sheet metal fabrication, and community services.</li> <li>NUS currently has around 3,500 students enrolled across all courses, not only TVET courses.<sup>52</sup></li> <li>NUS offers 61 qualifications across 4 sites as well as a suite of online distance learning programmes</li> <li>NUS had a total 369 graduates from TVET courses in 2017.<sup>53</sup></li> <li>Don Bosco Technical College The centre offers 2 year and 4 year trades training courses, specialising in the areas of welding, motor mechanics,</li> </ul>	<ul style="list-style-type: none"> <li>No further details publicly available</li> </ul>	<ul style="list-style-type: none"> <li>ATPC will roll out the TVET System Strengthening Platform in 2019 in Samoa<sup>59</sup></li> <li>ATPC will continue to support coordination with bilateral programs to encourage coherent approaches to the development of the TVET sector.<sup>60</sup> ATPC Annual Plan 2019 specifically foreshadows engagement by ATPC in the design process for the DFAT-funded bilateral. Skill program in Samoa.<sup>61</sup></li> <li>A recent press release highlighted ATPC's commitment to delivering training that leads graduates into improved employment outcomes, and also emphasised the coalition approach of ATPC, working with govt, TVET providers, private sector, development partners and civil society.<sup>62</sup></li> <li>NUS continues to seek diverse avenues of funds including the Government of Samoa, NUS</li> </ul>

<sup>47</sup> Australia Pacific Training Coalition, <https://www.aptc.edu.au/about/partners-and-industry>

<sup>48</sup> ATPC Annual Report and Plan 2017 – 2018, page 23.

<sup>51</sup> Australia-Pacific Technical College, Samoa Impact Stories, page 1 <http://online.fliphtml5.com/fzbsr/blew/#p=2>

<sup>52</sup> <https://www.nus.edu.ws/s/index.php/free-extensions-3/chancellery>

<sup>53</sup> NUS Annual Report 2018, <https://www.nus.edu.ws/s/files/NUS-AR-2018-FINAL.pdf> page 8.

<sup>59</sup> ATPC Country Office Plans, Annex A, page 40.

<sup>60</sup> ATPC Country Office Plans, Annex A, page 40.

<sup>61</sup> ATPC Country Office Plans, Annex A, page 40.

<sup>62</sup> 'ATPC Welcomes New Country Director for Samoa and Tonga' 25 September 2018 <https://www.aptc.edu.au/news/news/2018/09/24/aptc-welcomes-new-country-director-for-samoa-and-tonga>



Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
		<p>woodwork, electronics and plumbing</p> <ul style="list-style-type: none"> <li>· APTC has also worked to develop courses specifically for Samoans based on local demand such as the Certificate III in Education Support delivered in 2017.<sup>54</sup></li> <li>· APTC will deliver five core programs in Samoa in Semester 1 2019 and expects 146 graduates.<sup>55</sup> Semester 2 2019 also expects graduates from delivery in Samoa.</li> </ul>		<p>revenue from tuition and services and well as from their own reserves.<sup>63</sup></p> <ul style="list-style-type: none"> <li>· An evaluation of Australia’s Programme in Samoa’s TVET system was conducted in 2016. Among that report’s Principal Lessons: <ol style="list-style-type: none"> <li>1. It does not necessarily follow that the offer of incentive mechanisms will naturally lead to training provider buy-in to the national qualification system reforms being promoted by the SQA. There is evidence of a number of factors which cause resistance to change and slow the reform process.</li> <li>2. It does not necessarily follow that despite training providers having responded to the incentives on offer and accepted professional development and materials/consumables support will actually complete programme accreditation requirements.</li> <li>3. Nevertheless, the incentive mechanisms offered through the TVET Programme in Stage 2 have produced results given the momentum that has now been established for programme accreditation.</li> </ol> </li> </ul>

<sup>54</sup> Australia-Pacific Technical College, Samoa Impact Stories, page 1 <http://online.fliphtml5.com/fzbsr/blew/#p=2>

<sup>55</sup> APTC Country Office Plans, Annex A, page 39.

<sup>63</sup> National University of Samoa, ‘Message from the Vice-Chancellor and President’ <https://www.nus.edu.ws/s/index.php/free-extensions-3/chancellery>

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
				<p>4. An extensive communications strategy needs to be developed and applied on a continual basis to engage key stakeholders both on the demand side (employers/productive sector agencies) and the supply side (training providers and their respective public or private governance authorities) to build a common understanding and a constituency for national system reform.<sup>64</sup></p> <p>APTC will conduct a labour market assessment for Samoa to determine employment needs that will better inform APTC's training in Samoa in future.<sup>65</sup></p>
<b>Solomon Islands</b>	<p>TVET Course Providers:</p> <ul style="list-style-type: none"> <li>· <a href="#">Solomon Islands National University</a></li> <li>· Don Bosco Technical Institute</li> <li>· University of South Pacific campus</li> </ul> <p>APTC has an agreement with Don Bosco Technical Institute</p>	<p>APTC has trained over 1500 Solomon Islanders since 2007.<sup>66</sup></p> <p>APTC graduates have qualifications in: Air-Conditioning, Applied Fashion Design and Technology, Carpentry, Commercial Cookery, Electrotechnology, Fabrication Trade, Fitting and Machining,</p>	<ul style="list-style-type: none"> <li>· Since November 2018 Solomon Islands has been part of the PLS</li> <li>· Don Bosco Technical Institute website currently down so cannot see if it promotes linking graduates with the PLS, the</li> </ul>	<ul style="list-style-type: none"> <li>· APTC press release about graduates in 2019 highlights continuity rather than change in APTC3: "APTC is now in its third stage and will continue to deliver high quality, internationally recognised training to improve graduates' employment outcomes, support greater investment in</li> </ul>

<sup>64</sup> TVET Programme Completion Report, February 2016 <https://dfat.gov.au/about-us/publications/Documents/samoa-tvet-roadmap-completion-report.pdf> pages viii - ix.

<sup>64</sup> APTC, 'APTC Students Graduate With Internationally Recognised Skills in Honiara', 28 February 2019 <https://www.aptc.edu.au/news/latest-news/2019/news/2019/02/27/aptc-students-graduate-with-internationally-recognised-skills-in-honiara>

<sup>65</sup> APTC Country Office Plans, Annex A, page 39.

<sup>66</sup> APTC, 'APTC Students Graduate With Internationally Recognised Skills in Honiara', 28 February 2019 <https://www.aptc.edu.au/news/latest-news/2019/news/2019/02/27/aptc-students-graduate-with-internationally-recognised-skills-in-honiara>

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
	<p>There is now an APTC campus in the Solomon Islands</p> <p>National Qualifications Authority:</p> <ul style="list-style-type: none"> <li>· MEHRD Ministry of Education &amp; Human Resources Development</li> <li>· Solomon Island Tertiary and Skills Authority</li> </ul>	<p>Diesel Fitting, Hospitality, Individual Support, Leadership and Management, Light Vehicle Mechanical Technology, Painting and Decorating, Tourism, and Wall and Floor Tiling.</p> <p>Course offerings at Don Bosco Technical Institute include:</p> <ul style="list-style-type: none"> <li>· Automotive Technology</li> <li>· Life Skill Training (Tourism, Hospitality, Clothing &amp; Textiles)</li> <li>· Carpentry Technology</li> <li>· Computer Technology</li> <li>· Electrical Technology</li> <li>· Machine Fitting and Maintenance (MFM) Training</li> </ul>	<p>Seasonal Worker Program or NZ equivalent</p> <ul style="list-style-type: none"> <li>· APTC will create international track training to support Pacific labour mobility through engagement with the PLF, relevant government ministries in Solomon Islands, and other local and national TVET providers.<sup>67</sup></li> </ul>	<p>skills training, and promote higher quality TVET delivery across the Pacific.”<sup>68</sup></p> <ul style="list-style-type: none"> <li>· APTC will deliver one program in Semester 1 2019 with additional courses to be delivered on a fee-for-service basis. Expected to produce 106 graduates from Solomon Islands delivery in Semester 1 and 122 in Semester 2.<sup>69</sup></li> <li>· The country office for Solomon Islands will work with partners including SINU and Don Bosco to review the training profile to identify opportunities for collaboration and ensure offerings are responsive to workforce development and labour market needs.<sup>70</sup></li> <li>· APTC is in conversations with SINU to establish a partnership.<sup>71</sup></li> </ul>

<sup>67</sup> APTC Country Office Plans, Annex A, page 44.

<sup>68</sup> APTC, ‘APTC Students Graduate With Internationally Recognised Skills in Honiara’, 28 February 2019 <https://www.aptc.edu.au/news/latest-news/2019/news/2019/02/27/aptc-students-graduate-with-internationally-recognised-skills-in-honiara>

<sup>69</sup> APTC Country Office Plans, Annex A, page 43.

<sup>70</sup> APTC Country Office Plans, Annex A, page 43.

<sup>71</sup> APTC Country Office Plans, Annex A, page 45.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
				<ul style="list-style-type: none"> <li>· APTC intends to work towards a partnership with Don Bosco.<sup>72</sup></li> <li>· APTC plans to increase alumni engagement.<sup>73</sup></li> <li>· APTC to conduct labour market assessment for Solomon Islands to determine employment needs that will better inform APTC's training profiles.<sup>74</sup></li> <li>· TVET System Strengthening Platform to be established in 2019.<sup>75</sup></li> </ul> <p>No further details publicly available about APTC3</p>
<b>Tonga</b>	TVET providers in Tonga: <ul style="list-style-type: none"> <li>· <a href="#">Tonga Institute of Higher Education</a></li> <li>· <a href="#">Tonga Institute of Science and Technology</a></li> <li>· <a href="#">University of the South Pacific Tonga Campus</a></li> <li>· <a href="#">Tupou Tertiary Institute</a></li> <li>· 'Ahopaniolo Technical College</li> <li>· Hango Agricultural College</li> </ul>	<ul style="list-style-type: none"> <li>· APTC has helped over 450 Tongans gain Australian qualifications since 2007<sup>76</sup></li> </ul> <p>Course offerings by ATPC in Tonga include: fabrication trade, Painting and decorating, Leadership and Management, International Skills Training, and Management.</p>	<ul style="list-style-type: none"> <li>· Since March 2019 Tonga has been part of the PLS</li> <li>· APTC will create international track training to support Pacific labour mobility through engagement with the PLF, relevant government</li> </ul>	<ul style="list-style-type: none"> <li>· APTC will conduct a labour market assessment in Tonga to determine employment needs that will better inform APTC's training in Tonga in future.<sup>82</sup></li> </ul>

<sup>72</sup> APTC Country Office Plans, Annex A, page 44.

<sup>73</sup> APTC Country Office Plans, Annex A, page 43.

<sup>74</sup> APTC Country Office Plans, Annex A, page 43.

<sup>75</sup> APTC Country Office Plans, Annex A, page 45.

<sup>76</sup> APTC, 'APTC Awards Tongan Nationals with Internationally Recognised Qualifications' 7 March 2019

<https://www.aptc.edu.au/news/latest-news/2019/news/2019/03/06/aptc-awards-tongan-nationals-with-internationally-recognised-qualifications>

<sup>82</sup> APTC Country Office Plans, Annex A, page 39.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
	<ul style="list-style-type: none"> <li>St Joseph's Business College</li> <li>Montfort Technical Institute</li> </ul> <p>APTC has an agreement with Tonga Skills for Inclusive Growth (TS4IG) Bilateral Program, an Australian Government Investment.</p> <p>National Qualifications Authority:</p> <ul style="list-style-type: none"> <li>Tonga National Qualifications and Accreditation Board</li> </ul> <p>There is no APTC campus in Tonga. With donor support, Tongans have studied at APTC campuses in Fiji and Samoa.</p>	<p>Tonga Institute of Higher Education courses include: mathematics, information technology, accounting, agriculture, media and journalism, tourism and hospitality</p> <p>Tonga Institute of Science and Technology courses include: carpentry, electrical, automotive, fitting and machining, and panel beating.</p> <p>Tupou Tertiary Institute courses include: IT, architecture, business, counselling, youth services, nursing</p> <p>Courses in Tonga Skills for Inclusive Growth include: agriculture, tourism, handicraft manufacturing, plumbing, business, social media, marketing, disability support.<sup>77</sup> Trainees in Tonga Skills for Inclusive Growth:</p> <ul style="list-style-type: none"> <li>53% female and 47% male.<sup>78</sup></li> </ul>	<p>ministries in Tonga, and other local and national TVET Providers<sup>79</sup></p> <ul style="list-style-type: none"> <li>The Mid-Term Review of Tonga Skills in May 2018 expressed scepticism of whether that program could deliver the promised labour mobility potential for clients.<sup>80</sup> Significantly, this review pre-dated the launch of the Pacific Labour Facility and Tonga's inclusion in the Pacific Labour Scheme. Labour mobility was a part of one EOPO, but the mid-term review found there was little evidence of improving trainees' employability into overseas markets: 'The MTR Team therefore has some reservations about the likelihood of a significant number of Tongans benefiting from improved employability in international markets as a result of training</li> </ul>	<ul style="list-style-type: none"> <li>APTC will increase alumni engagement.<sup>83</sup></li> <li>APTC will engage with the World Bank Skills and Employment for Tongans Project to identify how it may contribute to initiatives in that program and potential partnership.<sup>84</sup></li> <li>APTC messaging with TVET stakeholders and students will drive co-investment in training through focus on the economic and productivity benefits of skills development relevant to employer needs.<sup>85</sup></li> <li>APTC will roll out the TVET System Strengthening Platform in 2019 in Tonga<sup>86</sup></li> <li>APTC will continue to support coordination with bilateral programs to encourage coherent</li> </ul>

<sup>77</sup> Tonga Skills for Inclusive Economic Growth Final Report of the Mid Term Review, May 2018, <https://dfat.gov.au/about-us/publications/Documents/tonga-skills-for-inclusive-economic-growth-mid-term-review.pdf>

<sup>78</sup> Tonga Skills for Inclusive Economic Growth Final Report of the Mid Term Review, May 2018, <https://dfat.gov.au/about-us/publications/Documents/tonga-skills-for-inclusive-economic-growth-mid-term-review.pdf>

<sup>79</sup> APTC Country Office Plans, Annex A, page 39.

<sup>80</sup> Tonga Skills for Inclusive Economic Growth Final Report of the Mid Term Review, May 2018, <https://dfat.gov.au/about-us/publications/Documents/tonga-skills-for-inclusive-economic-growth-mid-term-review.pdf>, pages vii, and 15-17.

<sup>83</sup> APTC Country Office Plans, Annex A, page 39.

<sup>84</sup> APTC Country Office Plans, Annex A, page 40.

<sup>85</sup> APTC Country Office Plans, Annex A, page 40.

<sup>86</sup> APTC Country Office Plans, Annex A, page 40.

Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
		<ul style="list-style-type: none"> <li>· APTC in Semester 1 2019 expects 36 graduates from Tonga delivery, and 35 in Semester 2. Additional courses will be delivered on a fee-for-service basis</li> </ul>	<ul style="list-style-type: none"> <li>· brokered by Tonga Skills in the short to medium term.<sup>81</sup></li> </ul>	<ul style="list-style-type: none"> <li>· approaches to the development of the TVET sector.<sup>87</sup></li> <li>· In terms of lessons for APTC/Kiribati, the MTR did point out that the training and qualification of TVET teachers was highly valued</li> </ul>
<b>Vanuatu</b>	<p>TVET Providers:</p> <ul style="list-style-type: none"> <li>· <a href="#">Vanuatu Institute of Technology</a></li> <li>· TVET Division Ministry of Education &amp; Training</li> <li>· <a href="#">University of the South Pacific Emalus Campus</a></li> </ul> <p>APTC has a campus in Vanuatu</p> <p>National Qualifications Authority:</p> <ul style="list-style-type: none"> <li>· Vanuatu Qualifications Authority</li> </ul> <p>APTC holds full registration with the Vanuatu Qualifications Authority.<sup>88</sup></p> <p>APTC has an agreement with Vanuatu Institute of Technology</p> <p>Vanuatu Skills Partnership is a co-investment between the Governments</p>	<ul style="list-style-type: none"> <li>· 1635 total Ni-Vanuatu graduates of APTC<sup>89</sup></li> <li>· 890 total Vanuatu female graduates of APTC (55%)<sup>90</sup></li> <li>· Other Pacific Islanders study at Vanuatu's APTC facility</li> <li>· APTC courses include Youth Work, Community Development, Hospitality, tourism, carpentry, tiling, training and assessment, management</li> <li>· Vanuatu Institute of Technology courses include tourism, business, training and assessment,</li> </ul>	<ul style="list-style-type: none"> <li>· Since November 2018 Vanuatu has been part of the PLS</li> <li>· Vanuatu is the largest participant in the seasonal worker program</li> <li>· "APTC will create international track training to support Pacific labour mobility through engagement with the PLF, relevant government ministries in Vanuatu and Nauru, and other local and national TVET Providers."<sup>91</sup></li> </ul>	<ul style="list-style-type: none"> <li>· APTC in Vanuatu delivery expects 146 graduates from Semester 1 2019, and 108 from Semester 2. These numbers will increase as additional fee-for-service courses are confirmed.</li> <li>· APTC will conduct a labour market assessment for Vanuatu to determine employment needs and to better inform APTC's training profiles in Vanuatu.<sup>92</sup></li> <li>· APTC will increase alumni engagement.<sup>93</sup></li> <li>· APTC will continue to raise awareness about it's transition from a college to a coalition, and</li> </ul>

<sup>81</sup> Tonga Skills for Inclusive Economic Growth Final Report of the Mid Term Review, May 2018, <https://dfat.gov.au/about-us/publications/Documents/tonga-skills-for-inclusive-economic-growth-mid-term-review.pdf>, pages16-17.

<sup>87</sup> APTC Country Office Plans, Annex A, page 40.

<sup>88</sup> APTC Annual Report and Plan 2017 – 2018, page 23.

<sup>89</sup> APTC, Vanuatu Impact Stories, page 33 <http://online.fliphtml5.com/fzbsr/wxwl/#p=39>

<sup>90</sup> APTC, Vanuatu Impact Stories, July 2017, <http://online.fliphtml5.com/fzbsr/wxwl/#p=39>

<sup>91</sup> APTC Country Office Plans, Annex A, page 47.

<sup>92</sup> APTC Country Office Plans, Annex A, page 47.

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Country	Name of TVET/ FET College or System	Key Characteristics (e.g. Enrolment size, Range of course offerings, accredited by Pacific Board for Education Quality etc)	Recent adjustments made by college/ system to respond to Pacific Labour Scheme (PLS)	Recent adjustments made by college/ system to respond to APTC3
	<p>of Australia and Vanuatu to develop the national skills system. The Partnership aims to</p> <ul style="list-style-type: none"> <li>· improve the quality of local training to better develop the skills required for inclusive and sustainable private sector growth</li> <li>· facilitate the recognition of skills within the system, and in the region, for increased education pathways and labour mobility.</li> </ul>			<p>will work closely with the RHO and DFAT Posts to do so.</p> <ul style="list-style-type: none"> <li>· APTC will continue to engage stakeholders in discussions in line with it's co-investment strategy.<sup>94</sup></li> <li>· APTC will roll out the TVET Sector Strengthening Platform in early 2019 – interventions to be identified in collaboration with DFAT Posts and the RHO<sup>95</sup></li> <li>· APTC in discussions to broker a transformational partnership with Vanuatu Institute of Technology</li> </ul>

<sup>94</sup> APTC Country Office Plans, Annex A, page 47.

<sup>95</sup> APTC Country Office Plans, Annex A, page 48.