

FINAL

Kiribati Skills for Employment Program (SfEP)

INVESTMENT DESIGN DOCUMENT (IDD)

[REDACTED]

18 January 2015

Kiribati Skills for Employment Program (SfEP) (Phase III of Kiribati TVET Sector Strengthening Program [TVETSSP])	
Start date: 1 July 2016	End Date: 31 December 2019
Total proposed funding allocation: \$20 million total over 3.5 years, comprising core program funds of \$17 million plus \$3 million for activities funded through the Flexible Support Facility	
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(ii) Acknowledgements

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(iii) Disclaimer

The views expressed in this document are those of the Design team alone and do not necessarily reflect the views or policies of the Government of Australia, the Government of Kiribati or any organisation or individual consulted.

(iv) Abbreviations

APTC	Australia-Pacific Technical College
ASQA	Australian Skills Quality Authority
CBT	Competency-based training
DCC	Development Coordinating Committee
DFAT	Australian Department of Foreign Affairs and Trade
ELLN	English language, literacy & numeracy
EOPO	End of Program Outcomes
EQAP	Educational Quality and Assessment Programme
FSF	Flexible Support Facility
GDP	Gross Domestic Product
GoA	Government of Australia
GoK	Government of Kiribati
GTO	Group Training Organisation
HRD	Human Resource Development
FHEC	Fiji Higher Education Commission
JSS	Junior Secondary School
KCCI	Kiribati Chamber of Commerce and Industry
KDP	Kiribati Development Plan
KEF	Kiribati Education Facility
KEIP	Kiribati Education Improvement Program
KIT	Kiribati Institute of Technology
SfEP	Kiribati Skills for Employment Program
LMIS	Labour Market Information System
LMS	Labour Market Study
M&E	Monitoring and Evaluation
MC	Managing Contractor
MCIC	Ministry of Commerce, Industry and Cooperatives
MCTTD	Ministry of Communications, Transport and Tourism Development
MDGs	Millennium Development Goals
MELAD	Ministry of Environment, Land and Agricultural Development
MFAI	Ministry of Foreign Affairs & Immigration
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MFED	Ministry of Finance and Economic Development
MHMS	Ministry of Health and Medical Services
MLHRD	Ministry of Labour & Human Resources Development
MOE	Ministry of Education
MPWU	Ministry of Public Works and Utilities
MTC	Marine Training Centre
NCCEC	National Career Counselling and Employment Centre
NEPO	National Economic Planning Office
NGO	Non-Government Organisation
NPV	Net Present Value
NZQA	New Zealand Qualifications Authority
ODA	Official Development Assistance
PIFS	Pacific Islands' Forum Secretariat
PQAF	Pacific Quality Assurance Framework
PRQS	Pacific Register of Qualifications Standards
QA	Quality Assurance
RTO	Registered Training Organisation (any country)
SOE	State Owned Enterprise
SPC	Secretariat of the Pacific Community
STA	Short Term Adviser
TVET	Technical & Vocational Education and Training
TVETSSP	TVET Sector Strengthening Program

SECTION 1: EXECUTIVE SUMMARY

1.1 Introduction and Background

The *Australia-Kiribati Partnership for Development* (2009) provides the strategic context underpinning Australia's proposed continued investment in skills development for Kiribati, with its commitment to "build on existing support by providing opportunities for people to develop workforce skills in areas of industry demand both domestically and abroad with an ambition to decrease youth unemployment in both Tarawa and the outer islands." This will be achieved through initiatives to strengthen the management and teaching capabilities of technical and vocational education and training (TVET) institutions in Kiribati, to allow graduates to obtain relevant workforce skills leading to productive employment or further education.

The *Kiribati Development Plan (KDP) 2012-2015* sets out the strategy for the country to invest in its main asset, its people, and to transform the lives of I-Kiribati through further development of the economy and its people's capabilities. The theme of the plan is "enhancing economic growth for sustainable development" and it calls on stakeholders to address the problems of limited tertiary and vocational training opportunities for youth. The plan highlights that training does not currently link with the demands of local or overseas employers and there is a priority need for capacity building to better link employment opportunities with vocational training outcomes for young men and women to meet regional and international employment standards.

Technical and Vocational Education and Training Sector Strengthening Program (TVETSSP): Australia's current investment in skills development for Kiribati is through the TVETSSP, which was planned in three Phases, commencing in January 2011. Phase I transitioned into Phase II at the end of eighteen months and will continue through to the end of June 2016. In mid-2015, DFAT Tarawa Post commissioned an Independent Review of TVETSSP Phase I and II, and the development of an Investment Concept Note¹ and an Investment Design Document for TVETSSP Phase III (July 2016 – December 2019).

The Review² found the **achievements of the program** to include:

- The standard of teaching quality at Kiribati Institute of Technology (KIT) has been raised to recognised international levels.
- The pathway from KIT to Australia-Pacific Technical College (APTC) has provided access to Australian certificate III level qualifications.
- Stage 1 of KIT campus redevelopment is on track for completion by the end of 2015. This will support an increase in the number of places available in KIT courses.
- Industry advisory mechanisms are working well and have helped transition KIT delivery from a supply to a demand led training model. Transition to work activities have had some success in achieving employment outcomes domestically.
- Generally, employers find that KIT and APTC graduates have good soft skills, making them worthy employees while recognising further skills development is essential.

The Review also found that the program may need to invest further in selected capacity building activities with the Ministry of Labour and Human Resource Development (MLHRD) so they can provide stronger leadership for the sector. A summary of the findings of the Review is included in [Annex 7](#) (10).

Further investment is required to embed and build on the gains made, and to strengthen pathways from skills training to employment. TVETSSP Phases I and II were 'right for the time' however it is now time to take things in a new direction while building on the achievements to date.

Moving from TVET to a broader concept of skills development: Various observations from the Review—reflecting contemporary international views³ of TVET—have informed the Phase III Design. The name of the program will be changed to move away from references to 'TVET', which is considered to be a sectoral or structural mechanism that facilitates skills development systems. 'TVET' also sometimes carries negative connotations as second choice or second

¹ The SfEP (formerly TVETSSP Phase III) *Investment Concept Note*, including the recommended option, was approved by DFAT on 26 November 2015

² *TVETSSP Phase I and II Independent Review*, Peddle and McKay, draft October 2015 (yet to be finalised and published).

³ *Progress in delivering relevant skills in the Pacific sub-region*; Peter Morris, August 2015

chance education and training, sitting lower on the qualifications ladder that young people aspire to achieve. Therefore, taking the key 'skills' themes from the KDP and the Partnership for Development, Phase III will be called the **Kiribati 'Skills for Employment Program' (SfEP)**.

The SfEP consolidates progress already made through the past investment in TVETSSP, however it moves away from a focus on delivering only Australian qualifications to developing **KIT as a demand-driven training provider catering for domestic, regional and international labour markets** and aligning the source, level and rigour of qualifications accordingly. The program is planned for a 3.5-year timeframe, commencing July 2016 and ending December 2019, however, a much longer period of Australian investment in the sector is envisaged.

1.2 Alignment of investment with Australian aid priorities

The case for Australia's continued engagement in skills development for Kiribati is articulated as a key priority in **Australia's Aid Investment Plan for Kiribati for 2015/16-2018/19**. DFAT has committed to continuing to work with the Government of Kiribati to build a better-educated and more skilled population, and to help increase labour mobility. The Aid Investment Plan includes a performance benchmark to increase the number of female and male I-Kiribati who are supported to access domestic, regional and international employment opportunities. The proposed investment also aligns with priorities set out in the **Strategy for Australia's aid investments in education 2015-2020** and other key Australian Government policies such as **Development for All 2015-2020**.

The next investment phase will **build on the strengths of the existing skills program** and continue to target 16-24 year old women and men as the primary cohort to achieve internationally recognised qualifications. Additional support for students, including people with a disability and those with low educational attainment and opportunity, will be provided in language literacy, numeracy and employability skills to help improve completion rates and chances of employment. Off-shore employment remains a strong focus and the next investment phase will include **new initiatives** that seek to increase the quality and relevance of training to meet local, regional and international labour market demand, and to strengthen pathways to employment through workplace training schemes and a Job Search Centre.

The **thematic focus on skills and employability** provides a coherent basis for Australia to support achievement of its broader education and training objectives across the Pacific, and there are many opportunities for the SfEP to leverage off, and partner with, other skills programs such as the APTC. SfEP will also utilise the work funded by Australia through the Secretariat of the Pacific Community's (SPC) Pacific Quality Assurance Framework (PQAF) and Pacific Register of Qualifications and Standards (PRQS) for the proposed regional registration and (curriculum) accreditation of KIT.

1.3 The context for Australia's investment

Kiribati presents a unique set of challenges that donors must consider in responding to key development partnership objectives. The **geography and location** of the country presents the first challenge, as Kiribati is one of the most remote and geographically dispersed countries in the world, comprising 33 coral atolls spread over 3.5 million square kilometres of ocean, although only 2 percent (800 square km) is land area.

Significant and unique **challenges to growth** mean Kiribati will face a future of continued dependency on official development assistance (ODA), which is currently valued at 43% of gross domestic product (GDP). The nation's economic growth is expected to remain below the global average for developing countries, it is small in size, with limited natural resources (including land and freshwater), and narrow-based economies. The International Monetary Fund (IMF) expects growth in Kiribati to remain around 2.9% in real terms in 2014, and 2.7% in 2015, mainly reflecting the positive impact of some major donor-funded infrastructure projects. High population growth has caused a reduction in real GDP per capita, to one of the lowest of Pacific Island nations. There are virtually no opportunities for significant local private sector investment in the TVET sub-sector, and around 60% of employed people are public service employees.

Suggestions that aid and development initiatives such as SfEP should become sustainable over time need to consider the huge constraints Kiribati faces in terms of the lack of opportunity to generate revenue from exports and its remoteness from larger countries and markets. This is exacerbated by the very limited opportunities young people have to find work offshore and generate remittances. "**Sustainability**" within a Kiribati context includes a combination of sustainable development investments from donor partners and creating a sustainable employment market over time.

In consideration of these factors, **a long-term program of support for the Kiribati skills sector is envisaged**. At a minimum, this should be through to at least 2025, with a process of progressive implementation for the complete, extended period planned carefully during the first half of 2018 to allow enough time for a new design, if that is the outcome from the mid-term program evaluation. The SfEP Design builds on the previous 5.5-year investment, but it should be seen as a preparatory period to move KIT from being a conduit for the delivery of Australian qualifications to becoming a recognised and respected provider of demand-driven skills training in its own right.

Together with this change in direction for KIT is the necessary development of a national TVET sub-sector which must take responsibility for the leadership of change to support the initiatives being proposed in this Design. If **Ministry strengthening to achieve stronger sector leadership** is not seen as an essential ingredient of the proposed investment, running parallel to and supporting other investment activities, the risk of the program not achieving its outcomes to the extent intended will be compounded.

1.4 An overview of the proposed SfEP

It is proposed that Australia invests a total of **\$20 million in the SfEP over 3.5 years**: \$17 million for core program activities and \$3 million for additional activities to be funded through the Flexible Support Facility (FSF). (DFAT Tarawa post will seek separate approval for any further FSF activities beyond this amount.) This SfEP funding will represent approximately 28% of DFAT's annual Kiribati bilateral aid program allocation, based on current levels (\$20.23 for 2015-16). It is expected that the Government of Kiribati will maintain or exceed its current expenditure on KIT operational and staffing costs (estimated at \$1.45 million in 2016⁴).

The proposed investment in SfEP will support the Government of Kiribati to provide **labour market demand-driven skills development to young people who seek to work in domestic and offshore labour markets**. Local employment opportunities for formally trained graduates are limited, and there is no immediate evidence to suggest much potential to improve this situation significantly. Overseas employment therefore offers the most realistic solution to find "decent work"⁵ for young I-Kiribati.

The SfEP Theory of Change assumes that a more skilled and work-ready mobile workforce can better compete for jobs in national, regional and international labour markets. The Theory of Change therefore builds on the relationship between access to high quality skills development and its contribution to raising the economic and social standards in Kiribati. The program Design is also premised on the logic that, by making quality skills training available to young women and men, aligning courses with labour market demand and providing additional workplace training, graduates will become more sought after by employers.

While the program Design aims to improve opportunities for I-Kiribati to access paid employment at home and abroad, SfEP is **not accountable for actually placing people in employment** because such outcomes are largely beyond the sphere of influence of the program.

There are **four interrelated components** of the program Design:

Component A: Increasing the equitable participation of 16-24 year-old women and men in skills development programs

SfEP seeks to remove barriers to participation and increase learning and employment outcomes for young women and men, including people with a disability. The strategic focus of this component is to support specific interventions around multiple entry pathways to KIT, institutional strengthening focussing on social inclusion, diversity of courses available for young men and women, and improving accessibility for the educationally disadvantaged.

Component B: Increasing the recognition of KIT qualifications and the employability of graduates

SfEP will provide new and innovative ways to prepare young I-Kiribati for work both on and off-shore. The strategic focus of this component is to support specific interventions in three key interrelated areas: (i) providing additional on the job workplace training to complement the formal training undertaken at Certificate III level, (ii) providing employment

⁴ Subject to confirmation. From 2016, this includes expenditure for Kiribati School of Nursing which has now been absorbed into KIT.

⁵ The ILO describes 'decent work' as: meets people's basic aspirations, not only for income but also for security for themselves and their families, without discrimination or harassment and providing equal treatment for women and men. *ILO: Guide to the Millennium Development Goals: Employment Indicators, second edition (2013)*.

services such as the partnership with an Australian Group Training Organisation (GTO) to act as an employment intermediary, and (iii) seeking greater involvement of the private sector in providing labour market advice and promoting alignment of KIT courses with labour market demand.

Component C: Establishing KIT as a high quality, regionally recognised and registered training organisation

SfEP will build on the achievements made under the previous two phases of the program, guided by the *National TVET Strategy 2013-2016*. SfEP seeks to further strengthen KIT so that it can operate effectively in an international skills market system. The strategic focus of this component is to support specific interventions around institutional strengthening to provide quality teaching and learning benchmarked to Australian and regional quality standards, and regional registration, with a view to improving KIT's long-term sustainability as a regionally registered and quality assured training organisation. KIT will be supported to expand delivery of internationally recognised qualifications through multiple pathways—its own qualifications, as well as qualifications recognized by Australia, New Zealand or regional institutions.

Component D: Improving the management and coordination of the Kiribati skills sector

SfEP will provide an additional new modality for delivering Australian aid to Kiribati through a Flexible Support Facility (FSF). The FSF will support the delivery of activities related to SfEP outcomes, such as ministry strengthening interventions. It will also be available to deliver other aid and development activities, particularly those related to human resource development. The FSF will provide DFAT with a flexible delivery mechanism to better manage in-country development demands and strengthen alignment across its aid investments in Kiribati. It will permit DFAT to engage effectively with key stakeholders at a more strategic level. It will provide DFAT Tarawa post with a longer-term opportunity to more effectively manage the overall performance of its aid program through a holistic M&E framework, and promote more efficient procurement and resourcing arrangements. Other donors, Government or private sector partners may also be able to provide support and/or resources through the FSF.

1.5 Delivery approach, key partnerships and governance

Support for TVETSSP Phases I and II has been successfully delivered through a **managing contractor** (MC). It is proposed that a MC will deliver this next phase of the program. This MC will be selected through an open procurement approach to the market in early 2016, with program commencement planned from 1 July 2016. The key activities scheduled under each program output are indicative only, and prospective MCs will be asked to develop and include innovative approaches in their technical response bids. The implementation scheduling focusses much attention on partnerships with Australian Registered Training Organisations (RTOs) and Group Training Organisations (GTOs) being in place as quickly as possible, while recognising the complexities of moving to a market model of course procurement, and the existing challenges of overseas labour mobility.

A stakeholder and cross-ministry **Strategic Program Advisory Group** (SPAG) will be established as a primary source of high-level advice to the program. The SPAG will be the highest level reference body for the program and will provide a forum for the development partners to meet, review progress against the program's performance assessment framework (PAF) and provide advice, where relevant, on new (or re-direction of) program activity and performance targets.

A **KIT Advisory Council** will be the peak public and private sector source of advice and support for KIT management to promote consistent alignment between the courses and services offered by the Institute with labour market demand and employment opportunities.

1.6 Risks and mitigation

SfEP has been assessed as **low risk** overall. The key risks, along with suggested mitigation measures, are identified initially in *Annex 11*, however a more detailed and targeted Risk Register will be developed by the MC and approved by DFAT Tarawa annually.

Some risks around the operation of the FSF have been identified. These will be addressed during contracting negotiations with the successful MC and followed through during SfEP annual program planning and implementation.

Operational risks, primarily around engagement and support by Government of Kiribati Ministries and local private sector partners, have also been identified. Furthermore, external challenges such as limited labour mobility options or restrictive visa requirements have the potential to limit the achievement of outcomes, under Component B in particular. To help mitigate these risks, it is crucial that partners and stakeholders continue to be involved in all aspects of planning

and implementation. By constantly involving these representatives through mechanisms such as the SPAG, the KIT Advisory Council, and industry work groups, SfEP management will have direct and immediate knowledge of any potential or emerging external risks, and be able to assist in managing such risks. Similarly, constant and open dialogue between the Governments of Kiribati and Australia—including the strategic direction setting negotiated during meetings of the SPAG, and the dialogue undertaken as part of regular donor meetings between both countries—will assist in minimising potential relationships risks between these key partners.

1.7 Monitoring and Evaluation

The Design provides an initial draft M&E Framework (*Annex 4*) which will inform the content for a comprehensive M&E Plan to be developed under the supervision of the program's M&E coordinator/advisor during program start-up in July 2016. The review of M&E reports will be a joint DFAT/MLHRD/KIT management activity under the jurisdiction of the Strategic Program Advisory Group (SPAG), and outcomes from these reviews will form the basis of changes to Annual Plans and/or direct other interventions as required. The SfEP monitoring and evaluation (M&E) approach is based on the Theory of Change, and systems will be put in place to enable tracking of implementation progress, ongoing attention to performance and effectiveness, and the evaluation of achievement of outcomes. M&E will focus on core data required to monitor program performance through an approach that has many innovative features as detailed in the M&E overview at *Annex 3*.

Evaluation questions direct M&E activity to provide information along specific lines of enquiry to provide the evidence required to report on the effectiveness or otherwise of program implementation. These questions are informed by DFAT's aid quality criteria and are derived from the SfEP Theory of Change to provide a useful and targeted guide for program M&E. The high level evaluative focus of the program will be supported by the following key evaluation questions. To what extent:

1. Has KIT been established as a regionally recognised and registered training organisation?
2. Has access to training at KIT been improved for women and people with a disability?
3. Are employers (from all labour markets) satisfied with the quality and relevance of training provided by KIT?
4. Have the Kiribati public and private sectors been more actively engaged in planning for course delivery and labour market intelligence?
5. Has the MLHRD implemented evidence-based policy and planning approaches to developing the skills sector?
6. Is the program on track to achieve targets for each objective?
7. What are the employment outcomes from KIT courses targeted at local, regional and international labour markets?

1.8 Gender equality

Gender equality is widely accepted as essential to sound development practice and key to economic and human resource development. Furthermore, development which addresses gender inequalities and the various forms of discrimination experienced by women assists in progressing women's human rights. In the first two phases of the TVETSSP, a lack of quality M&E data has impacted on reporting against gender and social inclusion initiatives. Under SfEP, improving M&E data will be a high priority, and this will support ongoing gender analysis throughout the life of the investment to inform programming. Gender inclusion will be more comprehensively addressed through the SfEP by implementing an evolutionary approach from one that meets targets (female representation) to an approach that emphasises gender and social inclusion as a core strategic development issue. SfEP gender equality initiatives will bring a stronger emphasis on targeted activity for more equitable gender outcomes, as well as a defined approach to gender inclusion and assessment at each outcome/output level through specific targets in the M&E system. The program budget will allow for targeted initiatives to support the participation of women in traditional and non-traditional course areas.

SECTION 2: ANALYSIS AND STRATEGIC CONTEXT

2.1 Social and Economic Environment

Kiribati is one of the most remote and geographically dispersed countries in the world, comprising 33 coral atolls spread over 3.5 million square kilometres of ocean – an area around half the size of Australia. However, only around 2 percent (800 square kilometers) is land area. Significant and unique challenges to growth mean Kiribati will face a future of continued dependency on official development assistance (ODA) currently valued at 43% of gross domestic product (GDP).

Kiribati became independent from the United Kingdom in 1979 and like many of its Pacific neighbours, it has made development progress over the past 35 years against a number of key indicators. For example, its citizens' life expectancy has increased, infant mortality rates have declined, and the incidence of infectious diseases are declining. Nevertheless, the nation's economic growth has been well below the global average for developing countries. Small in size, with limited natural resources (including land and freshwater) and narrow-based economies, contributing factors such as large distances to international markets and limited opportunities for commodity production have affected its growth. Its sparse population is scattered across numerous (outer) islands; it is heavily reliant on imports, including basics such as food and fuel, which means that international fluctuations in the prices of such commodities extends its vulnerability. Consequently, there are limited opportunities for private sector employment.

The Government of Kiribati itself notes that, in a nation where the entire country is coastal, rising sea levels are already creating challenges, with people in Kiribati experiencing extensive coastal erosion, not just of the beaches, but also of the land. This is now displacing some people from the traditional house plots they have occupied since the early 1900s, the same people who are losing their coconut trees, papaya trees and other varieties of vegetation they rely upon.⁶ In 2014, Kiribati's overall GDP was \$US167M, of which exports accounted for only 11%. Inflation is currently 3%, and the country has only limited industrial activity. Among its highest-earning exports are fish fillets (\$782k), non-fillet frozen fish (\$82M) and copra (\$833k). Imports, which exceed exports by around \$40M annually include refined petroleum (\$18.7M) and rice (\$7.91M). Most of its exports go to Thailand, El Salvador, Colombia, Mexico and Japan, and it imports are sourced mainly from Australia, Fiji, South Korea, Singapore and New Zealand.

A more detailed overview of the social and economic context underpinning the Design can be found at [Annex 7](#).

2.2 Summary of Kiribati Development Challenges

Small island economies face a range of challenges – particularly micro-states⁷ in the Pacific regions. Among the challenges⁸ relevant to Kiribati's development are:

- Diseconomies of scale in economic activity
- Unbalanced market competition
- High transport and trading costs
A rapidly increasing brain drain (the “best and brightest” people are more likely and more able to migrate successfully)
- Private capital outflows
- Income levels which are vulnerable to variations in economic, natural and political forces
- Limited natural resource and export diversity
- Vulnerability to natural disasters, and
- Considerable risk from climate change.

Kiribati ranks 102 out of 144 countries on the UNDP's 2013 Inequality-adjusted Human Development Index (HDI). In this position it is ranked below Timor Leste at 97, and also below its neighbour, the Solomon Islands, at 107.⁹

⁶ Refer: <http://www.climate.gov.ki/category/effects/coastal-erosion/>, accessed 30 October 2015

⁷ Kiribati (181 km²) Marshall Isl (181 km²) Nauru (21 km²) Tuvalu (26 km²) Palau (459 km²) FSM (702 km²) Tonga (747 km²)

⁸ Identified challenges faced by Kiribati based on analysis of report by Tisdell, C (2009) “Economic Challenges Faced by Small Island Economies: An Overview” in Economic Theory; Applications and Issues, Working Paper #58

⁹ UNDP Human Development Index Reports, 2014 data

Kiribati has shown only limited success in progress towards achieving the Millennium Development Goals. A December 2013 Council for International Development Report indicated that:

*Kiribati was “off track” in attempting to meet Goal 2 (achieve universal primary education); Goal 4 (reduce child mortality); and Goal 6 (combat HIV/AIDs and other diseases) – and was demonstrating only limited success in other areas / goals.*¹⁰

2.3 Employment in Kiribati

Unemployment in Kiribati is very high, even when compared with other Pacific Island countries, such as the Solomon Islands, Fiji and PNG. While 2,000 school leavers graduate every year, only 20% are able to find paid work. The average unemployment rate¹¹ for 15-24 year olds is around 55% (48% males) with young women and people with a disability especially disadvantaged in the labour market. Women face an unemployment rate in the formal sector of over 61% (2010 GoK Census). Outside of the public service, formal local employment opportunities are rare, and therefore, there is little employment movement between the public and (small) private sector, and private sector investment opportunities are extremely limited. Further, there is little expectation that significant private sector investment in Kiribati will increase. In the World Bank Report “*Doing Business in 2016*”, of 189 countries or selected cities, Kiribati ranked poorly. For example, assessed under the criterion “Starting a business”, it ranked at 142 (of 189), and was at the same level (142) for “Registering property”, while for the essential criterion of “Getting electricity”, Kiribati was even lower on the scale at 173.¹²

The International Labour Organisation (ILO) noted that there is a lack of reliable labour market data in Kiribati, as no labour market survey has been conducted. Accordingly, the main source of labour market data is the GoK five-yearly population census, with the most recent results available for 2010. Nevertheless, the ILO has identified labour market challenges in Kiribati which align with some of the issues being addressed by Australia (and New Zealand). (Analysis of domestic and international labour markets will be an ongoing activity under SfEP.)

2.4 Tertiary Study Opportunities for I-Kiribati

There are four tertiary institutions in Kiribati: The Marine Training Centre (MTC), KIT (including the Kiribati School of Nursing which has now been subsumed from 2016), the Kiribati Teachers College (KTC), and the University of the South Pacific (USP) – Tarawa Campus. There is no national university offering full undergraduate or postgraduate degree courses, although this is likely to change with the opening of the new USP campus. The Australia-Pacific Technical College (APTC) has a training delivery partnership with KIT however the formal agreement has not yet been extended into 2016 and beyond. However, KIT will continue to request priority access for Certificate II graduates into scheduled APTC Certificate III courses in areas relevant to priority overseas labour markets.

New Zealand has supported the Maritime Training College (MTC) in Tarawa for over 40 years. MTC is the most important source of private sector employment options for I-Kiribati. MTC generates significant foreign exchange earnings, most of which are remitted to Kiribati. More than 2,100 trainees have graduated from the MTC between 1984 and 2012. They have filled many thousands of jobs with European shipping lines.¹³ NZ MFAT estimates that there are currently 600-700 I-Kiribati working in international shipping.

A small number of post-secondary I-Kiribati students (either scholarship awardees or self-funded) have also completed tertiary-level studies elsewhere in the Pacific and in Asia. Both Australia and New Zealand offer scholarships for university studies. A number of (competitive) scholarships for I-Kiribati are also offered by the governments of China, Cuba, Germany, India, Japan, Korea, Malaysia, New Zealand, Singapore, Taiwan, Thailand, United States (Fulbright), the UK (Chevening Scholarships) - and by the GoK itself.¹⁴

¹⁰ Refer: <http://www.cid.org.nz/assets/CID-Resources/Fact-Sheets/FS12.-2014-format.-Pacific-MDGs.pdf> accessed 30 September 2015

¹¹ Respondents to Census data collection often state they are employed although not in paid work, thereby confusing the analysis.

¹² *Doing Business in 2016, Measuring Regulatory Quality and Efficiency*, World Bank, October 2015

¹³ The MTC, established in 1967, provides training for ratings (trainees) to work on deck and engineering positions on international ships. It is the only institution in the Pacific to achieve *White List* status under the Maritime Labour Convention 2006, thus facilitating future employment opportunities for seafarers. (Source: UN Partnerships for SGDs - <https://sustainabledevelopment.un.org/partnership/>)

¹⁴ <http://scholarship-positions.com/scholarships-for-kiribati-students/2012/11/09/>

2.5 Gender and Social Inclusion

Despite having previously had the highest number of women parliamentarians amongst Pacific Forum Island Countries (9%), **representation is still low, and has dropped following the 2016 elections** (to 7%). At the local government level, there are 10 women councillors, of a total of 332.¹⁵ Therefore, both the Government of Australia (GoA)¹⁶ and Government of Kiribati (GoK) policies emphasise the need to take gender equality into account in planning and implementing development initiatives. Through the Pacific Women Shaping Pacific Development program, itself part of a wider regional plan and approach, the GoA plans to spend approximately \$9.9 million over 10 years on initiatives supporting women's empowerment in Kiribati. The country plan for Kiribati commits to providing training to improve women's leadership, identify improved economic opportunities for women, and reduce violence against women.

A recent (2013) World Health Organisation (WHO) case study of Kiribati indicated that while **violence against women** fundamentally stems from gender inequality, it is exacerbated by other conditions and structures of daily life of Kiribati women. This challenging cultural framework is demonstrated by the relative values placed in education for boys over girls. And although primary education is universal and well attended by both girls and boys, access to secondary school is limited for both women and men. Moreover, as yet, there is no comprehensive curriculum on the prevention of violence against women.

To address issues of gender-based violence, the draft Kiribati national gender equality policy was developed in 2013 to align with the earlier draft *Women Development and Gender Equality Policy 1996*¹⁷. The policy reflects changing national priorities as outlined in the *Kiribati Development Plan 2012-2015*, and reflects specific gender issues that are priorities for Kiribati. It responds to the increasing amount of evidence on the extent of gender-based violence - and is now aligned with the revised *National Approach to Eliminating Sexual and Gender-based Violence in Kiribati: Policy and Strategic Action Plan 2011-2021*.

Further detail supporting the approach to gender and disability can be found at *Section 4 (4.11 and 4.12)*.

2.6 Development Assistance

For the past three years, total nett Overseas Development Assistance (ODA) has been approximately \$US64M per year.¹⁸ Australia is the largest international donor to Kiribati, providing \$20.23M in 2014-15 in direct bilateral assistance; and has budgeted for the same amount in 2015-16. This commitment is expected to continue. Other significant donor countries include New Zealand (\$US13m), Japan (\$US11m), EU (\$US3m), and Korea (\$US1M)¹⁹. Taiwan, a non-OECD donor, provides approximately US\$9m per annum.

2.7 Rationale for DFAT Engagement

The proposed investment is aligned with Australian aid priorities. Australia's continuing investment in skills development in Kiribati remains highly relevant, especially as human resource development (a priority under the Australian Aid policy) is critical in Pacific microstates such as Kiribati to help prepare for increased labour mobility. As Australian government policies on supporting increased labour mobility for Pacific microstates evolve, there is an emerging need to explore options to assist Kiribati to take full advantage of both these and broader regional pathways to employment and/or further study.

Education, including skills development, is a key priority in Australia's ***Aid Investment Plan for Kiribati for 2015/16-2018/19***. Australia has committed to continuing to work with the GoK to build a better educated and more skilled population, and to increase labour mobility. The Aid Investment Plan includes a **performance benchmark** to increase the number of female and male I-Kiribati supported to access domestic, regional and international employment opportunities.

¹⁵ Source: Pacific Women Shaping Pacific Development; Kiribati Country Plan Summary (<https://dfat.gov.au/about-us/publications/Documents/pwspd-kiribati-summary.pdf>; accessed 30 September 2015)

¹⁶ Furthermore, DFAT has directed implementing contractors to incorporate gender issues into its major projects on teacher training and curriculum development.

¹⁷ Never approved by the Government of Kiribati.

¹⁸ World Bank, World Development Indicators 2008-2015, accessed 28 September 2015

¹⁹ OECD tables, (2011-2012 figures) <http://www.oecd.org/countries/kiribati/recipientcharts.htm#K>; accessed 29 September 2015

One of four strategic priorities of DFAT's **Strategy for Australia's Aid Investments in Education 2015-2020** is the development of skills for prosperity by improving access to high quality post-secondary education and training, and aligning education and skills with labour market needs. The proposed investment also aligns with other key Australian Government policies such as *Development for All 2015-2020*.

Australia's investment in skills development continues to support key Government of Kiribati and partnership objectives. As reflected in the *Kiribati Development Plan 2012-15*, the *National TVET Strategy (NTVETS) 2013-16* and the Kiribati National Labour Migration Policy, skills development is a priority for the Government of Kiribati. The proposed investment supports the concept of 'migration with dignity' which maintains that I-Kiribati migrants should be sought after by the countries to which they wish to relocate either in the short or long term. The proposed investment will improve the quality and relevance of education and vocational qualifications that can be obtained in Kiribati matched to those required in destination countries.

Workforce skills development is one of the four high-level Priority Outcomes for the 2009 **Australia-Kiribati Partnership for Development**, and is likely to remain a priority under future partnership arrangements. Under this arrangement, the Governments of Australia and Kiribati have agreed to provide opportunities for people to develop workforce skills in areas of industry demand both domestically and abroad, with the goal of increasing youth employment.

Besides New Zealand's support for the Marine Training Centre, **Australia is the only significant supporter of TVET skills development in Kiribati** and our contribution is highly valued. Further information related to 'other donor activities in TVET can be found at [Annex 7](#) (11).

Australia has achieved significant results through its investments in skills development, but there is still more to do. The independent review (2015) of TVETSSP Phases I and II undertaken to inform this Design is documented at [Annex 7](#) (10) and highlights a number of achievements. However, further investment is required to embed and build on the gains made to date (with some adjustments in focus), and to strengthen pathways from skills training to employment. The review also found that discontinuation of the ministry strengthening element of the program has impeded the overall approach to the development of the national TVET system. The program will need to invest in selected capacity building activities in MLHRD so they can provide stronger leadership and support for the SfEP program and the sector.

2.8 TVETSSP Phases I and II

Between early 2011 and mid-2016, the Governments of Kiribati Australia have invested in the Technical and Vocational Education Training Sector Strengthening Program (TVETSSP) to improve the Technical and Vocational Education and Training (TVET) sector and to respond to the significant need to develop workforce skills. The long-term vision of the TVETSSP has been to support the Government of Kiribati's vision for an internationally respected TVET system which plays a valued role in improving national economic growth and in increasing the employability of I-Kiribati at home and abroad, especially for its young women and men.

The TVETSSP was designed to contribute to three sector result areas: (i) youth participation, (ii) workplace productivity and (iii) overseas employment opportunities – importantly the contribution that TVETSSP makes to these sector result areas was to complement a suite of other ministry strengthening efforts to support these initiatives. TVETSSP has been implemented in two phases aligned with Government of Kiribati planning cycles for national development (Phase I – January 2011 to June 2012, Phase II – July 2012 to June 2016, and the planned Phase III proposed from July 2016 to December 2019). A 15-20 year program of support is envisioned.

While most of the activities undertaken within the TVETSSP Stages I and II since 2011 have involved institutional strengthening of the KIT, in the initial phases of the program some capacity building support was provided to Government of Kiribati agencies, particularly to the MLHRD.

2.9 An Overview of the Development Problem

The development problem centres on the limited opportunities for young I-Kiribati to access paid employment. Local employment opportunities for formally trained graduates are limited and there is little immediate potential to improve this situation. Overseas employment offers the most realistic solution to find 'decent work'²⁰ for young I-Kiribati.

²⁰ The ILO describes 'decent work' as: meets people's basic aspirations, not only for income but also for security for themselves and their families, without discrimination or harassment and providing equal treatment for women and men. *ILO: Guide to the Millennium Development Goals: Employment Indicators, second edition (2013)*.

Those who seek to migrate temporarily or permanently to Australia, New Zealand, Canada, or to neighbouring countries in the South Pacific region face significant challenges in gaining a visa. A detailed analysis of international migration options for I-Kiribati can be found at [Annex 12](#). These challenges include: limits on numbers; sponsorship requirements, difficult (and sometimes ambiguous) visa application processes, and geographic restrictions on where a successful applicant can work in a receiving country. While the above factors create challenges in encouraging and managing migration from Kiribati to preferred destination countries, for I-Kiribati, the most significant challenge to “migration with dignity”²¹ is in their limited skills relevant to offshore employment standards, qualifications and on-the-job work experience (apart from the maritime sector).

The initial phases of TVETSSP sought to deliver Australian qualifications; however, there has been little support to provide opportunities for appropriate practical training or to better align training to offshore labour market demand. There have also been gaps in initiatives to increase employability and attempts to address employment placement and additional work related skills.

2.9.1 The Development Problem – Cause and Effect

With so few local employment opportunities and poor prospects for economic growth, opportunities for I-Kiribati to access off-shore employment need to be maximised - within existing policy constraints. Almost all visas require some demonstrable qualification, and where possible, evidence of a period of work experience. This is one of the major *skills* challenges the new SfEP program seeks to resolve.

There are two main constraints to labour mobility: (i) the immigration and worker visa policies of destination countries (including Australia), and (ii) a reluctance and general lack of support by industry and unions in destination countries to accept overseas workers where there is a perception of taking a job from a local worker. Women face additional problems of safety and security, and the perceived additional health support costs for people with disabilities is a migration and employment constraint. Howes et al (2014)²² also question the lack of political commitment to the labour mobility goals of Pacific development programs. The Australian Industry Group (AiG) has also identified the need to streamline skilled worker visa processes as a priority. The intent of the proposed investment however is not to try and influence the visa arrangements of a particular destination country but to implement initiatives that maximise opportunities within existing policy parameters and develop innovative private sector partnerships that support industry development priorities.

2.9.2 Barriers and Challenges for the Program to Address

Improving the quality and relevance of education and training is the starting point to increasing the chances for I-Kiribati citizens to gain employment on- and off-shore. Formal training and employment preparation alone however will not address the challenges to be faced by I-Kiribati seeking work offshore. These challenges were relevant in 2010 when TVETSSP Phases I and II were designed and, if anything, are even more relevant in 2015. The three linked imperatives that guided TVETSSP Phases I and II and which continue to inform the strategic direction of the SfEP are:

- i. Making more young people more employable at home through skills development;
- ii. Increasing labour productivity in both the private and public sectors in Kiribati through skills development;
- iii. Making I-Kiribati more employable abroad through internationally recognised vocational skills.

The September 2015 Independent Progress Review²³ of TVETSSP Phases I and II made 10 recommendations for continuing Australia’s support for TVET in Kiribati, organised under four themes: (i) strengthening TVETSSP relationships, (ii) strengthening planning, (iii) access and equity, and (iv) identifying research opportunities. The Design of SfEP addresses the issues identified in the Review and responds to its recommendations.

2.9.3 How SfEP Will Meet the Development Challenges?

The goal of the Government of Kiribati (GoK)²⁴ is to establish an internationally respected skills development sector which it expects will play a pivotal role in improving productivity and economic growth and increasing employment opportunities for the people of Kiribati. The GoK’s skills strategy is to enhance and improve youth employability, both

²¹ Refer <http://www.fmreview.org/climatechange-disasters/mcnamara#sthash.4YXIEHTW.dpuf>; Accessed 30 August 2015

²² Skill development and regional mobility: Lessons from the Australia-Pacific Technical College, Michael A. Clemens, Colum Graham and Stephen Howes, ANU, May 2014

²³ TVETSSP Phase I and II Review, Peddle and McKay, October 2015

²⁴ Government of Australia-Government of Kiribati Partnership for Development

locally and abroad, and they note that their capacity to achieve this relies in part on: aligning skills development to match labour market needs and standards locally and internationally, promoting good working conditions in workplaces, creating decent employment opportunities and establishing and maintaining labour market information systems.

The SfEP will have a strong focus on employability and related national systems development; however, it cannot address, nor attempt to address, the immigration barriers faced by those seeking offshore employment.

The investment will continue to develop KIT as a high quality national skills training institution. The investment will continue building the capacity of KIT with a view to improving its long term sustainability as a regionally registered and quality assured training organisation. KIT will also align its Quality Assurance systems with those of the Australian Skills Quality Authority (ASQA) while seeking regional recognition through the SPC Educational Quality and Assessment Programme (EQAP) audited by the Fiji Higher Education Commission (FHEC). KIT will operate in a market environment procuring services, courses and professional strengthening support according to its annual business plan. Further investments in KIT infrastructure may be made as bilateral aid allocations permit and full capacity utilisation of existing facilities at KIT is demonstrated.

KIT is supported to expand delivery of internationally recognised qualifications through multiple pathways. As a regionally registered training organisation, KIT will have the ability to offer its own qualifications, as well as qualifications recognized by Australia, New Zealand or regional institutions. Strengthening initiatives will be benchmarked to Australian and regional quality standards. This strategy (refer to Concept Design Model at *Annex 2*) sets out two main pathways to employment. The first is for students who seek employment in Australia or New Zealand. These students complete a Certificate II (CII) course developed and accredited by KIT under the EQAP and delivered at KIT with direct credit transfer to an APTC or other international Registered Training Organisation's (RTO's) Certificate III (CIII) qualification which is recognized in Australia or New Zealand. Skills assessment for progression from CII to CIII and where possible full or part-delivery of CIII qualifications will be at KIT.

For students who seek domestic employment the second pathway can be used through a KIT accredited course leading to Certificate II qualification. Students seeking regional employment can use either pathway to the qualification sought by the regional employer. This model enables KIT to make decisions about its course offerings based on labour market demand with the flexibility to "purchase" the development and delivery of courses from regional and/or international training providers who best meet the purchasing conditions around content, qualification level, quality, cost, mode of delivery etc.

KIT can also purchase from RTOs or other service providers institutional strengthening support determined by an annual quality improvement plan. **There are several advantages of this model.** There is a strong focus on providing employability skills to all students, and training supply can be matched to employment demand in a more time responsive and cost effective way as the market will dictate the cost, terms and conditions of the services required. The qualification level and industry recognition of qualifications is driven by labour market demand and there are no on-going service agreements with one RTO that would limit KIT's responsiveness to the labour market. It is anticipated this model will result in significant savings compared to the current model of delivery, potentially supporting access to skills training for more young i-Kiribati women and men.

2.10 The Primary Beneficiaries of the Investment

The primary beneficiaries of the investment will be young I-Kiribati women and men who leave school and seek access to formal skills development through KIT. Australian support for skills development is highly valued by the GoK and has achieved significant outcomes for graduates, however overseas employment placements remain low. The next investment phase will build on the existing skills program and continue to target 16-24 year-old women and men as the primary cohort for participation in internationally recognised qualifications. Additional support for students, including women and people with a disability and those with low educational attainment and opportunity will be provided in literacy, numeracy and employability skills to help improve completion rates and chances of employment. The program will specifically target increasing the participation of young women in non-traditional trade areas as well as provide support and where appropriate, pastoral care to assist them adapt to the learning environment. The program will also consider ways to support improved access to skills training for young women and men from Kiribati's outer islands.

SECTION 3: INVESTMENT DESCRIPTION

3.1 Investment Background

The next Phase (III) of Australia's investment in skills development for Kiribati builds on the current TVETSSP and is part of a longer term investment by the Australian Government to support the country's workforce development objectives as articulated in the *Australian-Kiribati Partnership for Development*. The SfEP will however bring new and innovative approaches to training delivery and employment seeking services for graduates.

3.2 Efficiency and Value for Money

The specific Value for Money (VfM) proposition offered in the Design is to **increase the number of graduates** from KIT by a minimum of 10% with a target as high as 20%,²⁵ in labour market relevant courses for the **same cost** as the previous investment in TVETSSP.

VfM requires plausible causal relationships between money that is being spent and corresponding outcomes. The review of TVETSSP Phase I and II²⁶ included an analysis of the quality of the program against the DFAT aid quality criteria including efficiency and value for money²⁷. The review rated the program 'Satisfactory' (4 out of 6) for this criterion, noting that:

The cost of delivery, excluding infrastructure, is AUD 21 937 per graduate at KIT. This compares favourably to MTC and APTC unit costs (after considering the level of qualification from those institutions) and is deemed to offer VfM. TVETSSP Phase III may however improve VfM by reducing per unit costs by as much as 20-29%. The biggest driver of efficiency gains will be to optimize the utilisation of KIT staff and facilities and increase the number of graduates produced by KIT.

The review was also tasked to consider/suggest options that would reduce the unit costs for Phase III of the program (thereby increasing value for money), and provide credible and robust evidence and performance analysis to guide the design of Phase III. The design concept (*Annex 2*) builds upon these review findings to bring a new structural dimension to the development and delivery of courses and qualifications that are aimed at: (i) improving the relevance and orientation to labour market demand, and (ii) are developed and delivered in a more cost effective and sustainable way. In this way, the design approach has aimed to reduce the unit costs of TVETSSP Phase II by increasing levels of quality outputs. This has required deeper consideration of program effectiveness and cost against the following influences:

- i. The mix of nationally accredited and delivered courses
- ii. The mix of national and international trainers/tutors being used to deliver courses
- iii. The quantum, if any, of private sector support and investment
- iv. The quantum of national ministry funding, especially teaching salaries
- v. Differences in on-costs and overheads
- vi. Expenditure against fixed infrastructure including equipment that is amortised across the delivery unit being measured and included in the analysis
- vii. The type of QA system being used, both nationally and internationally, to support the delivery and the intensity and frequency of mentoring and compliance audits undertaken
- viii. The labour costs of international teachers deployed to support delivery of Australian qualifications and the frequency of visits under Short Term Adviser (STA) training provider agreements
- ix. The quality of student support services being deployed to support quality teaching and learning
- x. The focus and priority of STA time from international partners on institutional strengthening initiatives.

²⁵ The actual increase in student places will be agreed with DFAT after the facilities utilisation study is conducted and through the annual course profile planning process

²⁶ TVETSSP Phase I and II Review, Peddle and McKay, October 2015

²⁷ This criterion is rated as "to what extent is the investment making the best use of Australia's and our partners time and resources to achieve outcomes? Are there options that would reduce the unit cost?"

This consideration, and blending, of these elements has led to a number of value drivers that collectively present a value for money proposition for this Design:

- i. The delivery of nationally developed and regionally accredited courses will be more cost effective than sponsoring/supporting the delivery of Australia qualifications
- ii. The increased focus on KIT being registered and accredited for course development under a regional quality and regulatory system provides an opportunity of a more cost effective mix of courses
- iii. The move away from the current model of delivering 100% Australian qualifications to achieving a more relevant and balanced course profile driven by the needs of the consumer, i.e. students and the labour market
- iv. Creating a market model for KIT to manage the procurement of courses and services and drive its own value for money agenda
- v. Providing support for graduates to increase their employability and support for job seekers for both on- and offshore employment markets
- vi. Providing more course places and increasing targets for women and people with a disability
- vii. Setting targets for greater facility utilisation reflected in a higher student participation target
- viii. Making a greater investment in teacher development that enables more local course delivery within a Kiribati context
- ix. Investing in institutional strengthening around achievable areas of sustainable development including infrastructure, teaching and learning innovation, curriculum and learning materials and workplace training
- x. Making an investment in the national skills system to provide leadership for the development of the TVET sector and inter regional partnerships.

3.3 Program Logic and Strategic Policy Position

The initial concept of the TVETSSP was to provide a focus on the development of workforce skills, one of the three key areas identified in the Australia-Kiribati Partnership for Development, which aims:

To support the vision of the Government of Kiribati (GoK) for an internationally respected national TVET system which plays a valued role in improving national economic growth and increasing the employability of the people of Kiribati at home and abroad, especially its young men and women.

The program consists of four components which taken together form an integrated program to produce measurable outputs aimed at contributing to Kiribati economic growth and stability. The new goal for Phase III of the program is to achieve ***“A more capable, qualified and employment mobile I-Kiribati workforce.”***

The theory of change for the next phase of the program commences with the observation that the ‘brand’ TVET needs to be reconsidered. The new Design provides an opportunity to reposition TVET as an important enabler of economic growth and social improvement by helping to address youth unemployment issues. The program will also focus on marketing the benefits of TVET and the opportunities that can be gained from studying at KIT or the APTC. The next phase of the current TVETSSP reflects international and contemporary skills development thinking and embodies a more holistic concept for the Design and a new name. The title ***Kiribati ‘Skills for Employment Program’(SfEP)*** is predicated on the notion of skills development as the outcome from a series of interrelated processes rather than TVET as the mechanism by which skills development occurs.

The focus is on skills that are relevant to employment and the flow on contribution to economic and social growth for Kiribati. Skills in this Design are understood in the wider sense to incorporate knowledge, attitudes and behaviour which enhance the learning, employability and academic activity, in addition to the technical and occupational skills that comprise a program or course of study.

3.4 Program Logic and Theory of Change

The theory of change is predicated on the assumption that a more highly skilled and work ready mobile workforce can better compete for jobs in national, regional and international labour markets. The theory of change to move from the concept of a TVET sector support program in Phase I to that of a ‘skills for employment program’ is articulated in the program logic at [Annex 1](#). TVETSSP shifted from ostensibly a sector support program during phase II to concentrate on delivering 100% Australian qualifications through an auspicing agreement between KIT (through TVETSSP Managing Contractor ScopeGlobal) and TAFE South Australia. The SfEP moves to the paradigm of providing graduates with skills for employment through a skills market system development approach focussing on

domestic and international labour markets. The program logic recognises that for KIT to be a regionally recognised and respected RTO it must learn from and operate in, a regional skills market. The Kiribati market system is small and underdeveloped however to achieve the program's goal²⁸ the MLHRD and the private sector will need support to provide their vital contributions²⁹ in an efficient, effective and unencumbered manner.

The theory of change builds on the relationship between high quality skills and human resource development and its contribution to the economic and social development of Kiribati. The key feature of the program is to establish KIT as a high quality national skills training institution that prepares its graduates for local, regional and overseas employment. Ministry strengthening is also an important element of driving change in the approach and management of the skills sector. The program provides opportunities for investment in supporting initiatives through the Flexible Support Facility (FSF) such as infrastructure and government strengthening which will be determined on a needs basis jointly with the lead GoK counterpart, the Ministry of Labour and Human Resource Development (MLHRD).

The existence of a very small but largely uninvolved private sector creates difficulties in developing strategies to have them more involved in supporting skills development in Kiribati. The program is also challenged by an inability to influence destination country visa and immigration laws and the limited capacity of the MLHRD to execute innovative programs and policies to support necessary skills system reform and improvement. The SfEP will therefore focus extensively on achievable activities such as preparing young people for employment however there is an aspirational goal that graduates will find paid employment locally or overseas.

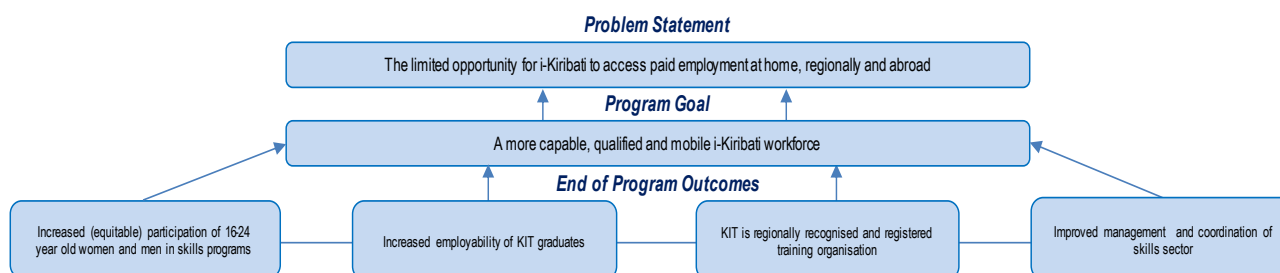
The SfEP builds on previous skills development programs and has similar objectives to the Australian-Pacific Technical College (APTC) in developing skills that will enhance employment and economic activity in the formal economy. A targeted course provision by KIT and supplementary workplace and employment services initiatives will focus on high level skills development in trade areas to enhance the opportunities for graduate employment in Australia and the Pacific region.

The whole program is embedded in the Australia-Kiribati Partnership for Development and the investment in skills development is reflected in the *Kiribati Development Plan 2012-15*, the *National TVET Strategy (NTVETS) 2013-16* and the *Kiribati National Labour Migration Policy*³⁰.

The commitment to improving the relevance and quality of skills and qualifications provided by the TVET subsector is a high priority which aligns with the Pacific Education and Skills Development Agenda (PESDA)³¹ complemented by skills development being an essential development priority for the Government of Kiribati.

The high-level program logic is provided at Table 1 below. The full program logic is provided at Annex 1.

Table 01: High Level Program Logic Diagram



3.4.1 Overall Strategic Focus

The program Design is premised on the logic that making quality skills training available to young women and men and by aligning courses with labour market demand, graduates will have a greater opportunity to find jobs. The concomitant logic is that if a greater emphasis is directed at building employability skills and providing additional intensive workplace training, opportunities for off-shore employment will be increased.

28 Reference in Program Logic Diagram Annex 1. (high level summary at Table 1)

29 The roles and responsibilities of the sectors and the strengthening initiatives are articulated throughout the program activity schedules at Annex 6

30 Kiribati National Labour Migration Policy, October 2015

31 Refer <https://dfat.gov.au/about-us/publications/Documents/pesda-2011.pdf>; accessed 2 November 2015

The Independent Progress Review of TVETSSP Phases I and II³² provided extensive learning to help shape the structure and content of the proposed investment in SfEP. The key findings and recommendations from the review are found at *Annex 7 (10)*.

SfEP has four interrelated end of program outcomes (EOPOs):

- i. Increased (equitable) participation of 16-24 year-old women and men in skills development programs.
- ii. Increased recognition of KIT qualifications and the employability of graduates
- iii. KIT is recognised as a high quality, regionally recognised and registered training organisation
- iv. Improved management and coordination of the Kiribati skills sector

The program Design focusses on delivering results at the level of KIT, and while progress has been made in many areas of its operation, there is still a lot more to do. The program is ostensibly about delivering high-quality skills development courses and preparing young men and women for the world of work. While employment placement is an aspirational goal of the program, the program's performance accountabilities do not include employment placement.

Sustained support for improving effectiveness and efficiency of the management of resources, particularly the financial and human resources will be critical to delivering results. This will include addressing challenges created by current public sector staff management policies and impediments to managing personnel performance.

3.4.2 Program Assumptions

In the linkages between outputs, intermediate outcomes and end of program outcomes, the Theory of Change includes assumptions that:

- i. The context for ongoing support of the development of the national skills market system in Kiribati recognises the limited local employment opportunities and capacity to create a sustainable TVET subsector.
- ii. There will be continued or increased political commitment from Australia and Pacific Island countries to remove barriers to the placement of skilled and semi-skilled workers where there are labour market skills gaps.
- iii. Sustainability of the TVET subsector within a Kiribati context means a long term aid commitment from donor countries, particularly Australia.
- iv. The GoK will continue to make a financial contribution to the program through the MLHRD for funding national staffing and other agreed and planned resources.
- v. Cultural and micro-political contexts within the country do not distort the proposed governance arrangements that are crucial to skills market system development.
- vi. The management and staff of KIT will be empowered to operate in a commercial market economy environment which is crucial to the success of the program's course and services procurement model.
- vii. It will be possible to attract and maintain quality expatriate SfEP program staff, supported by the appointment of skilled and committed national staff to promote consistency of implementation.
- viii. To achieve the aspirational goal of placing people in employment off-shore, destination country visa arrangements will facilitate entry for work purposes and not unintentionally discriminate against I-Kiribati applicants.
- ix. The Australian labour market will accept I-Kiribati graduates into employment while recognising they may not in the first instance meet all skills levels for the occupation.
- x. Regional registration of KIT and course accreditation under the PRQS is achievable.
- xi. Relevant labour market information and analysis can stimulate the demand for courses that are more aligned with employment opportunities.
- xii. The private sector is willing to make an increased contribution to labour market advice to inform KIT course structures and content.
- xiii. The private sector will readily employ graduates of KIT and recognise the skills they have for appropriate levels of remuneration.

³² TVETSSP Phase I and II Review, Peddle and McKay, October 2015

3.5 Overview of Program Components and Output Structure

The main outputs from the Skills for Employment Program, to contribute to the achievement of the program goal, comprise carefully targeted support for developing key business and operational elements of KIT and the domestic skills market system, including the private sector. The investment in KIT will build capability, relationships, knowledge, information management systems and quality assurance mechanisms that will improve the quality and relevance of courses and qualifications to employment demand. Accordingly, the program consists of **four components** aligned with the EOPOs:

- A. Increasing the equitable participation of 16-24-year-old women and men in skills development programs
- B. Increasing the recognition of KIT qualifications and the employability graduates
- C. Establishing KIT as a high quality, regionally recognised and registered training organisation
- D. Improving the management and coordination of the Kiribati skills sector

3.6 Summary of Components and Strategic Focus

This section provides a summary of the focus of each program component and its strategic focus within the context of addressing the development problem. A summary of the sub-components and planned outputs is provided at the conclusion of each component.

3.6.1 Component A: Increasing the equitable participation of 16-24-year-old women and men in skills development programs.

Training providers are delivery agents for government policy that is aimed at increasing the opportunities for all citizens through education and training that leads to employment. Equally the training provider has a duty of care to provide support and pastoral care and to protect them from discrimination.

The focus on this component is opening access and removing barriers to participation, especially for young people, real or perceived, to achieve equity and accessibility of courses on offer. Interventions will include training delivery modalities that are inclusive and recognise the needs of individuals. It also beholds on the training institution to provide courses with the content and recognised qualification integrity to increase the opportunity for KIT graduates completing them to find meaningful work, both at home and overseas.

The strategic focus of this component is to support specific interventions around multiple entry pathways to KIT, institutional strengthening focussing on social inclusion, diversity of courses available for young men and women and improving accessibility for the educationally disadvantaged.

3.6.1.2 Component A: Sub-Components and Outputs

Sub-Components	Outputs
Sub-Component A1: Improved access to courses for the disadvantaged, especially women and people with a disability	A1.1: Vocational pathway (bridging course) for disengaged youth A1.2: Targeted places and funding in courses for women and people with a disability A1.3: Resource and implement targeted support programs for women to access non-traditional trade courses A1.4: Preparatory foundation and English language support provided
Sub-Component A2: Increase student support and services	A2.1: Student services centre and Alumni operating effectively A2.2: Engagement and support of Church, Government and non-Government sectors in planning and services to students A2.3: Students with special needs supported A2.4: Institutional Capacity Building for students, SfEP personnel and program partners in Child Protection completed

3.6.2 Component B: Increasing the recognition of KIT qualifications and the employability graduates

An aspirational goal of the program is to place KIT graduates in employment both at home and overseas. For KIT graduates to be recognised by employers as being 'fit for purpose', that is they have the skills, attitudes and other attributes that make them 'employable', they must be able to compete for positions that become available in job markets. This component focusses heavily on aligning course offerings with labour market demand, proven through research and private sector involvement in planning and job seeking. A detailed labour market analysis of Kiribati and the region is provided at [Annex 13](#) and, together with other recent research,³³ is to form the basis for the development of the initial (prescriptive) KIT course profile for 2016, and the indicative course offerings for Semester 1, 2017. This component

³³ For example, but not restricted to, Kiribati Financing TVET ACER August 2014

reflects that the program cannot influence destination country visa requirements and accordingly focusses the majority of effort on graduate employability. An overview of the international labour mobility options for Kiribati graduates has been provided at *Annex 12*.

The strategic focus of this component is to support specific interventions around three key interrelated areas: (i) providing additional on the job workplace training to complement the formal training undertaken at Certificate III level, (ii) providing employment services such as the partnership with an Australian Group Training Organisation to act as an employment intermediary, and (iii) seeking greater involvement of the private sector in labour market advice and promoting alignment of KIT courses with labour market demand.

3.6.2.1 Component B: Sub-Components and Outputs

Sub-Components	Outputs
Sub-component B1: Targeted transition to work strategies for students seeking domestic and off-shore employment	B1.1: Intensive Workplace Training Scheme implemented for priority off-shore employment categories B1.2: Business incubators and other business enterprise initiatives in place
Sub-component B2: Labour market studies inform all KIT course offerings	B2.1: Labour market demand and analysis studies completed B2.2: Labour market MIS developed and implemented through the JSC (and NCCEC) B2.3: Private Sector is actively engaged in KIT planning B2.4: KIT course profile reflects labour market demand, including short courses
Sub-component B3: Employment Services provided to assist access to local and international labour markets	B3.1: Memorandum of Agreement (MoA) with Australian Group Training Organisation and service agreement for employment brokerage services B3.2: Targeting the international job market through research and engagement with peak industry groups B3.3: Establish a Job Search Centre (JSC) at KIT and mentoring partnership with MLHRD NCCEC B3.4: Strategies to market KIT domestically and internationally developed and implemented

3.6.3 Component C: Establishing KIT as a high quality, regionally recognised and registered training organisation

It is essential for the country's skills sector to have a credible quality assured training organisation that is recognised as the 'public provider' of high quality employment related qualifications. This component deals with transitioning KIT from supporting the delivery of mainly Australian qualifications through an auspicing agreement with TAFE South Australia to a standalone training institution that is registered and quality assured through a regional TVET/Tertiary regulator. The key to the success of this component is to continue the development of KIT as a high quality, demand driven, accessible training provider that delivers courses aligned to jobs through multiple pathways including 'purchasing' training from outside the region targeted at regional and international labour mobility.

The strategic focus of this component is to provide a Skills Development Fund for the procurement of regionally and/or internationally accredited courses and specific interventions around institutional strengthening to provide quality teaching and learning and regional registration. The program builds on the direction of the *National TVET Strategy 2013-2016* and continues the achievements made under the previous two phases of the program.

3.6.3.1 Component C: Sub-Components and Outputs

Sub-Components	Outputs
Sub-component C1: Effective governance, structure and management of KIT	C1.1: KIT Advisory Council in place C1.2: KIT Management structure in place
Sub-component C2: Delivering Australian and KIT accredited courses and institutional strengthening	C2.1: Skills Development Fund (SDF) established for procurement of courses and strengthening services for the delivery of regional and internationally accredited courses C2.2: Service delivery MoA with Australian RTO(s) and APTC in place C2.3: Regional registration and quality assurance of KIT C2.4: Business planning, student records and management systems in place C2.5: Institutional strengthening programs implemented to meet Australian and regional delivery standards C2.6: Priority courses developed with industry support C2.7: Short courses offered on a fee-for-service basis

3.6.4 Component D: Improving the management and coordination of the Kiribati skills sector

The SfEP will operate in a limited (small scale) skills (TVET) market system environment constrained by a small private sector and limited resources and capacity within government to create and support a whole system model for the sector. 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. The effectiveness and efficiency of the management of the program and the broader Kiribati aid investment is a critical issue for DFAT to consider - particularly in terms of the risks and political economy that may impact from time to time on the program's operation.

Kiribati is an isolated location and the Phase I and II Review Report³⁴ highlighted major risks around attracting and maintaining suitable personnel on the program and the ability of service providers to deliver on time and on demand. There have also been constraints such as reduced program funding and very slow progress on previous ministry strengthening initiatives.

The strategic focus of this component is to support specific interventions managed through a new and innovative Flexible Support Facility (FSF) as an additional modality for the delivery of the SfEP and related activities. The FSF will provide DFAT with a flexible delivery mechanism to better manage in-country development demands and strengthen alignment across its aid investments in Kiribati. It will provide DFAT Tarawa post with an opportunity to manage the performance of its aid program through a holistic M&E framework, and promote more efficient procurement and resourcing arrangements. Other partners may also be able to provide support through the FSF.

3.6.4.1 Component D: Sub-Components and Outputs

Sub-Components	Outputs
Sub-component D1: Support to MLHRD to improve the management and coordination of the skills sector (provided through the Flexible Support Facility)	D1.1: Mechanisms to improve the coordination of the skills sector across government and the region D1.2: Policy and planning systems to support skills sector development related to KIT D1.3: Limited support for the business systems component of the National Career Counselling and Employment Centre D1.4: Successful implementation of other activities through the Flexible Support Facility (FSF)

3.7 Overview of Program Outputs

The program approach will be to set targets to achieve results at program output level. The approach to targets and performance management will incorporate learning from the Phase I and II Review which is evidenced in the program logic model at [Annex 1](#). The "problem statement" which the program seeks to solve is articulated through the program goal and four (4) end of program outcomes (EOPO); these are achieved as a result of twenty-nine (29) intermediate outcomes. The intermediate outcomes are presented as the product of some thirty-four (34) program outputs of which six (6) relate to the Flexible Support Facility. A feature of the Design is the aggregation of the intermediate outcomes into four (4) program components and eight (8) sub-components. The 34 program outputs and the activities will be the basis against which achievement and results will be measured and analysed in the program's Monitoring and Evaluation Framework (M&EF) detailed at [Annex 3](#).

It is to be noted that activities under Component 4 **Improving the management and coordination of the Kiribati skills sector** will be developed through negotiation and consultation with the MLHRD during program implementation and accordingly a global budget sum has been allowed in the budget for these 'unspecified' activities under (D1.4).

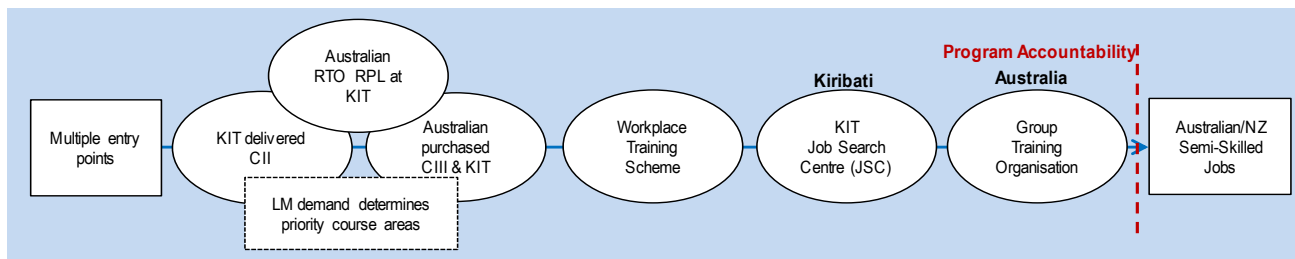
3.8 The Strategic Design Concept

KIT is supported to expand delivery of internationally recognised qualifications through multiple pathways. As a regionally registered training, KIT will have the ability to offer its own qualifications, as well as qualifications recognised by Australia, New Zealand or regional institutions. Strengthening initiatives will be benchmarked to Australian ASQA standards as a reference point.

³⁴ TVETSSP Phase I and II Review, Peddle and McKay, October 2015

The Design Concept Model at [Annex 2](#)) details two main pathways to employment. The first is for students who seek employment in Australia or New Zealand. These students complete a Certificate II (CII) course developed and accredited by KIT under a regional quality assurance agency³⁵ delivered at KIT. These courses will have direct credit transfer to the APTC or other international Registered Training Organisation’s (RTOs) Certificate III (CIII) qualification, recognised in Australia or New Zealand. Skills assessment for progression from CII to CIII and where possible full or part-delivery of CIII qualifications will be undertaken at KIT. A summary of the pathway to skills migration is provided at [Table 02](#).

Table 02: Design Concept Pathway to Skills Migration



For students who seek *domestic employment* the second pathway can be used through a KIT accredited course leading to a Certificate II qualification. Students seeking *regional employment* can use either pathway to the qualification sought by the employer. This model enables KIT to make decisions about its course offerings based on labour market demand with the flexibility to “purchase” the development and delivery of courses from regional and/or international training providers who best meet the purchasing conditions around content, qualification level, quality, cost, mode of delivery etc. KIT can also purchase from RTOs or other service providers institutional strengthening support determined by an annual quality improvement plan.

There are several advantages of this model. There is a strong focus on providing employability skills to all students, and training supply can be matched to employment demand in a more time responsive and cost effective way as the market will dictate the cost, terms and conditions of the services required. The qualification level and industry recognition of qualifications is driven by labour market demand and there are no on-going service agreements with any single RTO that would limit KIT’s responsiveness to the labour market. It is anticipated this model will result in significant savings compared to the current model of delivery (see Efficiency and VfM [3.2]).

To achieve the strategic intent of the program, a detailed set of activities has been defined to provide guidance for the development of procurement bids, but more importantly to support program implementation approaches that provide a practical, measurable and accountable framework to achieve the program’s goal and end of program outcomes.

3.9 Output and Minimum Level Activity Details

The following tables ([Tables 03 to 10](#)) provide a summary of the **key activities** to be implemented to achieve the program’s outputs. The activities are to be treated as a minimum approach and, as is the case with all facets of the program, innovative and cost effective solutions are encouraged from potential suppliers. The detailed activity schedules aligned to each component, sub-component and output are provided at [Annex 6](#).

3.9.1 Component A: Increasing the equitable participation of 16-24-year-old women and men in skills development programs

Table 03: Outputs and Key Activities for Sub-Component A1: Improved access to courses for the disadvantaged, especially women and people with a disability

A1.1: Vocational pathway (bridging course) for disengaged youth	<ul style="list-style-type: none"> • Develop a Certificate I bridging course for people who have been disengaged from the education and training sector • Set targets for participation based on research • Develop, implement and audit child protection and working with children policies and provide (accredited) training for staff in policy implementation
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³⁵ The Design proposition to have KIT registered under the Pacific EQAP and PQAf will require further investigation and government to government agreement to achieve this.

A1.2: Targeted places and funding in courses for women and people with a disability	<ul style="list-style-type: none"> Consult with key stakeholders and set realistic targets for the participation of women and people with a disability by age and course area Set minimum target of 20% places for women in non-traditional trade course areas and 50% in all other course areas
A1.3: Resource and implement targeted support programs for women to access non-traditional trade courses	<ul style="list-style-type: none"> Initiate a range of innovative support programs to help remove barriers to participation and to achieve equity goals
A1.4: Preparatory foundation and English language support provided	<ul style="list-style-type: none"> Engage with stakeholders to develop and implement a new Foundation Program at Certificate I level with employability skills, English language, literacy and numeracy and re-engagement subjects Review existing KIT Employability Skills Program in terms of content and delivery approach and included in the new foundation program

Table 04: Outputs and Key Activities for Sub-Component A2: Increase student support and services

A2.1: Student services centre and Alumni operating effectively	<ul style="list-style-type: none"> Review existing approaches to the provision of student support services offered at KIT. Develop and implement a strategy to consolidate and upgrade student services, especially to support women and people with a disability. Establish and maintain a KIT Alumni including APTC graduates. Develop an Alumni Operational Plan and provide an annual budget and financial support for meetings and initiatives.
A2.2: Engagement and support of Church, Government and non-Government sectors in planning and services to students	<ul style="list-style-type: none"> Initiate and lead the implementation of a community support strategy to target assistance for women and people with a disability. Engage with the community to provide advice in preparing KIT's annual social inclusion plan.
A2.3: Students with special needs supported	<ul style="list-style-type: none"> Develop and implement a disability support plan and interventions to assist increase participation in courses for people with a disability. Provide appropriate training to staff to skill them in working with people with a disability.
A2.4: Institutional Capacity Building for students, SfEP personnel and program partners in Child Protection completed	<ul style="list-style-type: none"> Develop and implement SfEP Child Protection Policy Provide appropriate training to staff, KIT students and partners to skill them in understanding and complying with the SfEP Child Protection Policy Undertake institutional strengthening in Child Protection, after endorsement by the SfEP Strategic Program Advisory Group (SPAG).

3.9.2 Component B: Increasing the recognition of KIT qualifications and the employability graduates

Table 05: Outputs and Key Activities for Sub-component B1: Targeted transition to work strategies for students seeking domestic and off-shore employment

B1.1: Intensive Workplace Training Scheme (WTS) implemented for priority off-shore employment categories	<ul style="list-style-type: none"> Establish an intensive workplace training scheme (WTS) for each of the employment pathways identified as a priority for labour mobility. For 2016-17, the course areas to be supported by the WTS are Building and Construction, Plumbing (Drainage), Plumbing (Roofing) and Metals (Fabrication, Boiler making and Welding). The WTS is to be an off-site facility, workshop or existing (on-site) workplace where students can gain additional workplace competencies to complement their formal off-the-job training provided at KIT. Undertake a study to provide similar WTS opportunities for non-trades courses that may have higher participation by women, e.g. Aged Care or Children's Services
B1.2: Business incubators and other business enterprise initiatives in place	<ul style="list-style-type: none"> Maintain and support existing KIT business incubators. Develop a strategy and plan to increase the number of participants by a target agreed through the annual planning process Engage with the private sector for financial and workplace experience support to the current program. Engage with the private sector and establish partnerships with the Ministry of Commerce, Industry and Cooperatives and the Kiribati Chamber of Commerce and Industry to create a Business Enterprise Centre within KIT.

Table 06 Outputs and Key Activities for Sub-component B2: Labour market studies inform all KIT course offerings

<p>B2.1: Labour market demand and analysis studies completed</p>	<ul style="list-style-type: none"> • As soon as possible after implementation, conduct the first labour market study to inform future course development and course offerings. • Conduct annual labour market demand study and analysis of domestic, regional and international job opportunities undertaken by a Short Term Adviser working collaboratively with MLHRD. • Identify demand driven skill development priorities for inclusion in KIT annual course profile. <p><i>Note that labour market studies and analysis of employment opportunity as it relates to course planning will be an iterative process with formal reviews undertaken every 12 months.</i></p>
<p>B2.2: Labour market MIS developed and implemented through the JSC and NCCEC</p>	<ul style="list-style-type: none"> • Scope the functionality for a new labour market management information system (LMIS) for data collection and analysis; implement within the Job Search Centre (JSC) and NCCEC. • Establish an operational working partnership between the KIT, JSC and the proposed National Career Counselling and Employment Centre (NCCEC). • Develop a web based cost effective LMIS with multiple data access points (MLHRD/NCCEC and KIT).
<p>B2.3: Private Sector is actively engaged in KIT planning</p>	<ul style="list-style-type: none"> • Conduct a review of current industry advisory arrangements related to curriculum development and course advisory mechanisms. • Implement new approaches to gleaning feedback from key stakeholders, including ministries and the public sector. • Establish and/or reconfigure a maximum of three industry committees of which one will be aligned to public sector training demand.
<p>B2.4: KIT course profile reflects labour market demand, including short courses</p>	<ul style="list-style-type: none"> • Implement a total student places target of 400 per year with an annual new student intake increased from 180 to 200. Classes sizes of 20 for trade courses and 30 for non-trade courses. • Undertake a facilities utilisation study at the commencement of the program and a business analysis of the cost of courses (qualifications) to be delivered at the Certificate I, II and III levels to set targets of qualifications to be delivered by international RTOs. • Develop an annual course profile reflecting demand from the labour markets serviced by the Institute including (i) number of student places per industry and sub-industry area, and (ii) qualification levels and equity targets. Implement planning systems and processes to mirror contemporary Australian TAFE best practice aligned to ASQA planning standards.

Table 07: Outputs and Key Activities for Sub-component B3: Employment Services provided to assist access to local and international labour markets

<p>B3.1: Memorandum of Agreement (MoA) with Australian Group Training Organisation and service agreement for employment brokerage services</p>	<ul style="list-style-type: none"> • The first task of the MC will be to undertake discussions with proposed Australian Group Training Organisation (GTO) partners and develop a model and costing for the services to be provided, allowing for: (i) pastoral care of students, (ii) employer incentives, (iii) residual skills assessment and gap training to meet occupational qualification level, (iv) accommodation and subsistence subsidies, (v) travel and insurances. • Implement an MoA between KIT and an Australian Group Training Organisation to assist placing and supporting Certificate III graduates in Australian Jobs at the semi-skilled worker level.
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<p>B3.2: Targeting the International Job Market through research and engagement with peak industry groups</p>	<ul style="list-style-type: none"> • Develop a strategy to engage with peak Australian and regional industry and industrial groups, and unions to elicit support for labour mobility strategies and initiatives. • Initiate a strategy for the engagement of KIT trained employers seeking regular communication on satisfaction and areas of improvement. • Ongoing consultation with DFAT to promote a strategic approach that considers current and emerging Australian Government visa and immigration policy. • Work with and support key stakeholders to remove barriers to migration and to seek support from potential employers to host Kiribati workers through the GTO partnership and/or the Seasonal Workers and Northern Australia pilot program. • Monitor and report on offshore employment placements through the LMIS and tracer studies and conduct annual tracer studies on employer satisfaction through a variety of modalities.
<p>B3.3: Establish a Job Search Centre (JSC) at KIT and mentoring partnership with MLHRD NCCEC</p>	<ul style="list-style-type: none"> • Establish the KIT Job Search Centre (JSC) to support labour mobility strategies through a shopfront within KIT's new facilities. • A strategic role of the JSC will be to develop and implement communication and advocacy strategies to promote the program and its benefits to all stakeholders, particularly the private sector and the GoK. • Initiate a partnership with the MLHRD NCCEC and if appropriate other GoK ministries to cooperate and share resources to deliver job search services. • Establish a partnership between the JSC and the partner GTOs in Australia to facilitate visa arrangements. • Provide career and course information self-help desk support for students. • Appoint a Long Term Adviser (national or regional) to establish and manage the centre.
<p>B3.4: Strategies to market KIT domestically and internationally developed and implemented</p>	<ul style="list-style-type: none"> • Develop and implement an annual marketing and promotional plan to promote the courses and services offered at the Institute and to provide advice to intending students on the availability of special needs support, learning support (such as English). • Initiate a strategy to market and advocate the program to promote a wider understanding of the goals and benefits of participation (include the strategic level advocacy as a role within the Deputy Director, Organisational Development's portfolio) • Initiate school visits, industry visits, open days and public career forums and ongoing liaison with KIT's key training providers, public and private sector stakeholders.

3.9.3 Component C: Establishing KIT as a high quality, regionally recognised and registered training organisation

Table 08: Outputs and Key Activities for Sub-component C1: Effective governance, structure and management of KIT

<p>C1.1: KIT Advisory Council in place</p>	<ul style="list-style-type: none"> • Establish the KIT Advisory Council in line with the EQAP/PQAF governance standards as the peak reference group to management. Representation is to be appointed by the MLHRD including from the private sector (appointed chair and min 25% members), MCIC, MWYSA, MoE, NGOs/equity groups and DFAT. Membership to have minimum 50% women and the Team Leader will be the ex-officio member.
<p>C1.2: KIT Management structure in place</p>	<ul style="list-style-type: none"> • Initiate a functional analysis of the current management and senior staff roles and implement the new management structure with roles aligned to the SfEP program objectives. • A proposed SfEP governance and KIT management structure including new position titles and reporting relationships is provided at <i>Annex 8</i>. Staffing details and costs can be found in the Basis of Payment. The proposed organisational structure is to be reviewed by the MC in close consultation with the MLHRD and KIT management to support alignment with the business and operations of the Ministry and reach agreement on the final model.

Table 09: Outputs and Key Activities for Sub-component C2: Delivering Australian and KIT accredited courses and institutional strengthening

<p>C2.1 Skills Development Fund (SDF) established for procurement of courses and strengthening services for the delivery of regional and internationally accredited courses</p>	<ul style="list-style-type: none"> • KIT will have the delegation to purchase courses and institutional strengthening services through a Skills Development Fund (SDF) in a 'market model' aligning courses to labour market studies and international labour mobility opportunities. A budget line item of \$4.2 million has been allocated for course development, delivery and related institutional capacity building. • Procurement and financial transactions to be undertaken by the MC in line with Commonwealth Procurement Guidelines.
<p>C2.2: Service delivery MoA with Australian & regional RTOs and APTC in place</p>	<ul style="list-style-type: none"> • KIT to implement a partnership with Australian and regional RTOs to deliver 'international' Certificate III qualifications for the offshore employment pathway. • Certificate III courses to be accredited under the Australian Qualifications Framework (AQF) and the RTOs registered with ASQA or under regional regulatory frameworks.
<p>C2.3: Regional registration and quality assurance of KIT</p>	<ul style="list-style-type: none"> • Develop and initiate a strategy for KIT to become registered under a regional quality assurance regulator and to develop and deliver its own qualifications. • Undertake a detailed quality audit against ASQA compliance and standards and develop a quality improvement plan to support the RTO process. • Investigate options through the Fiji Higher Education Commission (FHEC) and the Pacific Registrar of Qualifications and Standards (PRQS) for the registration of KIT to comply with the policies of the Secretariat of the Pacific Community's (SPC) Educational Quality and Assessment Program (EQAP) and Pacific Quality Assurance Framework (PQAF). • Undertake an assessment of KIT's progress towards becoming a regionally registered training provider as at June 2016. • Develop a detailed plan to show how this initiative will be progressed in Phase III.
<p>C2.4: Business planning, student records and management systems in place</p>	<ul style="list-style-type: none"> • Continued implementation of the Edu Point Education Management Information System (EMIS) complying with EQAP/PQAF standards for planning, monitoring and reporting • Undertake an analysis of business requirements to review the functionality of the EMIS. • Purchase or develop and implement the EMIS.
<p>C2.5: Institutional strengthening programs implemented to meet Australian and regional delivery standards</p>	<ul style="list-style-type: none"> • KIT management will develop annual QIP plans and procure support for areas of the Institute essential to maintain the integrity, quality and relevance of course delivery and meet all registration compliance standards, including for: <ol style="list-style-type: none"> i. Infrastructure and equipment ii. Teacher training and industry experience upgrading iii. Training and workplace development of support staff iv. Business and quality assurance systems v. Competency Based Training (CBT) curriculum and inclusive teaching and learning materials development and review processes
<p>C2.6: Priority courses developed with industry support</p>	<ul style="list-style-type: none"> • Develop a CBT-based curriculum development capability within KIT to develop and accredit courses to regionally accredited Certificate II level. • Initiate a strategy to build the capacity of staff to develop curriculum by engaging with industry and community to identify essential learning outcomes and workplace competencies. • Initiate staff training in CBT and appropriate quality management systems for the curriculum development approach. • Investigate options to purchase commercial learning materials and also to deliver HRD in inclusive learning materials development.
<p>C2.7: Short courses offered on a fee-for-service basis</p>	<ul style="list-style-type: none"> • Initiate an approach for the management of KIT's short course program including commercial demand, development and delivery models and modes, and fee for service opportunities. • Investigate opportunities with the GoK and DFAT to re-investing revenue from short course fees back into KIT courses and services. <p><i>Note: The program will not be managed through the GoK financial system.</i></p>

3.9.4 Component D: Improving the management and coordination of the Kiribati skills sector

Table 10: Outputs and Key Activities Sub-component D1: Support to MLHRD to improve the management and coordination of the skills sector (provided through the Flexible Support Facility)

Note: Activities under this component will be developed in consultation with Post and MLHRD during program implementation.

<p>D1.1: Mechanisms to improve the coordination of the skills sector across government and the region</p>	<ul style="list-style-type: none"> • The program will target strengthening for the MLHRD to support inter and intra government coordination through the Flexible Support Facility (FSF) including the following: <ul style="list-style-type: none"> – Support the MLHRD to improve worker mobilisation systems and processes, and liaison with employers, if opportunities for regional and international labour mobility are to be realised. – Work with DFAT and MLHRD to support the implementation of the new Northern Australia pilot program for workers from Pacific Microstates and the extended seasonal worker program.
<p>D1.2: Policy and planning systems to support skills sector development related to KIT</p>	<ul style="list-style-type: none"> • Work in collaboration with key MLHRD personnel to guide the development and conduct of a series of consultative workshops related to national TVET systems design • Development of supportive documentation such as briefing and options papers to assist the consultative process • Support for the drafting of policy documents related to the TVET.
<p>D1.3: Limited support for the business systems component of the National Career Counselling and Employment Centre (NCCEC)</p>	<ul style="list-style-type: none"> • The FSF will be the conduit for MLHRD institutional strengthening to develop business and labour market information systems to support the ministry's proposed employment placement services. • Annual labour market studies to be managed through KIT will provide data and information for use by both the NCCEC and JSC.
<p>D1.4: Successful implementation of other activities implemented through the Flexible Support Facility (FSF)</p>	<ul style="list-style-type: none"> • For activities directly related to the program EOPOs and funded through the FSF (reference process and management at (4.7))

3.10 Budget and Resource Requirements

It is proposed that Australia invests a total of **\$20 million over 3.5 years** in SfEP, comprising \$17 million in the core components of the program, with an allocation of \$3 million for additional activities implemented through the Flexible Support Facility (FSF). This will represent approximately 28% of the annual Kiribati bilateral aid program allocation, based on current levels (\$20.23 for 2015-16). SfEP will commence in July 2016 and finish in December 2019.

The Government of Kiribati is committed to establishing an internationally respected national skills development sector, and it is expected that the **GoK will maintain or exceed its current expenditure** in workforce skills development (approximately \$1.45 million mostly for KIT operational costs³⁶) as a proportion of its total budget.

The initial estimate of resource requirements for the proposed 3.5-year duration of the program are provided in the Indicative Budget and Resource Requirements – Summary Schedule at [Table 11](#). The schedule shows the estimated annual expenditure for core and FSF activities³⁷. The majority of expenditure occurs in years 1 and 2 (around 24.7% each year) as this is the period when it is envisaged that KIT will have the capacity and capability to deliver the majority of its contracted training and provide optimum employment services to graduates seeking offshore work placements.

Expenditure estimates for activities to be managed under the FSF have been amortised across the program duration. These activities will be planned through a rigorous consultative process involving key stakeholders and implementation will be staged with the majority of expenditure (68%) being allowed for years 2 and 3 of the program. The FSF budget line also includes any capital expenditure and ministry strengthening program elements which will be determined through the previously identified SfEP program governance arrangements.

³⁶ Previously \$700,000 for KIT operational costs, but now approximately \$1.45 million including the School of Nursing allocation following the KSON merger with KIT.

³⁷ Core activities are defined as those being available for recurrent budget items over the 3.5-year contract period excluding MC fees and the allowance for FSF items not included in the core activities.

Table 11: Indicative Budget and Resource Requirements – Summary Schedule

A complete and detailed budget schedule has been provided to DFAT as a separate document as it contains commercial-in-confidence information and data that should be accessible on a 'restricted access' basis only.

The cost estimates in the following table are all indicative. The Basis of Payment will document the actual costs and allowances for all items.

SFEP BUDGET SUMMARY						
#	COMPONENT	2016-2017 \$A million	2017-2018 \$A million	2018-2019 \$A million	2019 \$A million	TOTALS \$A million
A1	<i>Improved access to courses for the disadvantaged, especially women and people with a disability</i>	\$0.12	\$0.12	\$0.12	\$0.06	\$0.44
A2	<i>Increased student support and services</i>	\$0.36	\$0.38	\$0.38	\$0.20	\$1.32
B1	<i>Targeted transition to work strategies for students seeking domestic and off-shore employment.</i>	\$0.55	\$0.47	\$0.47	\$0.29	\$1.76
B2	<i>Labour market studies inform all KIT course offerings</i>	\$0.22	\$0.14	\$0.14	\$0.07	\$0.57
B3	<i>Employment Services provided to assist access to local and international labour markets</i>	\$0.60	\$1.02	\$1.02	\$0.94	\$3.59
C1	<i>Effective governance, structure and management of KIT.</i>	\$0.21	\$0.20	\$0.20	\$0.10	\$0.72
C2	<i>Delivering Australian and KIT accredited courses and institutional strengthening</i>	\$1.08	\$1.71	\$1.71	\$1.49	\$6.00
D1	<i>Flexible Support Facility: A program implementation modality to provide support to MLHRD to improve the management and coordination of the skills sector.</i>	\$0.43	\$0.86	\$0.86	\$0.86	\$3.00
SUB-TOTALS		\$3.57	\$4.92	\$4.91	\$4.00	\$17.39
MC % Indicative Management Fees (at 15%)		\$0.75	\$0.75	\$0.75	\$0.37	\$2.61
TOTAL COSTS		\$4.31	\$5.66	\$5.65	\$4.37	\$20.00
TOTAL COSTS INCLUDING FSF ESTIMATED EXPENDITURE		\$4.31	\$5.66	\$5.65	\$4.37	\$20.00

SECTION 4: IMPLEMENTATION ARRANGEMENTS

4.1 Introduction

Australia has successfully delivered support for TVETSSP Phases I and II through a managing contractor (ScopeGlobal). It is proposed that a managing contractor will deliver the next phase of the program, selected through an **open procurement approach** to the international market in early 2016, with program commencement planned from 1 July 2016.

4.2 Program Financial Management

Australia recognises it needs to balance the development benefits of using partner government systems, including procurement systems with the associated fiduciary risks of using those systems while protecting Australian taxpayers' money. Recognising there is a need to maximise aid effectiveness, the program will not however be implemented through GoK financial systems. The 2014 update of DFAT's Assessment of National Systems in Kiribati, and the 2015 DFAT assessment of the Kiribati Education Sector Public Financial Management Systems (conducted for the Design of Kiribati Education Improvement Program Phase III) considered the residual risks of channelling funds through GoK systems are not manageable in the short-term. This position will be reviewed following a strengthening of financial systems.

4.3 Delivery Approach a Managing Contractor's Responsibility

The program Design aims to address the limited opportunity for I-Kiribati to access paid employment at home, regionally and abroad. This is a considerable challenge considering the poor prospects for economic growth in Kiribati and a skills sector challenged with limited resources and capacity to achieve the country's TVET goals. The aspirational goal of the program is to place people in meaningful paid employment at home and overseas with a particular focus on the international job market. The program accountabilities stop short of 'placing people in employment' as there are many variables outside of the program's control. These factors make it difficult to prescribe an exacting Design that has resolved all the nuances around the proposed elements of the program, particularly with respect to the regional registration and quality assurance of KIT and the role of an Australian based Group Training Organisation.

With that in mind, the key activities scheduled under each program output per the *Tables (03–10)* and at *Annex 6*, are indicative only, and prospective Managing Contractors (MCs) will be asked to develop and include in their bid technical responses innovative implementation approaches to achieve the end of program outcomes that will support the achievement of the broader program goal. A particular focus should be the partnership between the KIT and an Australia-based Group Training Organisation (GTO) for the purposes of providing/brokering employment placement services. Prospective MCs are to undertake discussions with proposed GTO partners and develop a model and costing for inclusion on the bid that will assist in achieving employment for KIT graduates in Australia.

Prospective MCs are to note that KIT is not a legal entity as it operates under the jurisdiction of the MLHRD. Therefore, contracts and agreements and procurement processes and systems must be managed through the MC and not through GoK financial systems.

4.4 Implementation Scheduling

The Implementation Schedule at *Annex 15* details the critical interventions anticipated to be initiated over the life (3.5 years) of the Program. The structure of the Implementation Plan follows the same structure as the component-output-activity schedules that have been provided in the report and annexes. The schedule is to be revised and updated into a detailed proposed work plan and included in prospective MCs' procurement bids. All projected timeframes are to be provided as indicative only and finalised prior to program commencement in consultation with DFAT and MLHRD. It is recognised that at the time of program implementation, there will be many existing activities in place so work plans must place the continuity of existing course delivery and avoiding disruption to student participation in courses as the highest priority. The Implementation Schedule recognises the current Phase II of TVETSSP is proceeding as an operational program delivering training and providing services to students and will continue until the end of June 2016.

Some aspects of the proposed program will need to be implemented quickly to support continuity of study for the students and alignment of new courses to be offered to identified labour market demand.

The implementation scheduling focusses much attention on getting partnerships with Australian RTOs and Group Training Organisations in place as quickly as possible, while recognising the complexities of moving to a market model of course procurement and challenges of overseas labour mobility. There is also an urgency to move in the early phase of the Program to develop strategies, systems and processes to enable KIT to become a regionally registered training

organisation. There is not the same urgency in implementing the ministry institutional strengthening as this is proposed to occur over the life of the Program, managed through the FSF, and initiated gradually over the first 12 months.

Implementation is to follow the principles of progressive engagement with a heavy reliance on flexibility and learning from previous experiences as well as regular progress reviews. Implementation must be participatory in nature and target achievable objectives in the short term and initiate strategies that may have a longer gestation period in a planned and highly consultative manner consistent with the availability of resources.

The program Theory of Change recognises that significant innovation in the Kiribati skills sector, while small in scale, and complex and lacking in capacity, will be challenging. Innovation is a central tenant of the objective to develop KIT as a regionally quality-assured RTO as well as in all facets of GoK institutional strengthening. Changes in government policy, for example, require credible situation analysis based on good evidence, a review of policy options including costs and implementation implications and a considered recognition of the political economy to elicit stakeholder support. The implementation of the SfEP will be underpinned by a stakeholder engagement strategy and effective communication systems to promote stakeholder commitment to the program and arrest any concerns or resistance to proposed changes.

Early in the program implementation phase, a Memorandum of Agreement (MoA) will need to be developed and agreed in consultation with DFAT and MLHRD, between KIT and an Australia- based Group Training Organisation, and between KIT and at least one Australian-registered training organisation - to enable the early commencement of recognition of prior learning (RPL) of KIT Certificate II graduates and the delivery of Certificate III level qualifications. The MoAs should reflect a partnering approach³⁸ and be similar in construct to a subsidiary agreement and include consideration of (i) purpose and legal obligations (ii) a scope of services and (iii) a basis of payment.

4.5 Program Governance

An ambitious yet achievable goal of the program is to increase the capacity of the MLHRD and the GoK more broadly to provide strong **leadership** to the skills sector. The program proposes a range of support and strengthening initiatives designed to build the capacity of the Ministry to improve the management of the skills sector and make a tangible contribution to developing KIT as an internationally respected institution.

A hallmark of the proposed governance arrangements is to work in partnership with existing government structures and where appropriate influence change progressively and with the full support of counterparts. The **governance** of the program will need to blend the operational management of KIT, the broader project management and the (yet to be specified) involvement in managing initiatives under the Flexible Support Facility. The MLHRD is the GoK's lead Ministry for the program. Governance arrangements will support the program's objectives through accountable management structures with single points of decision making, delegations and performance accountabilities.

4.5.1 Strategic Program Advisory Group (SPAG)

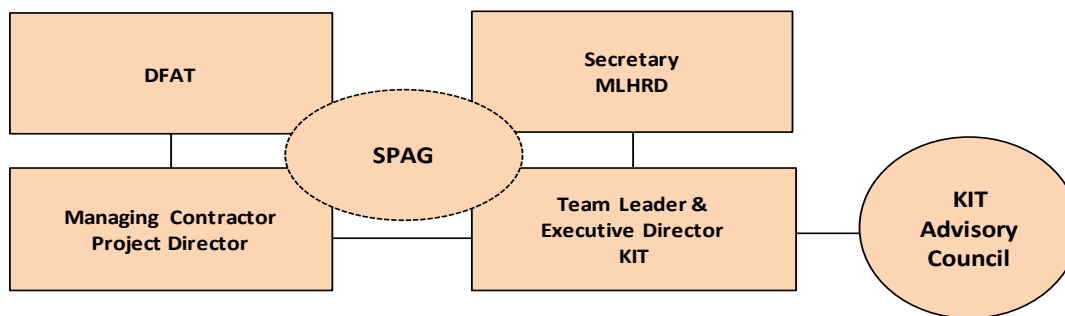
It is proposed to establish a stakeholder and cross-ministry Strategic Program Advisory Group (SPAG) as a primary source of high level advice to the program. The SPAG will be the highest level reference body for the program and provides a forum for the development partners to meet, review progress against the program's performance assessment framework (PAF) and provide advice, where relevant, on new or re-direction of program activity and performance targets. The operation of the SPAG does not in any way impact on DFAT's 'from time to time' meetings with the MLHRD or other ministries or stakeholders. Aid coordination in Kiribati is not problematic as there is strong coordination with New Zealand, the only other bilateral donor with interest in the TVET sector (as well as a few other players such as the ILO³⁹ with an interest or investment in skills development).

The proposed membership of the SPAG is to be drawn from DFAT, MLHRD, the National Economic Planning Office (NEPO) and the Ministry of Foreign Affairs and Immigration (MFAI) with a Managing Contractor representative and the Team Leader as ex officio member. A formal charter for the SPAG's modus-operandi is to be developed by the nominated members at their first meeting to guide the operation of the group. The figure, *Table 12* shows the relationship between the program's key players. The full proposed SfEP governance and KIT management structure is provided at *Annex 8*.

³⁸ <http://thepartneringinitiative.org/publications/toolbook-series/the-partnering-toolbook/>

³⁹ The ILO has developed and launched a Labour Migration Policy for the MLHRD in November 2015.

Table 12: SfEP Governance Structure



4.5.2 Private Sector Involvement in Program Governance

A high priority objective of the program is to get greater buy-in from the private sector in the development and delivery of courses and closer engagement with students who seek to enter the job market. The involvement of the private sector in skills development initiatives in a small country like Kiribati is problematic. However, efforts must be made to get them to the table where critical decisions are made about course content and types of courses targeting jobs and to glean advice on the types of attitudes and behaviours employers are looking for in graduates.

Apart from the SPAG, there are two main groups being proposed to support the objectives of the program. The first is the KIT Advisory Council (detailed at [Table 08](#) [C1.1]) and the second a reinvigoration of the industry work groups (detailed at [Table 06](#) [B2.3]). Both advisory structures are considered essential to help guide KIT's objective to deliver high-quality, demand-driven education and training.

4.5.3 KIT Advisory Council

A new KIT Advisory Council⁴⁰ will be established as part of the overall KIT reform process to meet good governance standards under the regional and Australian quality standards. The role of the Council is advisory and not management and the Team Leader will need to be vigilant to maintain the advisory role. The Council does however need to be seen by stakeholders as providing tangible and valuable support to take KIT into a new paradigm of providing quality skills development for local and offshore labour markets.

4.5.3.1 Role and Function of the KIT Advisory Council

The long term sustainability of KIT and its growth to become a regionally recognised and respected training organisation is central to the primary purpose of the Council. It will provide strategic advice to KIT management to support them to achieve the Institute's longer-term goals and objectives, including advice aligned to performance management approaches articulated through the KIT Annual Plan. The Council's strategic 'advisory' roles are to:

- i. Provide strategic advice to KIT management in dealing with GoK on significant areas of institutional reform and strengthening
- ii. Initiate and support stakeholder engagement strategies to gain respect and support from potential employers.
- iii. Provide information and data on local and regional labour market demand.
- iv. Assist with the engagement of private sector representatives to the Industry Advisory Groups.
- v. Provide advice to support the establishment and operations of the new Workplace Training Scheme.
- vi. Endorse the Institute's Annual Plan
- vii. Proposed changes to the Annual Plan including budget included in Quarterly Reports.
- viii. Advocate to government on initiatives that will complement KIT's labour mobility and job search strategies.
- ix. Liaise with other peak advisory groups such as the 'Labour Mobility Working Group' currently being established by the MLHRD, to promote complementary strategies and initiatives that support skills development.
- x. Liaise with other government and non-government agencies to ensure the views of all stakeholders, particularly equity groups, are considered in the development of KIT's Annual Plan.

⁴⁰ The MC will review the status of KIT management's current initiative to establish new advisory arrangements, which includes reviewing the Terms of Reference and membership of existing advisory groups such as the KIT apprenticeship advisory board.

4.5.3.2 Membership

Increasing the active engagement of the private sector in guiding and supporting the development of a strong skills market in Kiribati is an essential feature for the program Design. While recognising the limitations and scale of the local private sector, it does have a valuable role to play in partnership with the GoK and Australian Government in achieving the objectives of the Kiribati Development Plan (KDP) 2012- 2015 and the National TVET Strategy for Kiribati (NTVETS) 2013-2016. The KIT Advisory Council will therefore be established as the peak reference group to KIT management, in line with the ASQA and EQAP/PRQS standards.

The KIT transformation program will require strong, decisive and uncompromising support from across the government sector, especially in the areas of demand driven training supply and institutional regulatory and quality assurance reform. The potential influence of strong private sector leadership in managing organisational change cannot be underestimated. To reinforce the move from government and donor led KIT advisory processes, membership of the new Council will be selected from industry, within a Kiribati context with a target of 25% private sector members.

The MLHRD will appoint the Council members and the Secretary MLHRD will be the Chair. Apart from the private sector, representation should be sought from MCIC, MWYSA, MoE, DFAT and NGO/equity group reps. The Team Leader will be the *ex-officio* member. The Council will meet four (4) times per year and be supported by a Secretariat from KIT. A formal charter for the KIT Advisory Council is to be developed by the nominated members at their first meeting to guide the operation of the group.

4.6 Program Reporting

The central tenets that underpin the Program reporting approach are simplicity, quality, timeliness and relevance. The frequency of reporting is detailed in [Table 13](#). The Team Leader will be responsible for the preparation and quality assurance of all Program reporting irrespective of the contributions to report drafts and/or source data and information. Progress reports will be prepared with the support and advice of the managing contractor with the primary audience being the Strategic Program Advisory Group (including DFAT). The review⁴¹ of TVETSSP Phase I and II found there was a tendency to 'over report' anecdotally on progress, exacerbated by a lack of real-time data and information directly related to the PAF and M&E framework. There will be a focus on business systems implemented at both KIT and MLHRD which will be aligned to the detailed component-output-activity structure presented at [Annex 6](#).

The reports will provide data on the Program's performance and detail progress 'year to date' (achievements, milestones, progress towards SfEP target results, issues and problems encountered and solutions proposed, lessons learned) and forward recommendations that will improve performance in the following period. The schedule of performance assessments is contained in [Annex 3](#) (10).

The Team Leader and DFAT Program representative will decide on local meeting and consultative arrangements that complement the governance arrangements to support the formal reporting requirements detailed here.

Table 13: Program Planning and Reporting Requirements and Schedule

Report	Content and format	Audience	Indicative due date
Annual Plan (including Budget) (1 Jan – 31 Dec)	<ul style="list-style-type: none"> • Work Plan for the following calendar year, including descriptions of specific activities and how these will contribute to intended intermediate/end-of-program outcomes • Summary budget for the following calendar year (by quarter) • A Monitoring and Evaluation Plan, aligned with the program Theory of Change, and responsive to the draft MEF provided in this design • Staffing Plan, including strategies to monitor and assess staff performance • Updates for all Program strategies and plans • Updated risk register 	SPAG KIT Advisory Council	30 Sept 2016, 2017, 2018

⁴¹ TVETSSP Phase I and II Review, Peddle and McKay, October 2015

Six-monthly Progress Report (1 Jan - 30 June)	<ul style="list-style-type: none"> Progress against the Annual Plan, reported by progress against each End of Program Outcome, and by output, with supporting data and analysis Risk register update A summary of actual total program expenditure and previous six months expenditure, and projected expenditure for the next six months Any proposed adjustments to the Annual Plan (to be endorsed by the SPAG) 	SPAG KIT Advisory Council	31 July 2017, 2018, 2019
Annual Report (1 Jan- 31 Dec)	<p>Covering the whole 12-month period Jan-Dec:</p> <ul style="list-style-type: none"> Progress against the Annual Plan, reported by progress against each End of Program Outcome, and by output, with supporting data and analysis A review of unplanned implementation issues addressed, any adjustments made to the program strategies as a consequence, and lessons learned Progress made in applying the M&E Framework, including any desired adjustments A summary of total Program expenditure for the previous calendar year (by quarter) Sections summarising self-assessed performance against the following DFAT aid quality criteria: efficiency, monitoring and evaluation, sustainability, gender equality 	SPAG KIT Advisory Council	31 January 2017*, 2018, 2019 *may be substituted with six-monthly report
Program Completion Report	<p>Covering the whole 3.5 year period July 2016 to December 2019:</p> <ul style="list-style-type: none"> Progress towards the end-of-program outcomes, including reporting by output, with supporting data and analysis A summary of total Program expenditure (including breakdown by quarter) A review of unplanned implementation issues addressed, any adjustments made to the program strategies as a consequence, and lessons learned Sections summarising self-assessed performance against the following DFAT aid quality criteria: efficiency, monitoring and evaluation, sustainability, gender equality 	SPAG KIT Advisory Council	31 December 2019
Exception Reports	<ul style="list-style-type: none"> Exception Reports will advise DFAT of any major, unforeseen, occurring or emerging issues or publicity likely to have an impact (positive or negative) on the operation of the Program Proposed responses to such issues will also be described 	DFAT	As required
Quarterly Financial Report	<ul style="list-style-type: none"> Actual program expenditure for the quarter Cumulative actual program expenditure (by calendar and FY) Expenditure forecasts (for the calendar and FY) 	DFAT	30 April 31 July 31 October 31 January each year

MC performance will be assessed through an annual *Partner Performance Assessment (PPA)* process using the standard DFAT assessment template and processes. The assessment will take into account any feedback from the SPAG.

Additionally, an *Independent Progress Review* will be completed mid-way through implementation (i.e. early 2018) to focus on program progress and MC performance. It will provide advice on ways to improve the impact and/or sustainability of the program for the remainder of its implementation period, and possibly beyond.

4.7 Flexible Support Facility

The SfEP has an objective to **improve the effectiveness and efficiency of aid coordination and program management** and the design modality for the future SfEP provides the opportunity to rethink and potentially, over time, reset DFAT's approach to its aid management in Kiribati to leverage stronger outcomes across its aid portfolio. In a relatively small developing country, SfEP needs to contribute towards an effective response where aid resources are being increasingly stretched and significant improvements to the quality of investments may be harder to achieve. The SfEP design proposes the establishment of a Flexible Support Facility (FSF) which will be an integrated element of the program with its activities directly aligned with and supporting the achievement of the program's objectives. There are potentially two stages (or options) for the FSF.

Stage 1 proposes the FSF as a vehicle to deliver specific program initiatives aligned to SfEP objectives that can be developed and implemented to meet current or emerging needs utilising 'real-time' planning and resourcing processes. A major benefit of this model is the ability to respond to service demand quickly and efficiently and not to be locked into pre-planned activities based on assumptions of need that are likely to be affected by the local environmental, social or political factors. The EOPO areas and Outputs proposed to be covered by the FSF include, where not provided for in the related budget under core activities, are:

- i. Mechanisms, including human resource development to improve the coordination of the skills sector across government and the region [D1.1]
- ii. Support for access to labour mobility opportunities e.g., the extended Seasonal Worker Program and the pilot Northern Australia Pacific microstates employment program [D1.1]
- iii. Additional ministry and cross ministry strengthening initiatives [D1.1]
- iv. Policy and planning systems to support skills sector development related to KIT [D1.2]
- v. Limited support for the business systems component of the MLHRD National Career Counselling and Employment Centre [D1.3]
- vi. Infrastructure development [D1.4].

The option of a longer term FSF **Stage 2** proposes a solution that will give Post the opportunity to strategically manage the performance of a larger portion of its aid program through a holistic M&E framework, more efficient procurement arrangements, implementing more effective public and private sector stakeholder engagement processes and public relations strategies. There are significant strategic benefits of the FSF for DFAT's aid management in Kiribati that will yield improved aid investment quality and outcomes. DFAT Tarawa Post manages or supports a host of like and disparate programs across skills development, basic education, health, infrastructure and public sector management. Such programs frequently have similar key result areas in gender equality, social inclusion, M&E, business systems, strategy and policy and public sector strengthening.

As a centralised service the FSF could provide expertise and resources for coordinating, identifying and implementing initiatives in across a number of program areas, improve the effectiveness of program management, achieve financial benefits through economies of scale, reduce planning lead times, and simplify program management and reporting processes. The establishment of the FSF is a strategy to include, as appropriate, other separate DFAT programs into its management model. This may occur through transitioning new phases of programs other than SfEP, by novating existing contract arrangements or directly appointing new programs to the facility. It could also provide a significant support role to Post in managing complex and resource consuming small projects usually directly funded and managed by the Post.

The management of the FSF is central to the effectiveness of the model. A total allocation of \$3M is available within the budget under line [D1.4] to support SfEP-related activities administered through the FSF for the 3.5 year life of SfEP. Application of annual allocations to agreed activities will be approved by Post in consultation with the MLHRD and the Strategic Program Advisory Group (SPAG). The annual work plans will also identify potential initiatives to be funded through the FSF.

Further allocations to the FSF may be available to finance other Australian aid program activities unrelated to the SfEP. The exact nature and quantum of these activities will be determined by Post and driven in part by aid program allocations and the evolving nature of future Australian aid program investments within the region. Indicative non-SfEP activities might include: investments in the health sector to support a TB Elimination and NCD program (with an approximate allocation of \$1M per annum) and the construction of a second phase of KIT infrastructure re-development

and rehabilitation of the buildings at the nursing school at Bikenibeu (with possible support from other Government donors through a delegated cooperation with DFAT).

The SfEP MC will need to either manage or procure the management of the identified activities in adherence with the principles of Commonwealth Procurement Rules.

4.8 Procurement of Products and Services from Australian RTOs

The major area of service procurement under this contract will be through the Skills Development Fund (SDF) for courses to be offered or sponsored by KIT and for strengthening services to enable KIT to become a regionally registered and quality assured training organisation.

The MC will abide by the Commonwealth Procurement Rules⁴² under S105B (1) of the Public Governance, Performance and Accountability Act 2013 (PGPA Act) and any related policies as they exist at the time of program commencement. The Commonwealth Procurement Rules are the keystone of the GoA's procurement policy framework and accordingly, the MC will design and implement robust procurement processes that are transparent while permitting innovative solutions that reflect the scale, scope and risk of the desired outcome.

For the purposes of this Design, "Procurement" encompasses the whole process of procuring goods and services and begins when a need has been identified and a decision has been made on the procurement requirement. Procurement continues through the processes of risk assessment, seeking and evaluating alternative solutions, the awarding of a contract, the delivery of and payment for the goods and services and, where relevant, the ongoing management of the contract and consideration of disposal of goods. It is understood that MCs will have their own procurement measures and policies within their standard operating procedures. To ensure potential MCs have the opportunity to consider innovative VfM propositions, it is beneficial not to include the specific details of a procurement process in this design document, in order to create competitive ideas from a VfM perspective. In the case of the SfEP, KIT is not a legal entity; however, this should not be a concern as the appointed MC will procure services through a procurement process where the funds will only exchange between the MC and the service provider. While there may be variation within potential MC's internal procurement-related processes, they must comply with the Commonwealth Procurement Rules.

4.9 Monitoring and Evaluation

Monitoring and evaluation (M&E) for SfEP is based on a robust and readily understood theory of change. This will be monitored and evaluated via a comprehensive monitoring and evaluation (M&E) system that enables the tracking of implementation progress, ongoing attention to performance and effectiveness, and the evaluation of achievement of outcomes. The underlying principles of the M&E system are that:

- Mutual learning and continuous improvement are essential;
- Monitoring and evaluation is an integral part of all program activities; and
- The program must offer flexibility and simplicity in evaluating outcomes.

At its core, M&E will focus on systematically gathering and analysing the core data required to monitor program performance. This design document recommends the approach to M&E and sets out indicative tools, processes and requirements for the M&E system. The MC will build on the design specifications which follow and which are elaborated upon in Annexes 3 and 4 to develop a Monitoring and Evaluation Plan (compliant with DFAT's M&E Standards - June 2014), for subsequent consideration and DFAT approval. That M&E Plan will be reviewed and updated annually, and will comprise relevant elements of KIT's Annual Plan. While the monitoring of program implementation, outputs and outcomes is a shared responsibility across all staff, the MC will allocate sufficient human resources to M&E management processes. Provision for additional short-term support if and when required has been included in the indicative program budget.

M&E Criteria: The evaluative focus of the program will be defined by the list of evaluation questions that will be researched through the SfEP M&E system strategies and mechanisms. These have been framed against DFAT's investment rating criteria and have been determined aligned to the theory of change as: (the full investment rating criteria and sub-sets are detailed at Annex 3)

1. *Relevance: Relevance to the context*
2. *Effectiveness: Achievement of end of program outcomes*
3. *Efficiency: Activity management and VfM*

42 <http://www.finance.gov.au/sites/default/files/2014%20Commonwealth%20Procurement%20Rules.pdf>; accessed 27-11-15

4. Sustainability: Flow of intended benefits in the future

In addressing these criteria, it is anticipated that a number of related questions will need to be defined within the M&E Framework (MEF). The indicative MEF against the above key evaluation questions, and the proposed approach to M&E, are fully described in [Annex 3](#). The MEF specifies performance indicators that address the key evaluation questions, activity reporting, the relevant data source and disaggregation.

Learning from the TVETSSP experience with M&E systems in Kiribati requires that the approach for SfEP makes the distinction between activity reporting and outcome evaluation. The indicative MEF combines indicators for both periodic evaluation and routine monitoring, but the MEF may, as part of the M&E planning process, be specified as a performance assessment framework (PAF) for contractual reporting on activities and outcomes. If so, it must be attached to a condensed MEF that focusses on monitoring and evaluating program effectiveness.

M&E Methods and Tools: The collection, analysis and reporting of results from specified M&E activities is the responsibility of the MC. Much of the day-to-day monitoring of implementation progress, and the delivery of outputs, will be undertaken through KIT operational and management data. The M&E framework will be structured to allow on-going evaluation against KIT's performance and the program's performance, and where appropriate, the areas of synergy between the two. KIT data will come from application forms, program plans, course schedules and administration mechanisms, and KIT reporting of academic outcomes. The program will target qualitative and quantitative M&E tools. At a minimum, the M&E system will include the following elements:

- A **start-of-course** survey for all newly-commencing students at KIT to establish their current situation as a reference point for subsequent surveys. Simple information will be sought to understand motivations for application and their aspirations post training - to form a useful benchmark from which to assess changed perceptions (or not) later. It will also rate the effectiveness of KIT promotions, applications and ultimate selection processes.
- **End-of-course surveys** (for long-term students and short course participants) will seek to gain immediate perceptions of a student's training experience, in particular to assess the quality of training through satisfaction ratings. It will examine the student's perception of employment options, which is particularly useful for long-term KIT graduates who will be surveyed at multiple points longitudinally (start-of-course, end-of-course and tracer survey).
- The MC will adopt an **annual tracer study** to collect a range of simple data from graduates at 12 months and 24 months after completion of training. Data collected will be relatively limited, designed mainly to track graduates and their employment outcomes, with the focus on collecting quantitative data that can be aggregated over time, and reported simply.
- The **employer survey** (likely to be a qualitative case study) will assess employers' level of satisfaction with the quality and level of KIT graduates. Employers will also be asked to rate their perceived level of inclusion (and consultation) in KIT planning processes as well as their opinions on likely skills gaps or over-supply.
- The **stakeholder satisfaction survey** will elicit information about the effectiveness of the management of SfEP and stakeholder perceptions of the value of the program. This will be a simple instrument to be completed either by email and telephone. It will also seek to assess stakeholder perceptions around their inclusion in SfEP planning processes as well as the quality of interaction with program management and DFAT.
- The MC will develop a detailed **case study** methodology as part of the M&E Plan, to add insight to tracer survey findings. It may involve longitudinal case studies and/or other case study methods, and it will provide the basis for exploring the diversity of views on post-training outcomes. Case studies may also seek to include other perspectives, such as employers, family members, and others, to provide a more comprehensive examination of outcomes.
- The MC will undertake at least one **Annual Thematic Study** each year, which is intended to examine broader issues for a cohort of students or graduates, a priority sector or a target agency. It will be small-scale and will respond to a particular issue of concern or interest for the program in any given year. The topic will be chosen by DFAT and the MLHRD as part of the annual planning process, guided by options presented by the MC.

- In reviewing the M&E framework during the program start-up phase, a plan to collect disability disaggregated data will be developed and it should be explicit that the best practice Washington Group questions be used for collection of this data.⁴³

Information Management: Data demand and use (in M&E) will need to take cognizance in the difficulty in maintaining quality and useful databases in Kiribati – not just in terms of administrative capacity, but also in terms of enabling systems and IT. The MC will be required to utilise the existing education management information system (EMIS), “Edu Point” to support the management of data required for M&E of all aspects of the program. The MC will review “Edu Point” functionality to ensure it provides standard management records, and to service indicators identified in the MEF. The MC will need to establish, as part of the M&E Plan, a quality assurance process for data collection and storage. This process should include data spot-checks, secure back-up of data regularly, mitigation of any risk to a volatile⁴⁴ server environment, and the design of interim data management procedures should Edu Point be offline for any extended period (this may include capturing and storing data in other formats, such as spreadsheets).

Reporting systems: The MC will prepare a number of reports over the life of the program, which will provide timely, formative, summary data (disaggregated by age, gender, disability status, disadvantage status, course name) to support the efficient implementation and review of the program. Reporting will focus on program outcomes, although user-friendly numerical reports will continue to be sent to relevant DFAT officers in a summary format.

4.10 Risk Management

Risk identification, management and mitigation where relevant has been addressed in specific areas of the Design and referenced to the Risk Register at *Annex 11*. Overall, the SfEP has been assessed as **low risk**.

As a relatively secure country, Kiribati offers a safe working environment for Program personnel, consultants and KIT staff. Therefore, it is unlikely that safety and security risks will be a major determinant in achieving successful program operations. However, Kiribati’s remoteness does pose challenges to attracting and maintaining quality expatriate program staff.

Operational risks demonstrate a greater potential threat to the successful implementation of the program, particularly if the level of expected support from the MLHRD does not eventuate as planned; and /or external challenges such as limited labour mobility options or restrictive visa opportunities reduce achievement of outputs and outcomes in Component B, in particular.

To reduce the possible negative impact of both of these eventualities, it is crucial that partners and stakeholders continue to be involved in all aspects of planning and implementation. By constantly involving these representatives through mechanisms such as the SPAG, the KIT Advisory Council, and industry work groups, SfEP management will have direct and immediate knowledge of any potential or emerging external risks, and be able to provide appropriate advice to assist in managing such risks.

Stakeholder M&E Responsibilities are documented at *Annex 5* identifying the monitoring and evaluation roles and responsibilities of most SfEP stakeholder and client groups; this table will need to be reviewed and updated annually so that the Program is informed by regular “external” identification and assessment of risks.

Should there be a significant change in the policy direction of the Government of Kiribati in relation to education and training support, which could lead to great insularity and restrict the level of partnering with other Pacific countries, a risk to the continuing strategic direction of the program will ensue. This, however, is an unlikely risk.

All program funding will be managed by the SfEP Managing Contractor, which will have in place appropriate financial management procedures and accompanying manuals; similarly audit guidelines will be implemented and documented. Provided these are appropriate, and approved by DFAT, any significant financial risk to the management and operation of all program components is unlikely to eventuate.

To promote public diplomacy outcomes, the MC will develop appropriate communications / media management plans and update as necessary. Such plans will provide the framework and guidance for managing any potential profiling risks to desired public diplomacy outcomes of the program. Similarly, constant and open dialogue between the Governments of Kiribati and Australia – including the strategic direction setting negotiated during meetings of the SPAG, and the

⁴³ Support resources to be accessed through: <https://www.did4all.com.au/>

⁴⁴ TVETSSP Phase II experienced volatility in the server environment due to sporadic electricity surges and power outages.

negotiations undertaken as part of regular donor meetings between both countries – will assist in avoiding potential relationships risks between partners.

While external partners are a crucial element of monitoring and addressing program risks, greatest responsibility must remain with internal program personnel. Overall program risk identification and management will be a standing item in the SPAG agenda and KIT operational risk management will be a standing item of business for all KIT senior staff meetings. Once risks have been identified and assessed, the SfEP Deputy Director (Corporate Services) and the Assistant Director (Quality Compliance) will be responsible (jointly) for addressing any significant risk issues raised, and updating any changed risk levels – as appropriate. While acknowledging the (generally) low risk levels to be faced by SfEP, it is important to note any specific risks which could impact the program. These risks are identified initially in *Annex 11*; a more detailed and targeted Risk Register will be updated from the initial Risk Register by the MC and approved by DFAT Tarawa on an annual basis.

4.11 Gender Equality

In TVETSSP, a lack of quality M&E data has impacted on reporting against gender and social inclusion initiatives. There is evidence that specific (recent) policies and interventions have been instituted to provide greater gender balance in enrolments as evidenced in 2015 enrolments although this has occurred in the last year of the program. Further, there is no clear evidence of targeting to achieve gender equality across program outcomes across the life of the program

Gender inclusion needs to be more fully addressed through the SfEP. This will require ongoing gender analysis throughout the life of the investment to inform programming decisions, as well as an evolution in approach from one that meets targets of female representation to one that emphasises gender and social inclusion as a core strategic development issue. This design places a stronger emphasis on targeted activity for more equitable gender outcomes as well as a defined approach to gender inclusion and assessment at each outcome/output level with specific funding earmarked in the budget.

Gender equality is widely accepted as essential to sound development practice and as key to economic and human resource development.⁴⁵ Furthermore, development which addresses gender inequalities and the various forms of discrimination experienced by women assists in progressing women's human rights and supports a more just and cooperative society. Enabling women, as well as men, to develop their full potential and to have equal opportunity to contribute to their households' welfare and communities' development is a critical element for poverty reduction and the success of development activities. Research and practice has demonstrated that projects which take gender equality into account tend to achieve their objectives more often than projects that ignore them.

It is often assumed that women and men will benefit equally from the provision of training, tertiary studies and employment opportunities. However, research in the Pacific, Asia and elsewhere shows that women and men often have different needs and priorities relating to skilling for employment, and that unequal gender relations in society often constrain women from accessing and benefiting from the facilities and services provided.

Determined efforts need to be made to allow both women and men to participate and benefit equally from the outcomes of the SfEP initiative. This is essential for progressing women's human rights, as well as for effective and sustainable development.

Furthermore, both Government of Australia (GoA) and Government of Kiribati (GoK) policies emphasise the need to take gender equality into account in development initiatives. In Kiribati society, women and men may have different needs and priorities related to their roles and experiences, yet women are very often excluded from consultations and meetings where decisions are made regarding the direction, implementation and outcomes of education services.

It is now widely recognised that development and governance processes will not be effective or sustainable until women and men participate in and benefit from such processes on a basis of both formal and substantive equality. Despite this, women continue to be significantly under-represented in governance and development processes, and experience discrimination and diminished opportunity in virtually all development sectors.⁴⁶

The Secretariat of the Pacific Community (SPC) identified enabling environment requirements for gender mainstreaming in the Pacific: political will; organisational culture; legal and policy framework; technical capacity; adequate resources; and accountability and responsibility. While some of these, for example, political will, and legal and policy framework are beyond the scope and/or capacity of SfEP to influence, the others can be, and need to be, part of a coordinated

⁴⁵ Refer to DFAT gender equality strategy *Promoting Opportunities for All: Gender equality and women's empowerment*, 2011, p.3

⁴⁶ *Stocktake of the gender mainstreaming capacity of Pacific Island governments – Kiribati*, SPC, 2015, p.1

approach to an implementing a cohesive gender strategy that seeks to meet the skilling and training needs of both women and men in Kiribati.

Therefore, to advance gender equality and promote the empowerment of women and girls, the following *principles* will need to apply to SfEP planning and implementation:

- i. Data needs to be collected in a form which can be readily analysed to inform planning, analysis and reporting of gender impacts.
- ii. SfEP personnel and consultants must understand the importance of and have the capacity to address gender equality.
- iii. The program must promote gender equality, and the importance of gender equality for SfEP activities, through communication to a wider audience.
- iv. The needs and priorities of women as well as those of men must be identified and addressed in SfEP's training and employment support activities.
- v. All information and communication undertaken as part of SfEP activities must indicate that opportunities are open to both women and men
- vi. The program is committed to building the knowledge, understanding and practical capacity of both women and men, in traditional and non-traditional roles by giving equal opportunity for their participation, including in leadership roles.
- vii. SfEP will provide and promote equal opportunities for women to participate in SfEP committees, planning groups, and course review activities.

To help promote the application of these gender equality principles, a recognised tool - a *Gender Responsive Checklist* - is often used in development sector environments. Adapted to suit the specific Kiribati environment, and the nature of SfEP, key questions to be addressed regularly during program implementation are indicated in the checklist attached at [Annex 17](#).

Gender issues also intersect with the disadvantaged and vulnerable groups in the community including the poor, children, and people with disability. Their specific needs and constraints to their access and use of training and capacity building opportunities need to be considered. For example, while both poor men and women are often disadvantaged with regard to access to training, *poor women* are even more disadvantaged. They must face the expectations and limitations imposed on them by society because the challenges that relate to their gender are often compounded by the constraints of poverty.

To address issues of **gender-based violence**, the draft Kiribati national gender equality policy was developed in 2013 that aligns with the earlier draft *Women Development and Gender Equality Policy 1996*.⁴⁷ The policy reflects changing national priorities as outlined in the *Kiribati Development Plan 2012-2015*, and identifies specific gender issues that are priorities for Kiribati. It responds to the increasing amount of evidence on the extent of gender-based violence and is now aligned with the revised the *National Approach to Eliminating Sexual and Gender-based Violence in Kiribati: Policy and Strategic Action Plan 2011–2021*.

The potential for gender-based violence arising directly from any SfEP activities or programs is unlikely however KIT personnel and SfEP program staff and advisers will participate in training and awareness programs. Such programs will focus on awareness and how to respond to claims of SGBV, promoting KIT as a 'zero tolerance institution', dealing with the impact that such violence can have on the whole of the Kiribati community and particularly on women undertaking training and employment programs.

4.12 Disability Inclusiveness

Disability-inclusive development is a priority for Australia's international engagement through DFAT, as stated clearly in the *Development for All 2015-2020: Strategy for strengthening disability-inclusive development in Australia's aid program*⁴⁸. The strategy aims to promote improved quality of life of people with disabilities in developing countries. As the strategy notes: "education is critical to developing skills to improve livelihoods, lift living standards and gain

⁴⁷ The 1996 draft was never approved by the GoK

⁴⁸ Refer <http://dfat.gov.au/about-us/publications/Pages/development-for-all-2015-2020.aspx>, p. 5.

employment, enabling people in poverty to participate in and contribute to the economy. However, people with disabilities are particularly disadvantaged by poor quality, inadequate and inaccessible education”.

Research indicates that people with disabilities in developing countries generally experience poorer health outcomes, lower levels of education, less economic participation and higher rates of poverty than people without disabilities. This is partly because people with disability face barriers in accessing services including health, education, employment, transport, and information – and these are exacerbated in less advantaged communities such as Kiribati.

Despite some progress in advancing the rights of persons with disabilities, Kiribati still needs to take action to prevent discrimination and provide equal opportunities for people with disabilities. Although it has ratified the *Convention on the Rights of Persons with Disabilities* (CRPD) (on 27 September 2013), it has yet to submit its first “State Party’s Report” – which was due on 27 October 2015.⁴⁹ This Report, once submitted and publicly available, should provide DFAT and its partners and contractors with a better understanding of the current challenges facing increased inclusion of persons with disability in Kiribati, and thus provide practical management strategies.

The issue of disability has both a legal and a social element. Information about disability may remain hidden by families and communities. Stigmatising language is commonly used to refer to persons with disabilities; therefore, a degree of social exclusion may persist. Such social exclusion means that people with disabilities are unlikely to benefit from the training and employment support opportunities planned for SfEP. DFAT notes that: “People with disability face multiple barriers including stigma that may prevent families involving household members with disability in community life.”⁵⁰

Information about disability and subsequent access to services in Kiribati is limited, with often-conflicting data confusing the situation. The most recent statistics appear to indicate that *Inclusion International* surveys in Kiribati in 2003–2004 identified 4.36 per cent of the population as living with a disability.⁵¹ In contrast, the World Health Organisation (WHO) in 2004 suggested that the number of persons with a disability in Kiribati was 3,800 – a proportion of around 3.7% of the Kiribati population at the time.⁵² The WHO also notes the global prevalence rate of disability as 18% which further supports the targeting of specific initiatives to support the inclusion of people with disabilities (PWD).

The SfEP program will need to maintain the commitment of both GoA and GoK to supporting people with disabilities to access opportunities for training at KIT and subsequent employment support through the JSC. Five approaches to supporting inclusive education and skill development in DFAT programs have been identified in *Development for All, 2015-2020*. All five have relevance for SfEP strategic planning and implementation, but two in particular (*shown by italics*) have particular significance:

1. improve the accessibility to and quality of education for people with disabilities through policy dialogue, teacher training, curriculum development and education infrastructure
2. encourage and support the implementation of inclusive education in Australian-supported education programs from early childhood education to technical and vocational training
3. *enhance targeted support for people with disabilities, as required, to meet their needs and enable them to realise their full potential in education and employment, including through the provision of alternative communication strategies and assistive devices*
4. *support skills training programs for people with disabilities to improve their ability to participate in the community and gain employment*
5. actively encourage and support people with disabilities to undertake tertiary study in Australia as part of the Australia Awards program.

To maintain this GoA commitment and offer equitable access to people with disability to all SfEP training and employment search services, the program should develop a *Disability-Inclusive Strategy*, and report regularly on

49 Refer to UN Office of the HC on Human Rights, at http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/

50 *Kiribati Program Poverty Assessment*, DFAT, March 2014, p. 6

51 “Implementing disability-inclusive development in the Pacific and Asia: Aspects of human resource development”; in *Development Bulletin* #74, 2011, ANU

52 *World Report on Disability*, WHO, 2011, quoting: *Disability at a glance: a profile of 28 countries and areas in Asia and the Pacific*. Bangkok, United Nations Economic and Social Commission for Asia and the Pacific, 2006. (Note that this document referred to the Kiribati National Disability Survey of 2004)

Strategy implementation.⁵³ The Strategy should guide the implementation of KIT's training and professional development activities based on four principles:

1 *Awareness and recognition of persons with disabilities is increased through SfEP activities.*

Awareness-raising is essential. KIT lecturers, program personnel and students should be encouraged to learn to recognise and respect persons with disability among their peers and their current and future colleagues. To provide an evidence base, disability data among teachers, lecturers, and KIT students will need to be collected, to contribute to greater social awareness.

2 *Barriers to equitable access to training are reduced or eliminated.*

Facilities at KIT need to be accessible by persons with mobility disabilities, or classes arranged so that any such KIT teachers or students are not constrained in delivering or completing their courses.

Other non-mobility impairments, whether related to sight, hearing, or speaking, or to intellectual capacity, should be mitigated wherever possible by the use of readers or study partners.

3 *SfEP program materials should support access by persons with disabilities and reflect equitable practices.*

Lecturers, teachers, and materials' developers need to be trained in how to develop, choose and make use of materials which allow for and encourage access by people with disabilities. Furthermore, teaching and learning processes need to be free from stereotypes associated with persons with disabilities – whether in illustrations, photographs and in the use of language.

4 *The participation of persons with disabilities in SfEP activities should be encouraged at all levels.*

Every opportunity needs to be afforded to people with disabilities to engage in the program, whether as a lecturer, adviser or student. SfEP personnel will need to liaise with and build relationships with local and regional NGOs who work with people with disabilities, and with relevant public agencies in Kiribati such as the Ministry of Health's Tungaru Rehabilitation Services.

The proposed SfEP budget includes funding for targeted support for PWD which includes: advisor support, training programs, individual support and reasonable accommodation (transport/technologies/access etc) costs.

In summary, institutional strengthening will need to involve training and support for PWD and the SfEP Program commitment is to be based on the premise that program personnel, teachers, and KIT students will act as powerful, positive role models, by raising awareness, demonstrating how barriers to access can be mitigated, and including in course and training materials development, people with disability. The program will also consult local Disabled People's Organisations (DPOs) on the inclusion of PWD. Communication and program advocacy strategies will also include a focus on PWD.

4.13 Private Sector

Private sector development is widely recognised internationally as an "engine of economic growth" in developing countries. DFAT has noted⁵⁴ that *90 percent of jobs in developing countries are created by the private sector, 60 percent of all investments are funded by the private sector and the private sector contributes more than 80 percent of all government revenues.* Australia and other development agencies such as the World Bank (WB), the International Finance Corporation (IFC) and the Asian Development Bank (ADB) consistently identify private sector development as a fundamental area of focus to reduce poverty and support sustainable growth in the Pacific. A strong private sector creates vital jobs and services, providing people with the opportunity to improve their lives.

Further, improved dialogue between the private and government sectors provides an opportunity to collaborate to support increased private sector activity and to help overcome the obstacles to private sector investment in infrastructure and other enterprises.

Australian Government engagement with Kiribati acknowledges the country's economic challenges, and also accepts that despite substantial progress, the private sector in Kiribati faces numerous obstacles to progress in its role as a driver of trade, employment and growth. These obstacles include poor information access; administratively intense procedures

⁵³ Understandably, however, training (and employment) in some areas and/or trades may not be appropriate for some persons with disability, depending on the nature and extent of an individual's disability/ disabilities.

⁵⁴ <http://dfat.gov.au/geo/pacific/development-assistance/Pages/economic-growth-and-private-sector-development-pacific-regional.aspx>

and regulations; skills shortages in (some) key areas; tariff and non-tariff barriers; limited investment finance; and poor infrastructure and institutions.

With poor prospects for economic growth and so few local employment opportunities, opportunities for I-Kiribati to access off-shore employment need to be maximised – although within existing international policy constraints.

The two main constraints to increased I-Kiribati labour mobility identified are:

- 1) The immigration and worker visa policies of destination countries (including Australia)⁵⁵, and
- 2) A reluctance and general lack of support by industry and unions in destination countries to accept overseas workers where there is a perception of taking a job from a local worker.

Nevertheless, the Australian Government has recently broadened its support for labour mobility by expanding opportunities for Kiribati (and other regional) workers under the *Pacific Seasonal Workers Program*. There will also be opportunities available under the Northern Australia Pacific microstates employment pilot program. However, this five-year pilot program is modest, and expected to support up to only 250 suitably qualified workers from Kiribati, Tuvalu and Nauru (in total) to work in Northern Australia. While a worthwhile initiative, and one which represents significant progress over previous approaches, SfEP is expected to initiate new, and strengthen and expand its existing linkages, with the regional and Australian private sectors.

A broader intent of SfEP is to implement initiatives that maximise opportunities for I-Kiribati to seek overseas employment - within existing policy and implementation constraints; and to develop innovative private sector partnerships that support industry development priorities. To achieve this, the SfEP *Job Search Centre* will be established at KIT to facilitate the transition from study to work, both on and off-shore, while a partnership with an Australia-based group training company will facilitate employment of trainees, by:

- managing the skills assessment process of visa applicants,
- arranging skills gap training, and
- providing pastoral care and other necessary support for the trainee.

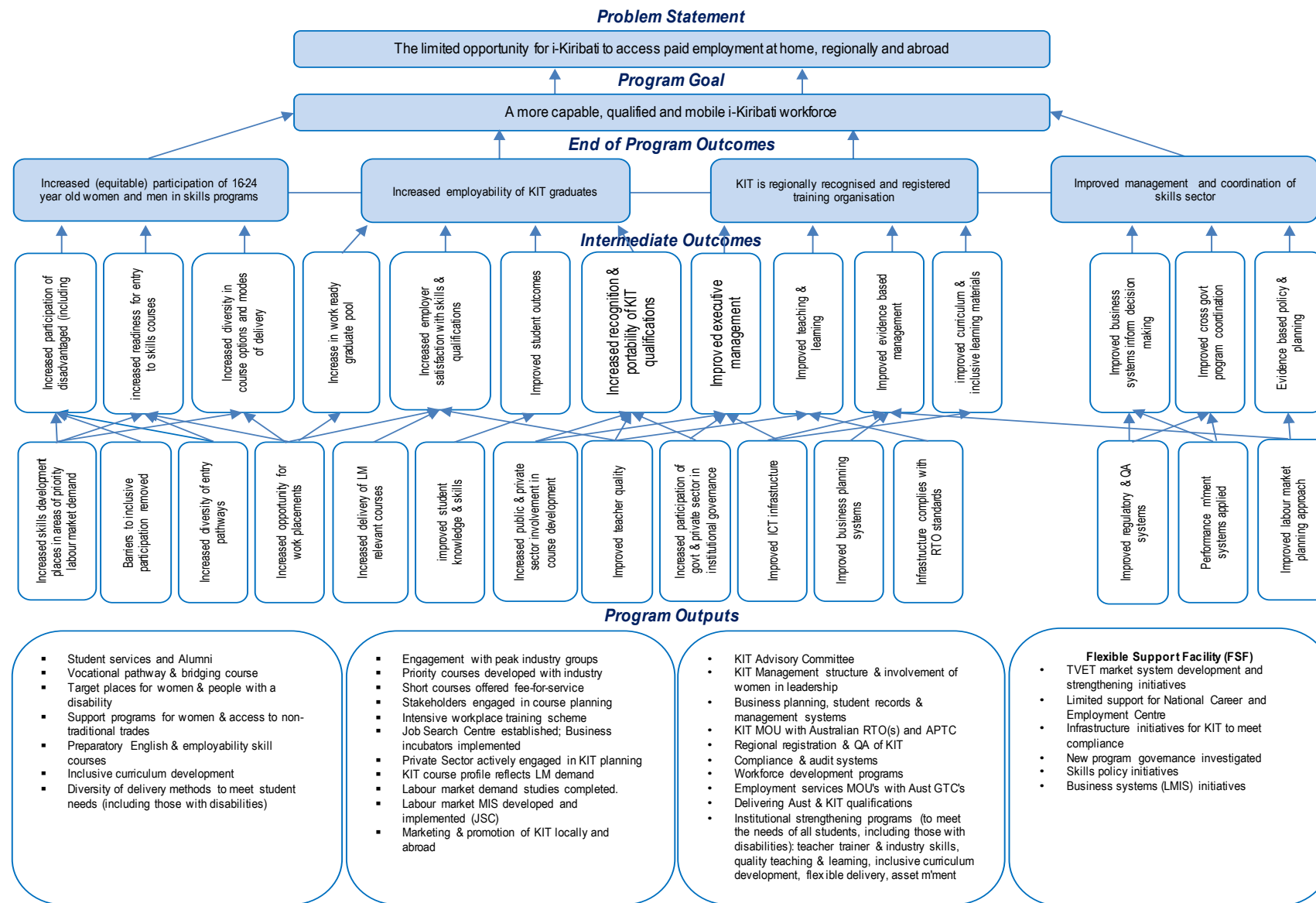
While this Design does not suggest that the *Job Search Centre* will meet all needs of skilled, I-Kiribati TVET graduates, it is an innovative approach which, if used in conjunction with other GoA initiatives, and a strong “outreach” role by KIT, can offer employment opportunities that optimise the newly acquired skills of I-Kiribati youth.

⁵⁵ Refer to Annex 13 for a spreadsheet summarising the challenging visa requirements of many countries where e-Kiribati may have considered seeking employment, either before or after tertiary training.

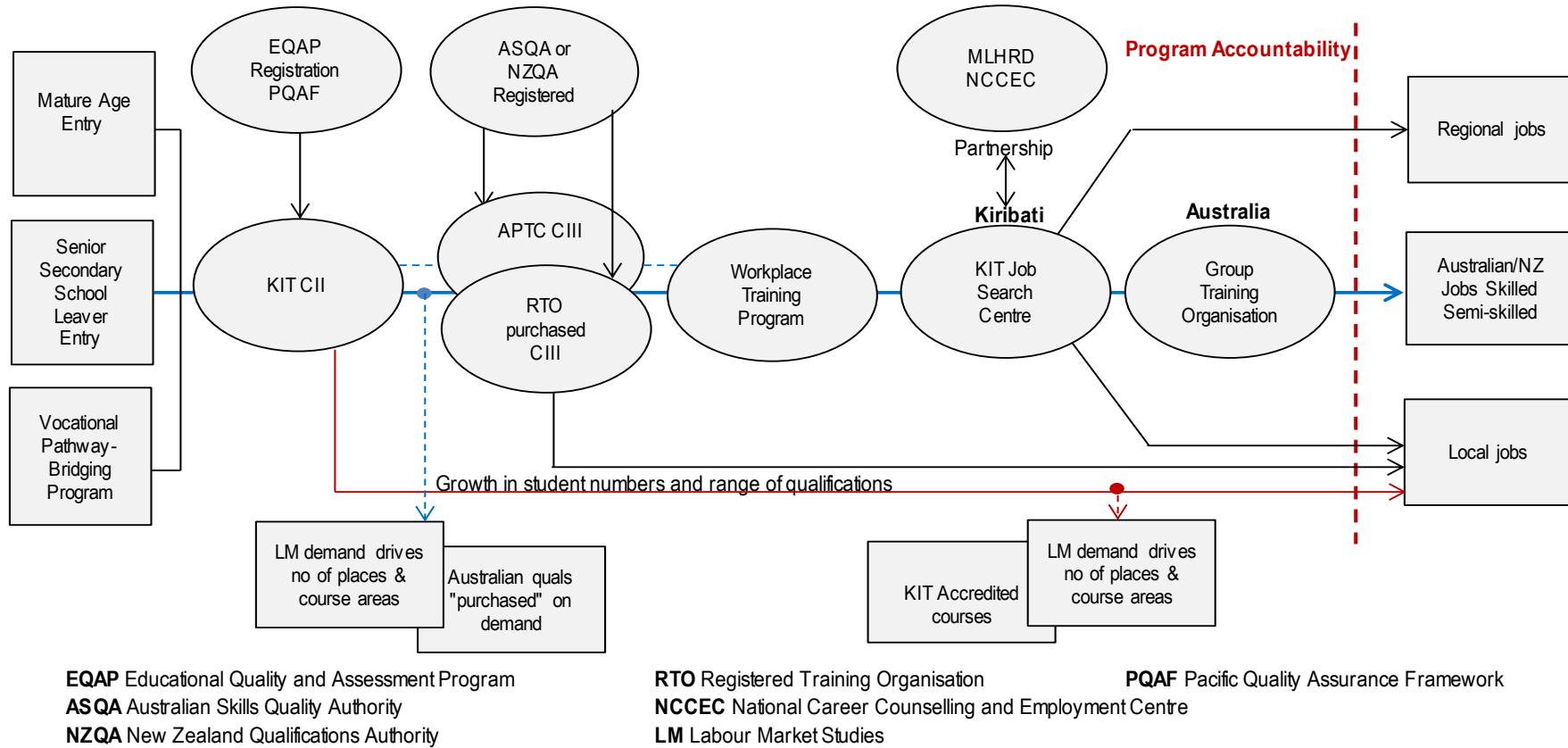
SECTION 5: ANNEXES

- Annex 1: SfEP Program Logic
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ANNEX 1: SFEP PROGRAM LOGIC (print as A3)



ANNEX 2: SfEP DESIGN CONCEPT MODEL



ANNEX 3: PROGRAM MONITORING AND EVALUATION (M&E)

1. Overview

Monitoring and evaluation (M&E) for SfEP is based on a robust and readily understood Theory of Change. This will be monitored and evaluated via a comprehensive monitoring and evaluation (M&E) system that enables the tracking of implementation progress, ongoing attention to performance and effectiveness, and the evaluation of achievement of outcomes. It will focus on core data required to monitor program performance through an approach that has several key features:

- The M&E system will be simple and fit for purpose in the Kiribati context.
- It will regularly evaluate program effectiveness and progress towards intermediate and end-of-program outcomes;
- It will address monitoring of implementation activities through simple metrics that report on contractual performance between the managing contractor (MC) and DFAT;
- The system will provide management information that will underpin a regular cycle of reflection, learning and continuous improvement; and
- Data will be disaggregated by gender in all cases, and will be examined by other key variables such as disability or outer island status wherever possible and meaningful.

This design document recommends the approach to monitoring and evaluation and sets out indicative tools, processes and requirements for the M&E system. The MC will build on the design specifications to develop a Monitoring and Evaluation Plan for DFAT approval during the first 3 months of program delivery. The M&E Plan will be prepared in accordance to DFAT's Monitoring and Evaluation Standards¹ and reviewed and updated annually, and will comprise part of each Annual Plan.

SfEP M&E will include the following elements:

- a Theory of Change (program logic model);
- a set of Evaluation Questions to guide M&E of program implementation;
- a Monitoring and Evaluation Framework (MEF) which specifies output and outcome performance indicators, and means of verification – in draft form for further development by the MC;
- tools to support the monitoring and evaluation of program implementation and effectiveness at a range of levels, using a range of approaches;
- a management information system (MIS) that supports management of the delivery of training, providing standard management records, and services the indicators identified in the MEF; and
- a Reporting Schedule which ensures that reports necessary for management and accountability purposes are prepared and submitted as required.

2. Principles of SfEP M&E

When reported clearly, program M&E processes and outcomes help identify learning about a range of program areas, including good practice, effective strategies and tools, and information about specific issues. It is important to note that all MC team members share M&E responsibilities. To this end, M&E activities are to be based on the following principles:

¹ DFAT Monitoring and Evaluation Standards, June 2014

Mutual learning and continuous improvement are essential

- Program monitoring and evaluation activities provide a focus on learning and continuous improvement, requiring a mix of both qualitative and quantitative data and information analysis;
- Feedback is scheduled and synchronised to provide timely feedback to DFAT and its partners in Kiribati and Australia at critical stages in the reporting schedule; and
- Findings and lessons from evaluations are shared with DFAT, partner governments and other stakeholders both informally and formally at meetings.

Monitoring and evaluation is an integral part of all program activities

- Anticipated outcomes and outputs, and linkages to broader program goals, outcomes and outputs are clearly defined for all activities;
- M&E is not an 'add-on' to program activities, but an **integral** part of the program's implementation and management - it provides management information that will enable sound decisions about the management and administration of SfEP; and
- it provides a basis for accountability to DFAT and to the GoK.

The program must offer flexibility and simplicity in evaluating outcomes

- The M&E Plan provides flexibility to reflect program activities across many different countries and socio-cultural environments, and also reflects the reality that different methodologies may be required to evaluate different outcomes; and
- The M&E approach must be able to be understood and applied by those with limited expertise in the topic, while still providing comprehensive data for those seeking deeper analyses.

3. SfEP Theory of Change

The M&E system is based on the SfEP Theory of change represented schematically in Annex 1. The program logic illustrates the sequence of elements required to achieve the program's goal and objectives. It sets out the hierarchy of inputs and intended outcomes and outputs including the links to the higher-level intentions of the Australia-Kiribati Partnership for Development.

The program logic, combined with the program structure (design) further allows the development of program objectives against each program component, so that M&E is addressed at four levels:

- **Activities** – the *processes* of SfEP management and support;
- **Outputs** – the tangible *products* of the activities that are within the control of the program to deliver;
- **Intermediate Outcomes**² – the *interim changes* that result from the delivery of outputs that will occur through the ongoing implementation of the program; and
- **End-of-program Outcomes** - the *changes* that result from the intermediate outcomes that are **expected to be achieved by the end of the program.**

4. SfEP Evaluation Questions

Evaluation questions direct M&E activity to provide information along specific lines of enquiry to provide the evidence required to report on the effectiveness or otherwise of program implementation. These questions are informed by DFAT's aid investment rating criteria and are derived from the SfEP Theory of Change to provide a useful and targeted guide for program M&E.

² Outcomes describe an end state, how things are – rather than how they are achieved.

The MC, DFAT, MLHRD, KIT and KIT graduates share responsibility for these questions but it is the responsibility of the MC to report on progress in relation to achieving these. The following indicative list of evaluation questions will be reviewed, refined and sharpened³ by the MC, with stakeholder input, as part of the M&E planning process at inception. To what extent:

Relevance: Relevance to the context

1. Is SfEP still relevant to the Kiribati context?
2. To what extent, and how, have program outcomes been relevant to the needs of stakeholders?
3. Are employers (from all labour markets) satisfied with the quality and relevance of training provided by KIT?

Effectiveness: Achievement of end of program outcomes

4. Has KIT been established as a regionally recognised and registered training organisation?
5. What are the employment outcomes from KIT courses targeted at local, regional and international labour markets?
6. Has the MLHRD been supported to implement evidence-based policy and planning approaches to developing the skills sector, and, is it doing so?
7. To what extent, and how, has the implementation of SfEP been fair and appropriate - has the equity of participation in skills development been increased?

Efficiency: Activity management and VFM

8. Have the Kiribati public and private sectors been more actively engaged in planning for course delivery and labour market intelligence?
9. To what extent, and how, have targeted initiatives increased the participation of women, people with a disability and those isolated from training opportunities by distance at KIT?
10. Are KIT students satisfied with relevant aspects of their training-related and personal experiences?
11. To what extent is the program on track to achieve targets for each objective?

Sustainability: Flow of intended benefits in the future

12. To what extent can KIT staff manage KIT so that it delivers on program outcomes in the future?
13. To what extent is KIT able to fund operations to deliver on program outcomes in the future?

5. M&E Plan

The M&E system will be described in detail in a comprehensive Monitoring and Evaluation Plan, which the MC will prepare within three months of program commencement. The M&E Plan will, with specific reference to each of Components A-D, include:

- Summary of overarching system design;
- Description of all M&E activities and their link to the program design;
- Full description of all data collection methods;

³ It is anticipated that higher order evaluation questions will be complemented by sub-questions that guide approaches to monitoring – these have been included in the indicative MEF at Table 3.1.

- M&E framework, establishing the set of indicators for common reporting (see next section);
- Explanation of data management tools including database system;
- Targets for outcome (and output) indicators;
- Description of analysis and evaluation approaches;
- Strategy/plans for the utilisation of information collected and the findings resulting from analysis;
- Details of planned reporting including report templates or outlines;
- Calendar/ work plan for all M&E activities; and
- Resources schedule showing the resources that support implementation of the M&E system.

The MC will review the M&E Plan as part of each year's annual planning process. An updated version will be released following discussion and agreement on any changes during that review.

6. M&E Framework

An indicative M&E framework (MEF) is provided at Annex 4. This shows the performance indicators that address the key evaluation questions, activity reporting, the relevant data source and disaggregation. The indicative MEF combines indicators for both periodic evaluation and routine monitoring. Learning from predecessor M&E systems in Kiribati requires that the approach to M&E for SfEP makes the distinction between:

- **Monitoring:** the regular collection and analysis of information to provide indicators of progress towards objectives. Includes monitoring inputs, processes (activities), outputs and progress towards outcomes as part of routine monitoring and reporting against activities required as part of MC contractual obligations. Monitoring at this level focus on activity and output reporting through simple metrics that will already exist as part of program implementation.
- **Evaluation:** the assessment of a planned, ongoing or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability as well as testing underlying Theory of Change assumptions. The intent is to make judgements about the merit or worth of an intervention, and to inform program improvements (management) as well as accountability. To this end, the MEF assigns discrete evaluation processes that focus primarily on Intermediate and end-of-program outcomes.

The MC will develop a MEF as part of the overall M&E system, based on a detailed assessment of the information required by stakeholders and the feasibility of data collection activities. As individual M&E activities and data collection are developed there may be additional indicators identified. However, the total number of indicators should be limited, and focused on those that are most meaningful for monitoring and evaluation purposes. It is recommended that as part of this process the MC works with DFAT to convert activity (and output) related indicators into a Performance Assessment Framework (PAF) that is used as a MC performance management system. The MEF will be a comprehensive tool through which to monitor and evaluate program effectiveness and the PAF along with other inputs such as the Annual Plan will be the source of information that feeds into the MEF.

Disaggregation of data provides essential analytical and reporting insights. The definition of the variables by which data will be disaggregated is important to promote clarity about what is being analysed, and consistency in data collection, management, analysis and reporting. All data must be disaggregated by gender and disability. Key disaggregation fields include: age, gender, disability status, disadvantage status, course name, employer type and employer sector.

Whilst some baseline data is readily available from TVETSSP Phase II, the MC will need to establish baseline data for all intermediate and end-of-program outcomes in the MEF within the first three months of

mobilisation, and continue to update these data throughout the program period. This is likely to include working with the MLHRD to determine proxy indicators and baseline values if required.

7. M&E Methods and Tools

Much of the day-to-day monitoring of implementation progress, and the delivery of outputs, will be undertaken through KIT operational and management data. Such data will come from application forms, program plans and administration mechanisms, and KIT reporting of academic outcomes. The program will target qualitative and quantitative M&E tools.

The collection, analysis and reporting of results from specified M&E activities is the responsibility of the MC. At a minimum, the M&E system will include the following elements:

- **Start-of-Course Survey**

For each intake (including for short courses), a start-of-course survey will be deployed to solicit feedback from all newly commencing students to establish their current situation as a reference point for subsequent surveys. Simple information will be sought to understand motivations for application and aspirations post training, to form a useful benchmark from which to assess changed perceptions (or not) later. The start-of-course survey will collect information around the students' pre-training experience with KIT, including the effectiveness of promotions, applications and ultimate selection. Such information will form a useful management tool for refining processes over time.

- **End-of-Course Survey**

End-of-course surveys (for long-term students and short course participants) will seek to gain immediate perceptions of a student's training experience, in particular to assess the quality of training through satisfaction ratings. It will examine the student's perception of employment options, which is particularly useful for long-term KIT graduates who will be surveyed at multiple points longitudinally (start-of-course, end-of-course and tracer survey). Such a mechanism will allow a deeper evaluation of underlying Theory of Change assumptions and transition, particularly at the individual level.

- **Annual Tracer Survey**

The evaluation of outcomes and the evidence of achievement of SfEP objectives will be enhanced through annual tracer studies for long-term KIT graduates. The MC will collect a range of simple data from graduates at 12 months and 24 months after completion of training. Data collected will be relatively limited, designed mainly to track graduates and their employment outcomes, with the focus being to collect quantitative data that can be aggregated over time, and reported simply. This will require the SfEP (through KIT) to maintain up-to-date contact details of graduates.

The results and findings of the tracer study are a valuable component of the overall M&E of SfEP, particularly for evidencing programmatic goals and outcomes and to inform management of strategies to be implemented towards the achievement of these.

- **Employer Case Study**

Selected employers, identified by graduates during the tracer study, will be approached to assess their level of satisfaction with the quality and level of KIT graduates. They will also be asked to rate their perceived level of inclusion (and consultation) in KIT planning processes as well as their thoughts on likely skills gaps or over-supply within a particular sector or job type. The employer survey is likely to be conducted as a qualitative case study, rather than an extensive survey mechanism. It will solicit information from targeted employers, in Kiribati and off-shore, to provide indicative findings that could be further explored through thematic studies.

- **Stakeholder Satisfaction Survey**

All stakeholders will be asked to complete a short questionnaire that will focus on eliciting information about the effectiveness of the management of SfEP and stakeholder perceptions of the value of the program. This will be a simple instrument to be completed either by email or telephone that also will seek to assess stakeholder perceptions around their inclusion in SfEP planning processes, as well as the quality of interaction. Stakeholders will include DFAT, KIT Staff, MLHRD and other supporting Ministries as well as other DFAT donor partners. Satisfaction responses of students, graduates and employers will be included in the End-of-Course survey, Employer Survey and Tracer Survey.

- **Case Studies**

Quantitative data on post-training outcomes provides valuable, although limited insights into those outcomes. It can tell us where graduates are working and what they are doing but cannot inform the nature of their work nor the extent of their contributions. Because the notions of employment, work and contribution are complex in Kiribati, an in-depth qualitative study is more likely to provide the insights that will enable increased understanding of post-training outcomes for KIT graduates and short course participants. Although the focus of case studies is often on good practice, individual case studies should also explore challenges in training experiences – the lines of inquiry for case studies will be drawn from tracer survey analysis.

The MC will develop a detailed case study methodology as part of the M&E Plan. The methodology may involve longitudinal case studies and/or other case study methods, and will provide the basis for exploring the diversity of views on post-training outcomes. Case studies will not be limited to seeking the graduate's own views on their contribution and the value of their training, but will also seek to include other perspectives, such as those of employers, family members, and others, to provide a more comprehensive examination of outcomes.

- **Thematic Studies**

The MC will undertake at least one Annual Thematic Study each year. This annual study, is intended to be small-scale and will respond to a particular issue of concern or interest for the program in any given year. The topic will be chosen by DFAT and the MLHRD as part of the annual planning process, guided by options presented by the MC.

While case studies usually involve individuals or a discrete organisation, thematic studies usually investigate broader issues for a cohort of students or graduates, a priority sector or a target agency. Possible topics for thematic study are:

- Assessing outcomes for graduates that studying in a specific sector/trade;
- investigating a group of students who withdrew or did not complete their study;
- focusing on a specific category of student/graduate such as young women, people with a disability or outer island residents; and
- a most significant change study to explore changes in a workgroup or sector with a (large) group of graduates.

8. Information (Data) Management

Data demand and use (in M&E) will need to take cognizance of the difficulty in maintaining quality and useful databases in Kiribati – not only in terms of administrative capacity, but also in terms of enabling systems and IT. The MC will be required to utilise the existing education management information system (EMIS), Edu Point to support the management of data required for M&E of all aspects of the program. The MC will review Edu Point functionality to ensure it provides standard management records, and to the service indicators identified in the MEF. It is recognised that some adjustments are likely to be needed to Edu Point to reflect some

aspects of the new program. Most of the output information required by the MEF is customarily collected in the course of routine program management activities. Basic information will come from implementation records or reports. Examples of such data include: number of applications received; number of terminations/ withdrawals; course pass rates and uptake of additional support programs through KIT. The MC will need to establish, as part of the M&E plan, a quality assurance process for data collection and storage.

This process should include data spot-checks, secure back up of data regularly, mitigation of risk in a volatile server environment, and the design of interim data management procedures should Edu Point be offline for any extended period (this may include capturing and storing data in other formats, such as spreadsheets).

9. M&E resources

While the monitoring of program implementation activities, outputs and outcomes is a shared responsibility across all staff, the MC will ensure sufficient M&E resources to develop/update and implement the approved Monitoring and Evaluation Plan. This will include inputs from a specialist M&E adviser on a part-time basis, the actual mix of inputs of which will be determined through the procurement and contracting process.

The M&E system includes some reliance on the operational data collected throughout program implementation. As such, administration and management staff are all part of the M&E system through their everyday tasks and the data they collect and manage in Edu Point databases. It will be essential that sufficient database expertise is also reflected in the MC's team, as well as the capacity to oversee quality data entry and consistent application of all M&E processes and procedures.

The M&E Advisor will also be responsible for all evaluation activity and strengthening the SfEP M&E systems to better capture the data required to measure development outcomes through the tools and methods specified.

10. Performance Assessments

As principal funder of SfEP, DFAT will require regular feedback on program performance that will include regular reporting by the MC to DFAT Tarawa Post of progress at implementation, including risk management, financial administration, contract execution, compliance and progress reporting. Such interaction will be supported by additional review as follows:

- **Contractor Performance**

MC performance will be assessed through an annual Partner Performance Assessment (PPA) process using the standard DFAT assessment template. This assessment is made against the following performance criteria: delivery of results; maximising value for money; collaboration communication and responsiveness; policy alignment, risk management and innovation; and effective personnel. This annual performance review will address performance issues and act as a basis for continuous improvement of systems and services. The review will take into account any feedback from the SPAG.

- **Independent Progress Review**

An Independent Progress Review will be undertaken mid-way through implementation (i.e. early-2018). The Progress Review, to be commissioned and funded by DFAT, will consider program progress and MC performance. It will provide advice on ways to improve the impact and/or sustainability of the program for the remainder of its implementation period, and possibly beyond. It will provide an opportunity to review risk and sustainability assessments and management. It will assess the quality and progress in delivery of program outputs and objectives, including pilot activities; assess any issues or problems and their impact; assess the progress made towards achieving sustainable benefits; and identify and document any essential refinements to the program design including staffing and other resourcing issues.

ANNEX 4: MONITORING AND EVALUATION FRAMEWORK (MEF)

(All Indicator data to be disaggregated as appropriate and as required for comprehensive analysis and planning)

PROGRAM GOAL: A more capable, qualified and mobile I-Kiribati workforce

Description	#	Indicator	Source of Data	Timing	Reporting Format
Component A: Increasing the equitable participation of 16-24 year-old man and women in skills development programs					
Component A Objective: To support specific interventions around multiple entry pathways to KIT, institutional strengthening focussing on social inclusion, diversity of courses available for young men and women and improving accessibility for the educationally disadvantaged.					
End-of-Program Outcome A: Increased (equitable) participation of 16-24 year-old women and men in skills programs		Number (#) and % of 16-24 year-old women and men that have completed KIT Certified Training	EMIS Thematic Study	Annually As required	Annual Report Annual Report
Intermediate Outcome A1: Improved access to courses for the disadvantaged, especially women and people with a disability		# and % of women and men that enrol in KIT certified training	EMIS Case Study	Annually As Required	Annual Report Annual Report
Output A1.1: Vocational pathway (bridging course) for disengaged youth		# of women and men that have completed KIT Cert I bridging course.	EMIS Case Study	Annually As Required	PAF Annual Report
Key Activity A1.1.1: Develop a Certificate I bridging course for people who have been disengaged from the education and training sector.	(a)	Bridging course that specifically accommodates the needs of marginalised populations is operationalised	Course Profile	Annually	Annual Report
	(b)	# of KIT Cert I bridging courses offered	EMIS	Annually	PAF
Key Activity A1.1.2: Set targets for participation, based on research.		Targets are set for vocational pathway, and are reviewed at least annually	Annual Plan Thematic Study	Annually As required	PAF Annual Report
	(a)	Child Protection policy in place and managed	SfEP Operations Manual	Annually	PAF
Key Activity A1.1.3: (also relates to A2.4) Develop, implement and audit child protection and working with children policies and provide (accredited) training for staff in policy implementation.	(b)	# of Child protection training events for staff, and capacity building activities completed with partner agencies	KIT Management Reporting	Annually	PAF
	(c)	# of suspected or confirmed incidents of child harm reported	Exception reporting	Immediate	Risk Report (DFAT template)
Output A1.2: Targeted places and funding in courses for women and people with a disability ⁴		# and % of women and people with disability that enrol (and are assigned a targeted place) for KIT training.	EMIS	Annually	PAF
Key Activity A1.2.1: Consult with key stakeholders and set realistic targets for the participation of women and people with a disability by age and course area		Targets are set for course participation for women and people with disability, and are reviewed at least annually	Annual Plan Thematic Study	Annually As required	PAF Annual Report
Output A1.3: Resource and implement targeted support programs for women to access non-traditional trade courses		# and % of women that participate in support programs for women in non-traditional trade courses	Annual Plan Case Study	Annually As required	PAF Annual Report

⁴ Target: Minimum target of 20% places for women in non-traditional trade course areas and 50% in all other course areas

Description	#	Indicator	Source of Data	Timing	Reporting Format
Key Activity A1.3.1: Initiate a range of innovative support programs to help remove barriers to participation and to achieve equity goals.		# of support programs to support women in non-traditional trades designed, approved and offered	Annual Plan	Annually	PAF
Output A1.4: Preparatory foundation and English Language support provided		# of women and men that participate in preparatory foundation and English Language Support	Annual Plan Case Study	Annually As required	PAF Annual Report
Key Activity A1.4.1: Engage with stakeholders for input to develop and implement a new Foundation Program at Certificate I level with employability skills, English language, literacy and numeracy and re-engagement subjects	(a)	Stage 2 KIT Employability Skills Program reviewed and included in Stage 3 Foundation Program	SfEP Inception Plan	Inception Period	PAF
	(b)	Foundation Program that specifically accommodates employability skills operationalised	Course Profile	Annually	Annual Report
Intermediate Outcome A2: Increase student support and services		% of KIT students satisfied with the level and quality of student support and services	End-of-Course Survey	Annually	Annual Report
Output A2.1: Student services centre and Alumni operating effectively		% actual budget directed to Student services and support out of budget forecast for Student services and support the period.	KIT Management Reporting	Annually	Annual Report
Key Activity A2.1.2: Develop and implement a strategy to consolidate and upgrade student services, especially to support women and people with a disability	(a)	Stage 2 KIT student support services reviewed	SfEP Inception Plan	Inception Period	PAF
	(b)	Student services strategy in place and reviewed regularly	KIT Management Reporting	Annually	Annual Report
Key Activity A2.1.3: Establish and maintain a KIT Alumni including APTC graduates	(a)	KIT Alumni Association is constituted	SfEP Inception Plan	Inception Period	PAF
	(b)	Alumni Operational Plan is prepared and implemented	SfEP Inception Plan	Inception Period	PAF
Output A2.2: Engagement and support of Church, Government and non-Government sectors in planning and services to students		% of Stakeholders that are satisfied with their level of inclusion and representation in planning and services to students	Stakeholder satisfaction survey Employer Survey	Mid-Project Annually	Annual Report Annual Report
Key Activity A2.2.1: Initiate and lead the implementation of a community support strategy to target assistance for women and people with a disability		Community support strategy defined, implemented and reviewed regularly with communities to input into KIT social inclusion initiatives	SfEP Inception Plan	Inception	Inception Report
			SfEP Annual Plan	Annually	PAF
Output A2.3: Students with special needs supported		# and % of students that identify themselves as having a special need or disability that are supported by SfEP	EMIS	Annually	PAF
Key Activity A2.3.1: Develop and implement a disability support plan and interventions to assist increase participation in courses for people with a disability		Disability support plan is defined, implemented and reviewed regularly against progress	SfEP Annual Plan	Annually	PAF
Key Activity A2.3.2: Provide appropriate training to staff to skill them in working with people with a disability		# of Disability inclusion training events for staff	EMIS	Annually	PAF
Output A.2.4: Institutional Capacity Building for students, SfEP personnel and program partners in Child Protection completed		Policy and strategies developed and implemented	KIT Management Reporting	Annually	PAF
Key Activity A2.4.1: Develop and implement a Child Protection policy and plan and interventions to ensure compliance		Stakeholder engagement in policy development	KIT Management Reporting	Annually	PAF

Description	#	Indicator	Source of Data	Timing	Reporting Format
Key Activity A2.4.2: Provide appropriate training to staff to advise of appropriate actions for working with children		# of staff trained in WWC strategies and reporting accountabilities	KIT Management Reporting	Annually	PAF

Component B: Increasing the recognition of KIT qualifications and the employability graduates					
Component B Objective: To support specific interventions around three key interrelated areas: (i) providing additional on the job workplace training to complement the formal training undertaken at certificate III level, (ii) providing employment services such as the partnership with an Australian Group Training Organisation to act as an employment intermediary, and (iii) seeking greater involvement of the private sector in labour market advice and promoting alignment of KIT courses with labour market demand.					
End-of-Program Outcome B: Increased employability of KIT graduates	(a)	# and % of KIT graduates that are employed, self-employed or engaged in further study after graduating at KIT	Tracer Study	Annually	Annual Report
	(b)	% of employers that rate KIT graduates as having the necessary skills, experience and attitude to be work ready	Employer Case Study	Annually	Annual Report
Intermediate Outcome B1: Targeted transition to work strategies for students seeking domestic and off-shore employment	(a)	# and % of graduates that participate in WTS	EMIS	Annually	PAF
	(b)	% Satisfaction rate of graduates with WTS program	Tracer Study End-of-Course Survey	Annually Annually	Annual Report Annual Report
Output B1.1: Intensive Workplace Training Scheme (WTS) implemented for priority off-shore employment categories		# and % of WTS intervention out of the number of employment pathways identified as a priority for labour mobility	KIT Management Reporting	Annually	PAF
Key Activity B1.1.1: Establish an intensive workplace training scheme (WTS) for each of the employment pathways identified as a priority for labour mobility ⁵		Number of WTS aligned to stated employment pathways	KIT Management Reporting	Annually	PAF
Key Activity B1.1.2: The WTS is to be an off-site facility, workshop or existing (on-site) workplace where students can gain additional workplace competencies to complement their formal off-the-job training provided at KIT		WTS is established and funded as an off-site facility, workshop or existing (on-site) workplace	KIT Management Reporting	Annually	PAF
Key Activity B1.1.3: Undertake a study to develop similar WTS opportunities for non-trades courses that may have higher participation for women, e.g. in human services		# of additional WTS researched each year	KIT Management Reporting	Annually	PAF
Output B1.2: Business incubators and other business enterprise initiatives in place ⁶		# of KIT graduates participating in Business incubators and other business enterprise initiatives	EMIS	Annually	PAF
Key Activity B1.2.1: Maintain and support existing KIT business incubators, and devise strategy to increase participation.		\$ Value of Annual budget expended to Business incubators and other business enterprise initiatives (Please note: this may also be reported as unit cost per participant)	KIT Management Reporting	Annually	PAF

⁵ Target: For 2016-17 the course areas to be supported by the WTS are Building and Construction, Plumbing (Drainage), Plumbing (Roofing) and Metals (Fabrication, Boiler making and Welding) WTS areas in future years will be determined following labour market analyses in Year 1

⁶ Target: Increase the number of participants by 20 graduates annually (to 30 graduates)

Description	#	Indicator	Source of Data	Timing	Reporting Format
Key Activity B1.2.2: Engage with the private sector for financial and workplace experience support to the current program		# of professional workplace experience opportunities offered to business incubator and other business enterprise participants from the private sector	KIT Management Reporting	Annually	PAF
Key Activity B1.2.3: Engage with the private sector and establish partnerships with the Ministry of Commerce, Industry and Cooperatives and the Kiribati Chamber of Commerce and Industry to create a Business Enterprise Centre within KIT	(a)	Business Enterprise Centre is established and operationalised	KIT Management Reporting	Annually	PAF
	(b)	# and List of formal (written) partnerships as part of Business Enterprise Centre	KIT Management Reporting	Annually	PAF
Intermediate Outcome B2: Labour market studies inform all KIT course offerings		# of courses in the Annual Course profile that are justified by Labour market studies, or adapted annually to address market changes	Course Profile Labour Market demand and analysis	Annually As required	Annual Report Annual Report
Output B2.1: Labour market demand and analysis studies		<i>Labour market demand and analysis studies are prepared annually</i>	<i>SfEP Inception Plan SfEP Annual Plan</i>	<i>Inception Annually</i>	<i>Inception Report PAF</i>
Key Activity B2.1.1: Conduct annual labour market demand study and analysis of domestic, regional and international job opportunities undertaken by a STA working collaboratively with MLHRD		# and distribution of stakeholders consulted as part of the labour market demand study (is representative of the skills market in onshore and offshore)	Labour Market demand study	Annually	PAF
Output B2.2: Labour market MIS (LMIS) developed and implemented through the JSC (and NCCEC)	(a)	<i>LMIS operationalised through JSC</i>	<i>KIT Management Reporting</i>	<i>Annually</i>	<i>PAF</i>
	(b)	<i>Labour markets study STA utilises LMIS as part of Labour Market demand study, and rates its use as satisfactory or higher</i>	<i>Labour Market demand study</i>	<i>Annually</i>	<i>PAF</i>
Key Activity B2.2.1: Scope the functionality for a new labour market management information system (LMIS) for data collection and analysis; implement within the Job Search Centre		LMIS is scoped and confirmed as relevant and appropriate	SfEP Inception Plan	Inception	Inception Report
Key Activity B2.2.2: Establish an operational working partnership between the KIT JSC and the proposed National Career Counselling and Employment Centre (NCCEC)		Partnership agreement between JSC and NCCEC is in place	JSC Management Reporting	Annually	PAF
Key Activity B2.2.3: Develop a web based cost effective LMIS with multiple data entry points (MLHRD and KIT)		LMIS is designed and built and operating to scoping specifications	JSC Management Reporting	Once off	PAF
Output B2.3: Private Sector is actively engaged in KIT planning ⁷		<i># and type of changes to Annual Course profile through consultations with Government, I-Kiribati employers, international employers and industry groups</i>	<i>Course Profile</i>	<i>Annually</i>	<i>Annual Report</i>
Key Activity B2.3.1: Conduct a review of current industry advisory arrangements related to curriculum development and course advisory mechanisms		Review of industry advisory mechanisms for Stage 2 is completed	SfEP Inception Plan	Inception	Inception Report
Key Activity B2.3.2: Implement new approaches to gleaning feedback from key stakeholders, including ministries and the public sector		% stakeholder regular meetings held out of all meetings scheduled (or planned for in rota)	KIT Management Reporting	Annually	PAF

⁷ Target: Establish and/or reconfigure a maximum of three industry committees of which one will be aligned to public sector training demand

Description	#	Indicator	Source of Data	Timing	Reporting Format
Output B2.4: KIT course profile, including short courses		Annual course profile updated	KIT Management Reporting	Annually	PAF
Key Activity B2.4.2: Undertake a facilities utilisation study at the commencement of the program and a business analysis of the cost of courses (qualifications) to be delivered at the Certificate I, II and III levels to set targets of qualifications to be delivered by international RTOs		Average class size (# of people per course)	KIT Management Reporting	Annually	PAF
Key Activity B2.4.3: Develop an annual course profile reflecting demand from the labour markets serviced by the Institute including (i) number of student places per industry and sub-industry area, and (ii) qualification levels and equity targets		# of courses planned in the course profile but not delivered, or delivered and not planned	KIT Management Reporting	Annually	PAF
Key Activity B2.4.4: Implement planning systems and processes to mirror contemporary Australian TAFE best practice, aligned to ASQA planning standards		Course planning systems and processes are rated as compliant through RTO audit (or self-assessment)	RTO Audit (or self-assessment)	Annually	PAF
Intermediate Outcome B3: Employment Services provided to assist access to local and international labour markets	(a)	# people supported that are satisfied with level of support provided to assist access to local and international labour markets, and whilst in local and international employment	Tracer LMIS	Annually Annually	Annual Report PAF
	(b)	# KIT graduates that have been supported to access local and international labour markets	JSC Management Reporting LMIS	Annually Annually	Annual Report PAF
Output B3.1: MOU with Australian Group Training Organisation and service agreement for employment brokerage services		MOU between KIT and an Australian Group Training Organisation (GTO) to assist placing and supporting Certificate III graduates in Australian Jobs at the semi-skilled worker level is in place	SfEP Contracts Register	Annually	PAF
Key Activity B3.1.1: Discussions with proposed GTO partners and develop a model and costing for the services to be provided, allowing for: (i) pastoral care of students, (ii) employer incentives, (iii) residual skills assessment and gap training to meet occupational qualification level, (iv) accommodation and subsistence subsidies, (v) travel and insurances.		GTO model is scoped and designed	JSC Management Reporting	Annually	Annual Report
Output B3.2: Targeting the International Job Market through research and engagement with peak industry groups		# of viable international employment opportunities offered through JSC.	JSC Management Reporting	Annually	Annual Report
Key Activity B3.2.1: Develop a strategy to engage with peak Australian and regional industry and industrial groups, unions to elicit support for labour mobility strategies and initiatives		Regional Pacific and in-Australia engagement strategy scoped and designed	JSC Management Reporting	Annually	PAF
Key Activity B3.2.2: Initiate a strategy for the engagement of employers that employ KIT graduates to seek regular communication on satisfaction and areas of improvement		Regional Pacific and in-Australia engagement strategy implemented	JSC Management Reporting	Annually	PAF
Key Activity B3.2.3: Ongoing consultation with DFAT to promote a strategic approach that considers current and emerging Australian Government visa and immigration policy		# of opportunities that respond to new and emerging Australian Government visa and immigration policy	JSC Management Reporting	Annually	PAF

Description	#	Indicator	Source of Data	Timing	Reporting Format
Key Activity B3.2.4: Work with and support key stakeholders to remove barriers to migration and to seek support from potential employers to host Kiribati workers through the GTO partnership and/or the Seasonal Workers and Northern Australia pilot program		# of people that are supported to apply for Australian government labour/worker programs	JSC Management Reporting	Annually	PAF
Output B3.3: Establish a Job Search Centre (JSC) at KIT in partnership with MLHRD NCCEC	(a)	JSC is established and support labour migration strategies through a shopfront within KIT's new facilities, and is operating productively and collaboratively	JSC Management Reporting	Annually	Annual Report
	(b)	Partnerships with other GoK ministries to cooperate and share resources to deliver job search services are in place	SfEP Contracts Register	Annually	PAF
Key Activity B3.3.1: Establish the KIT Job Search Centre (JSC)		LTA (national or regional) is appointed to establish and manage the centre	SfEP Inception Plan	Inception	Inception Report
Key Activity B3.3.2: Provide career and course information self-help desk support for students.		% Satisfaction rate of students with level and type of career advice and course information received from JSC	End-of-Course Survey Tracer Study	Annually	Annual Report
Output B3.4: Strategies to market KIT domestically and internationally developed and implemented	(a)	# of KIT stories appearing in Kiribati and Pacific Islands media and publications	Media monitoring report	Monthly	PAF
	(b)	# of students that would recommend KIT as a quality training option	End-of-course survey	Annually	Annual Report
Key Activity B3.4.1: Develop and implement an annual marketing and promotional plan to promote the courses and services offered at the Institute and to provide advice to intending students on the availability of special needs support, learning support (such as English)		Marketing and promotional plan is developed	KIT Management Reporting	Annually	PAF
Key Activity B3.4.2: Initiate school visits, industry visits, open days and public career forums and ongoing liaison with KIT's key training providers, public and private sector stakeholders		# of students that identify specific marketing and promotional activities as a motivation to apply to KIT	Start of Course Survey	Annually	Annual Report

Component C: Establishing KIT as a high quality, regionally recognised and registered training organisation					
<i>Component C Objective: To support specific interventions around institutional strengthening to provide quality teaching and learning and regional registration.</i>					
End-of-Program Outcome C: KIT is regionally recognised and registered training organisation.	(a)	# of graduates with an Australian Accredited qualification	EMIS	Annually	Annual Report
	(b)	# of graduates with a Regional KIT Accredited qualification	EMIS	Annually	Annual Report
Intermediate Outcome C1: Effective governance, structure and management of KIT	(a)	% Students satisfaction with KIT governance, structure and management	End-of-course survey	Annually	Annual Report
	(b)	% Staff satisfaction with KIT governance, structure and management	Staff satisfaction survey	Mid-Project	Annual Report
	(c)	% Stakeholder satisfaction with KIT governance, structure and management	Stakeholder satisfaction survey	Mid-Project	Annual Report

Description	#	Indicator	Source of Data	Timing	Reporting Format
Output C1.1: KIT Advisory Council in place		% participation in KIT Advisory council	KIT Advisory Council Attendance Register	Annually	Annual Report
Key Activity C1.1.1: Establish the KIT Advisory Council in line with the EQAP/PQF governance standards as the peak reference group to management. Representation appointed by the		KIT Advisory Council in place	KIT Management Reporting	Annually	PAF
Output C1.2: KIT Management structure in place		% Management Positions that are vacant	KIT Management Reporting	Annually	PAF
Key Activity C1.2.1: Initiate a functional analysis of the current management and senior staff roles and implement the new management structure with roles aligned to the SfEP program objectives		% resourcing against revised KIT organisational structure	KIT Management Reporting	Annually	PAF
Intermediate Outcome C2: Delivering Australian and KIT accredited courses and institutional strengthening	(a)	# of Australian accredited courses / and regionally accredited courses that are delivered	EMIS	Annually	Annual Report
	(b)	# of KIT regionally accredited courses that are delivered	EMIS	Annually	Annual Report
Output C2.1: Skills Development Fund established		Procurement and audit systems developed	SfEP Contracts Register	Annually	PAF
Output C2.2: Service delivery MOU with Australian RTO(s) and APTC in place (includes the operation and management of the Skills Development Fund)	(a)	APTC service delivery MOU in place	SfEP Contracts Register	Annually	PAF
	(b)	Number, scope and LM alignment Australian RTO service delivery MOUs in place and in use	SfEP Contracts Register	Annually	PAF
Key Activity C2.2.1: Certificate III courses to be accredited under the Australian Qualifications Framework (AQF) and the RTOs registered with ASQA or under regional regulatory frameworks	(a)	% of Cert III courses accredited under the Australian Qualifications Framework (AQF)	KIT Management Reporting	Annually	PAF
	(b)	% RTOs with MOU in place that are registered with ASQA or under regional regulatory frameworks	KIT Management Reporting	Annually	PAF
Key Activity C2.2.2: Purchasing of courses and institutional strengthening services in a 'market model'		\$ Value spent on course purchasing	KIT Management Reporting	Annually	PAF
Output C2.3: Regional registration and quality assurance of KIT	(a)	KIT is registered as a regional training services provider	KIT Management Reporting	Annually	Annual Report
	(b)	% compliance with regional quality assurance framework	Regulatory authority audit	As needed	Audit report
Key Activity C2.3.1: Develop and initiate a strategy for KIT to become registered under a regional quality assurance regulator and to develop and deliver its own qualifications		Review of KIT systems and process against regional quality assurance regulator standards	KIT Management Reporting	Year 1	PAF
Key Activity C2.3.2: Undertake a detailed quality audit against ASQA compliance and standards and develop a quality improvement plan to support the RTO process		% compliance with ASQA	ASQA audit	Year 1	Audit report
Key Activity C2.3.3: Undertake an assessment of KIT's progress towards becoming a regionally registered training provider		% compliance with regional quality assurance framework (self-assessment)	KIT Management Reporting	Jun-16	PAF
Output C2.4: Business planning, student records and management systems in place		Education Management Information System (EMIS) is in place and complies with EQAP/PQF standards for planning, monitoring and reporting	KIT Management Reporting	Annually	PAF

Description	#	Indicator	Source of Data	Timing	Reporting Format
Key Activity C2.4.1: Undertake an analysis of business requirements to review the functionality of the EMIS		EMIS system is fully scoped	SfEP Inception Plan	Inception	Inception Report
Key Activity C2.4.2: Review and develop the EMIS		% data score / variation from EMIS data quality check	Data quality spot check	Monthly	PAF
Output C2.5: Institutional strengthening programs implemented to meet Australian and regional delivery standards		Rate of annual change annually in % compliance with ASQA (self-assessment)	KIT Management Reporting	Annually	PAF
Key Activity C2.5.1: KIT management will develop annual QIP plans and procure support for areas of the Institute essential to maintain the integrity, quality and relevance of course delivery and meet all registration compliance standards	(a)	% progress with QIP for Infrastructure and equipment	KIT Management Reporting	Annually	PAF
	(b)	% progress with QIP for Teacher training and industry experience upgrade	KIT Management Reporting	Annually	PAF
	(c)	% progress with QIP for Training and workplace development of support staff	KIT Management Reporting	Annually	PAF
	(d)	% progress with QIP for Business and quality assurance systems	KIT Management Reporting	Annually	PAF
	(e)	% progress with QIP for CBT curriculum and inclusive teaching and learning materials development and review processes	KIT Management Reporting	Annually	PAF
Output C2.6: Priority courses developed with industry support		# of course that are developed with industry support	KIT Management Reporting	Annually	PAF
Key Activity C2.6.1: Develop a CBT based curriculum development capability within KIT to develop and accredit courses to regionally accredited Certificate II level		# and % of courses that are developed and accredited by KIT to regionally accredited Certificate II level	KIT Management Reporting	Annually	PAF
Key Activity C2.6.2: Initiate a strategy to build the capacity of staff to develop curriculum by engaging with industry and community to identify essential learning outcomes and workplace competencies		% employers that rate KIT curriculum (in their field) as providing essential learning outcomes and being relevant to workplace competencies	Employer Case Study	Annually	Annual Report
Key Activity C2.6.3: Initiate staff training in CBT and appropriate quality management systems for the curriculum development approach		# of training interventions provided	KIT Management Reporting	Annually	PAF
Key Activity C2.6.4: Investigate options to purchase commercial learning materials and also to deliver HRD in inclusive learning materials development		# of purchases for commercial learning materials	KIT Management Reporting	Annually	PAF
Output C2.7: Offer short courses on a fee-for-service basis		# of short courses developed and offered and # of people who attend short courses, and \$ value of courses delivered	EMIS	Annually	PAF
Key Activity C2.7.1: Initiate an approach for the management of KIT's short course program		Average % uptake of short course offers	EMIS	Annually	PAF
Key Activity C2.7.2: Investigate opportunities with the GoK and DFAT to re-investing revenue from short course fees back into KIT courses and services		\$ Value and % of fee for service revenue (from short courses) that is retained for KIT courses and services	KIT Management Reporting	Annually	PAF

Component D: Improving the management and coordination of the Kiribati skills sector					
<i>Component D Objective: To support specific interventions managed through a new and innovative Flexible Support Facility (FSF) as an additional modality for the delivery of the SfEP and related activities.</i>					
End-of-Program Outcome D: Improved management and coordination of skills sector.		% Stakeholders that rate an improvement in the management and coordination of the skills sector	Stakeholder satisfaction survey	Mid-Project	Annual Report
Intermediate Outcome D1: Support to MLHRD to improve the management and coordination of the skills sector (provided through the Flexible Support Facility).	(a)	# of specified and non-specified service requests completed by the FSF	FSF Management Reporting	Annually	Annual Report
	(b)	\$ Value services completed by the FSF	FSF Management Reporting	Annually	Annual Report
	(c)	% Stakeholder satisfaction with level and quality of service received through FSF	Stakeholder satisfaction survey	Mid-Project	Annual Report
Output D1.1: <i>Mechanisms to improve the coordination of the skills sector across government and the region</i>		<i># of mechanisms supported that improve coordination of the skills sector</i>	<i>FSF Management Reporting</i>	<i>Annually</i>	<i>PAF</i>
Key Activity D1.1.1: Strengthening for the MLHRD to support inter and intra government coordination through the Flexible Support Facility (FSF)		Strategy to strengthening MLHRD to support inter and intra government coordination is defined, and agreed by MLHRD	FSF Management Reporting	Annually	PAF
Key Activity D1.1.2: Support Visa systems and processes (if opportunities for regional and international labour mobility are realised)		Strategy to support MLHRD to improve Visa systems and processes is defined, and agreed by MLHRD	FSF Management Reporting	Annually	PAF
Key Activity D1.1.3: Support the implementation of the new Northern Australia pilot program and extended seasonal workers program		Strategy to support the implementation of the new Northern Australia pilot program and extended seasonal workers program is defined and agreed by DFAT and MLHRD	FSF Management Reporting	Annually	PAF
Output D1.2: <i>Policy and planning systems implemented to support skills sector development related to KIT</i>		<i>% Stakeholder that rate policy and planning systems as adequate to support skills sector development related to KIT</i>	<i>FSF Management Reporting</i>	<i>Annually</i>	<i>PAF</i>
Key Activity D1.2.1: MLHRD support to internal visa and immigration processing reform	(a)	# of MLHRD consultative workshops related to national TVET systems design that are supported by SfEP	FSF Management Reporting	Annually	PAF
	(b)	# of supportive documentation, including, briefing and options papers prepared by SfEP to assist the MLHRD consultative process	FSF Management Reporting	Annually	PAF
Output D1.3: <i>Limited support for the business systems component of the National Career Counselling and Employment Centre NCCEC</i>		<i># of support interventions provided to NCCEC</i>	<i>FSF Management Reporting</i>	<i>Annually</i>	<i>PAF</i>
Key Activity D1.3.1: MLHRD institutional strengthening (business and labour market information systems to support the ministry's proposed employment placement services)		Strategy to support MLHRD development of business and labour market information systems is defined, and agreed by MLHRD	FSF Management Reporting	Annually	PAF
Key Activity D1.3.2: Annual labour market studies to provide data and information for use by both the NCCEC and JSC		% Stakeholders that confirm use of annual labour market studies in their planning processes	Stakeholder satisfaction survey	Mid-Project	Annual Report
Output D1.4: <i>Successful implementation of other activities implemented through the Flexible Support Facility (FSF)</i>		<i># and outcomes from activities related to EOPO</i>	<i>FSF Management Reporting</i>	<i>Annually</i>	<i>PAF</i>

ANNEX 5: SFEP STAKEHOLDER M&E RESPONSIBILITIES

The table below identifies the major stakeholders involved in Program M&E:

Stakeholders	Role in M&E
Strategic Program Advisory Group (SPAG)	<ul style="list-style-type: none"> ▪ Provides the mechanism for the Australian and Kiribati Governments to monitor and review the performance of the program against contract accountabilities and milestones ▪ Consulted on reports and Annual Plans and risk management approaches ▪ Offer recommendations to improve policy and strategic directions of the program ▪ Vehicle for planning and oversight of initiatives to be implemented under the Flexible Support Facility
KIT Advisory Council⁸	<ul style="list-style-type: none"> ▪ Provide strategic or policy advice to the Institute ▪ Provide (broad) guidance to effectively implement the program activities in line with GoA and GoK policies
DFAT Team at Tarawa Post	<ul style="list-style-type: none"> ▪ Review and monitor Program management and implementation progress in line with the actions and outcomes included in the Program design ▪ Participate in M&E activities including review and consultation processes and workshops ▪ Liaise with Program personnel regarding emerging issues and results with particular relevance for stakeholders ▪ Identify results and lessons applicable to other contexts, and transfer learning from other contexts to SfEP ▪ Report key achievements, best practices and lessons learned from program implementation to DFAT Canberra ▪ Recommend options to improve the program administration and management
Alumni	<ul style="list-style-type: none"> ▪ Participate in KIT M&E activities to assist in optimising graduate's knowledge, skills and networking ▪ Participate in workshops, surveys and case studies ▪ (As invited) participate in and monitor SfEP strategic directions ▪ Provide feedback to improve effective cooperation between alumni, DFAT and the SfEP contractor
KIT (and linked training provider) Students	<ul style="list-style-type: none"> ▪ Participate in survey data being conducted by SfEP/KIT (and DFAT) ▪ Provide feedback to SfEP/KIT personnel on course challenges ▪ Report study progress to SfEP/KIT personnel, as appropriate, during any non-Kiribati based studies or work experience
Group Training Organisation	<ul style="list-style-type: none"> ▪ Develop, agree and monitor a model for GTO services to be provided: (i) pastoral care of students, (ii) employer incentives, (iii) residual skills assessment and gap training to meet occupational qualification level, (iv) accommodation and subsistence subsidies, (v) travel and insurances. ▪ With SfEP regularly review the MOU with KIT to promote its effectiveness in assisting placing and supporting Certificate III graduates in Australian jobs at the semi-skilled worker level.

⁸ As noted in the Investment Design, the KIT Advisory Council will be established in line with the EQAP/PQF governance standards as the peak reference group to the SfEP management team. The MLHRD will appoint the Council members and the Secretary MLHRD will be the Chair. Representation should be drawn from DFAT, MCIC, MWYSA, MoE, NGO/equity groups, and the private sector (appointed chair and a minimum of 25% members). Membership to have minimum 50% women and the Team Leader will be an ex-officio member.

SfEP (Managing) Contractor	<ul style="list-style-type: none"> ▪ Conduct program monitoring and evaluation ▪ Facilitate participation and support by key stakeholders in monitoring and evaluation of the program ▪ Contribute to capacity building and an effective learning environment for stakeholders in M&E, that is responsive to gender equality and social inclusion ▪ Assess and report on KIT student performance ▪ Report on key achievements, best practices and lessons learned from program implementation ▪ Recommend options based on lessons learned to improve the program administration and management ▪ Monitor scholars during their studies – in Kiribati and off-shore - through liaison with individual institutions and students ▪ Analyse emerging or changing GoA and/or regional TVET policies and their implications for SfEP M&E ▪ Ensure accreditation and credentialing of courses at KIT align with Kiribati, Australian and regional authorities ▪ Monitor the activities of the GTO to ensure it is delivering its contracted responsibilities
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ANNEX 6: DETAILED DESCRIPTION OF INVESTMENT INTERVENTIONS/ACTIVITIES

Outputs - Component A	Activities (Minimum Level)
A1.1: Vocational pathway (bridging course) for disengaged youth	Develop a Certificate I bridging course for people who have been disengaged from the education and training sector. This pathway is an access program and young women will be a specific target group. There will be up to 30 places in the first year of the pilot program with selection criteria that does not allow those seeking 'easy entry' to KIT for students who can access the traditional pathway from Senior Secondary School. The course will include employability subjects and support to assist with reengagement in formal education. All Kiribati and Australian Government processes for child protection and working with children are to be implemented and audited.
A1.2: Targeted places and funding in courses for women and people with a disability	During the development of the annual KIT course profile, consult with key stakeholders [A2.2] and set realistic targets for the participation of women and people with a disability by age and course area. As a minimum a notional target of 20% places for women in non-traditional trade course areas and 50% in all other course areas. Targets are to compliment the findings of the annual labour market studies [B2.1] and be monitored and reported in all program performance reports through new KIT business and student record systems [B2.2] and [C2.3].
A1.3: Resource and implement targeted support programs for women to access non-traditional trade courses	To assist in achieving the objectives in [A1.2], a range of innovative support programs are to be introduced to help remove barriers to participation and to achieve equity goals. The Managing Contractor is to include in their proposal a suite of initiatives for implementation with a focus on the first year of the program, learn from experience through reviews and continue to develop support for women to access courses and work placements that potentially lead to employment in building and construction and automotive trades.
A1.4: Preparatory foundation and English language support provided	A new Foundation Program is to be developed at Certificate I level to (i) prepare students for entry to all KIT courses, and/or (ii) to support them during their course of study. The program is to be modular in structure and include employability skills, English language, literacy and numeracy and subjects that enhance re-engagement with education system and preparing people for access to work. The orientation aspects of the program are to be used in preparing graduates for access to the Seasonal Workers Program and the Northern Australian Micro-States Workers Pilot program. The contractor is to undertake a detailed assessment of the scope and outcomes of English language support provided throughout the previous phases of the program (TVETSSP) to guide the SfEP approach. English language programs are to be developed and implemented in accordance with best pedagogical practice and provided through specialist national KIT staff supported by a short-term advisor. The existing KIT Employability Skills Program is to be reviewed in terms of content and delivery approach and included in the new foundation program.
A2.1: Student services centre and Alumni association operating effectively	Existing approaches to the provision of student support services offered at KIT are to be reviewed and a strategy developed for the consolidation and where appropriate upgrading student services that are aligned to the key areas of support they require, especially for women and people with a disability. The focus of support will be on assisting students cope with the daily challenges they face in their study and learning environment however it is not to be a personal counselling service. Career counselling will be provided through the KIT Job Placement Centre supported by the NCCEC when established. A KIT Alumni association is to be established for all graduates (only) of courses offered through KIT, including the APTC Alumni. KIT management will develop an Alumni Operational Plan and provide an annual budget and financial support for meetings and initiatives that are approved by the KIT Advisory Council [C1.1].
A2.2: Engagement and support of Church, Government and non-Government sectors in planning and services to students	The engagement of the community and non-government sectors are essential in providing support to women and people with special needs to assist in their course of study. A community support strategy is to be developed to target assistance for women and people with a disability to provide additional support for students, especially the disadvantaged, the disengaged and people with special needs [A2.3].
A2.3: Students with special needs supported	As a result of the work in [A2.2], a disability support plan is to be developed to enable appropriate strategies and support interventions to be put in place in a proactive way to increase participation in courses for people with a disability. A limited disability support budget will be provided for planned and priorities individual learning support.

<p>A2.4: Institutional Capacity Building for students, SfEP/KIT personnel and program partners in Child Protection completed</p>	<p>Develop and implement SfEP Child Protection Policy and provide appropriate training to staff, KIT students and partners to skill them in understanding and complying with the SfEP Child Protection Policy. Undertake institutional strengthening in Child Protection, after endorsement by the SfEP Strategic Program Advisory Group (SPAG).</p>
<p>Outputs - Component B</p>	<p>Activities (Minimum Level)</p>
<p>B1.1: Intensive Workplace Training Scheme (WTS) implemented for priority off-shore employment categories</p>	<p>Establish an intensive workplace training scheme (WTS) for each of the employment pathways that have been identified as a priority for labour mobility, including the Northern Australia Microstates Workers Pilot, i.e. for the Certificate III pathway provided by international RTOs. [C2.1] and <i>Annex 2: Design Concept Model</i>. For 2016-17 the course areas to be supported by the WTS are Building and Construction, Plumbing (Drainage), Plumbing (Roofing) and Metals (Fabrication, Boiler making and Welding). The WTS is to be an off-site facility, workshop or existing (on-site) workplace where students can gain additional workplace competencies to complement their formal off-the-job training provided at KIT. The essence of this activity is for the students to experience real work situations under the supervision of experienced workplace trainers from Australia for a 3-month period and have workplace training to achieve competencies that form part of the trade course. In the longer term, additional courses may be added to the WTS to cater for non-trades courses that may have higher participation by women, e.g. human services type courses, such as Aged Care or Children's Services. However, however this will be a decision made on the basis of potential employment opportunities regionally and in Australia. The features of the proposal and budget allocation covers: (i) rental of a site for the workplace training, (ii) materials, consumables, tools and equipment, (iii) and on-site covered area classroom, (iv) an STA from Australian or regional industry and a national staff member for on the job labour assistance, and (v) end of program independent skills assessment against Australian Certificate III standards. A prescribed annual cost has been allowed in the program budget for this activity.</p>
<p>B1.2: Business incubators and other business enterprise initiatives in place</p>	<p>KIT has initiated a range of business incubators to assist graduates create and grow local businesses by providing them with a variety of support initiatives and technical services. As at November 2015 there were nine students involved across floor and wall tiling, painting and carpentry with plans for automotive and community services. This program is to continue into the SfEP with targets for another 20 graduates to be involved. The new objective of this activity is to engage with the private sector for financial and workplace experience support and to improve and extend the current business incubators and also establish a Business Enterprise Centre (BEC) within KIT in partnership with the Ministry of Commerce, Industry and Cooperatives and the Kiribati Chamber of Commerce and Industry. All costs are to be met from within the program budget and where possible, generate revenue from services to small business through the BEC.</p>
<p>B2.1: Labour market demand and analysis studies completed</p>	<p>Conduct an initial (immediately on program implementation) and then annual labour market demand study and analysis of domestic, regional and international job opportunities, undertaken by STA working collaboratively with the MLHRD. Identify demand driven skill development priorities for inclusion in KIT annual course profile. A prescribed <u>annual</u> cost has been allowed in the program budget for this activity.</p>
<p>B2.2: Labour market MIS developed and implemented through the JSC (and NCCEC)</p>	<p>Data collection, analysis and use in decision making have been a major gap in the past phases of the program both at KIT and GoK level. The MC is to scope out the functionality for a new labour market management information system (LMIS) to be implemented within the KIT Job Search Centre (JSC). The diagram at <i>Annex 10</i> shows the relationship between the KIT JSC and the proposed National Career Counselling and Employment Centre (NCCEC). The LMIS is to be a basic cost effective web based system with multiple data access points (MLHRD and KIT). The functionality of the system is to be agreed by key stakeholders. A prescribed <u>once off</u> cost has been allowed in the program budget for this activity</p>

<p>B2.3: Private Sector is actively engaged in KIT planning</p>	<p>Conduct a review of current industry advisory arrangements related to curriculum development and course advisory mechanisms and implementation new approaches to gleaning feedback from key stakeholders, including ministries and the public sector. The new KIT Advisory Council will be the main conduit for high level advice governance advice to KIT management which will include significant private sector representation. Establish and/or reconfigure a maximum of three industry committees of which one will be aligned to public sector training demand. The primary role of these groups is to provide labour market intelligence and support domestic employment placement initiatives.</p>
<p>B2.4: KIT course profile reflects labour market demand, including short courses</p>	<p>The target for the number of new student places per year is to be increased from 180 to 200 with the total combined annual teaching load of 400 with classes sizes or 20 for trade courses and 30 for non-trade courses. This target is to be tested against a facilities utilisation study to be undertaken at the commencement of the program and a business analysis of the cost of courses to be delivered at both the Certificate I and II levels. The final delivery targets are to be endorsed by the KIT Advisory Committee. Considering the outcomes from the LMS conducted [B2:1] and utilising the LMIS [B2.2] KIT will develop an annual course profile that reflects the demand from the labour markets serviced by the Institute to promote an evidence based alignment between courses offered and realistic job opportunities. The 'formal' course profile planning process is to be completed by the end of September the year prior to implementation to allow sufficient time for stakeholder consultation. The course profile will detail the number of student places per industry and sub-industry area, qualification levels and equity targets. The KIT Advisory Council will sign off the annual course profile and any updates or amendments to maintain the integrity of the process. The process is to mirror contemporary Australian TAFE best practice aligned to ASQA planning standards.</p>
<p>B3.1: MOU with Australian Group Training Organisation and service agreement for employment brokerage services</p>	<p>Employment is an aspirational goal of the program while employability for offshore employment is its essential feature. To maximise opportunities to place graduates in overseas jobs, KIT will partner with an Australian Group Training Organisation (GTO) to provide specialist services to assist with placements and provide ongoing support to graduates in Australian jobs at the semi-skilled worker level. It is to be noted that while the concept has been tested in theory and in some discussions with GTOs, there is a lot of detail to be worked through before this initiative can be implemented. The first task of the MC will be to undertake discussions with proposed GTO partners and develop a model and costing for inclusion in the bid that will assist in achieving employment for KIT graduates in Australia. DFAT will be an ongoing source of advice for updates on visa issues and the status of the Seasonal Workers Program and the Northern Australia Microstates Workers Pilot program, all of which may have an influence on the final partnership model.</p> <p>A prescribed cost for this activity will be included in the budget, allowing for costs associated with the anticipated options to be included in the partnership agreement including: (i) pastoral care of students, (ii) employer incentives, (iii) residual skills assessment and gap training to meet occupational qualification level, (iv) accommodation and subsistence subsidies, (v) travel and insurances. However, implicit in the budget model is the expectation that the GTO will charge the employer fees under the normal GTO business model. The MC has the discretion to apportion costs against the final partnership model from the global budget allowed for this initiative.</p>
<p>B3.2: Targeting the International Job Market through research and engagement with peak industry groups</p>	<p>The MC is to work with DFAT Tarawa post to develop a strategy to engage with peak Australian and regional industry and industrial groups, unions etc., to elicit support for labour mobility strategies implemented through the program. The MC is to consult with DFAT to develop a strategic approach that reflects other discussions that the Australian Government might be having with these organisations over visa or employment related issues. The objective of this activity to remove barriers to migration and to seek support from potential employers to host Kiribati workers through the GTO partnership and/or the Seasonal Workers and Northern Australia Microstates Workers pilot program.</p>

<p>B3.3: Establish a Job Search Centre (JSC) at KIT and mentoring partnership with MLHRD NCCEC</p>	<p>The establishment of a Job Search Centre (JSC) is an essential initiative of the program to support labour mobility strategies. The JSC's role and partnership relationship with the MLHRD NCCEC and if appropriate other GoK ministries, is detailed at <i>Annex 10</i>. The JSC is to be housed within the new KIT facilities and be created with a shopfront providing ease of admittance, including for people with a disability, to access services. The JSC will be the key link with the partner GTOs in Australia and will facilitate visa arrangements between KIT graduates and destination countries. The JSC will be the repository for the LMIS, career and course information for students and provide self-help desk support for students preparing CVs and job searching through secured computers within the centre. An LTA (national or regional) will manage the centre and create services benchmarked against best regional/international practice. A small prescribed <u>once off</u> cost has been allowed in the program budget for this activity however the majority of funding will be provided through the FSF. On-going operational costs are to be borne by the program budget and special initiatives may also be funded through the FSF.</p>
<p>B3.4: Strategies to market KIT domestically and internationally developed and implemented</p>	<p>The KIT JSC will manage the marketing and promotional activities of the Institute and be supported to develop an annual marketing and promotional plan. The primary objective of this activity is to promote the courses and services on offer at the Institute and to provide advice to intending students on the availability of special needs support, learning support (such as English), study, attendance and discipline requirements, and entry and selection processes. The JSC will also manage school visits, industry visits, open days and public career forums and have ongoing liaison with KIT's key training providers, public and private sector stakeholders. The budget will contain a specific item for the annual marketing and promotional plan and activities and be included in a discrete annual budget for the JSC. Initiate a strategy to market and advocate the program to promote a wider understanding of the goals and benefits of participation.</p>
<p>Outputs - Component C</p>	<p>Activities (Minimum Level)</p>
<p>C1.1: KIT Advisory Council in place</p>	<p>A KIT Advisory Council in line with the EQAP/PQF standards to be established as the peak reference group to KIT management. Representation should be sought from the private sector (appointed chair and min 25% members), MLHRD, MCIC, MWYSA, MoE, DFAT, and NGOs/equity groups. The Team Leader will be the ex-officio member.</p>
<p>C1.2: KIT Management structure in place</p>	<p>A new management structure is to be finalised building on and improving where practicable the proposed changes to roles and functions as provided for MLHRD ministerial approval during December 2015. A proposed organisational structure including new position titles and reporting relationships can be found at Annex 8. The MC is to negotiate the final model and MLHRD funding commitment with key stakeholders.</p>
<p>C2.1: Skills Development Fund established</p>	<p>KIT will manage the procurement of courses and institutional strengthening through a Skills Development Fund (SDF), aligning courses to labour market studies and international labour mobility opportunities. A budget line item of \$4.2 million has been allocated for course development, delivery and related institutional capacity building.</p>
<p>C2.2: Service delivery MOU with Australian and regional RTO(s) and APTC in place</p>	<p>The delivery of certificate III courses accredited under the Australian Qualifications Framework (AQF) will be undertaken by RTOs registered with ASQA. While KIT will have procurement prerogative to purchase courses and institutional strengthening services in a 'market model', a partnership with one or more Australian RTOs will simplify the process. KIT management will decide on appropriate partners following the identification of priority course areas aligned to the outcomes from labour market studies and international labour mobility opportunities.</p>

<p>C2.3: Regional registration and quality assurance of KIT</p>	<p>A hallmark initiative of the program is for KIT to become registered under a regional quality assurance regulator and to develop and deliver its own qualifications. Initial investigations suggest the Fiji Higher Education Commission (FHEC) is an option to explore and to use the Pacific Registrar of Qualifications and Standards (PRQS) which sits within the Pacific Qualifications Framework (PQF) to benchmark KIT qualifications against international standards. The registration of KIT is also to comply with and complement the directions established through the Secretariat of the Pacific Community's (SPC) Educational Quality and Assessment Program (EQAP). The first task of the contractor is to liaise with the organisations mentioned above and undertake an assessment of KIT's progress towards becoming a regionally registered training provider as at June 2016. The MC will then develop a detailed plan to show how this initiative will be progressed in Phase III.</p> <p>KIT efforts to achieve regional RTO registration will be supported by a number of activities including:</p> <ul style="list-style-type: none"> i. Organisational modelling for all aspects of KIT against ASQA standards ii. Quality audits undertaken against ASQA standards for RTO registration and accreditation of KIT courses iii. Quality improvement plans (QIP) developed and implemented informed by the audit findings iv. Quality management system (QMS) implemented v. Registration application to be managed within KIT. <p>A budget for the registration activity including funding for a locally developed and maintained QMS will be included as a <u>once off</u> prescribed cost in the budget. Recurrent costs associated with the maintenance and compliance against the regulatory standards will be absorbed into the overall program budget.</p>
<p>C2.4: Business planning, student records and management systems in place</p>	<p>KIT is moving to become a registered and quality assured training organisation under the EQAP/PQF standards. An essential requirement of registration is to have in place appropriate planning, monitoring and reporting systems, collectively under the banner of an Education Management Information System (EMIS). An analysis of business requirements is to be conducted and used to review the functionality of the current KIT EMIS, Edu Point. Options for further development will be considered by the KIT Advisory Committee and further action to implement will be a KIT management responsibility. A prescribed cost for this activity will be included in the budget.</p>
<p>C2.5: Institutional strengthening programs implemented to meet Australian and regional delivery standards</p>	<p>KIT as a regionally registered RTO will require strengthening support to build and maintain capacity as a legitimate provider of certificate II level qualifications. KIT management will develop annual QIP plans and procure support for areas of the Institute essential to maintain the integrity, quality and relevance of course delivery and meet all registration compliance standards. These include but are not limited to:</p> <ul style="list-style-type: none"> i. Infrastructure and equipment ii. Teacher training and industry experience upgrading iii. Training and workplace development of support staff iv. Business and quality assurance systems v. Competency Based Training (CBT) curriculum and inclusive teaching and learning materials development and review processes <p>An annual 'global budget' will be allowed for this item; however, planned expenditure will be against the QIP endorsed by the KIT Advisory Council.</p>
<p>C2.6: Priority courses developed with industry support</p>	<p>To achieve the objective of aligning course offerings with labour market demand [B2.4] KIT will have a curriculum development capability to develop and accredit courses to regionally accredited Certificate II level. A separate strategy is to be developed and implemented building the capacity of staff to develop curriculum [C2.5(v)] by engaging with industry and community to identify essential learning outcomes and workplace competencies. Staff training in CBT will be a feature of this activity as will developing quality management systems for the curriculum development approach, including reviews and upgrading content. KIT will have the option to purchase commercial learning materials and also to deliver HRD in inclusive learning materials development. The budget for CBT curriculum and learning materials development is included in the budget line for KIT institutional strengthening.</p>

<p>C2.7: Short courses offered on a fee-for-service basis</p>	<p>Short courses are to be treated as a core business of KIT and create an opportunity to develop and deliver courses to meet industry demand on short notice where a full qualification is not required. Delivering “skills sets” or combinations of accredited modules form CBT programs of up to 40 hours’ duration provides an opportunity for income generation which can be reinvested in the program leading to a higher return on investment. At present this opportunity cannot be realised under the GoK’s current approach to managing revenue from its agencies such as KIT and depositing course fees in consolidated revenue. However, DFAT will continue to pursue dialogue on this issue with GoK counterparts and the MC is to investigate all legal options to reinvest revenue from commercial activities. Note that the program will not be managed through the GoK financial system.</p>
<p>Outputs - Component D</p>	<p>Activities (Minimum Level)</p>
<p>D1.1: Mechanisms to improve the coordination of the skills sector across government and the region</p>	<p>The objectives set for KIT to become a regionally registered and respected training provider can only happen with the support of the GoK through its MLHRD. Mobilisation processes must be radically improved if opportunities for regional and international labour mobility are to be realised. The visa demands of the new Northern Australia Microstates Workers pilot program and the Seasonal Worker Program added to the anticipated increase in KIT graduates moving off shore will place significantly additional service demands on an already frail system. The program will target strengthening for the MLHRD to support inter and intra government coordination through agreed activities to be financed through the Flexible Support Facility (FSF) allocation.</p>
<p>D1.2: Policy and planning systems to support skills sector development related to KIT</p>	<p>KIT operates in a small but complex market system that is challenged by a small private sector and limited Ministry developmental success resulting from the previous TVETSSP program. The acute lack of strategic policy covering the TVET system and no apparent plan for its ongoing development creates a significant risk to the project. It is proposed that the Team Leader (TL) will play a principal role, generally, as counterpart to the MLHRD officers who have delegated authority to manage internal reform processes. The TL will facilitate a number of key activities which are complementary to his/her role as the KIT Executive Director, including:</p> <ul style="list-style-type: none"> i. Working in collaboration with key MLHRD personnel to guide the development and conduct of a series of consultative workshops related to national TVET systems design; ii. Development of supportive documentation such as briefing and options papers to assist the consultative process; iii. Support for the drafting of policy documents related to the TVET.
<p>D1.3: Limited support for the business systems component of the National Career Counselling and Employment Centre (NCCEC)</p>	<p>The NCCEC has been detailed in [A2.1] [B2.2] and [B3.3] and the partnership model is provided at <i>Annex 10</i>. The FSF will be the conduit for MLHRD institutional strengthening to develop business systems to support worker mobilisation and labour market information systems to support the ministry’s proposed employment placement services. The annual labour market studies to be managed through KIT will provide data and information for use by both the NCCEC and JSC.</p>
<p>D1.4: Successful implementation of other activities implemented through the Flexible Support Facility (FSF)</p>	<p>For activities directly related to the program EOPOs funded through the FSF (reference process and management at (4.7))</p>

ANNEX 7: COUNTRY AND SECTOR OVERVIEW

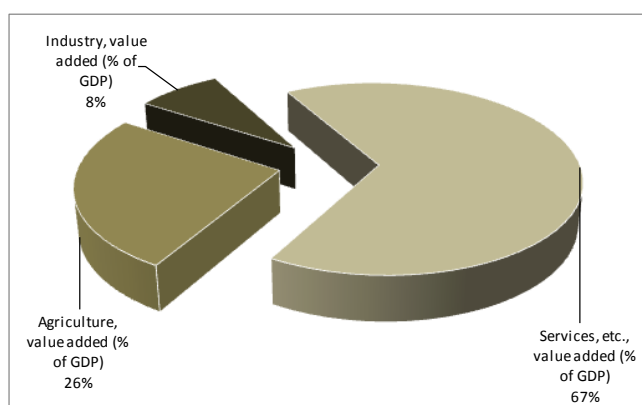
1. Economic environment

Kiribati is one of the most remote and geographically dispersed countries in the world, comprising 33 coral atolls spread over 3.5 million square kilometres of ocean – an area around half the size of Australia. However, only around 2 percent (800 square kilometers) is land area. Significant and unique challenges to growth mean Kiribati will face a future of increased dependency on official development assistance (ODA) currently valued at 43% of gross domestic product (GDP).

Kiribati became independent from the United Kingdom in 1979 and like many of its Pacific neighbours, it has made some development progress over the past 35 years. For example, its citizens' life expectancy has increased, infant mortality rates have declined, and the incidence of infectious diseases are declining. Nevertheless, the nation's economic growth has been well below the global average for developing countries. Small in size, with limited natural resources (including land and freshwater), and narrow-based economies, contributing factors such as large distances to international markets and limited opportunities for commodity production have affected its growth. Its sparse population is scattered across numerous (outer) islands; it is heavily reliant on imports, including basics such as food and fuel, which means that international fluctuations in the prices of such commodities extends its vulnerability. There are limited opportunities for private sector employment, and the increasing likelihood of significant climate change limits the potential for international commitments to sustainable development support.

The Government of Kiribati itself notes, in a nation where the entire country is coastal, rising sea levels are already creating challenges, with people in Kiribati experiencing extensive coastal erosion, not just of the beaches, but also of the land. This is now displacing some people from the traditional house plots they have occupied since the early 1900s, the same people who are losing their coconut trees, papaya trees and other varieties of vegetation they rely upon.⁹ Also in 2014¹⁰, overall GDP was \$US167M, of which exports accounted for only 11%. Inflation is currently 3%, and the country currently has only limited industrial activity, as indicated by the figure below.

Figure 1: GDP contributions



Source: World Bank dataset (<http://databank.worldbank.org/data/>; accessed 29 Sept 2015)

2. Development assistance

For the past three years, total nett ODA has been approximately \$US64M per year.¹¹ Australia is the largest donor to Kiribati, providing \$20.2M in bilateral aid funding 2014-15; and has budgeted for the same amount in

⁹ Refer: <http://www.climate.gov.ki/category/effects/coastal-erosion/>, accessed 30 October 2015

¹⁰ Asian Development Bank Fact Sheet, April 2015 (@ <http://www.adb.org/sites/default/files/publication/27774/kir.pdf>)

¹¹ World Bank, World Development Indicators 2008-2015, accessed 28 September 2015

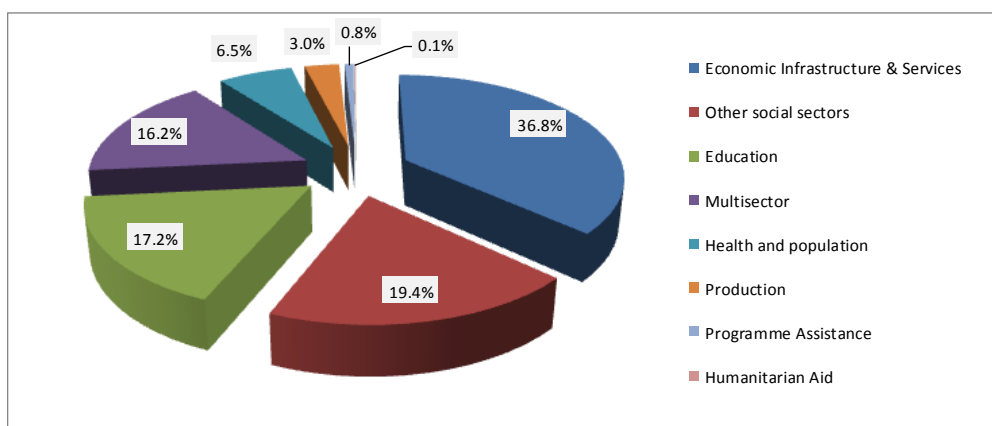
2015-16. Total Australian ODA for Kiribati for 2015-16 (ie. including funding through regional and global programs) is estimated at \$27.2M.¹²

Australian support is based on the Kiribati-Australia Partnership for Development, signed in January 2009. Outcome 2 of the partnership is to “develop workforce skills in areas of industry demand both domestically and abroad to decrease youth unemployment in Tarawa and the outer islands”. At that time (2009), the three activities that were identified for support by DFAT under Outcome 2 included: The Technical and Vocational Education and Training Sector Strengthening Program (TVETSSP), the Kiribati-Australia Nursing Initiative (KANI) and Australia Award Scholarships.

Other significant donor countries include New Zealand (\$US13m), Japan (\$US11m), EU (\$US3m), and Korea (\$US1M)¹³. Taiwan, a non-OECD donor, provides approximately US\$9m per annum.

New Zealand has supported the Marine Training Centre (MTC) in Tarawa for over 40 years.

Figure 2. Bilateral Australian ODA to Kiribati by sector - 2012



Kiribati has shown only limited success in progress towards achieving the Millennium Development Goals. A December 2013 Council for International Development Report indicated that Kiribati was “off track” in attempting to meet Goal 2 (achieve universal primary education); Goal 4 (reduce child mortality); and Goal 6 (combat HIV/AIDs and other diseases) – and was demonstrating only limited success in other areas / goals.¹⁴

3. TVETSSP Phases I and II (2011-2016)

To date, the Government of Kiribati (GoK) and the Government of Australia (GoA) have invested in two phases of the Technical and Vocational Education Training Sector Strengthening Program (TVETSSP) to improve the Technical and Vocational Education and Training sector in Kiribati and to develop workforce skills in Kiribati. The Program represents a substantial component of the partnership between Australia and Kiribati, and is one of four high-level outcomes to be achieved under the Australia-Kiribati Partnership for Development.

Through TVETSSP Phases I and II, the GoK is establishing a demand-driven system that has adopted Australian training standards and qualifications at the Kiribati Institute of Technology (KIT). Phases I and II of the Program sought to develop an integrated TVET sector that is able to meet employer and individual demands for trained people.

TVETSSP was designed in two Phases and commenced in January 2011 with Phase I of eighteen months’ duration. Phase II was a four-year direct continuation of Phase I and will finish on 30 June 2016. A third phase of TVET support (the subject of this Design Document) is planned to commence on the immediate conclusion of Phase II, and will run between July 2016 and December 2019.

¹² DFAT, Overview of Australia’s aid program to Kiribati, <http://dfat.gov.au/geo/kiribati/development-assistance/Pages/development-assistance-in-kiribati.aspx>, accessed 27 September 2015

¹³ Data source: OECD tables, (2011-2012 figures) <http://www.oecd.org/countries/kiribati/recipientcharts.htm#K>; accessed 29 September 2015

¹⁴ Refer: <http://www.cid.org.nz/assets/CID-Resources/Fact-Sheets/FS12.-2014-format.-Pacific-MDGs.pdf> (accessed 30 September 2015)8

4. Kiribati employment and budget allocation

Opportunities for formal employment are extremely limited: in 2010¹⁵, only 16% of the labour force (just over 10,000 people) was employed (10% of the total population). The bulk of employment (60%) is in Government. Excluding those who are employers, own their own business, and or produce goods for sale (12% of labour force), only 1 in 10 in the labour force is employed in the private sector (2010 Census: 60). Many households rely on subsistence fishing in a non-cash economy supported by remittances from family members working abroad.¹⁶

The GoK 2016 budget allocation for the Kiribati Institute of Technology is approximately \$1.2m (TBC), of which the majority is for salaries. However, this budget is significantly higher than in previous years as 2016 will see the transfer of the Kiribati School of Nursing (KSON) to KIT, and with that transfer, some of its budget. Direct revenue of only \$30,000 from KIT course fees is expected in 2016. In comparison, the 2015 GoK budget for the MTC was around \$2.06M, with salaries comprising \$700,000 of that amount.¹⁷

5. Secondary education in Kiribati

While there are a number of Junior Secondary Schools across Kiribati (on most inhabited islands), Senior Secondary Schooling (and thus direct access to tertiary and vocational further studies) is restricted to larger population centres, and is funded by the Government as well as by faith-based organisations. There are 19 senior secondary schools: seven in South Tarawa, one in North Tarawa, two in Abaiang, three in Abemama, one each in Nonouti, Tabiteuea North, Beru and Tabuaeran (in the Phoenix Group) and two in Kiritimati island (in the Line Group). Of the 19 senior secondary schools, three are run by the government and 16 are run privately by different churches.¹⁸ Data from 2008 (the most recent GoK statistics available) indicate that (junior) secondary school enrolment was 86 percent; nevertheless, this represents a reduction from 87 percent in 2007 and 2006, and from 90 per cent in 2005.¹⁹ Between 2008 and 2011, approximately 4,700 students were enrolled in Senior Secondary Schools.

6. Tertiary study opportunities in Kiribati

There are four tertiary institutions in Kiribati: The Marine Training Centre (MTC), the Kiribati Institute of Technology (KIT) including the School of Nursing from 2006, the Kiribati Teachers College (KTC), and the University of the South Pacific (USP) – Tarawa Campus. There is no national university offering full undergraduate or postgraduate degree courses. The Marine Training Centre is the most important source of private sector employment for I-Kiribati, and generates significant foreign exchange earnings, most of which are remitted to Kiribati. More than 2,100 trainees graduated from the MTC between 1984 and 2012. This has created many thousands of jobs with European shipping lines.²⁰ NZ MFAT estimates that there are currently 600-700 I-Kiribati working in international shipping.

7. Regional tertiary study opportunities

Australia Awards in Kiribati comprise the Australia Awards Scholarships (AAS) and Australia Awards Pacific Scholarships (AAPS). The Awards aim to:

- develop capacity and leadership skills so that individuals can contribute to development in their home country
- build people-to-people linkages at the individual, institutional and country levels.

¹⁵ Kiribati Program Poverty Assessment, DFAT, March 2014

¹⁶ UNDP Human Development Index Reports, 2014 data

¹⁷ Kiribati Government 2015 Budget (November 2014), Table 29(b)

¹⁸ Source: *Kiribati Program Poverty Assessment*, DFAT, March 2014, p. 15,16

¹⁹ Source: World Bank databank (accessed 30 September 2015) Note that these percentages refer to the gross enrolment ratio for all junior secondary programmes. The total is the total enrolment in secondary education, regardless of age, expressed as a percentage of the population of official secondary education age. GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition

²⁰ The MTC, established in 1967, provides training for ratings (trainees) to work in deck and engineering positions on international ships. It is the only institution in the Pacific to achieve *White List* status under the Maritime Labour Convention 2006, thus facilitating future employment opportunities for seafarers. (Source: UN Partnerships for SGDs - <https://sustainabledevelopment.un.org/partnership/>)

Australia Awards are intended to assist GoK in meeting its workforce skills targets under the Partnership. Scholarships awarded must be consistent with the national priorities outlined in the Kiribati National Human Resource Development Plan 2012-2015 (NHRDP).²¹ It is estimated that around 650 I-Kiribati have received Australia Awards over the past 20 years.

Responsibility for the administration of Australia Awards in Kiribati lies with Tarawa Post, Suva Post and the Scholarships Section in the DFAT Canberra Office. In Tarawa, the Australia Awards program is managed by two full-time staff, and supervised by the Second Secretary.

International scholarships for I-Kiribati are also offered by the governments of China, Cuba, Germany, India, Japan, Korea, Malaysia, New Zealand, Singapore, Taiwan, Thailand, United States (Fulbright), the UK (Chevening Scholarships) - and by the GoK itself.

8. Gender and Social Inclusion

Despite having had the highest number of women parliamentarians amongst Pacific Forum Island Countries, Kiribati women only accounted for four of the total 46 parliamentary seats (9%). This has now dropped to 4 seats (7%) following the elections held in late 2015-early 2016. At the local government level, there are 10 women councillors, out of a total of 332.²²

A recent (2013) World Health Organisation (WHO) case study of Kiribati indicated that while violence against women fundamentally stems from gender inequality, it is exacerbated by other conditions and structures of daily life of Kiribati women. This challenging cultural framework is demonstrated by the relative values placed on education for boys over girls. And although primary education is universal and well attended by both girls and boys, access to secondary school is limited for both women and men. Moreover, as yet, there is no comprehensive curriculum on the prevention of violence against women.

Through the Pacific Women Shaping Pacific Development program, itself part of a wider regional plan and approach, the GoA is spending approximately \$9.9 million over 10 years on initiatives supporting women's empowerment in Kiribati. The country plan for Kiribati commits approximately \$1.8 million to identified initiatives below:

- (a) Provide training to improve women's leadership and decision-making opportunities;
- (b) Support the identification of improved economic opportunities for rural and urban women;
- (c) Reduce violence against women and expand support services through supporting the implementation of the National Plan to Eliminate Sexual and Gender Based Violence.

9. Development challenges

Small island economies face a range of challenges – particularly those in the Pacific regions. Among those²³ relevant to Kiribati's development challenges are:

- diseconomies of scale in economic activity,
- unbalanced market competition,
- high transport and trading costs,
- a rapidly increasing brain drain (the “best and brightest” are more likely and more able to migrate successfully),
- private capital outflows,
- income levels which are vulnerable to variations in economic, natural and political forces,
- limited natural resource and export diversity,
- vulnerability to natural disasters,
- considerable risk from climate change.

²¹ Refer: <http://www.mfed.gov.ki/publications/kiribati-development-plan-2012-2015>

²² Source: Pacific Women Shaping Pacific Development; Kiribati Country Plan Summary (<https://dfat.gov.au/about-us/publications/Documents/pwspd-kiribati-summary.pdf> ; accessed 30 September 2015)

²³ Identified challenges faced by Kiribati based on analysis of report by Tisdell, C (2009) “Economic Challenges Faced by Small Island Economies: An Overview” in *Economic Theory; Applications and Issues, Working Paper #58*

These challenges were relevant in 2010 when TVETSSP Phase I was designed and its implementation begun; and, if anything, are even more relevant in 2015. The three linked imperatives that guided TVETSSP Phases I and II (and which continue to inform the broad direction of the third phase in the TVET support activity) were described as:

- (a) making more young people more employable at home through skills development;
- (b) increasing labour productivity in both the private and public sectors in Kiribati through skills development;
- (c) making I-Kiribati more employable abroad through internationally recognised vocational skills.

10. Recent reviews by DFAT of Kiribati training sector

Prior to the 2015 Independent Progress Review of TVETSSP Phases I and II, two other DFAT evaluations have been conducted, the first occurring in February 2012; and the second in July 2013. Annual reviews have also been made against the Program's six-monthly progress reports and delivery plans.

The 2015 Review identified a number of achievements for the initial phases of TVETSSP and these are acknowledged below.

- The standard of teaching quality has been raised to recognised international levels. Since 2012, Australian support has enabled 389 young I-Kiribati women and men to graduate from the Kiribati Institute of Technology with internationally recognised qualifications in accounting, business, community services, automotive, electro-technology, carpentry, plumbing, drainage and roofing.
- The KIT-APTC pathway has provided access to Australian certificate III level qualifications.
- Stage 1 of KIT campus redevelopment is on track for completion by the end of 2015. This will help increase the number of places available in KIT courses.
- Industry advisory mechanisms are working well and have helped transition KIT delivery from a supply to a demand led training model. Transition-to-work activities have had some success in achieving employment outcomes domestically.
- Generally, employers find that KIT and APTC graduates have good soft skills, making them worthy employees while recognising further skills development is essential.

The 2015 Review made 10 recommendations for continuing Australian support to TVET in Kiribati – organised under four themes, namely: Strengthening TVETSSP relationships, strengthening planning, (promoting) access and equity; and Research opportunities. This Design responds to those recommendations, and addresses the issues identified in the Review of Phases I and II.

The 2015 Review considered the program's (original) two components:

1. Strengthening the Ministry of Labour and Human Resource Development's (MLHRD) organisational capacity to provide policy, planning, coordination and oversight services to the TVET sector, consistent with mandated functions and budget;
2. Increasing the quality, quantity, scope and equity of training delivered by KIT.

The review noted that the activities associated with *Component 1 TVET Sector Policy, Planning and Oversight* were mostly suspended from June 2014. Exceptions were the continuation of apprenticeship reform (Output 1.2) and the further strengthening of TVET advisory mechanisms (Output 1.4); these outputs are aligned with and directly impact core KIT activities. The suspension of some activities was in part motivated by an apparent urgent requirement for KIT senior management to be strengthened, as no suitable I-Kiribati with the appropriate skills and experience was available to be appointed to the Principal KIT position.

In addition, there was a slowing of progress with other Component 1 activities due to the high turnover of senior MLHRD staff (Secretaries, Deputy Secretaries and Senior Assistant Secretaries) and the frequent and significant international and outer island travel of the same senior management technical staff. The result was a slower pace of progress for TVET reform activities within and beyond the Ministry. (It should be noted however, that some progress has since been made against the delivery of former component 1 outputs.)

While there is evidence that an increased number of quality students are graduating from KIT, there is limited information around employment outcomes under TVETSSP I and II *Component 2, KIT Training Delivery* - although tracer surveys have commenced in 2014. Employment results for APTC pathway students are mixed; for example:

- almost one-half of the Certificate III Automotive are unemployed, and only one-quarter are currently working in an area related to their qualification;
- all 22 students from the first carpentry and construction cohort are employed, with only one working outside their field of study;
- only two of 15 graduates from the second carpentry and construction cohort (2014) are unemployed, with the remainder working in a related occupation – and all are employed locally.

As yet, there is little, if any, formal evidence that KIT graduates have accessed employment opportunities overseas, although anecdotally some are assumed to be living in Pacific Island Countries and in New Zealand, (mainly due to the New Zealand MFAT Pacific Access Category program). Further, the limited employment by KIT graduates regionally should not be seen as a KIT failure; rather it is more likely to be an indication of the restrictive regional visa and employment migration policies.

11. Other donor activities in TVET

Few countries, apart from Australia and New Zealand, provide support to the Tertiary Education sector in Kiribati. As noted earlier, New Zealand has supported the Marine Training Centre since the 1970s and is currently funding construction of buildings to house a new fisheries training department. (Between 1984 and 2012, I-Kiribati seafarers trained at the Marine Training Centre in Tarawa brought in an estimated net \$84 million in foreign income.)

I-Kiribati students continue to complete tertiary qualifications at New Zealand universities, with support from New Zealand MFAT, and usually return to Kiribati and secure employment in their study sector. New Zealand also continues to support Kiribati public servants with in-service training in-country, or in New Zealand.

The International Labour Organisation (ILO) noted that there is a lack of reliable labour market data in Kiribati, as no labour market survey has been conducted. Accordingly, the main source of labour market data is the GoK five-yearly population census. (The most recent census was conducted in 2005; the most recent census was conducted in November 2015, and data from that activity will be some time in coming). Nevertheless, ILO has identified similar labour market issues in Kiribati to those being addressed by Australia (and New Zealand). These issues include:

- the need to explore further employment opportunities for I-Kiribati overseas;
- improving skills development to meet the local and overseas labour market demand;
- improving labour law implementation and industrial relations, including the introduction of an appropriate minimum wage fixing process;
- improving employers' compliance with occupational health and safety requirements; and
- introducing adequate social security.²⁴

The 2010 ILO *Evaluation Summary of Education, Employability and Decent Work for Youth in Pacific Island Countries – Pacific Youth Employment Program* listed a number of regional youth employment activities supported by ILO, at that time; however, none of these were extensive in terms of number of I-Kiribati participating, nor do they seem to have continued operating in more recent years.

12. Private sector engagement

Australia's investments in the Pacific seek to increase opportunities for trade and economic growth through programs focused on trade, investment, private sector development and labour mobility. To achieve this, the Australian Government is partnering with the private sector, other development partners and Pacific Island governments to create economic growth and increased incomes by leveraging the comparative advantages and technical expertise of our partners to deliver high quality programs.

²⁴ Fact sheet on ILO in Kiribati, ILO, 2010, p 1

Some such regional initiatives which include Kiribati, and which have implications for developing a highly-skilled (domestic) Kiribati workforce, include:

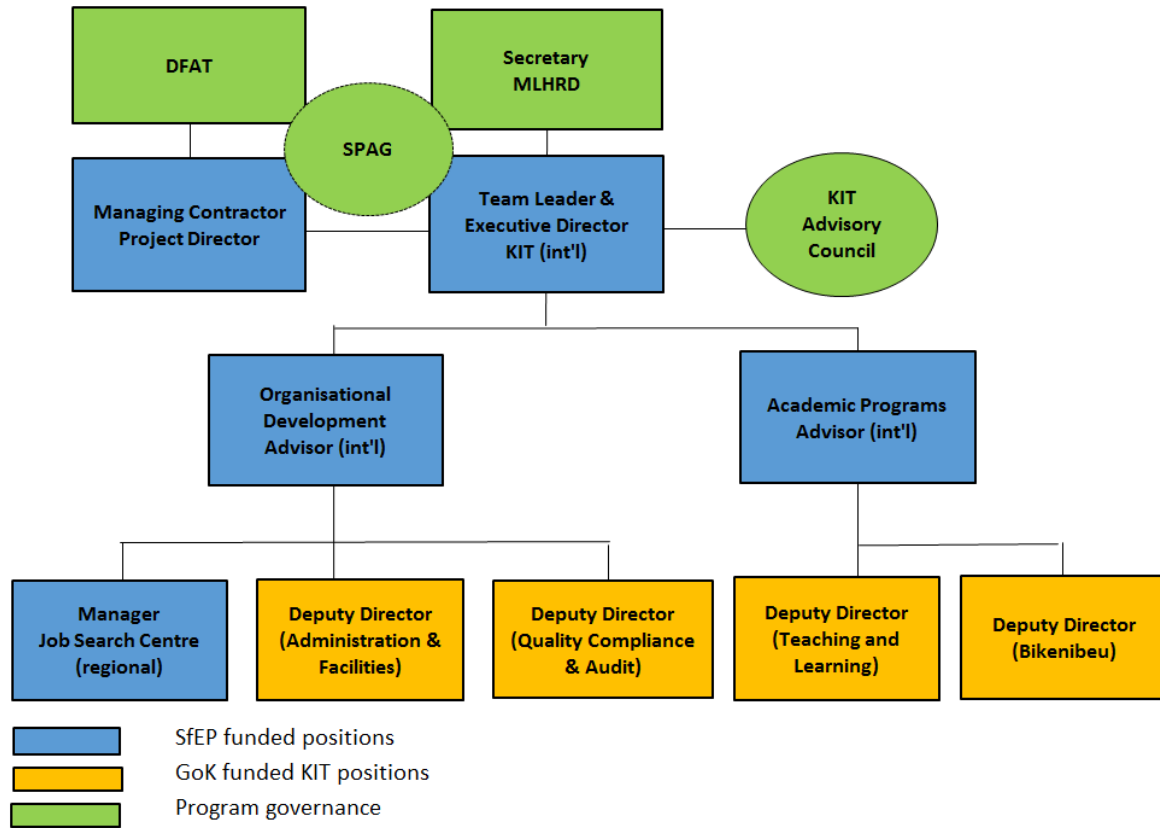
- The \$34M joint ADB, NZ MFAT Pacific Private Sector Development Initiative (PSDI) - a technical assistance facility working to reduce barriers to investment and entrepreneurship that raise transaction costs, discourage investment, and hinder the formation and growth of businesses.
- The \$15M The Pacific Business Investment Facility (PBIF) - a regional technical assistance facility co-financed by Australia and the Asian Development Bank, which aims to help Pacific businesses to access commercial finance for growth, diversification or consolidation.
- The \$20M International Finance Corporation (IFC) Pacific Partnership combines advisory services with investments to generate private sector activity and economic growth in Pacific Island countries, and aimed at transforming the operating environment for the private sector in the Pacific.

As noted previously, the SfEP Program will enhance the formal qualifications of local I-Kiribati so that they are sufficiently skilled and experienced in a range of private sector responsibilities to allow them to support any of the above programs, either in Kiribati, or regionally.

To this end, a new program initiative included in this SfEP design is the Job Search Centre (JSC). The Centre will provide a mechanism to facilitate the transition from study to work, both on and off-shore. The JPC will assist in facilitating visa access and addressing other significant constraints to labour mobility - working in partnership with the Kiribati ministries who have a role in mobilising workers, and an Australia-based group training organisation. In Australia, the group training organisation will be responsible for initially employing the trainee, managing the skills assessment process of visa applicants, arranging skills gap training with a partner RTO and providing pastoral care and other support for the trainee.

The Centre will also provide an effective link to local and regional employers and will support the development of a labour market information management system, linked to any relevant data systems within MLHRD. Existing sector linkages between KIT, MLHRD, and the Australian High Commission through membership of the Kiribati Chamber of Commerce and Industries (KCCI) will be strengthened through collaborative approaches to skilling (short courses) and by enhancing employment options in Kiribati and regionally.

ANNEX 8: ORGANISATIONAL CHART – SfEP-KIT GOVERNANCE AND MANAGEMENT

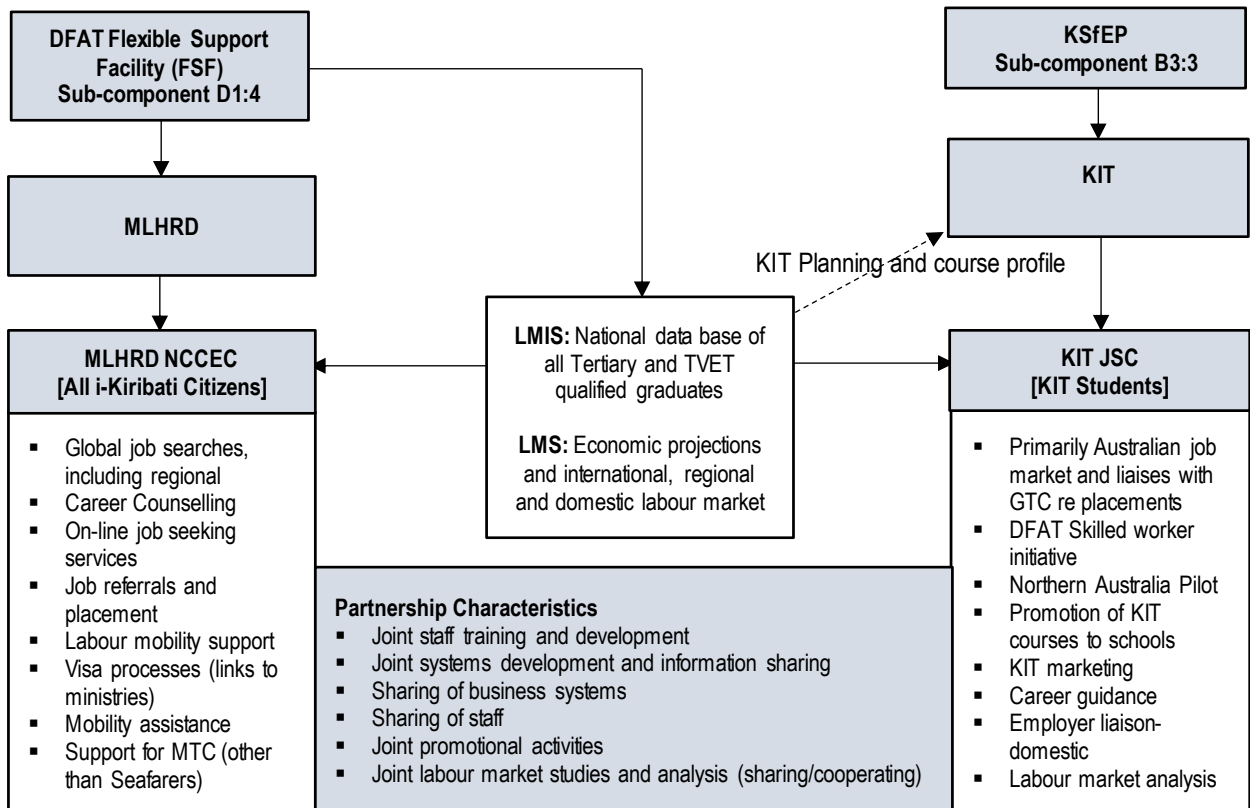


Notes: (1) Chart includes KIT *senior* management roles only, and reflects changes currently being implemented. (2) TVETSSP currently also funds the following locally-engaged positions which are expected to continue under SfEP: Office Manager, Program Officer (Finance and Procurement), Business Incubator Manager.

ANNEX 9: GOK FUNDED POSITIONS 2016 (KIT & KSON COMBINED)

Position	No.	Salary Level
Executive (7)		
Deputy Principal	3	L6-5
Senior Manager Quality Control and Audit	1	L6-5
Executive staff	3	L9-7
Lecturers/Trainers (33)		
Lecturers	12	L11-10/9-7
Trainers	21	L11-10/9-7
Administration and support (23)		
Librarian	1	L12 – 11
IT technician	1	L13 - 12
Library/laboratory assistant and workshop technicians	5	L15 – 13
Accounts	2	L18-15/14-12
Registry clerk	2	L18
Administration Assistant	4	L18 – 15/14/11
Support staff (including cleaners, maintenance, drivers, security)	8	L19 – 18
TOTAL	63	

ANNEX 10: JSC AND NCCEC PARTNERSHIP MODEL



ANNEX 11: RISK REGISTER (including Safeguards Screening Checklist)

	Likelihood	Consequence	Rating
<p>1. Operating environment: What factors in the operational or physical environment (political instability, security, poor governance, lack of essential infrastructure etc.) might impact directly on achieving the objectives?</p>	Unlikely	Major	Moderate
<p>Event/s (what can happen):</p> <ul style="list-style-type: none"> (a) Conflict and/or limited engagement (in terms of program strategic direction, management and M&E) across GoK ministries and agencies (b) Limited “buy-in” from (local) public and private sector partners and counterparts, or not aligned to the program’s priority deliverables (c) Insufficient quality RTOs seek to participate as partners with KIT (d) The GoA holds a different long-term vision of the form/ nature of “migration with dignity” to that of the GoK (e) KIT fails to gain appropriate levels of accreditation for program (f) Physical access may impede participation of PWD (g) The Job Search Centre is not financially viable (h) Limited GoK budget available to support standard / continuing course implementation and facility administration at KIT (i) Limited GoK budget allocated to supporting inclusion of potential program participants from remote Kiribati locations, and women (j) Program governance structures do not accurately represent opportunities for managing Kiribati or Australian outcomes, expectations <p>Source (what can cause the event to occur):</p> <ul style="list-style-type: none"> (a) Lack of clear program governance structures and responsibilities (b) Poor or limited consultation with local Kiribati private sector organisations (c) Lack of interest by or financial incentives for RTOs to participate as KIT partners (d) Poor communication at senior government levels - GoA and GoK (e) Poor internal KIT QA processes (f) Buildings are not designed to cater for PWD (g) There are insufficient jobs to justify the centre (h) Reduced GoK income and/or ODA support (i) Annual budget distribution / allocations (j) Inappropriate structures identified in Program Implementation Plan <p>Impact (what is the impact on the objective if the event occurs):</p> <ul style="list-style-type: none"> (a) Confusion across stakeholders in relation to EOPOs (b) Potential domestic employment opportunities for KIT-trained I-Kiribati reduced (c) Reduced effectiveness of training model (d) Non-cohesive approach to achieving overall program objectives and EOPOs; no “shared vision” for Kiribati’s future (e) Downgraded qualifications which are not competitive in the labour market regionally (f) PWD not fulfilling skills development needs, program not meeting participation targets (g) Expectations are raised about employment outcomes that cannot be achieved (h) Basic KIT facility / operating structures unable to support program initiatives (i) Inequitable training and migration opportunities available to I-Kiribati (j) Differing priorities of stakeholders result in uncoordinated inputs, contributions and energies, resulting in poor VfM 			
<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p>In all negotiations and discussions with GoK senior leaders and the Kiribati private sector, both DFAT and the Program Contractor will need to ensure that clear lines of communications remain a priority – from implementation to program completion. Such clear lines can only be maintained through a commitment to transparency, mutual accountability, and joint contribution. To encourage appropriate institutional involvement, maintain effective quality assurance of accredited course development and delivery and commitment to the development of KIT as an RTO registered to international standards.</p>			

<p>2. Results: How realistic are the objectives and can they be achieved within the timeframe? Are the objectives/results sustainable? Would the failure to achieve the results in the proposed timeframe, or at all, affect the targeted beneficiaries directly?</p>	<p>Unlikely</p>	<p>Moderate</p>	<p>Moderate</p>
<p>Event/s (what can happen):</p> <ul style="list-style-type: none"> (a) Objectives (and EOPOs) may be too ambitious for the extent of partner support, and program budget (b) The GoK likely sees Australia's support for KIT as an on-going, long-term commitment; this may not be possible in the future (c) Australian industry does not recognise the equivalence of Australian qualifications and training provided by KIT and/or other training organisations (d) The program is heavily reliant upon GoA funding; any sustainable program operating independent of external funding is unlikely (e) While the program aim seeks to increase opportunities for I-Kiribati labour mobility and regional employment, individual country visa and training requirements may preclude this objective being achieved to any significant extent (f) The demand for and relevance of the training provided by KIT decreases (g) The Vocational Pathway scheme may be seen / used as a vehicle to offload difficult secondary school students. (h) Participation of women and PWD do not meet target and outcome expectations <p>Source (what can cause the event to occur):</p> <ul style="list-style-type: none"> (a) Lack of understanding by partners of external impacting factors / constraints (b) Lack of clarity of understanding concerning program life by partners; changed DFAT budget allocation for Kiribati or TVET initiatives (c) Inability of KIT programs / courses to achieve qualification authority/ies' accreditation (d) Reduced DFAT budget allocation for Kiribati, pacific regional, and/or TVET initiatives (e) Inflexible Australian, New Zealand and other Pacific Region country visa policies; unaligned qualification standards in different countries; opposition to labour mobility by Australian/ NZ trade unions (f) Poor program management and KIT professional standards (g) Teachers challenged in managing difficult secondary students (h) Low take up rates due to lack of marketing and targeted support <p>Impact (what is the impact on the objective if the event occurs):</p> <ul style="list-style-type: none"> (a) Poor public diplomacy outcomes for DFAT; unmet expectations by GoK and individual KIT program students (b) Potential GoA-GoK diplomatic conflict; reduced long-term relocation options for future, young I-Kiribati (c) Significant reduction in non-domestic employment opportunities for I-Kiribati (d) Program would be significantly curtailed; quality of teaching and administration at KIT would be reduced, with a subsequent reduction in the apparent (and real) perceptions of the quality of KIT graduates (e) Increased urgency for implementing other measures to address challenges created by climate change (f) Any reduced KIT course demand and/ or course relevance will impact program reputation (See # 5 below) (g) Poor quality students entering the pathways program (h) Lack of employment opportunities for women and PWD and little chance of improved economic and social benefits from training 			
<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p>While the program is likely to meet its primary results and outcomes - in building the capacity of KIT and MLHRD personnel, and creating successive cohorts of appropriately skilled young I-Kiribati people, with domestic or regionally marketable skills – the longer term “vision” of the program to increase labour mobility of KIT graduates is unlikely to be achieved until such time as regional governments resolve the currently restrictive labour market visa regulations. The inherent challenges in expecting the Program to operate as a guaranteed “conduit” to off-shore employment need to be clearly communicated. Specific and targeted strategies are to be funded and implemented to improve participation and study opportunities for women and PWD. To discourage the use of the pathways program by schools / systems to disengage with challenging students at secondary level, realistic local scholarships and related incentives will be necessary to manage this risk.</p>			

<p>3. Safeguards (see the checklist below): Do any of the activities involved in this investment have the potential to cause harm relative to safeguard issues (child protection, displacement and resettlement and environmental protection)?</p>	<p>Unlikely</p>	<p>Moderate</p>	<p>Moderate</p>
<p>Event/s (what can happen):</p> <ul style="list-style-type: none"> (a) Child protection: In any activity involving children and adolescents (0-18), there is potential for inappropriate relationships with children. In this program, many of the clients of KIT, and of the proposed bridging program after JSS will be younger than 18. (b) Displacement and resettlement: <i>The program has not identified any issues associated with displacement and resettlement, for which safe guards are required.</i> (c) Environmental protection: The investment may support and/or contribute to the construction/renovation of KIT facilities. In any situation, involving such infrastructure activities an environmental risk will always exist. <p>Source (what can cause the event to occur):</p> <ul style="list-style-type: none"> (a) Child protection: Some program personnel will have contact with children (estimated ages 14-18), either continuing (through classes and lectures), or periodic (through program assessments and reviews, and in undertaking the activities of the JPC) (b) Displacement and resettlement: <i>Not relevant</i> (c) Environmental protection: Non-adherence by participating construction / renovation organisations to national environmental standards or requirements <p>Impact (what is the impact on the objective if the event occurs):</p> <ul style="list-style-type: none"> (a) Child protection: Potential for criminal charges to be laid against program personnel contravening child protection legislation and values; potential legal challenges against Program contractor for failing duty of care responsibilities (b) Displacement and resettlement: <i>Not relevant</i> (c) Environmental protection: Potential for legal or civil action to be taken against Program contractor and/or DFAT 			
<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p><i>Child protection:</i> DFAT and the Program contractor will ensure that all personnel are fully aware of their legal and moral responsibilities concerning child protection, and that they sign the appropriate disclosure document/s; <i>Environmental protection:</i> Program management will be required to keep DFAT informed of any infrastructure activity that requires an EIA (or similar) and that the results of any such Assessment are communicated to DFAT in a timely manner.</p>			
<p>4. Fraud/Fiduciary: Are there any significant weaknesses which mean funds may not be used for intended purposes, not properly accounted for or do not achieve value for money? (Fraud Control and Anti-Corruption Strategies and Assessments of National Systems will assist in identifying significant risks.)</p>	<p>Rare</p>	<p>Moderate</p>	<p>Moderate</p>
<p>Event/s (what can happen):</p> <ul style="list-style-type: none"> (a) Expenditure over-run – monthly, annual or whole-of-program (b) Deliberate fraud by individual program team members (c) Budget underspend against planned expenditure schedule (d) Program outcomes do not represent Value-for-Money <p>Source (what can cause the event to occur):</p> <ul style="list-style-type: none"> (a) Poor expenditure scheduling, inappropriate and/or dishonest procurement processes (b) Poor program management by senior team members and Program management / Contractor representative (c) Poor expenditure scheduling; unrealistic expectations of monthly/ annual expenditure requirements and targets; imprecise financial reporting to DFAT by Program management (d) Poor procurement processes; individual team member corruption <p>Impact (what is the impact on the objective if the event occurs):</p> <ul style="list-style-type: none"> (a) Need for unexpected budget realignment and/or unplanned expenditure reductions (b) Legal action required by Program contractor and/or DFAT and /or GoK (c) The potential for under-spend to be allocated to other sector/ regional programs is not possible (d) Inappropriate use of Australian Government and taxpayers' funds, resulting in reduced likelihood of similar (or follow-on) activities being funded by GoA and/or partner governments 			

<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p>DFAT can expect the Management Contractor to impose appropriate fiduciary management and control processes, with regular reporting of expenditure and transparent VfM discussions provided throughout the life of the Program.</p>			
<p>5. Reputation: Could any of the risks, if they eventuated, cause damage to DFAT’s reputation? Could any aspect of implementation damage bilateral relations?</p>	<p>Unlikely</p>	<p>Moderate</p>	<p>Moderate</p>
<p>Event/s (what can happen):</p> <p><i>Many of the risks identified above in Sections 1-4, if occurring, would have a significant impact on the reputation of DFAT – in Australia, Kiribati and regionally; their sources, impacts, and mitigation treatments are also discussed above.</i></p> <p>(a) Failure to maintain quality of KIT course delivery (b) Failure to maintain (or increase) number of skilled KIT graduates (c) Failure to provide an appropriate level of training which would allow competent KIT graduates to seek domestic or regional employment</p> <p>Source (what can cause the event to occur):</p> <p><i>Sources are discussed above.</i></p> <p>(a) Poor quality teaching and resource availability and use; ineffective curriculum and institution management structures at KIT (b) Poor quality teaching and institutional management (c) Inappropriate curriculum development and evaluation strategies</p> <p>Impact (what is the impact on the objective if the event occurs):</p> <p><i>Sources are discussed above.</i></p> <p>(a) Poor quality teaching and resource availability and use; poor management structures at KIT (b) Limited post-course employment options; courses do not meet local or regional employment needs (c) KIT graduates perceived domestically and regionally as under-skilled.</p>			
<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p>It will be important that DFAT at Post remain “connected” to the Program, from initiation. By requiring regular, coherent and succinct reporting, DFAT will be able to monitor and potential or emerging reputational risks – to GoA, GoK or the program itself.</p>			
<p>6. Partner relations: Could a relationship breakdown occur with key partners/stakeholders and would this prevent the objectives/results from being achieved? Does the intended partner (if known) have the capacity to manage the risks involved with this investment? Could differing risk appetites affect the relationship?</p>	<p>Unlikely</p>	<p>Major</p>	<p>Moderate</p>
<p>Event/s (what can happen):</p> <p>(a) Limited understanding by GoK and Kiribati private sector / communities leading to disagreement between GoK and GoA in relation to the overall outcomes sought from the program (e.g. Guaranteed Australian recognised qualification (GoK) VS Skills acquired at KIT which increase employability of I-Kiribati (GoA)) (b) KIT dissatisfaction with RTO partners’ delivery and services</p> <p>Source (what can cause the event to occur):</p> <p>(a) Poor or irregular communications by Program management and DFAT – Post and Canberra (b) Limited understanding of RTO roles, and inappropriate contacts / agreements / MoUs</p> <p>Impact (what is the impact on the objective if the event occurs):</p> <p>(a) Likelihood of program termination, and limited opportunities for follow-on activities; negative international publicity for Australia / DFAT (b) Poor quality course delivery, unacceptable/ unacceptable qualifications</p>			
<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p><i>(As noted above in Section 5):</i> It will be important that DFAT at Post remain “connected” to the Program, from initiation. By requiring regular, coherent and succinct reporting, DFAT will be able to monitor and potential or emerging reputational risks – to GoA, GoK or the program itself.</p>			

<p>7. (a) Other: Are there any other factors specific to this investment that would present a risk (e.g. this is a new area of activity or it is an innovative approach), including potential opportunities? If yes, please describe and rate the risk.</p>	Possible	Moderate	High
<p>Event/s (what can happen):</p> <p>With regards to the design and implementation of the Flexible Support Facility (FSF):</p> <ul style="list-style-type: none"> (a) Opposition to change in the way some staff at Post will work (responsibilities will become less administrative, and more strategic) – with reduced DFAT involvement in aid delivery processes and “details” (b) Post concern with necessary increased reliance on the capabilities of the head managing contractor, including monitoring and managing their performance capabilities (c) Limited access to necessary and relevant initiative reporting <i>without direct involvement</i> in project implementation detail and delivery (d) Partner opposition to the recalibration of the relationships with and expectations of strategic partners - to reflect changed roles and profiles (e) Transition to consolidated approaches (through the planned FSF) may disrupt current investments, relationships and outcomes, especially if managed poorly or too quickly. <p>Source (what can cause the event to occur):</p> <ul style="list-style-type: none"> (a) Lack of role clarity in initial planning and implementation stages; unwillingness to move away from traditional, known/ comfortable roles (b) Lack of confidence in contractor appointed (c) (As above) Lack of confidence in contractor appointed, and in contractor reporting processes (d) Limited communication / negotiations with partners and counterparts (e) Poorly designed Facility, exacerbated by non-responsive negotiations with other program personnel, contractors and partners <p>Impact (what is the impact on the objective if the event occurs):</p> <ul style="list-style-type: none"> (a) Confused strategic direction setting; poor VFM outcomes for Post and Contractor (b) Role confusion; reduced Vfm outcomes (c) Lack of strategic direction-setting and adjustment based on lessons learned; non-responsive relationship between contractor and DFAT (d) Reduced GoK and other partner involvement in, and support for, a coordinated program (e) Unmet outputs and outcomes from individual programs / initiatives, and from Facility as a whole. 			
<p>Mitigation – what (if known) can DFAT do to decrease the likelihood and/or consequence of the risk?</p> <p>There will need to be early and very clear communication by DFAT of any GoK, and other partner organisations, and/or contractors likely to be impacted by the proposed implementation of the FSF. These transparent communication and negotiations required may have to take place over an extended period, progressively, as responsibility for managing the range of related education, training and related services move from individual contractors to the single facility contractor. Prior to this being done, however, a more thorough cost-benefit analysis of the impact of each potential initiative transfer to the proposed facility will be necessary.</p>			
Overall Risk Rating:			Low risk

Safeguards Screening Checklist	Yes	No	Not Sure
Child protection			
1.1 Did the outcome of the child protection risk context assessment indicate a full assessment is required?			
1.2 Is the investment likely to involve contact with or access to children (0-18 years old) due to the nature of the activity or the working environment?			
1.3 Will the investment involve personnel working with children?			
Displacement and resettlement			
2.1 Does the investment involve construction on: exclusion from: or repurposing of land that is occupied, accessed to generate livelihoods or of cultural or traditional importance?			
2.2 Does the investment's success depend on other development activities that may involve construction on; exclusion from; or repurposing of land that is occupied, accessed to generate livelihoods; or of cultural or traditional importance?			
2.3 Does the investment involve planning for, advising on or designing the economic or physical displacement of people to make way for infrastructure development, disaster risk reduction or exclusion of the local population from land accessed to generate livelihoods?			
Environment			
3.1 Will the investment support any of the following: <ul style="list-style-type: none"> • medium to large-scale infrastructure such as roads, bridges, railways, ports, infrastructure for energy generation; or • development of irrigation and drainage, diversion of water; or • land clearing, intensification of land use; or • hazardous materials and wastes; or • activity in mining, energy, forestry, fisheries, water supply, urban development, transport, tourism or manufacturing sectors? 			
3.2 Will the investment support any of the following: <ul style="list-style-type: none"> • small to medium scale infrastructure such as localised water supply and/or sanitation infrastructure; irrigation and drainage; rural electrification, rural roads; or • construction/renovation/refurbishment/demolition of any building for example: schools, hospitals or public buildings; or • localised use of natural resources, including small-scale water diversion, agriculture, or other types of land-use change? 			
3.3 Will the investment contribute to, directly or indirectly, or facilitate, activities such as those listed above, including through: <ul style="list-style-type: none"> • trust funds, procurement facilities; or • co-financing contributions; or • support for planning, change to regulatory frameworks, technical advice, training or; • applied research? 			
3.4 Has an environmental review of the proposed investment already been, or will be completed by an implementing partner or donor?			
3.5 Does this investment need to meet any national environmental standards or requirements?			

ANNEX 12: INTERNATIONAL MIGRATION OPTIONS FOR I-KIRIBATI

The Program Logic identifies four end of program outcomes (EOPOs):

- Increased (equitable) participation of 16-24 year-old women and men in skills programs
- Increased employability of KIT graduates
- KIT is regionally recognised and registered training organisation
- Improved management and coordination of skills sector.

While the second of these EOPOs seeks, in the long term, to support the Government of Kiribati's 'migration with dignity' objectives, and the achievement of the first and third EOPOs will also lead to the achievement of the second Outcome, the often conflicting and constraining employment visa conditions of potential receiving countries are likely to create challenges.

Among these challenges are the following:

- ***Limits on numbers of visas made available by potential destination countries***

Currently I-Kiribati are "guaranteed" that 75 of their country's families will be allowed to migrate annually (and permanently) to New Zealand, under its Pacific Access Category. While other countries offer the *potential* for gaining a visa, provided a number of usually quite stringent skill, sponsorship and health requirements are met, the 75 places offered by New Zealand remain the only opportunities for I-Kiribati, whether highly skilled or unskilled, to migrate to a country where the impacts of overpopulation and climate change are not likely to threaten their lives and livelihoods.

Australia's new pilot program for workers from Pacific microstates will offer 250 places over 5 years, but I-Kiribati will compete against Nauruans and Tuvaluans to work in Northern Australia. If successful, these visa holders must return to their birth country after two years unless they are extended for a final third year; there is no permanency offered. This pilot provides a good opportunity to test the effectiveness and value of such a program, and the level of interest or otherwise by I-Kiribati and other microstates people in participating in such a scheme. The success of this pilot program will rely heavily upon the acceptance by potential applicants of a temporary rather than a permanent visa, and their willingness to work in rural or remote locations. Equally significant is the ability of the GoK to manage the process from their end and the willingness of Australian employers to engage I-Kiribati in work placements.

Nevertheless, the 75 guaranteed places provided by New Zealand, and the (proportion of the) 250 temporary visas to be offered by Australia represent at least a reasonably well-defined number of places – certainly a stronger commitment than the indeterminate number of places available in the region (PNG and Fiji) and in a traditionally "welcoming" destination country such as Canada.

- ***Sponsorship***

Sponsorship of a potential migrant, whether by a business (or family member already residing in a country), is a further but severely limited option for some I-Kiribati. In most cases, a potential migrant must have received a confirmed job offer from his/her prospective employer –and that offer of employment must often be in a narrow range of sectors or occupations. For the majority of potential I-Kiribati migrants to Australia or New Zealand, access to such employer sponsorship is very limited. Nevertheless, the relationships that the Maritime Training College (MTC) has built over many years with European (and to a lesser extent New Zealand) maritime industry employers have provided continuing employment for some skilled I-Kiribati.

Australia's Seasonal Worker Program (SWP) allows employers in certain industries (mostly agriculture) who can't meet their seasonal labour needs with local jobseekers to sponsor Pacific workers, including from Kiribati. Participation in the SWP by i-Kiribati workers has to date been low. While the cap on numbers was recently lifted, this is unlikely to result in a significantly high demand for semi-skilled agricultural workers from Kiribati, as most other Pacific states have greater and more highly valued horticulture skills and experience. However, SWP visas for i-Kiribati workers can be granted for 9 months, rather than the standard 6 months, which may help improve their attractiveness to certain employers.

- ***Temporary versus permanent opportunities***

While a number of visa classes from Australia, New Zealand and regional countries offer permanent residency if an applicant is successful in his/ her application, many are for a limited period only – from six months to four years. The challenges and expense in preparing and submitting a visa application are well beyond the financial resources of almost all I-Kiribati, and of most other Pacific Islanders. Furthermore, undertaking an often complex process without any assurance of permanent residency in a destination country is unlikely to attract many applicants whether skilled or unskilled.

- ***Challenging visa processes, often ambiguous***

Unless a potential applicant has had a reasonable period of secondary-level education and a working knowledge of government agencies and processes, the demands of completing a visa application will often dissuade all but the most determined. In itself, this is not a negative aspect of the environment, as it encourages realistic expectations and a reasonable level of awareness and intuition on the part of potential migrants; however, such challenging processes and requirements do present the risk of a destination country “losing” the benefits of a worthwhile and contributing citizen.

- ***Acceptable skills and appropriate qualifications***

While all of the above factors create challenges in encouraging / managing migration from Kiribati to preferred destination countries, for I-Kiribati, the most significant challenge to “migration with dignity” is in their limited skills, qualifications and employment experience (apart from the maritime sector). With, until the past few years, a poorly-operating Institute of Technology, and until recently (November 2015) a small offering by USP mainly in foundation and preparatory programs, access to tertiary-level education has not been possible for most I-Kiribati school leavers, and/or for those who have left school prior to completing senior secondary studies. Almost all visas require some demonstrable qualification, and where possible, evidence of a period of work experience. It is this major challenge that the SfEP initiative seeks to resolve.

This table²⁵ summarises the current visa requirements of selected potential destination countries (data is current as at 1 November 2015):

	VISA TYPE / NAME	SPECIFIC SKILL(S) REQUIRED	SPONSOR REQUIRED	VISA LENGTH	NOTES
AUSTRALIA	Temporary Work (Skilled) visa (subclass 457)	From CSOL List	By approved business	Four (4) years	
	Skilled-Independent visa (subclass 189)	From CSOL List	No - point-based test	Permanent	
	Superyacht Crew visa (subclass 488)	Superyacht crewing	Yes	Twelve (12) months	
	Employer Nomination Scheme visa (subclass 186)	From CSOL List	Yes - by approved Australian employer	Indefinite	
	Skilled Nominated visa (subclass 190)	From CSOL List	Nominated by state or federal government	Permanent	
	Regional Sponsored Migration Scheme visa (subclass 187)	From CSOL List	Nominated by employer or government	Permanent	Work in regional Australia
	Skilled-Regional (Provisional) visa (subclass 489)	From CSOL List	Nominated by government or sponsored by family living in regional area	Four (4) years	Work in regional Australia
	Special Program visa (subclass 416) <i>Only available to citizens of Timor-Leste, Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu or Vanuatu</i>	No formal skill test identified, but sponsor application needs to demonstrate skills; Horticulture, tourism (accommodation), sugar cane farming, cotton farming or aquaculture.	Invited to apply by approved sponsor, Government agency can assist: (Kiribati: Ministry of Labour and Human Resource Development (MLHRD))	Up to six (6) months; extended to 9 months for I-Kiribati	"Limited locations" for all areas except horticulture;
NEW ZEALAND	Pacific Access Category <i>Only available to Fiji, Kiribati, Tuvalu or Tonga; (up to 75 places for Kiribati citizens)</i>	Evidence of 30+ hours employment offer	Annual lottery - from April annually	Permanent	One application only per family
	Recognised Seasonal Employer (RSE) Category	Horticulture and viticulture work	Must have job offer from approved employer	Citizens of Tuvalu or Kiribati are granted <i>nine-month</i> visas	
	Supplementary Seasonal Employment (SSE)	Horticulture and viticulture work	Must have job offer from approved employer	Six (6) months	Currently Central Otago;

²⁵ This version of the Visa Table prepared by the design team includes only Australia, New Zealand, PNG, Fiji, and Canada - as they are perceived to be the countries which could offer appropriate visa or migration opportunities for I-Kiribati. Collated visa requirement data for other potential recipient countries globally, particularly in Asia, are available if required.

	VISA TYPE / NAME	SPECIFIC SKILL(S) REQUIRED	SPONSOR REQUIRED	VISA LENGTH	NOTES
	Canterbury rebuild (Essential Skills work visa?)	Some Construction skills for Canterbury earthquake rebuilding (limited for current KIT courses)			Canterbury
	Long Term Skills Shortage List (LTSSL) Visa	As determined by needs		30 months	
	Employment as foreign crew on a fishing vessel	Fishing crew - must show experience qualifies for the visa	Sponsored by employer	Twelve (1)2 months	
PNG	Work Permit	As a general rule, non-citizen employees should possess a degree or other tertiary qualification relevant to their field of employment. Applicants should also demonstrate appropriate work experience (at least 3-5 years) in order to qualify for a work permit.		Short term or long term options	
FIJI	Work Permit for Non-Citizen Skilled Contracted Workers	As determined by needs; Prior approval from professional bodies / industry groups needed for some jobs; Permit issued to specific job at specific company - cannot change workplace		Three (3) years	
	Short Term Work Permit	Where "expertise is urgently needed ... to work in Fiji "		Six (6) months	
CANADA (National)	Work Permit Temporary	Pre-arranged job and employer may need to get a Labour Market Impact Assessment (LMIA) to hire applicant.		Temporary	Outside Quebec
	Canadian Caregivers Program	Completion of high school, and at least 6 months training or 12 months' work experience as a care-giver.	A prearranged job with contract, and for that employer to have completed a Labour Market Impact Assessment (LMIA)	Temporary but leads to two (2) pathways of permanent residence	All areas outside of Quebec
	Skilled immigrants (Express Entry) <i>Federal Skilled Worker, Federal Skilled Trades, and Canadian Experience Class now fall under this newly named visa</i>	Skill Level B — technical jobs and skilled trades.	Point system followed by an invitation to apply and offer of employment by an employer who must prove necessity of hiring a foreign worker.	Permanent	All areas outside Quebec
	Federal Skilled Worker Program	As above	Point system followed by an invitation to apply and offer of employment by an employer who must prove necessity of hiring a foreign worker.	Permanent	All areas outside Quebec

	VISA TYPE / NAME	SPECIFIC SKILL(S) REQUIRED	SPONSOR REQUIRED	VISA LENGTH	NOTES
	Federal Skilled Trades Program	Skill Level B — technical jobs and skilled trades: must have at least two years of full-time work experience KIT-relevant skill areas include: Major Group 72, industrial, electrical and construction trades; Major Group 73, maintenance and equipment operation trades. Must have a full-time job offer for min. of one (1) year		Permanent	All areas outside Quebec
Nova Scotia	Nominee Program - Skilled Worker	An employer can only hire foreign workers for positions they have been unable to fill with permanent residents or Canadian citizens.		Permanent	Nova Scotia
Quebec	Temporary worker - low-paid Post	Low payed care work (Requirements: "successful completion, in the field of employment, vocational training full time at least six months in a vocational school. OR high school for 11 years and work experience in the area of care")	Must have pre-arranged work to successfully receive visa and get a Certificate of Acceptance of Quebec (CAQ)	Temporary	Quebec
Saskatchewan	International Skilled Worker Category	Category B - as above; ("high demand" jobs not listed)	Sponsored by employer or qualified in a high demand job depending on the needs of Saskatchewan	Permanent	Saskatchewan
Yukon	Skilled Worker Category	(Category B - as above); Employer sponsored	Employer sponsored	Permanent	Yukon

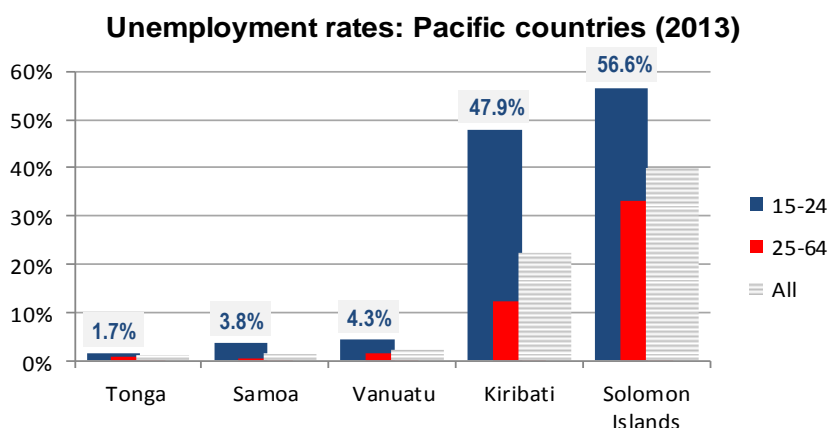
ANNEX 13: LABOUR MARKET ENVIRONMENTS – KIRIBATI, AND REGIONALLY

*Compared with most Asian economies, the Pacific island economies have performed poorly over the past two decades. Slow economic growth, coupled with rapid population growth, has resulted in large-scale unemployment and underemployment, which in turn is contributing to poverty and social instability. How to provide all people in the Pacific with a secure, productive and sustainable livelihood that meets their aspirations is perhaps the greatest challenge facing the Pacific region today.*²⁶

This assessment, now seven years old, reminds development practitioners and Pacific watchers of a challenge associated with large scale unemployment and under-employment in the Pacific. Realistic, sustainable and dignified labour mobility opportunities are required to help address this challenge. Australia and New Zealand, as the two “most-developed” countries economically in the region are logical receiving nations for any labour mobility program.

Both countries have been very generous over many decades in providing extensive funding, expertise, and collaborative partnerships to improve the health and education of Pacific peoples; and more recently, the focus has moved reasonably successfully to building the tertiary level skills of Pacific Islanders, at the professional, skilled and semi-skilled levels – through a range of DFAT and NZMFAT programs. Further, the opportunity for Pacific Islanders to travel to both countries for work or for family reasons, has increased recently with the introduction of a wider range of visa policies and categories.

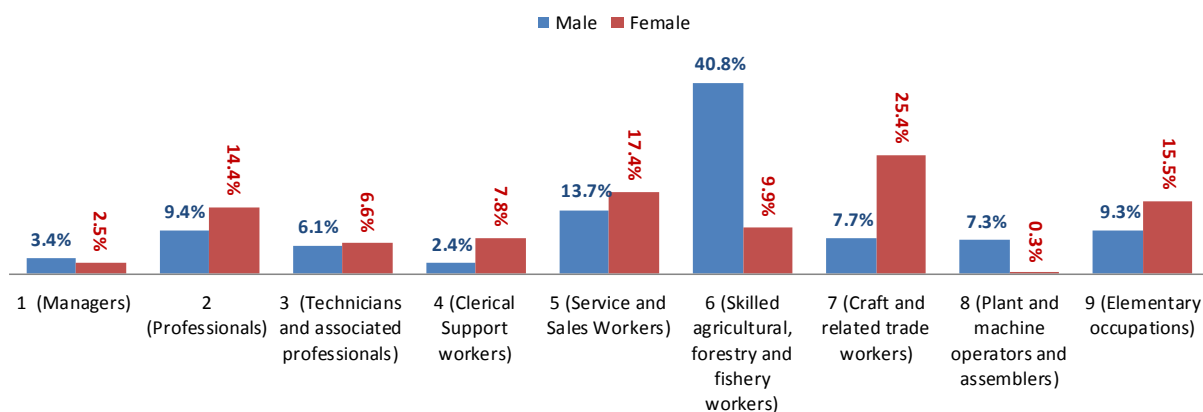
However, without an appropriate set of “marketable” skills, the prospects for Kiribati and other Pacific Islanders to find useful and skilled work within Kiribati, and/or to travel to Australia, New Zealand or elsewhere for either permanent or temporary employment, are severely limited. Unfortunately, unemployment in Kiribati is extremely high, and almost equals that of the Solomon Islands – particularly in the SfEP target age range of 16-24.



To assess the Kiribati labour market environment more closely, the chart below classifies jobs according to major groups as defined in the International Standard Classification of Occupations (ISCO). There are 10 ISCO classifications; nine (9) are shown below, as #10 (Armed Services) does not apply to Kiribati. The raw data itself, from which the graph below has been created, has been sourced from the International Labour Office (ILO) on-line database - as at November 2015.

²⁶ Duncan, R and Voigt-Graf, C; “Labour Market Scenarios for the Asian Decent Work Decade in the Pacific Island Countries”; *ILO Asia-Pacific Working Paper Series*; June 2008

Employment of I-Kiribati (in-country) by ILO job categorisation



However, improving domestic in-Kiribati employment opportunities is only a part of the challenge to be addressed. The support of the Australian and New Zealand governments in seeking to identify and support regional job opportunities for I-Kiribati is encouraging, although the objectives of any labour mobility program must be shared by communities, unions, and public servants in receiving countries as collective contributors to a realistic and sustainable solution.

For many individuals and unions, the potential for introducing skilled or semi-skilled international workers *from any country* is disquieting. In times of relative nationwide wealth and high employment, these concerns are usually minimal; however, when there is an economic downturn and (overall) increases in unemployment, these individual and group concerns become much more important – and the perceptions about their potential impact, whether correct or not, increases.

For this reason, the state of the labour market in prospective worker receiving countries becomes a significant issue to be considered when making decisions about allowing and/or encouraging workers from other countries entry, on either a temporary or a permanent basis.

Equally important, however, are the skills, qualifications and experience of those potential immigrant workers; the SfEP initiative (and before that, TVETSSP) is an effective mechanism to provide workers travelling to other countries in the region with the necessary capacity to find and retain productive employment.

SfEP is based on a market-driven model: only by developing *needed* skills in destination countries will a long-term resolution to intraregional worker flow be possible. A starting point must involve regular and continuing assessments of the nature of the labour markets in potential receiving countries, and identification of where and how “imported” skills are most likely to be valued and sought after, by governments, employers and communities.

A key component of SfEP is the Job Search Centre (JSC), which will have responsibility for tracking and analysing labour market trends regionally, and subsequently advising KIT on the most appropriate courses to meet those market needs.

In proposing the most appropriate training options / modes for young Pacific peoples, Morris²⁷ identifies five key outcomes in the *Skilling Youth in the Pacific* program design. Although all five are relevant for SfEP, two in particular resonate with the proposed role of the JSC: *Labour market analysis* (must be) embedded in institutional planning (=relevance); and *Graduate skills* (must) align with workplace needs (=quality).

To establish a broad “benchmark” of current labour gaps regionally, the data which follow present overviews of the labour markets situations in three potential receiving countries: New Zealand, Australia and Canada, using data which is as current as possible.

It should be noted, however, that while there is usually some level of comparability across the fields, categories and statistical methods used by individual countries and global organisations to record and analyse employment

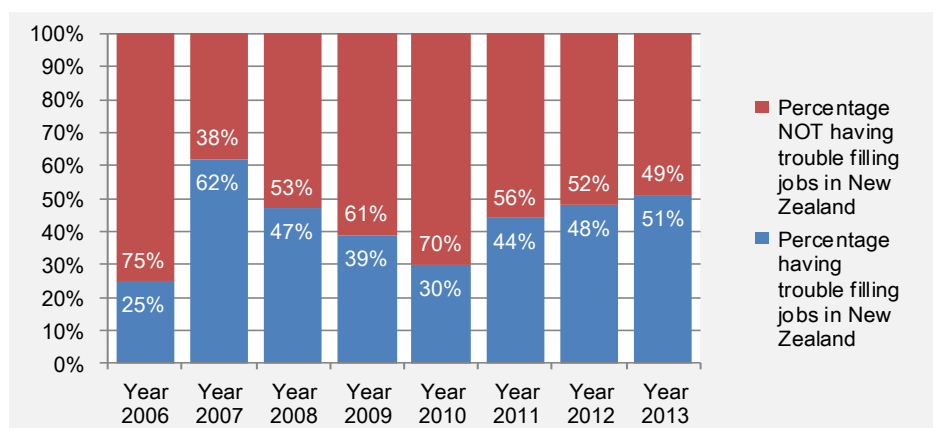
²⁷ Morris, P; *Skilling Youth in the Pacific Program Design*, DFAT, 2014

data, by necessity, some of the following data summaries are presented using disparate indicators and/or measures; this has been necessary to present the most current data available.²⁸

The first set of tables and graphs below identify the job categories that employers in New Zealand, Australia and Canada, each of which are likely destination countries for KIT graduates, had most trouble filling in 2013²⁹. The accompanying graphs for each country illustrate changing (overall) job filling challenges between 2006 and 2013. However, it is important to note that the employment environment, certainly for Australia, has changed significantly since 2013.

New Zealand

Jobs that employers were having most trouble filling (in order) in 2013 in New Zealand	
1	Engineers
2	Sales Representatives
3	IT Staff
4	Skilled Trades
5	Executive Management
6	Technicians
7	Accounting and Finance Staff
8	Customer Service Reps
9	Machinists / Machinery Operators
10	Supervisors

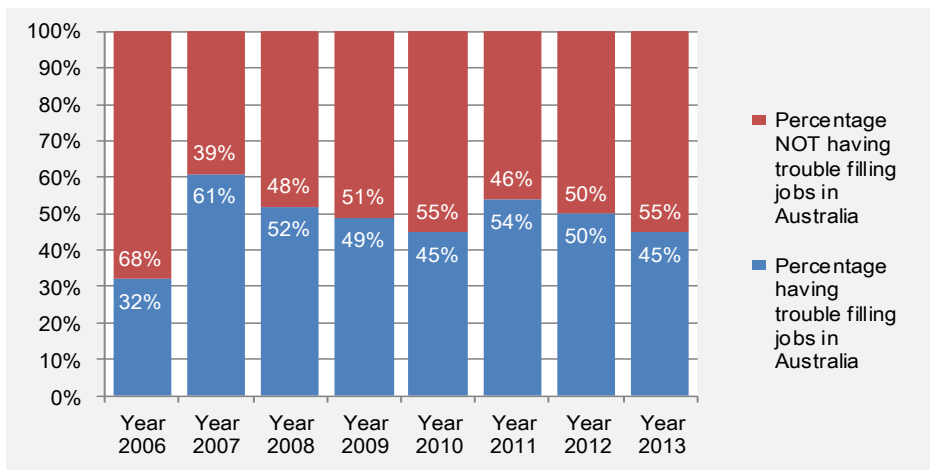


Australia

Jobs that employers were having most trouble filling (in order) in 2013 in Australia	
1	Skilled Trades
2	Engineers
3	Sales Representatives
4	Executive Management
5	Accounting and Finance Staff
6	IT Staff
7	Technicians
8	Labourers
9	Machinists / Machinery Operators
10	Doctors and other non-Nursing Health Professionals

²⁸ National data on labour force participation rates may not be comparable owing to differences in concepts and methodologies. The single most important factor affecting data comparability is the data source. Labour force data obtained from population censuses are often based on a restricted number of questions on the economic characteristics of individuals, with little possibility of probing. The resulting data, therefore, are generally not consistent with corresponding labour force survey data and may vary considerably from one country to another; ILO, 2015

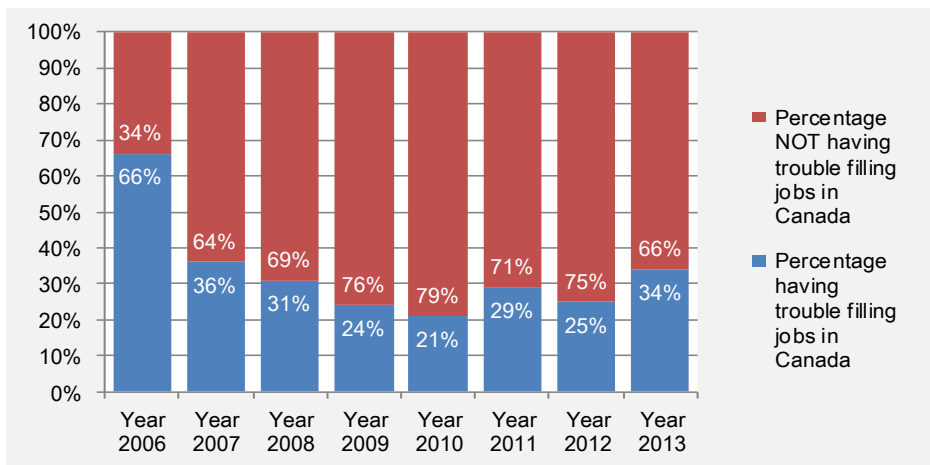
²⁹ The data used to create the graphs and tables was sourced from the 2013 Talent Shortage Survey Research Results, Manpower, Sydney, 2014



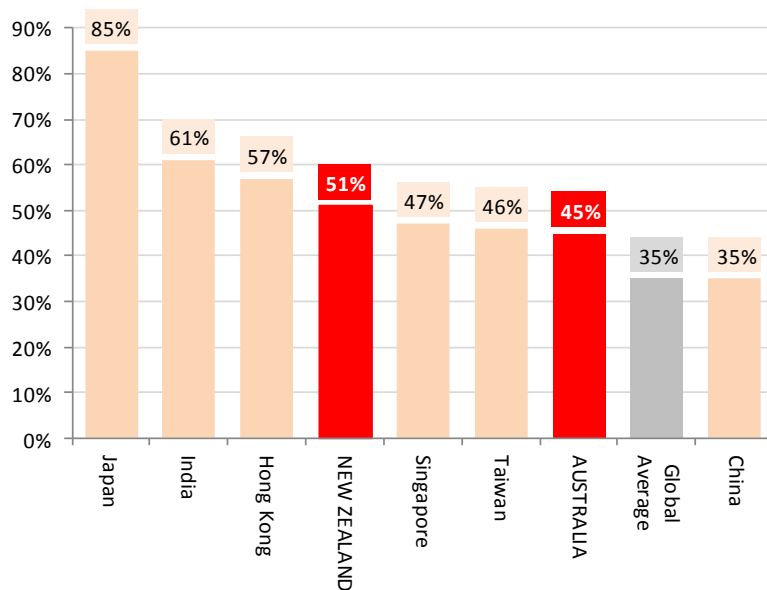
Canada

Jobs that employers were having most trouble filling (in order) in 2013 in Canada

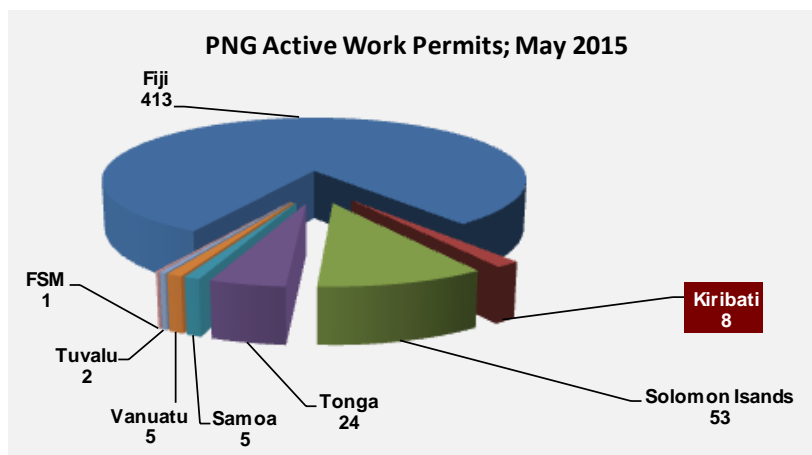
1	Skilled Trades
2	Engineers
3	Executive Management
4	Sales Representatives
5	Technicians
6	Drivers
7	Accounting and Finance Staff
8	IT Staff
9	Teachers
10	Labourers



And while admittedly of limited value only (in that the breadth of the region/s the data covers, and the understandably wide range of job types included in the analysis), the graph below demonstrates the comparative proportions of employers having trouble filling jobs in the Asia-Pacific area. Its main value is that the data do indicate the relatively high level of job *vacancy filling challenges* faced by Australian (45%) and New Zealand (51%) employers - when compared with the global average (2013 data). Given this, one might assume that both Australia and New Zealand offered job seekers a “sellers’ market” at the time; however, the data provided in the Manpower Report does not allow sufficient disaggregation to determine if the vacancies at that time were (and/or continue to be) in the jobs and sectors in which I-Kiribati are being trained at KIT (and APTC).



In other Pacific regional countries, the potential for employing qualified, skilled and experienced I-Kiribati does not appear to be extensive. At May 2015, only eight (8) I-Kiribati citizens held current work permits for Papua New Guinea, compared, for example, with more than 400 Fijian Nationals (around 83% of all Pacific country work permits granted in Papua New Guinea).



As Voigt-Graf notes: "... many Technical and Vocational Education and Training (TVET) systems in the region are not regarded as being of high quality, and consequently there seems to be a perception among employers in PNG that the workplace skills and competencies of Pacific islanders are not of the same high quality as those of workers from some other labour-source countries."³¹ As she also notes, the lack of a Pacific Qualifications Framework also means that qualifications are neither directly comparable, nor compatible across Pacific island countries.

It is unlikely, therefore, that Papua New Guinea will be able to offer many employment opportunities for skilled or semi-skilled I-Kiribati. Fiji is also renowned for its tough immigration requirements and so does not offer a substantial market for KIT graduates; and although Canada – nationally and in individual provinces – provides some flexible options for semi-skilled aged health care workers (*e.g. Canadian Caregivers Program*), the most likely immigration with dignity employment options for I-Kiribati are likely to be those offered by its nearest Pacific neighbours – Australia and New Zealand.

³⁰ Voigt-Graf, C, Why are so few Pacific islanders working in PNG?, in DevpolicyBlog; Devt Policy Centre, quoting DLIR (PNG) Statistics at May 2015

³¹ Ibid

The above data offers a very broad summary of labour markets in some Pacific countries. To develop useful benchmarks against which SfEP's job search activities can be assessed further and more detailed employment sector data is essential. These data are available from the Australian and New Zealand Governments, and, updated on a regular basis, can provide accurate baseline data for the regular SfEP requirement for labour market data and analysis.

Australia

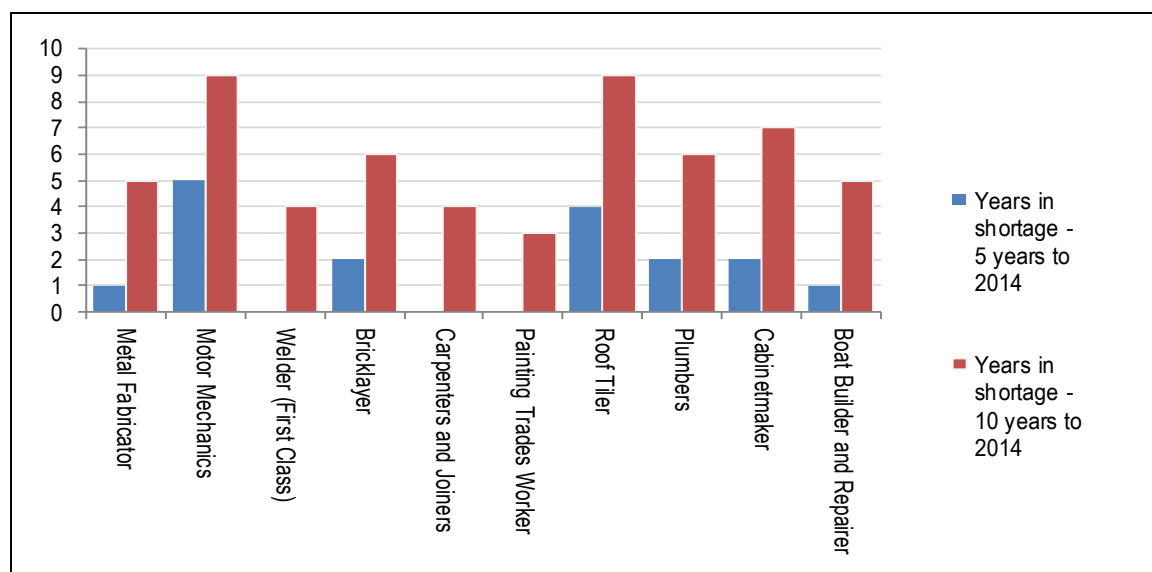
The (Australian) Department of Employment (DoE) carries out and reports on extensive research concerning skill shortages in the Australian labour market. The research results provide information about job and sector shortages at the state, territory and/or national level.

Using DoE data, the table below indicates the (reducing) range of employment shortages in Australia for skilled and semi-skilled workers, since 2000. (Note that only those DoE employment categories that have relevance for current or planned KIT courses are listed in the table below – using data extracted from the broader information available.)³²

ANZSCO title	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Motor Mechanics															
Metal Fabricator															
Welder (First Class)															
Bricklayer															
Carpenters and Joiners															
Painting Trades Worker															
Roof Tiler															
Plumbers															
Cabinetmaker															
Boat Builder and Repairer															

As can be noted from the above table, the *potential* opportunities for KIT graduates to secure employment in Australia—within the training sectors generally offered in Kiribati—have been reducing significantly since 2008.

Further, by comparing selected job sector labour shortages over five years to 2014, with labour shortages over ten years to 2014, the recent trend towards fewer labour shortages becomes even more apparent.



³² Data extracted from Indicative Department of Employment Skill Shortage Ratings - 1986 to 2014, GoA, 2015

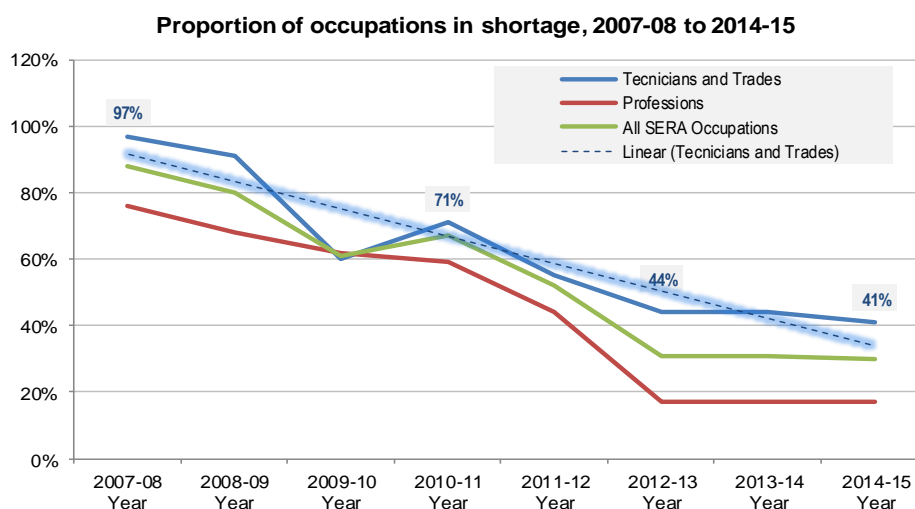
Age and work experience also play a significant part in overall employability of potential job candidates. In 2012, the Australian Journal of Construction Economics and Building surveyed industry employers,³³ and the results showed that more than one-half (52%) of people employed in the construction sector (a key sector in which KIT seeks to place its graduates, if possible) were aged between 25 and 45; only 13% were in the 20-24 age group – a cohort which aligns with the ages of most KIT graduates.

These data could be perceived as a positive or a negative portent for future job placement of I-Kiribati. It can either suggest that fewer young Australians are entering the construction industry (and therefore there are potentially many more entry-level places available for skilled I-Kiribati), or that the construction industry simply is not employing many young people, whether Australian or international. The detailed labour market analyses to be undertaken annually by the KIT Job Search Centre will assist in determining which of these assumptions is most likely to be valid.

The Australian Government’s Labour Market Research and Analysis Branch (within the Department of Employment) also maintains constant and comparative data of trends in different (broad) job sectors, using other measures. The most recent data (October 2015) from that Branch indicates that the *technicians and trades sector* consistently has fewer labour shortages than the *professions*, or than *all occupations* identified under the 70 SERA (Survey of Employers who have Recently Advertised) “consistently assessed occupations”. The most recent data also indicates that (like the professions) the proportion of unmet labour demand for technicians and trades (as evaluated by SERA) has dropped significantly over recent years.³⁴ The October 2015 report notes that: “a small number of occupations remain subject to significant widespread skill shortages, but there has been a marked decline in the extent of skill shortages over recent years.”

Research undertaken by the Department of Employment also shows that there are more than enough applicants with relevant qualifications, or appropriate skills and experience, for vacancies in almost every occupation. However, the DoE also reports that employers do not necessarily readily fill their vacancies with workers who meet their needs. For example, in 2014-15, there was an average of 13.6 applicants for each skilled vacancy (15.8 for professions and 12.1 for technicians and trades), of whom an average of 2.2 were considered by employers to be suitable. Most applicants held relevant qualifications, but around three quarters of qualified applicants were considered to be unsuitable. Despite the large applicant numbers, more than a quarter of skilled vacancies remained unfilled four to six weeks after advertising (this proportion is unchanged from 2013-14).

Two figures follow, extracted from broader Department of Employment data: the first indicates the overall trend in recent years to fewer vacancies in all job sectors; the second figure includes selected data from the SERA 2014-2015 Report.³⁵



³³ Australian Journal and Construction Economics and Building, Volume 7:1, p.51, 2012

³⁴ Department of Employment, Skill shortage research, based on a set of around 70 consistently assessed occupations, p. 1

³⁵ Ibid, p. 4

	SERA results 2014-15 (Including annual change over 2013-14)					
	Proportion of vacancies filled		Applicants per vacancy		Suitable applicants per vacancy	
	%		#		#	
Occupations by cluster						
Accountants	76	(-12)	34.0	(-2.0)	2.6	(-3.2)
Automotive trades	61	(5)	7.3	(-0.5)	1.4	(0.1)
Building professions	70	(-2)	21.6	(-2.4)	2.2	(-1.0)
Building technicians	81	(3)	26.4	(0.0)	2.9	(-0.6)
Child care occupations	77	(12)	11.0	(2.7)	1.8	(0.4)
Construction trades	69	(-2)	7.9	(0.0)	1.4	(0.1)
Electrotechnology and telecomms trades	74	(0)	17.3	(2.3)	2.6	(0.8)
Engineering professions	76	(-2)	43.7	(5.6)	3.7	(0.1)
Engineering trades	76	(6)	17.6	(0.4)	2.2	(0.2)
Food trades	63	(12)	9.9	(-1.1)	1.7	(0.2)
Hairdressers	42	(-12)	3.4	(-0.8)	0.7	(-0.7)
Health professions	71	(-3)	9.4	(-0.4)	2.9	(0.2)
Nurses	73	(-5)	7.0	(1.1)	1.3	(-0.3)
School teachers	92	(4)	12.8	(-0.4)	3.2	(0.7)
States and Territories (All vacancies)						
New South Wales	65	(-1)	13.0	(-0.4)	1.6	(-0.2)
Victoria	71	(-6)	18.7	(-3.8)	1.9	(-0.6)
Queensland	77	(4)	14.9	(-1.5)	2.4	(-0.2)
South Australia	80	(-2)	16.3	(3.7)	2.5	(0.2)
Western Australia	73	(-5)	14.7	(-2.0)	2.7	(0.1)
Tasmania	80	(3)	6.5	(-1.1)	2.0	(0.2)
Northern Territory	77	(6)	7.5	(1.8)	2.5	(0.9)
Australian Capital Territory	66	(-7)	6.8	(0.4)	2.2	(0.4)

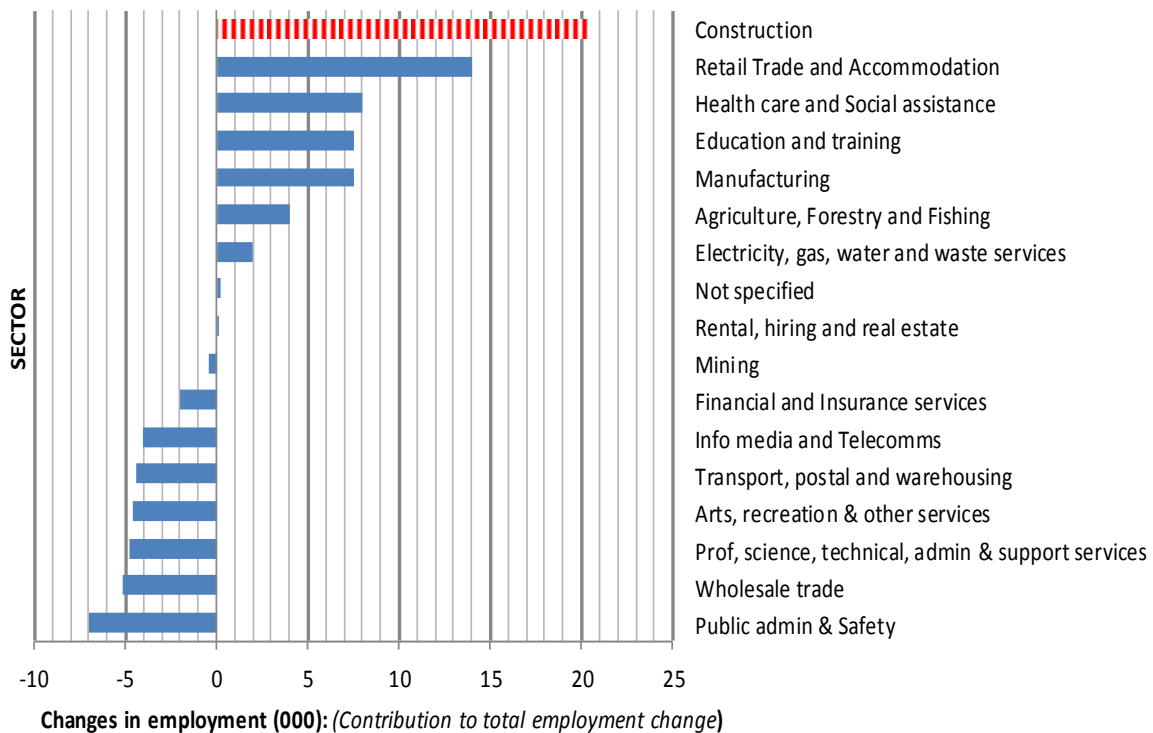
New Zealand

Labour market data for New Zealand is not as comprehensive as that gathered for the Australian employment environment (nor does it use sector and job categories consistent with Australian data).

Nevertheless, the most recent data from *Statistics New Zealand* indicates that the proportion of New Zealanders (and Pacific islanders in NZ on work visas) currently employed has fallen for the first time in three years; understandably this has resulted in a concomitant increase in the unemployment rate for New Zealand's 3.6M working age population³⁶: at September 2015 the unemployment rate stood at 6.0 per cent. This is 2.2 percent higher than the proportion of the same (September) quarter in 2014.

The figure below illustrates changes in individual New Zealand employment sectors over the past 12 months; and while the data appear to show a strong construction sector, it must be remembered that much of the activity that contributes to this sector can be sourced to the Canterbury reconstruction, and the currently strong employment sector may not continue at the same level in the long term, once most construction demands have been met (although Auckland does show some very strong current construction employment data).

³⁶ This 3.6M represents an increase over the previous quarter of 22,000 people



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In the year to June 2015, there were 210,300 Pacific peoples of working age in New Zealand. Of these, 133,600 were in the labour market. The industries employing the most Pacific peoples in June 2015 were manufacturing, wholesale & retail, and health care and social assistance.

Compared with a year ago, 11,300 (or 10.6 per cent) more Pacific peoples were employed. However, the increase in Pacific peoples working in “Utilities and Construction” demonstrated only a modest increase over the past 12 months – of 3.3%.³⁸

Conclusion

While the data above may suggest that the potential labour market for skilled and semi-skilled I-Kiribati in their two most likely markets – Australia and New Zealand – is shrinking rapidly, the proviso that Australia’s Department of Employment places on all of its reporting of labour market data must be kept in mind: “It is also important to note that labour markets can change quickly and vary by location. Assessments... reflect the labour market at the date shown.”³⁹

For this reason alone, it is essential that SfEP commits to regular, analytical and preferably extrapolative labour market studies throughout its implementation. In this way, the program can deliver on its commitment to implement a demand-driven model.

³⁷ Graph constructed using NZ Labour trends Sept 2015 Quarter, Statistics New Zealand, November 2015

³⁸ Pacific Peoples in the Labour Market - June 2015; Ministry of Business, Innovation and employment, GoNZ, August 2015

³⁹ Skills shortage List 2014-2105, Department of Employment, GoA, September 2015

ANNEX 14: IMPLEMENTATION SCHEDULE

OUTPUT	ACTIVITY	Jul-Dec 2016	Jan-Jun 2017	Jul-Dec 2017	Jan-Jun 2018	Jul-Dec 2018	Jan-Jun 2019	Jul-Dec 2019
Component A: Increasing the equitable participation of 16-24 year-old women and men in skills development programs.								
A1.1: Vocational pathway (bridging course) for disengaged youth	Develop Certificate I bridging course							
	Set targets for participation							
	Implement and audit child protection and working with children policies							
	Provide (accredited) training for staff in implementing child protection policies							
A1.2: Targeted places and funding in courses for women and people with a disability	Consult with key stakeholders-set participation targets for women and people with a disability							
A1.3: Resource and implement support programs for women to access non-traditional trade courses	Initiate a range of innovative support programs to achieve equity goals							
A1.4: Preparatory foundation and English language support provided	Engage with stakeholders - implement Foundation Program							
	Review and update existing employability skills program							
A2.1: Student services centre and Alumni operating effectively	Review and improve student support services							
	Establish KIT Alumni and Operational Plan							
A2.2: Engagement and support of Church, Government and non-Government sectors in planning and services to students	Implementation community support strategy for women and people with a disability							
	Engage with the community – prepare annual social inclusion plan.							
A2.3: Students with special needs supported	Implement disability support plan and interventions							
	Provide staff disability support training							
A2.4: Institutional Capacity Building for students, SfEP personnel and program partners in Child Protection completed	Develop and implement SfEP child protection policy							
	Provide training and institutional strengthening in child protection							
Component B: Increasing the recognition of KIT qualifications and the employability graduates.								
B1.1: Intensive Workplace Training Scheme (WTS) implemented for priority off-shore employment categories	Establish workplace training scheme (WTS)							
	Undertake feasibility study to develop WTS options for non-trades courses that may have higher participation of women (e.g. in human services)							
B1.2: Business incubators and other business enterprise initiatives in place	Maintain and support existing KIT business incubators.							
	Develop business incubator expansion strategy							
	Engage public and private sector for business incubator support and new Business Enterprise Centre							
B2.1: Labour market demand and analysis studies completed	Conduct annual labour market demand studies							
	Identify demand driven skill development priorities for annual course							

	profile							
B2.2: Labour market MIS developed and implemented through the JSC (and NCCEC)	Scope the functionality for a new labour market management information system (LMIS)							
	Establish JSC and National Career Counselling and Employment Centre (NCCEC) partnership							
	Implement new web based LMIS							
B2.3: Private Sector is actively engaged in KIT planning	Conduct review of current industry advisory arrangements and implement new approaches							
B2.4: KIT course profile reflects labour market demand, including short courses	Implement new student places targets							
	Undertake a facilities utilisation study							
	Undertake business analysis of all course costs							
	Develop an annual course profile reflecting demand from all labour markets							
	Implement planning systems and processes to mirror best practice aligned to ASQA planning standards.							
B3.1: MOA with Australian Group Training Organisation and service agreement for employment brokerage services	Undertake discussions with proposed GTO partners and develop services model and costing							
	Implement an MOA between KIT and an Australian Group Training Organisation (GTO)							
B3.2: Targeting the International Job Market through research and engagement with peak industry groups	Strategy and engagement with peak Australian and regional industry and industrial groups							
	Provide advice and support to DFAT for Australian Government visa and immigration policy.							
	Monitor and report on offshore employment placements through the LMIS and tracer studies.							
	Conduct annual tracer studies on employer satisfaction through a variety of modalities.							
B3.3: Establish a Job Search Centre (JSC) at KIT and mentoring partnership with MLHRD NCCEC	Establish the KIT Job Search Centre (JSC)							
	Initiate a partnership between the JSC and MLHRD NCCEC							
	Establish a partnership between the JSC and the partner GTOs in Australia							
	Provide career and course information							
	Appoint an LTA to establish and manage JSC							
B3.4: Strategies to market KIT domestically and internationally developed and implemented	Develop and implement an annual marketing and promotional plan							
	Conduct school visits, industry visits, open days and public career forums							
Component C: Establishing KIT as a high quality, regionally recognised and registered training organisation								
C1.1: KIT Advisory Council in place	Establish the KIT Advisory Council in line with EQAP/PQAF governance							

	standards								
C1.2: KIT Management structure in place	Undertake a functional analysis and implement new management structure								
C2.1: Skills Development Fund (SDF) established	Procurement and audit systems developed; SDF implemented and procurement aligned to Annual Plan.								
C2.2: Service delivery MOU with Australian RTO(s) and APTC in place	Implement delivery partnerships with Australian and regional RTOs for Australian accredited CIII courses								
	Purchase courses and institutional strengthening services								
C2.3: Regional registration and quality assurance of KIT	Initiate KIT regional registration and quality assurance strategy								
	Undertake quality audits								
	Implement quality improvement plans								
C2.4: Business planning, student records and management systems in place	Implementation and refinement of Education Management Information System EMIS								
C2.5: Institutional strengthening programs implemented to meet Australian and regional delivery standards	Develop annual QIP plans and procure strengthening support								
C2.6: Priority courses developed with industry support	Create CBT curriculum development capability								
	Initiate a strategy and training to build the capacity of staff in QMS and CBT systems								
	Investigate purchase of commercial learning materials								
C2.7: Short courses offered on a fee-for-service basis	Initiate new short course management approach and programs								
	Investigate opportunities to re-investing revenue.								
Component D: Improving the management and coordination of the Kiribati skills sector									
D1.1: Mechanisms to improve the coordination of the skills sector across government and the region	Implement strengthening for the MLHRD to support inter and intra government coordination								
	Support MLHRD to improve mobilisation of workers for the Seasonal Worker Program								
	Support implementation of the new Northern Australia Pacific Microstates Workers pilot program								
D1.2: Policy and planning systems to support skills sector development related to KIT	Support national TVET system design, reform and development								
D1.3: Limited support for the business systems component of the National Career Counselling and Employment Centre (NCCEC)	Manage institutional strengthening to develop business and labour market information systems								
D1.4: Successful implementation of other activities implemented through the Flexible Support Facility (FSF)	Continuous development and implementation of initiatives supporting achievement of EOPOs								

ANNEX 15: DRAFT ROLE STATEMENTS FOR KEY SfEP POSITIONS

Mandatory skills, knowledge and experience required for all senior-level (Long Term Adviser) SfEP positions

- Knowledge of and experience in the education and training sector regionally.
- Knowledge and understanding of the principles of international development, capacity development and their applicability with different contexts and environments.
- Understanding of Kiribati domestic and regional labour market principles and implications, including their potential impact in Small Island states, and the impact of visa policies for potential KIT graduate destination countries.
- High level interpersonal and relationship skills, including the ability to build and maintain networks and a commitment to a shared vision between stakeholders in a variety of roles across the education and training sector in Kiribati, and regionally.
- Knowledge of and commitment to principles of gender equality⁴⁰ and disability inclusion⁴¹.
- Understanding of the most appropriate methods to integrate gender equality and disability inclusion principles and practices into TVET policies and workforce development opportunities.
- Demonstrated understanding of and commitment to mainstreaming HIV principles, including how these can be integrated into TVET policies and workforce development opportunities
- Demonstrated understanding of and commitment to Australia's environmental management principles⁴², including how these can be integrated into TVET policies and potential employment opportunities.
- Experience in working successfully in a cross-cultural environment and an ability to adapt personal communications and negotiations approaches to the culture, group or event – when necessary.
- Ability to manage both large and small interdisciplinary teams to optimise program outcomes and outputs.

Team Leader and Executive Director, KIT

The Team Leader and Executive Director will:

- Provide effective and creative leadership and overall direction for SfEP, demonstrating best practice service delivery standards; and a focus on identifying, recommending and implementing initiatives aimed at continuous improvement of organisational productivity.
- Consult and engage with staff on organisational improvements and exemplify and educate staff about SfEP values, strategies, and policies.
- Maintain the strategic and operational management of KIT by leading, organising, managing staff, directing finances, and monitoring and reporting on operations and programs.
- Establish and maintain an environment that is conducive for delivering excellent vocational training, with the end outcome to be skilled I-Kiribati who are qualified and competent employment entry-level professionals and technicians.
- Provide the secretariat support and meeting arrangements for the SPAG.

⁴⁰ Refer to *Promoting Opportunities for All: Gender equality and women's empowerment*, DFAT, 2011

⁴¹ Refer to *Development for All 2015–2020*, DFAT, May 2015

⁴² Refer to *Environment Protection Policy for the Aid Program*, DFAT, November 2014

- Create a welcoming and student-responsive atmosphere where all lecturers, ancillary personnel, KIT partners and stakeholders, and students are respected and encouraged to becoming productive contributors to an environment that welcomes and values success.
- Supervise the submission of all applications for course, program or Institute accreditation with the relevant regional authorities.
- Supervise the selection and appointment of long-term and short-term international and national personnel and advisers to support the objectives of KIT and its associated initiatives.
- Represent the Institute on the KIT Advisory Committee, and provide secretariat support for its functions.
- Provide strategic leadership in negotiating appropriate and Kiribati-appropriate further training and employment options for KIT graduates regionally.
- Where appropriate, manage GoK contributions – both financial and personnel resources – so that the operations of the Institute are cost effective and offer both GoK and GoA value for money.
- Provide structured coaching and mentoring and other capacity development opportunities to the national staff to assist national staff to increase responsibility for the operation of KIT and the Job Search Centre.
- Provide leadership and management in:
 - creating monitoring and reporting on strategic and tactical comprehensive business plans; developing goals and appropriate strategies to measure goals;
 - identifying organisational and staff development needs and supervise its implementation;
 - coordinating productive and mutually beneficial relationships with other education and training service providers in Kiribati and regionally;
 - coordinating the delivery of all KIT academic services, including managing the outputs of lecturers and advisers;
 - liaising closely with MLHRD and other Government of Kiribati ministries and line agencies, to support a range of “seamless” education and training pathways for I-Kiribati;
 - promoting KIT and its role as Kiribati’s major education and training provider, and marketing its service offerings to potential students, sponsors, private sector partners, and regional group training organisations and employers.

Organisational Development Advisor

The Organisational Development Advisor will:

- Support the Team Leader and Executive Director in completing that officer’s responsibilities.
- Provide effective and creative leadership and direction of SfEP Organisational Development initiatives, demonstrating best practice service delivery standards; and a focus on identifying, recommending and implementing initiatives aimed at continuous improvement of program organisational productivity.
- Lead a strategy to market and advocate the program to promote a wider understanding of the goals and benefits of participation.
- Assume lead responsibility for the design, delivery and sustainability of organisational development services that are strategically aligned to KIT’s organisational priorities.
- Introduce, lead and evaluate the delivery of robust organisational development programs and initiatives that continuously improve organisational performance.
- Contribute towards the development and implementation of the workplace strategies and KIT’s annual planning and reporting processes.

- Support the development and coordination of KIT's training and post-training strategies with both internal and external stakeholders to support Institute and SfEP EOPOs and Intermediate Outcomes.
- Manage dedicated staff inputs and specialist consultancies to influence the successful implementation of quality assurance and program and course accreditation processes.
- Undertake KIT organisational assessments to identify any current or emerging challenges to the effective management of SfEP, and address these through timely and practical impact interventions.
- Lead the development of SfEP systemic quality assurance policies and associated guidelines to ensure these are integrated into the values and operations of the program.
- Ensure quality assurance principles guide the timely collection, preparation and submission of all SfEP compliance, accreditation and labour market data required.
- Supervise the establishment and continuing operation of the Job Search Centre, including continuing liaison with GoK agencies, national and regional employers and training providers, and associated institutions.
- Where considered appropriate through the ongoing, mainstream activities of SfEP, strengthen the capacity of the MLHRD personnel to monitor, evaluate and report on the performance of SfEP, particularly in relation to the course accreditation, development and post-graduation, job search responsibilities.
- Ensure appropriate Monitoring and Evaluation (M&E) activities are carried out regularly across all SfEP components, including data collection and analysis, monitoring of program progress against established work plans, monitoring of established indicators and utilisation of results to inform program design.
- Identify and resolve emerging risks associated with TVETSSP operations, including in relation to the performance of TVETSSP TA personnel and staff in Kiribati.
- Promote and reinforce effective working relationships within and between organisational development teams and other internal partners by demonstrating effective leadership behaviours.
- Support staff to understand and meet agreed objectives and performance standards through the agreed appraisal process and the development of associated individual and team competency development plans.
- Ensure that projects are delivered within the available resources and to the agreed timeframes, by providing regular reports and raising any SfEP significant problems/issues in a timely manner so that early, remedial action can be taken, following advice from DFAT and MLHRD.
- Assist the Team Leader and Executive Director in planning for, preparing and subsequently reviewing all SfEP documentation necessary for program budget, operational and strategic planning and reporting.
- Assist the Team Leader and Executive Director to provide structured coaching and mentoring and other capacity development opportunities to national staff to assist in increasing local responsibility for the operation of KIT and the Job Search Centre.
- Manage the inputs of short-term advisers supporting gender equality, disability inclusion, information systems and technology, and English as a Second language.

Academic Programs Advisor

The Academic Programs Advisor will:

- Support the Team Leader and Executive Director in completing that officer's responsibilities.
- Provide effective and creative leadership and direction of SfEP Corporate Services demonstrating best practice service delivery standards; and a focus on identifying, recommending and implementing initiatives aimed at continuous improvement of program organisational productivity.
- Assume lead responsibility for the design, delivery and sustainability of KIT courses and related training services.

- Supervise the management and co-ordination of KIT's day-to-day services, including the delivery of courses, lecturer selection appointment and performance review, and the assessment of pilot courses and related initiatives.
- Implement a professional development plan for all KIT lecturers to promote staff competence in each lecturer's industry field.
- Monitor the delivery of training and assessment for English as a Second Language, and ensure transparent and evidence-based processes are used to determine achievement in ESL.
- Contribute to the development and implementation of workplace strategies and KIT's annual planning and reporting processes.
- Undertake KIT course and qualification assessments to identify any current or emerging challenges to the effective management of SfEP, and address these through timely and practical impact interventions.
- Lead the investigation, identification, consultation and development of agreed, new KIT courses at both Certificate II and II levels.
- Negotiate and manage the allocation of lecturers across KIT programs and ensure appropriate resourcing to achieve VfM and to meet program outcomes and outputs identified in the design.
- Ensure the day-to-day management of KIT campuses is being implemented appropriately and that policies and processes relating to campus management are being adhered to, and reported on as required.
- Manage the assessments, consultation and subsequent implementation of identified and agreed short courses; and promote participation in those courses nationally and regionally.
- Ensure quality assurance principles guide the timely collection, preparation and submission of all KIT student performance data.
- Support the establishment of the Job Search Centre, by ensuring KIT course scheduling and implementation aligns with identified labour market assessments for potential KIT graduate clients.
- Maintain productive and continuing liaison with GoK agencies, national and regional employers and training providers, and associated institutions.
- Assist the Team Leader and Executive Director in planning for, preparing and subsequently reviewing all SfEP documentation necessary for program budget, operational and strategic planning and reporting.
- Assist the Team Leader and Executive Director to provide structured coaching and mentoring and other capacity development opportunities to national staff to assist in increasing local responsibility for the operation of KIT.
- Manage KIT campus infrastructure and resources, including any service leases/ contracts and accommodation, furniture, fittings and fit-out of premises as may be required.
- Providing ongoing support and technical advice to KIT lecturers on competency based training and assessment methodologies, curriculum development and customisation.
- Manage the inputs of short-term advisers supporting KIT lecturer's professional development, course development and accreditation.

ANNEX 16: CHILD PROTECTION REQUIREMENTS

Introduction

DFAT's Child Protection Policy⁴³ states that *it is a shared and collective responsibility of all adults to prevent child exploitation and abuse. DFAT has adopted this policy in recognition of its responsibilities as the Australian Government's overseas aid agency, and is committed to working with its partners to prevent and respond to child exploitation and abuse.*

Given the nature and clients / stakeholders for most of its programs, SfEP activities are unlikely to often present issues related to Child Protection. However, should any issues develop during SfEP-sponsored activities, all program personnel must remain aware of their legal obligations, and must demonstrate that they are personally and professionally committed to the principles and requirements that follow.

To assist in this regard, and immediate task upon mobilisation will be the development by Kiribati SfEP of: (a) an appropriately robust and transparent child-protection policy, specific to the activities, outreach and clients of SfEP; and (b) a SfEP child protection code of conduct⁴⁴ which includes all program personnel, KIT students of any age, and SfEP partners.

The Kiribati SfEP program Child Protection Policy developed by SfEP personnel will be informed by and be used in conjunction with DFAT's *Child Protection Policy for the Australian Government's aid program (2013)*; the *UN Convention on the Rights of the Child (1996)*; and national Kiribati laws – including the *GoK 2012 Children, Young People and Family Welfare Act*.

Objective

The objective of the SfEP Child Protection Policy will be *to create and maintain protective environments for children in the delivery of Australia's overseas aid program*⁴⁵ through SfEP.

Principles

The SfEP Child Protection Policy will be guided by the following principles:

- Zero tolerance of child exploitation and abuse
- Recognition of the best interest of the child
- Sharing responsibility for child protection
- Risk management approach
- Procedural fairness.

Definition of a child

In accordance with the United Nations Convention on the Rights of the Child, "child" means *every human being under the age of 18 unless under the law applicable to the child, majority is attained earlier*⁴⁶. For the purposes of its Child Protection Policy, and the SfEP Child Protection Policy and Code of Conduct, a child will be considered to be a person under the age of 18 years.

⁴³ *Child Protection Policy for the Australian Government's aid program*, DFAT, Jan 2013, reprinted June 2014. p. 1

⁴⁴ The DFAT *Child Protection Policy for the Australian Government's aid program* Code of Conduct will provide the basic requirements / prerequisites for the SfEP Code of Conduct. However, the specific implementation environment for SfEP may require additional statements or conditions to be included.

⁴⁵ *Ibid*, p.3.

⁴⁶ *Ibid*, p.17

Definitions for inclusion in the SfEP Child Protection Policy

Some of the most significant definitions to be included in the SfEP Child Protection Policy are identified and explained below. However, for the purposes of the SfEP Policy, the definitions listed in the *Glossary*⁴⁷ to the DFAT Child Protection Policy will apply. (Those DFAT definitions are included as an Attachment to this Annex.)

Some important definitions which must be addressed in the SfEP Policy include:

- **Physical abuse** is the use of physical force against a child that results in harm to the child.
- **Neglect** is the failure by a parent or caregiver to provide a child (where they are in a position to do so) with the conditions that are culturally accepted as being essential for their physical and emotional development and well-being
- **Emotional abuse** refers to a parent or caregiver's inappropriate verbal or symbolic acts toward a child or a pattern of failure over time to provide a child with adequate non-physical nurture and emotional availability.
- **Sexual abuse** is the use of a child for sexual gratification by an adult or significantly older child or adolescent.
- **Child exploitation and abuse** includes one or more of the following: (a) committing or coercing another person to commit an act or acts of abuse against a child; (b) possessing, controlling, producing, distributing, obtaining or transmitting child exploitation material; (c) committing or coercing another person to commit an act or acts of grooming or online grooming.

Reporting non-compliance or code of conduct breaches

Reporting of any child protection incidents is obligatory, irrespective of the individual involved, or their status as employee, client, sub-contractor or community member in contact with or *directly* impacted by SfEP activities.

SfEP's Child Protection Policy must include a documented reporting procedure for child exploitation and abuse allegations, and an unambiguous policy on managing and incidents of non-compliance with the Policy, including available sanctions for breaches.

Reports must be submitted about any behaviour that an individual suspect may be child exploitation and abuse, including possession of child exploitation material, or policy non-compliance by:

- a DFAT staff member involved in any capacity in SfEP
- SfEP personnel, contractors, partners and clients
- any DFAT-funded volunteers supporting SfEP
- community members supporting SfEP operations, in a paid or unpaid capacity
- KIT students and staff – whether employed by SfEP (DFAT) or the Government of Kiribati.

Reports on any contravention of the SfEP Child Protection Policy must include as much of the following information as possible:

- date(s) of incident(s)
- name of organisation(s) involved, including any program partners
- alleged offender's details, including name, nationality and occupation
- details of alleged incident(s)
- whether local law enforcement authorities or Australian Federal Police have been informed
- details of what actions SfEP proposes to undertake
- any other relevant information.

Contact with children vs working with children

While most SfEP personnel will have limited contact involving working with children under the age of 18 given the target client group for KIT courses, and related program employment support components, the broad nature and structure of Kiribati communities often results in children being in regular contact with adults, both family members and other community members.

⁴⁷ Ibid, pp. 16-18

For this reason, the moral and legal responsibilities of all program personnel must involve continuing awareness of the possibility that SfEP employees, implementation partners, subcontractors or civil society organisation to perform any part of a DFAT-funded activity, and clients (including KIT students and visitors) may contravene the requirements of both the DFAT and SfEP Child Protection Policies and Codes of Conduct.

In summary, any individual or organisation engaged using DFAT funds to must comply with the SfEP Child Protection Policy. (See also “Evaluating Potential Risk” below.)

Recruitment of SfEP personnel

SfEP will have in place robust recruitment screening processes for all personnel who may be in contact with children. As this category is likely to include all personnel located at or working with KIT, SfEP recruitment processes will include:

- criminal record checks before engagement
- verbal referee checks
- interview plans that incorporate behavioural-based interview questions.

The SfEP Managing Contractor’s employment contracts must contain provisions for dismissal, suspension or transfer to other duties for any employee who breaches the child protection code of conduct.

Further, the SfEP Managing Contractor will prepare and deliver child protection training for all personnel, and ensure that all program clients (including KIT personnel and students) are regularly made aware of their responsibilities for adhering to the Child Protection Policy, and as will be required by that policy, reporting to senior SfEP personnel any instances of child abuse observed or advised.

Evaluating potential risk

Factors, some of which can potentially apply to the implementation of SfEP activities, and which present a high risk to child safety and protection include the following:

- Children who:
 - are very young
 - have been abandoned, orphaned or otherwise without a carer
 - have a disability
 - have been displaced
 - have experienced conflict or have been abused
- Staff who:
 - have not been screened carefully, including police checks
 - are not supervised adequately
- Locations which are
 - isolated, secluded or otherwise difficult to access
 - experiencing political unrest or threats to security
 - overcrowded
 - home-based
- Activities which involve:
 - one to one interaction
 - physical contact
 - unsupervised visitors
 - staff working alone.

Institutional strengthening

As noted in *Sub-component A2: Increase student support and services*, institutional strengthening in Child Protection will be an ongoing responsibility of SfEP. In determining the nature of such strengthening, the activities will need to be agreed by the SfEP Strategic Program Advisory Group (SPAG), and will involve, among other topics, institutional strengthening on the risks and how the relevant risk controls relating to Child Protection will operate.

Minimum requirements for SfEP Child Protection Policy to be developed by MC

- (a) Mechanisms to ensure that SfEP personnel are aware of the organisation's child protection policy
- (b) Documented plan for ensuring DFAT-funded implementing partners are meeting the minimum standards set out in Section 2.5 of the DFAT Child Protection Policy
- (c) Documented criminal record checks for personnel in contact with children.
- (d) Documented verbal referee checks.
- (e) Interview plans incorporating behavioural-based interview questions that are specific to positions that involve working with children.
- (f) Documented request for an applicant to disclose whether they have been charged with child exploitation offences and their response.
- (g) Guidelines for managing concerns or allegations of child exploitation and abuse, and policy non-compliance.
- (h) Documentary evidence that personnel can raise concerns about a child's safety or well-being or unacceptable behaviour by personnel.
- (i) Documentary evidence outlining the organisation's details of available sanctions for breaches of the code of conduct.
- (j) Training agendas and timeframes for training, including materials to be used in training.
- (k) An SfEP child protection code of conduct based, at minimum, on DFAT's Child Protection Code of Conduct, and including the DFAT-format photo/ image consent requirement template.
- (l) Signed codes of conduct or a register documenting details of personnel who have signed the code of conduct.
- (m) References to the policy and its implementation, reporting and review included in all relevant SfEP documentation, including policies, contracts and human resource guidelines.
- (n) Timetable/timeframe for regular review of the SfEP Child Protection Policy.
- (o) Records of consultation with DFAT on outcomes of reviews of the SfEP Child Protection Policy
- (p) Regular child protection risk assessments and inclusion in the SfEP Risk Management Plan of all high-risk activities and measures to reduce or remove the risks to children.
- (q) Evidence that risk assessments relating to continuing child protection are reviewed/updated throughout the lifecycle of the activities.

ATTACHMENT A: DFAT Child Protection Policy - Glossary

Abuse	<p>Includes:</p> <ul style="list-style-type: none"> • physical abuse—the use of physical force against a child that results in harm to the child. Physically abusive behaviour includes shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning • neglect—the failure by a parent or caregiver to provide a child (where they are in a position to do so) with the conditions that are culturally accepted as being essential for their physical and emotional development and well-being • emotional abuse—refers to a parent or caregiver’s inappropriate verbal or symbolic acts toward a child or a pattern of failure over time to provide a child with adequate non-physical nurture and emotional availability. Such acts have a high probability of damaging a child’s self-esteem or social competence • sexual abuse—the use of a child for sexual gratification by an adult or significantly older child or adolescent. Sexually abusive behaviours can include fondling genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or any other object, fondling breasts, voyeurism, exhibitionism and exposing the child to, or involving the child in, pornography.
DFAT staff	People employed by DFAT on a permanent or temporary basis in Australia or overseas.
Behavioural-based interview questions	Interview questions that probe the applicant’s past behaviour in specific situations relevant to the position. Behavioural-based questions give interviewers additional information as to the applicant’s suitability to work with children.
Changes in circumstances	<p>Personnel should report the following changes in circumstances to management:</p> <ul style="list-style-type: none"> • involvement in criminal activity • disciplinary procedures and criminal or civil court proceedings relating to child exploitation and abuse.
Child or children	In accordance with the United Nations Convention on the Rights of the Child, ‘child’ means every human being under the age of 18 unless under the law applicable to the child, majority is attained earlier. For the purposes of this policy, DFAT considers a child to be a person under the age of 18 years.
Child abuse material	Material that depicts (expressly or implicitly) a child under 18 years of age as a victim of torture, cruelty or physical abuse.
Child exploitation and abuse	<p>One or more of the following:</p> <ul style="list-style-type: none"> • committing or coercing another person to commit an act or acts of abuse against a child • possessing, controlling, producing, distributing, obtaining or transmitting child exploitation material • committing or coercing another person to commit an act or acts of grooming or online grooming.
Child exploitation material	Material, irrespective of its form, which is classified as child abuse material or child pornography material.
Child pornography	In accordance with the Optional Protocol to the Convention on the Rights of the Child, ‘child pornography’ means ‘any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for primarily sexual purposes.’ For further information regarding child pornography offences, refer to the <i>Criminal Code Act 1995</i> .
Child pornography material	Material that depicts a person, or is a representation of a person, who is, or appears to be, under 18 years of age and is engaged in, or appears to be engaged in, a sexual pose or sexual activity, or is in the presence of a person who is engaged in, or appears to be engaged in, a sexual pose or activity, and does this in a way that a reasonable person would regard as being, in all the circumstances, offensive. ⁹
Child protection	An activity or initiative designed to protect children from any form of harm, particularly arising from child exploitation and abuse.
Contact with children	Working on an activity or in a position that involves or may involve contact with children, either under the position description or due to the nature of the work environment.

Criminal record check	A check of an individual's criminal history record. In Australia, national criminal record checks are available through state and territory police departments. They take around 20 working days. The type of employment should be specified as 'overseas employment.' Overseas, different checking procedures apply in each country and may take six weeks or longer. Individuals need to consent to a criminal record check and should be informed of the purpose for which the resulting police clearance certificate will be used, including sighting by DFAT.
Grooming	Generally, refers to behaviour that makes it easier for an offender to procure a child for sexual activity. For example, an offender might build a relationship of trust with the child, and then seek to sexualise that relationship (for example by encouraging romantic feelings or exposing the child to sexual concepts through pornography).
Online grooming	The act of sending an electronic message with indecent content to a recipient who the sender believes to be under 16 years of age, with the intention of procuring the recipient to engage in or submit to sexual activity with another person, including but not necessarily the sender. For further details, refer to the <i>Criminal Code Act 1995</i> , Division 474 (telecommunications offences, subdivision C).
Personnel	Personnel are either employed by an organisation, engaged by an organisation on a subcontract basis, or engaged by an organisation on a voluntary or unpaid basis.
Police clearance certificate	The certificate showing the results of a criminal record check, which is issued by the police or other authority responsible for conducting such checks.
Policy non-compliance	The failure to abide by DFAT's policy.
Unacceptable risk	The portion of identified risk that cannot be tolerated, and that must be either eliminated or controlled. For people deemed an unacceptable risk, control mechanisms are not considered appropriate.

ATTACHMENT B: Timeline of development of child protection legislation in Kiribati ⁴⁸

- 1996** Convention of the Rights of the Child (CRC) signed by the Government of Kiribati
- 1996** Kiribati National Advisory Committee on Children (KNACC) established
- 2005** Initial report submitted to the Committee on the Rights of the Child
- 2006** Committee recommends through its Concluding Observation that legislation is required in order to implement the CRC
- 2010** “Protect Me with Love and Care” baseline study (2009) produced by UNICEF and DFAT, released
- 2010** Child Protection Legislative Reform Project commences – develop and draft Child Protection Laws
- 2010** Establishment of the Child Protection Working Group to oversee Reform Project
- 2013** Children, Young People and Family Welfare Act (2013) comes into force

⁴⁸ *From Review to Reform How ground-breaking legislation is promoting child protection in Kiribati*, DFAT, UNICEF, 2014

ANNEX 17: SfEP GENDER RESPONSIVE CHECKLIST

QUESTION	RESPONSE
Data collection and reporting	
(a) Is all data collected about participation, distribution of resources or benefits or other impact of the activity, be sex disaggregated?	
(b) Are all KIT course enrolment and student performance data disaggregated by gender?	
(c) Who at KIT is responsible for analysis and reporting on gender differences revealed by the data? Do they know that they are responsible for this task? How are such data reported?	
(d) Have examples of improved gender equality in outputs, outcomes or activities been identified and reported?	
Capacity building activities at institutional level	
(e) Has SfEP required that women and men have equal opportunities for selection and involvement in capacity building activities, even in areas which are not traditional for either?	
(f) If being undertaken by GoK or a partner organisation, has SfEP made efforts to encourage those doing the selection to give equal opportunities to women and men to be involved?	
(g) Are I-Kiribati women be given equal opportunity to be leaders, and also offered the capacity building to assume leadership?	
(h) Where capacity building activities are directed to improving the planning capacity of KIT, have program personnel considered incorporating gender mainstreaming or gender budgeting training with practical applications?	
Socialisation or dissemination of information to institutions or communities	
(i) Does SfEP require that the way that the socialisation or dissemination of information is carried out is accessible to both women and men?	
(j) Are communication materials such as posters or leaflets been tested with both women and men?	
(k) Does SfEP ensure that socialisation and dissemination of information do not reinforce stereotypes of women and men?	
Meetings in communities	
(l) Does SfEP ensure that both women and men from all socio-economic strata and vulnerable groups are invited to attend meetings and that women are able to express their opinions freely? How is this being done?	
Recruitment and paid positions	
(m) Is there equal opportunity for women and men to be considered in all recruitment activities?	
(n) Are women given equal consideration with men to be employed as LTAs, STAs, National advisers and trainers in workshop activities?	
(o) Does SfEP ensure that women are not expected to do voluntary work when men are in paid positions?	

Reform of policy, regulations, procedures, mechanisms etc	
(p) Where there is likely to be an impact on a particular aspect of KIT's activities, has an analysis of the possible differential impacts on women and men, or the poor and vulnerable been conducted?	
(q) If any such negative impacts are identified, what efforts have been made to minimise them?	
Monitoring and evaluation	
(r) Are activity monitoring and evaluation indicators gender sensitive? i.e., Do indicators allow for differentiation between participation, benefits and impacts for women and men?	
(s) Do SfEP reports provide examples of best practice and lessons learned concerning gender?	
Contractors and consultants	
(t) How well are SfEP personnel and consultants integrating gender into their work and in dealing with other vulnerable groups such as the poor, people with disability and the elderly?	
(u) If not, where is assistance or support needed? How can this be organised?	
Partner agencies	
(v) How is SfEP promoting the GoA gender equality objectives to partners? What is their reaction? How can program personnel encourage partners to be more gender responsive?	

ANNEX 19: APPROVED INVESTMENT CONCEPT NOTE⁴⁹

A: Investment Concept Title: Kiribati Skills for Employment Program (SfEP) - Phase III of the Kiribati Technical and Vocational Education and Training Sector Strengthening Program (TVETSSP)

Proposed investment start date and timeframe: 1 July 2016 – 31 December 2019

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

B: Problem/Issue definition and rationale for investment (Why)

The development problem centres on the lack of opportunities for young I-Kiribati to access paid employment. The Republic of Kiribati's per capita GDP of US\$1,420 makes it one of the poorest countries on earth. Kiribati is a labour surplus economy and in common with other Pacific microstates, the long-term economic, social and environmental prospects are bleak. Kiribati is a remote micro-state comprising 33 scattered atolls spread over about 3.5 million sq km in the Pacific Ocean. The ADB's assessment of Kiribati's growth potential identifies constraints imposed by: small land area, geographic dispersion, remoteness from major markets, associated high external transport costs, high vulnerability to natural forces, climate change and sea-level rise and scarce natural resources. Significant and unique challenges to growth mean Kiribati will face a future of increased dependency on official development assistance (ODA) currently valued at 43% of gross domestic product (GDP).

Unemployment in Kiribati is very high, even compared with other Pacific Island countries such as Solomon Islands, Fiji and PNG. While 2,000 school leavers graduate every year, only 20% are able to find paid work. The average unemployment rate for 15-24 year olds is around 55% (48% males) with young women and people with a disability especially disadvantaged in the labour market. Women face an unemployment rate in the formal sector of over 61% (2010 Census). Outside of the public service which represents more than 70% of the workforce, formal local employment opportunities are rare. Consequently, there is little employment movement between the public and small private sector and private sector investment opportunities in TVET are limited. The deficit of decent jobs contributes to poverty, with the proportion of people in Kiribati living below the National Poverty Index in 2006 estimated at 50% (UNDP 2010).

Improving the quality and relevance of education and training is the starting point to increasing the chances for I-Kiribati citizens to gain employment on- and off-shore. The Government of Kiribati (GoK) is committed to the establishment of an internationally respected skills development sector which it expects will play a pivotal role in improving productivity and economic growth and increasing employment opportunities for the people of Kiribati. The GoK's skills strategy is to enhance and improve youth employability, both locally and abroad and they identify their capacity to achieve this relies in part on: aligning skills development to match labour market needs and standards locally and internationally, promoting good working conditions in workplaces, creating decent employment opportunities and establishing and maintaining labour market information systems.

With so few local employment opportunities and poor prospects for economic growth, opportunities for I-Kiribati to access off-shore employment need to be maximised - within existing policy constraints.

⁴⁹ The Investment Concept Note was approved on 26/11/2015, including the recommended Option 1.

There are two main constraints to labour migration: (i) the immigration and worker visa policies of destination countries (including Australia), and (ii) a reluctance and general lack of support by industry and unions in destination countries to accept overseas workers where there is a perception of taking a job from a local worker. Women face additional problems of safety and security, and the perceived additional health support costs for people with disabilities is a migration and employment constraint. Howes (2014) also questions the lack of political commitment to the labour mobility goals of Pacific development programs. The Australian Industry Group (AiG) has also identified the need to streamline skilled worker visa processes as a priority. The intent of the proposed investment however is not to try and influence the visa arrangements of a particular destination country but to implement initiatives that maximise opportunities within existing policy constraints and develop innovative private sector partnerships that support industry development priorities.

The primary beneficiaries of the investment will be young I-Kiribati women and men who leave school and seek access to formal skills development through the Kiribati Institute of Technology (KIT).

Australian support through the current TVETSSP is highly valued by the GoK and has achieved significant skills development outcomes for graduates, however overseas employment placements remain low. The next investment phase under SfEP will build on the existing skills program and continue to target 16-24 year-old women and men as the primary cohort for participation in internationally recognised qualifications. Additional support for students, including people with a disability and those with low educational attainment and opportunity will be provided in areas of language literacy and numeracy and employability skills to help improve completion rates and chance of employment. Off-shore employment remains a strong focus and the next investment phase will include new initiatives that seek to increase the quality and relevance of training to meet local, regional and international labour market demand, and to strengthen pathways to employment. The proposed name change to Kiribati 'Skills for Employment Program (SfEP)' reflects this shift in focus.

The proposed investment is aligned with Australian aid priorities. Education, including skills development, is a key priority in Australia's *Aid Investment Plan* for Kiribati for 2015/16-2018/19. We have committed to continuing to work with the GoK to build a better educated and more skilled population, and to increase labour mobility. The Aid Investment Plan includes a performance benchmark to increase the number of female and male i-Kiribati supported to access domestic, regional and international employment opportunities. The proposed investment also aligns with priorities set out in the *Strategy for Australia's aid investments in education 2015-2020* and other key Australian Government policies such as *Development for All 2015-2020*.

Australia's investment in skills development continues to support key Government of Kiribati and partnership objectives. As reflected in the Kiribati Development Plan 2012-15, the National TVET Strategy (NTVETS) 2013-16 and the Kiribati National Labour Migration Policy, skills development is a priority for the Government of Kiribati. The proposed investment supports the concept of 'migration with dignity' which maintains that I-Kiribati migrants should be sought after by the countries to which they wish to relocate either in the short or long term. The proposed investment will improve the quality and relevance of education and vocational qualifications that can be obtained in Kiribati matched to those required in destination countries. Skills development is a priority outcome under the *Australia-Kiribati Partnership for Development* (2009) and is likely to remain a long-term partnership priority under future partnership arrangements. **Besides New Zealand's support for the Marine Training Centre, Australia is the only significant supporter of TVET skills development in Kiribati and our contribution is highly valued.**

Australia has achieved significant results through our investments in skills development, but there is still more to do. An independent review (2015) of TVETSSP Phases I and II undertaken to inform this design has found the achievements of the program to include:

- The standard of teaching quality has been raised to recognised international levels. Since 2012, Australian support has enabled 389 young i-Kiribati women and men to graduate from the Kiribati Institute of Technology with internationally recognised qualifications in accounting, business, community services, automotive, electro-technology, carpentry, plumbing, drainage and roofing.
- The KIT-APTC pathway has provided access to Australian certificate III level qualifications.
- Stage 1 of KIT campus redevelopment is on track for completion by the end of 2015. This will help increase the number of places available in KIT courses.

- Industry advisory mechanisms are working well and have helped transition KIT delivery from a supply to a demand led training model. Transition to work activities have had some success in achieving employment outcomes domestically.
- Generally, employers find that KIT and APTC graduates have good soft skills, making them worthwhile employees while recognising further skills development is essential.

However, further investment is required to embed and build on the gains made to date (with some adjustments in focus), and to strengthen pathways from skills training to employment.

The review also found that discontinuation of the ministry strengthening element of the program has impeded the overall approach to the development of the national TVET system. The program will need to invest in selected capacity building activities in MLHRD so they can provide increased leadership and support for the program.

C: Proposed outcomes and investment options (What)

The goal of the Kiribati Skills for Employment Program (SfEP) is to **develop a more capable, qualified and employment mobile i-Kiribati workforce**.

The investment's proposed end of program outcomes (EOPO) are:

1. Increased (equitable) participation of 16-24 year-old women and men in skills development programs
2. Increased employability of KIT graduates
3. Effective and efficient management of the Skills Sector

This will be achieved through a range of investment activities that support the above EOPOs (*refer Annex 2*) targeted at:

1. **Developing KIT as an internationally respected national skills training provider** by improving: KIT leadership and management, human resource development, facilities that meet international standards, quality assurance and business systems and increased engagement by the private sector.
2. **Improving the quality, quantity, scope, equity and inclusiveness of skills training programs** through: courses that are aligned to labour market demand, initiatives that increase the participation of I-Kiribati women, men and people with a disability aged 16 to 24 years and prepares them for employment, and multiple pathways to courses developed and accredited regionally and internationally.
3. **Improving the performance of the skills development sector** by: improving the capacity and capability of the public and private sector to more effectively contribute to planning, human resource management and performance management of the sector.

Australia's investment will target innovative solutions to support skills development while continuing to drive TVET system reform through targeted strengthening initiatives. A Job Search Centre will be established at KIT, operating in partnership with the proposed MLHRD National Career Counselling and Employment Centre, to facilitate the transition of KIT graduates from study to work, both on and off-shore. A partnership with an Australian based Group Training Company will be established to facilitate employment of trainees, managing the skills assessment process of visa applicants, arranging skills gap training and providing pastoral care and other necessary support for the trainee. KIT and APTC graduates seeking access to off-shore employment will have access to a 6-month work-placement program in an actual or simulated work environment to continue workplace based skills development. A Vocational Pathway for people disengaged from the education and training system will be created to prepare them for entry to accredited training at KIT through a 6-month course at Certificate I level.

The investment will continue to develop the Kiribati Institute of Technology (KIT) as a high quality national skills training institution. The investment proposition continues the capacity building of KIT with a view to improving its long term sustainability as a regionally registered and quality assured training organisation. KIT will also align its QA systems with those of the Australian Skills Quality Authority (ASQA). KIT will seek regional recognition through the SPC Educational Quality and Assessment Programme (EQAP) audited by the Fiji Higher Education Commission (FHEC). KIT will operate in a market environment procuring services, courses and professional strengthening support according to its annual business plan. Further investments in KIT infrastructure may be made as bilateral aid allocations permit and full capacity utilisation of existing facilities at

KIT is demonstrated.

Social inclusion is a major focus of the investment. The focus of the investment is youth participation in labour market relevant courses. Targeted initiatives will be implemented to increase the participation of women, people with a disability and those isolated from training opportunities by distance. Targets for the participation of women in non-traditional trade areas and support for them during training will be a feature of the program. All social inclusion initiatives will be included in the program's overall monitoring and evaluation framework with strategies and participation targets for the above cohorts embedded in the range of targeted student numbers per program areas.

Labour market studies (LMS) will be facilitated by KIT on an annual basis, through STA support, to identify the type of courses, qualification levels and number of places to be offered through the annual training plan. The LMS will include an analysis of local, regional and international employment opportunities and align course offerings accordingly. The LMS will also provide an analysis of off-shore employment through the various visa categories of destination countries.

Investment options

Based on the findings of their independent review of progress under TVETSSP Phases I and II, the design team has identified two main investment options (or models) for providing internationally quality assured training that meets labour market demand:

Option 1 (recommended): KIT is supported to expand delivery of internationally recognised qualifications through multiple pathways. As a regionally registered training organisation, KIT will have the ability to offer its own qualifications, as well as qualifications recognized by Australia, NZ or regional institutions. Strengthening initiatives will be benchmarked to Australian ASQA standards. This option (refer to visual representation at *Annex 3*) sets out two main pathways to employment. The first is for students who seek employment in Australia or New Zealand. These students complete a Certificate II (CII) course developed and accredited by KIT under the EQAP and delivered at KIT with direct credit transfer to an APTC or other international Registered Training Organisation's (RTOs) Certificate III (CIII) qualification which is recognized in Australia or New Zealand. Skills assessment for progression from CII to CIII and where possible full or part-delivery of CIII qualifications will be at KIT. For students who seek domestic employment the second pathway can be used through a KIT accredited course leading to Certificate II qualification. Students seeking regional employment can use either pathway to the qualification sought by the regional employer.

This model enables KIT to make decisions about its course offerings based on labour market demand with the flexibility to "purchase" the development and delivery of courses from regional and/or international training providers who best meet the purchasing conditions around content, qualification level, quality, cost, mode of delivery etc. KIT can also purchase from RTOs or other service providers institutional strengthening support determined by an annual quality improvement plan. **There are several advantages of this model.** There is a strong focus on providing employability skills to all students, and training supply can be matched to employment demand in a more time responsive and cost effective way as the market will dictate the cost, terms and conditions of the services required. The qualification level and industry recognition of qualifications is driven by labour market demand and there are no on-going service agreements with one RTO that would limit KIT's responsiveness to the labour market. It is anticipated this model will result in significant savings compared to the current model of delivery.

Option 2 (not recommended): Maintain the current approach with KIT delivering all Australian qualifications. This option maintains the status quo under TVETSSP Phase II, with a third party agreement (auspicing) between KIT and an Australian training provider. Under this model, all KIT students receive Australian qualifications, however they are only able to complete up to certificate II level and some modules of certificate III, with the APTC in Fiji as the only conduit to higher level Australian recognised qualifications.

The disadvantages of this option are that KIT will be tied to a third party agreement with one provider, and have limited ability to implement training programs that may be available more cost effectively and/or more aligned to specific skills areas, outside of the agreement. The current model does not have a strong focus on developing KIT as a longer term sustainable institution as it will always rely on capacity development that is specifically aligned to course implementation and not to broader institutional strengthening. A further

disadvantage is that the current cost of delivery reduces the ability to increase student places or make rapid changes to the course delivery plan when labour market need changes.

D: Implementation/delivery approach (How and with whom?)

Australia has successfully delivered support for TVETSSP Phases I and II through a **managing contractor** (ScopeGlobal). It is proposed that a managing contractor will deliver this next phase of the program. This managing contractor will be selected through an open procurement approach to the international market. Annual program planning processes respond to performance information and emerging priorities, and are undertaken with input and feedback from the Ministry of Labour and Human Resource Development (MLHRD).

It is proposed that Australia invests **\$16.5 million in SfEP over 3.5 years** in the “core” SfEP program, with supplementary funding for additional activities implemented through the Flexible Support Facility (see below). This “core” SfEP funding will represent approximately 22% of the annual Kiribati bilateral program allocation, based on current levels (\$20.23 for 2015-16). SfEP will commence in July 2016 and finish in December 2019.

The Government of Kiribati is committed to establishing an internationally respected national skills development sector, and it is expected that the **GoK will maintain or exceed its current expenditure** in workforce skills development (approximately \$700,000 per year, mostly for KIT operational costs) as a proportion of its total budget.

The program will not be implemented through GoK financial systems. The 2014 update of DFAT’s Assessment of National Systems in Kiribati, and the 2015 DFAT assessment of the Kiribati Education Sector Public Financial Management Systems (conducted for the design of Kiribati Education Improvement Program Phase III) considered the residual risks of channelling funds through GoK systems are not manageable in the short term. This position will be reviewed following a strengthening of financial systems.

We will **improve the effectiveness and efficiency of aid coordination and program management** by implementing a new and innovative Flexible Support Facility (FSF) as an additional modality for the delivery of the SfEP and related activities. The FSF will provide DFAT with a flexible delivery mechanism to better manage in-country development demands and strengthen alignment across its aid investments in Kiribati. It will permit DFAT to engage effectively with key stakeholders at a more strategic level. It will provide DFAT Tarawa post with an opportunity to manage the performance of its aid program through a holistic M&E framework, and promote more efficient procurement and resourcing arrangements. Other partners may also be able to provide support through the FSF.

There are potentially two stages (or options) for the FSF. Stage 1 proposes the FSF as a vehicle to deliver human resource development and employment related initiatives such as the KIT Job Search Centre and placement initiative. FSF activities could include support for access to labour mobility opportunities (Season Worker Program, pilot Northern Australia Pacific microstates employment program, apprenticeship placements in Australia), support to strengthen the capacity of MLHRD, and possible further development of KIT infrastructure. A possible Stage 2 proposes a longer term solution for DFAT to further consolidate its aid program management by bringing further aid programs under the FSF. The FSF concept will be further developed during the design process and presented in the Investment Design Document.

An aspirational goal of the program is to have **leadership** of the skills sector by the Kiribati government, primarily through the MLHRD with the support of DFAT. The program will provide a range of support and strengthening initiatives designed to build the capacity of the Ministry to manage the Skills sector and make a contribution to develop KIT as an internationally respected institution complementing the GoK’s migration with dignity strategy.

The **governance** of the program will need to blend the operational management of KIT and the broader project and Facility management. The Ministry of Labour and Human Resource Development (MLHRD) is the GoK’s lead Ministry for the program. The proposed program governance structure will evolve as the investment design is further developed. Governance arrangements will support the program’s objectives through accountable management structures with single points of decision making and delegations. It is proposed to include a stakeholder and cross-ministry strategic advisory group as a primary source of advice to the program.

E: Risk assessment approach (What might go wrong?)

The proposed investment has been assessed as **low risk** overall. A comprehensive Investment Risk Assessment is provided at [Table 1](#) and a Safeguards Screening Checklist is provided at [Table 2](#). The preliminary risk assessment was informed by stakeholder consultation in the design process, and review and analysis of the performance of Phases I and II of the TVETSSP. The risk assessment, including child protection measures, will be further developed during the investment design process.

F: Proposed design and quality assurance process (What are the next steps?)

Following approval of this Concept Note, the design team will develop the Investment Design Document (IDD). The draft IDD will be peer reviewed and independently appraised, and revised as appropriate to incorporate feedback from DFAT and GoK stakeholders. The IDD is expected to be ready for approval in December 2015 or January 2016. Once approved, the design will go out to market in an open tender procurement process. The program is expected to commence in July 2016.

NOTE:

Tables 1 and 2, the Investment Concept Risk Assessment and Safeguards Screening Checklist, have been removed from this Annex as they are already included as a separate annex to this Design Document.

The following annexes have also been removed, as they are included as annexes to this Design Document:

- Annex 1: Abbreviations
- Annex 2: Skills for Employment Program Draft Program Logic
- Annex 3: Skills for Employment Program Conceptual Model - The Preferred Option