

Kiribati – Australia Partnership for Development Implementation Schedule		Priority Outcome 2 Workforce Skills Development		Date of this version:	25 September 2012
				Supersedes schedule of:	August 2010
				Date of next review:	September 2013
<b>Agreed outcome and targets</b>					
By 2016, what does success look like at outcome level?	Success will be judged by the extent to which ...	Key outcome targets			
	More young I-Kiribati women and men (16-24 years) with recognised qualifications will access employment and training opportunities domestically and abroad.	<ul style="list-style-type: none"> <li>Increasing by 10% each year the number of women and men (16-24 years) completing technical and higher education courses that result in, or articulate to, internationally recognised qualifications.</li> <li>Increasing by 5% each year the completion rates for women and men (16-24 years) studying at technical and higher education institutions.</li> <li>Increasing by 10% each year the number of women and men (16-24 years) who graduate with a technical and higher education qualification and are proficient in English (reaching IELTS level 5.5 or equivalent).</li> <li>Increasing by 5% each year the number of women and men (16-24 years) who graduate from technical and higher education institutions and are employed domestically and overseas (temporary or permanent).</li> </ul>			
<b>Beneficiaries</b>					
Identify and quantify the beneficiaries and the benefits they will see	Who are the beneficiaries, and by the end of 2016, how many will there be?	What benefits will they see?			
	<ul style="list-style-type: none"> <li>1070 technical and higher education graduates (and families)</li> <li>x* employers in Kiribati and y* employers internationally</li> <li>40 personnel at MLHRD and KIT</li> </ul>	<ul style="list-style-type: none"> <li>Greater levels of skills in areas of employment demand</li> <li>Internationally recognised qualifications</li> <li>Enhanced employment prospects (including those for promotion and career advancement)</li> <li>Better work and/or higher pay</li> <li>Greater social mobility (including migration)</li> <li>Higher levels of family income (including through remittances), improved standard of living &amp; lifestyle</li> <li>Access to a larger, better skilled workforce</li> <li>Increased workplace productivity</li> <li>Greater levels of skills (and internationally recognised qualifications) relevant to their role</li> </ul>			
<b>Stakeholders</b>					
List the key stakeholders and detail their roles and responsibilities	Who holds an important stake in ensuring the program's success?	What are their roles and responsibilities?			
	<ul style="list-style-type: none"> <li>Employers (Private and Public Sector)</li> <li>Government of Kiribati (Parliament and Cabinet)</li> <li>Government of Australia (AusAID)</li> </ul>	<ul style="list-style-type: none"> <li>Consulting with training institutions about skill requirements, advising training institutions about quality of training and assessment approaches, providing work-based training opportunities for students (including apprentices) and employing graduates. Participating in the TVETSSP Oversight Committee.</li> <li>Enacting and/or endorsing the legislative, regulatory, policy and strategic framework for education, training and employment; setting national development priorities, leading regular policy dialogue with the Government of Australia (including AusAID).</li> <li>Ensuring a predictable flow of funds to the program, ensuring regular policy dialogue takes place with GoK, ensuring consistency and alignment between AusAID's TVETSSP and other relevant AusAID programs, coordinating and cooperating with other donors, conducting researching into the financing of TVET in the Pacific, and commissioning program reviews and evaluations.</li> </ul>			

\* to be quantified early in 2013 based on 2012 graduate destination data

## Stakeholders

List the key stakeholders and detail their roles and responsibilities

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| <ul style="list-style-type: none"> <li>• Ministry of Labour and Human Resource Development</li> <li>• Ministry of Education</li> <li>• Ministry of Finance and Economic Development</li> <li>• Public Service Office</li> <li>• Kiribati Institute of Technology (&amp; other Training Institutions including APTC, MTC, FTC, KSON, KTC)</li> <li>• Government of New Zealand (other donors including ILO and ADB)</li> <li>• Managing Contractors (Austraining and Griffith University)</li> </ul> | <ul style="list-style-type: none"> <li>• Providing policy, planning coordination and oversight of the TVET sector and coordination with the Education Sector. Convening and chairing TVETSSP Oversight Committee.</li> <li>• Providing policy, planning, coordination and oversight of the Education sector and connection with the TVET Sector. Participating in the TVETSSP Oversight Committee.</li> <li>• Controlling budget allocations and expenditure, developing and monitoring the Kiribati Development Plan and Ministry Operational Plans and acquitting the Development Account (4). Participating in the TVETSSP Oversight Committee.</li> <li>• Supporting, guiding and facilitating structural and regulatory change, and ensuring adequate staffing establishment. Participating in the TVETSSP Oversight Committee.</li> <li>• Ensuring the quality, relevance, quantity, scope and equity of training delivery. Receiving, analysing and using performance information (and regularly and frequently providing same to MLHRD).</li> <li>• Providing ongoing support to MTC and the post secondary sector more broadly and coordinating and cooperating with other donors. Participating in the TVETSSP Oversight Committee.</li> <li>• Supporting and facilitating program implementation and supporting both governments to develop an effective partnerships in the TVET sector.</li> </ul> |
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## How the partnership will bring about the changes needed to achieve our agreed outcome and targets

<i>If</i> these things are delivered...	<i>and</i> these other things (that are external to our programs) are done or considered ...	<i>then</i> we can expect to see these changes..	Key dates and milestones
<p>1. the organisational capacity of the Ministry of Labour and Human Resource Development to provide policy, planning, coordination and oversight services to the sector is strengthened by:</p> <ul style="list-style-type: none"> <li>- establishing implementation working groups inside MLHRD to guide strategic planning and policy; TVET development; monitoring and evaluation; labour mobility; cross-cutting policy development;</li> <li>- providing technical assistance for organisational strengthening; planning and liaison; monitoring and evaluation; data management; gender equity; policy development; and communications;</li> <li>- providing professional learning opportunities for personnel within MLHRD.</li> </ul>	<p>1. the staffing establishment at MLHRD is sufficient for it to be able to perform its mandated functions;</p> <p>2. recent, robust international, regional and domestic labour market information is available;</p> <p>3. a whole-of-government approach is adopted to technical and vocational education and training (MoE, MoF, PSO become valued partners in the sector).</p>	<p>1. a cohesive and robust policy and strategic framework is <i>endorsed, established and implemented</i> for the TVET Sector including:</p> <ul style="list-style-type: none"> <li>a. MLHRD Strategic Plan 2012-2015</li> <li>b. Labour Mobility Strategy;</li> </ul> <p>2. TVET sector advisory mechanisms are <i>implemented, strengthened and functioning</i> effectively;</p> <p>3. MLHRD receives and analyses performance information from its TVET institutions;</p> <p>4. apprenticeship and trade testing systems are modernised (and aligned with TVET policy and strategic framework).</p>	<p>1. TVET Policy Framework to be endorsed – Dec 2012</p> <p>2. MLHRD Strategic Plan completed and endorsed – Dec 2012</p> <p>3. Labour mobility strategies for the TVET Sector identified and endorsed – Mar 2013</p> <p>4. TVET Advisory Body in place – Nov 2012</p>

## How the partnership will bring about the changes needed to achieve our agreed outcome and targets

<i>If</i> these things are delivered...	<i>and</i> these other things (that are external to our programs) are done or considered ...	<i>then</i> we can expect to see these changes..	Key dates and milestones
<p>2. the capacity of the Kiribati Institute of Technology* to deliver quality assured training in areas of domestic, regional and international skill demand is enhanced by:</p> <ul style="list-style-type: none"> <li>- upgrading the skills (and qualifications as required) of management, training and support staff, including in English language;</li> <li>- upgrading curricula, teaching, learning and assessment materials to meet agreed upon external requirements;</li> <li>- providing technical assistance to the Kiribati Institute of Technology for: senior management and leadership; and planning and delivering training and assessment services for identified industry areas (including ESL, plumbing);</li> <li>- upgrading facilities and equipment to support training and assessment in areas of industry need;</li> <li>- providing a means for employers / industry to be engaged in planning, reviewing and delivering training and assessment;</li> <li>- ensuring student performance information (enrolment, completion, graduation, destination and satisfaction) and employer satisfaction is collected, analysed and used for planning and profiling.</li> </ul> <p>(* the capacity of the Kiribati School of Nursing to deliver pre-service nurse education will be enhanced through similar strategies)</p>	<ol style="list-style-type: none"> <li>1. sector legislative, regulatory and policy reform is enacted / endorsed – that is, the enabling environment for the sector is formalised;</li> <li>2. staffing establishment at KIT is sufficient for it to be able to perform its mandated functions; and staff turn-over is minimised;</li> <li>3. budget allocations for non-staff items are sufficient for KIT operations (including for equipment, teaching and learning resources, repair and maintenance of facilities, internet connectivity and external registration);</li> <li>4. options for the sustainable financing of the technical and vocational education and training sector are investigated;</li> <li>5. employers / industry are willing and able to meaningfully engage with KIT in planning, reviewing and delivering training and assessment;</li> <li>6. sufficient, long-term donor commitment to the sector remains and funding flows are sustained.</li> </ol>	<ol style="list-style-type: none"> <li>1. the competence of KIT management, trainers and support staff meet requirements of the Australian VET Quality Framework;</li> <li>2. KIT facilities meet requirements of the Australian VET Quality Framework;</li> <li>3. training, assessment and student management services meet the requirements of the Australian VET Quality Framework;</li> <li>4. efficiency and effectiveness of KIT management and administration is increased;</li> <li>5. KIT establishes and maintains an Auspicing Arrangement with an Australian Registered Training Organisation (and is issuing Australian qualifications to graduates);</li> <li>6. new courses (in areas of industry demand) offered at KIT (including short-courses to meet the needs of local employers);</li> <li>7. additional enrolments and (improved completion rates) of young women and men in existing and new courses (including entry-level bridging programs for early school-leavers);</li> <li>8. English language proficiency of staff and KIT is improved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Agreement considered for renewal in 2016</li> <li>2. Initial compliance audit – Mar 2013</li> <li>3. All KIT course offerings 2013 finalised – Dec 2012</li> <li>4. KIT Staffing levels and teaching loads finalised - Dec each year</li> <li>5. Financing Research commences - Apr 2013</li> <li>6. Industry advisory mechanisms are implemented and functioning - Dec 2012</li> <li>7. Key student performance information collected and available on-demand - Feb 2013</li> </ol>
<p>3. clearly defined, accessible pathways to further training, higher education and/or employment opportunities (domestically, regionally and internationally) are established and /or strengthened by:</p> <ul style="list-style-type: none"> <li>- providing Australian Development Awards;</li> <li>- providing Australian Pacific Technical College scholarships (and ensuring, where appropriate, KIT courses articulate to those at APTC);</li> <li>- implementing the Kiribati-Australia Nursing Initiative;</li> <li>- delivering preparatory and/pre-mobilisation training to facilitate access to the (Australian) Seasonal Workers Program (KIT);</li> <li>- implementing targeted transition-to-work strategies to assist graduates access domestic and international labour markets.</li> </ul>	<ol style="list-style-type: none"> <li>1. donor funding for scholarships remains available;</li> <li>2. effective academic, pastoral care and transition-to-work support mechanisms are in place for all students (including scholarship recipients and participants in employment programs (Seasonal Workers));</li> <li>3. course offerings of national, regional and international institutions align with labour market demand;</li> <li>4. employers and industry play an active role in the technical and vocational education and training planning, delivery and review;</li> <li>5. sufficient employment opportunities are available for TVET and higher education graduates in domestic, regional and international labour markets;</li> <li>6. MLHRD and MoE investigate underlying causes for secondary school drop-out and develop sound, evidence-based policy.</li> </ol>	<ol style="list-style-type: none"> <li>1. more applicants are able to meet eligibility requirements (knowledge, skill and English language competence) for scholarships and entry requirements for initial and further training (and higher education);</li> <li>2. scholarship, enrolment and participation quotas are filled;</li> <li>3. greater numbers of young men and women are participating in and completing initial training, further training and higher education programs;</li> <li>4. more young men and women graduate with an internationally recognised qualification (in areas of labour market demand);</li> <li>5. more I-Kiribati technical and higher education graduates are employed in domestic, regional and international labour markets;</li> <li>6. more I-Kiribati technical and higher education graduates remain employed 12-months after graduation.</li> </ol>	<ol style="list-style-type: none"> <li>1. KIT Seasonal Workers Preparatory Program in place - 2013</li> <li>2. KIT transition to work initiatives in place - 2013</li> <li>3. IELTS preparation course in place – 2013</li> <li>4. AD / ARD Scholarships advertised (Feb), awarded (Oct) each year</li> </ol>

## Necessary Supportive Processes

- Significant public financial management reform to ensure effective planning, forecasting, budgeting, disbursing, accounting and reporting processes are developed and implemented.
- Legislative and regulatory reform to ensure the sector has a robust legal basis for its operations (including OHS Act).
- Stronger links between relevant Ministries to support the cohesive policy and program development, strategic planning and budgeting, data collection and reporting..
- Consistent and ongoing results-focussed monitoring and evaluation of policies to inform judgements of effectiveness (includes annual performance assessments and other review processes).
- Frequent and regular policy discussion between Governments, development partners and other stakeholders to ensure alignment, coordination, cooperation and focus.

## Key features of how funding will be organised, channelled and managed

(Including the extent of the use of government systems and exclusivity in the control of funds, harmonisation with other donor and whole-of-government partners, management arrangements, etc.),

- The vast majority of Australia's support to workforce skills development will be channelled through Managing Contractors. There may be a limited flow of Australian funds through Development Account #4 (using Accountable Cash Grants) pending a review of administration and effectiveness to the end of F/Y 2011-12.
- Government of Kiribati funds will be channelled through Ministry of Finance and Economic Development to each Ministry.
- Other donor funds are predominately channelled through Development Account #4.

### Indicative Commitments: Kiribati

Financial Year	Amount in AUD	Non-Financial
2011/12	3.2 million	<ul style="list-style-type: none"> <li>• Set national development priorities.</li> <li>• Lead regular policy discussions with the Government of Australia (including AusAID) on workforce skills development and employment (two per year).</li> <li>• Lead regular policy discussions with and between all development partners on workforce skills development and employment.</li> </ul>
2012/13	3.9 million	<ul style="list-style-type: none"> <li>• Enact and/or endorse the legislative, regulatory, policy and strategic framework for education, training and employment in Kiribati (including labour mobility) and in a timely manner.</li> <li>• Foster a whole-of-government approach to improving workforce skills development and enhancing employability in Kiribati.</li> <li>• Ensure full engagement of relevant senior officials responsible for workforce skills development and employment, and ensure staffing establishment in key Ministries is sufficient for Ministries to fulfil their mandate.</li> <li>• Participate in joint research activities, sector reviews and program evaluation exercises.</li> <li>• Development of realistic, context-specific approach to employment creation and labour mobility.</li> </ul>
2013/14	3.4 million	<ul style="list-style-type: none"> <li>• Implement other necessary supportive processes.</li> <li>• A senior MLHRD officer is seconded to work within the TVETSSP office until 2016.</li> </ul>
2014/15	3.5 million	

Signed

for the Government of Kiribati



Name:

Bateate Tarolety

Date:

26/9/12

Position:

Senior Labour Officer

### Indicative Commitments: Australia

Financial Year	Amount in AUD	Non-Financial
2011/12	8.5 million	<ul style="list-style-type: none"> <li>• Ensure support aligns with national development priorities.</li> <li>• Develop and implement a coherent policy framework to inform all AusAID regional and bilateral tertiary education initiatives to 2020.</li> <li>• Ensure alignment between existing bilateral and regional workforce skills development initiatives and to the extent possible ensure such initiatives contribute to other priority area outcomes (particularly those in health and education).</li> </ul>
2012/13	10.7 million	<ul style="list-style-type: none"> <li>• Participate in regular policy discussions with the Government of Kiribati and with development partners on workforce skills development and employment matters.</li> <li>• Share knowledge, experiences and lessons learned in workforce development and employment in other Pacific countries..</li> <li>• Commission annual performance assessments and reviews of relevant programs (TVETSSP, KANI, KEIP, Scholarships and APTC).</li> <li>• Conduct <i>Research into the Financing of TVET in the Pacific</i> and encourage GoK's participation in it.</li> </ul>
2013/14	9.5million	<ul style="list-style-type: none"> <li>• Conduct sector Assessments of National Systems (including a review of the effectiveness of the use of Accountable Cash Grants).</li> <li>• Manage and hold contractors to account.</li> <li>• Drive a focus on results.</li> </ul>
2014/15	6.8 million	

Signed

for the Government of Australia



Name:

John Davidson

Date:

26.9.2012

Position:

Minister (Assistant) AusAID Pacific