**Government of Tonga**

**New Zealand Agency for International Development (NZAID)**

**Australian Agency for International Development (AusAID)**

**TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)**

**IN TONGA**

**TVET SUPPORT PROGRAM (TSP 1)**

**FINAL DESIGN DOCUMENT**

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**Acronyms**

|  |  |
| --- | --- |
| ADB | Asian Development Bank |
| APTC | Australian Pacific Technical College |
| AusAID | Australian Agency for International Development |
| BIP | Business Incubation Program |
| CBT | Competency Based Training |
| CEO | Chief Executive Officer |
| ETF | Employment and Training Fund |
| GDP | Gross Domestic Product |
| GoT | Government of Tonga |
| HIES | Household Income and Expenditure Survey |
| ITACs | Industry Training Advisory Councils |
| KPI | Key Performance Indicator |
| LFS | Labour Force Survey |
| M&E | Monitoring and Evaluation |
| MoEWAC | Ministry of Education, Women’s Affairs and Culture |
| MoLCI | Ministry of Labour, Commerce and Industry |
| MoFP | Ministry of Finance and Planning |
| MoTEYS | Ministry of Training, Employment, Youth and Sports |
| NSC | National Steering Committee |
| NGOs | Non-Government Organisations |
| NCVS | National Centre for Vocational Studies |
| NZAID | New Zealand Agency for International Development |
| PO | Program Office |
| PPD | Australia-Tonga Pacific Partnerships for Development |
| RPP | Review of Program Progress |
| SDP8 | Strategic Development Plan Eight |
| SPBEA | South Pacific Board of Educational Assessment |
| TAFE | Technical and Further Education |
| TANGO | Tonga Association of Non-Government Organisations |
| TESP | Tonga Education Support Program |
| TIHE | Tonga Institute of Higher Education |
| TIST | Tonga Institute of Science and Technology |
| TMIS | TVET Management Information System |
| TNA | Training Needs Assessment |
| TNQAB | Tonga National Qualifications and Accreditation Board |
| ToR | Terms of Reference |
| TQF | Tonga Qualifications Framework |
| TSP | Tonga TVET Support Program |
| TATVET | Tonga Association for TVET |
| TVET | Technical and Vocational Education and Training |

1 Executive Summary

The Tonga TVET Support Program (TSP) represents a practical commitment by Australia and New Zealand to assist the Government of Tonga (GoT) to develop a national TVET system that provides internationally recognized qualifications in a sustainable manner and at a reasonable cost. The joint Tonga/New Zealand Country Program Strategy (TNZCPS) provides strategic direction for the NZAID development cooperation program to Tonga. The Australia-Tonga Pacific Partnerships for Development Agreement priority outcome three is to improve technical and vocational skills and as such this program (TSP 1) is the primary vehicle to deliver outcome three.

This document details a design for the first phase of the TSP. TSP 1 is proposed as a four-year program, 2009-2012. TSP 1 is estimated to cost A$7.4 million and is intended to be jointly and equally funded by AusAID and NZAID. Although TSP 1 is a four-year program it is expected that a second phase will provide a program timeframe of eight or more years.

**The Challenge**

Tonga’s Cabinet are concerned about the high rate of unemployment, especially youth unemployment, and recognize the need to re-focus Tonga’s TVET so that it can provide the skills required to support the country’s development while preparing Tongans for existing and anticipated employment opportunities at home and abroad.

The newly formed Ministry of Training, Employment, Youth, & Sports (MoTEYS) are charged to meet this challenge and to ensure that TVET becomes a driver of social and economic change within Tonga by providing many Tongans with the skills and knowledge necessary for employment. To meet this goal, MoTEYS must address a number of serious shortfalls in the current TVET system including inadequate training resources, unqualified instructors, and the limited capacity of TVET providers. Early steps in improving services are that MoTEYS has developed an ambitious plan for the sector and established the Tonga Association for TVET (TATVET) to elevate the status of TVET in Tonga.

TSP will assist MoTEYS to establish a national TVET training system that builds on current initiatives. TSP 1 will improve the capacity of training providers to deliver effective training aligned to industry needs and to economic development targets. The intended outcomes of TSP 1 include an increased numbers of Tongans with demand-based training and locally and internationally recognised TVET qualifications, an increased numbers of skilled employees, a reduction in unemployment, and a contribution to the alleviation of poverty within Tonga. .

**Activity Description**

TSP 1 supports reforms in the Tonga TVET system. Key among these are the transition of the system from being one that is “supply-driven” to one that is “market-driven” and more responsive to the changing needs of the workforce; the introduction of industry skill standards benchmarked to New Zealand/Australian and SPBEA framework standards[[1]](#footnote-1) through support to the Tonga National Qualifications and Accreditation Board (TNQAB) and; training and mentoring of TVET providers to train to these new standards. The Program complements the existing training provision by public and private TVET providers through making available additional resources that target critical skill areas and hitherto under-served populations. It uses competitive funding and incentives to encourage TVET and other non-traditional providers to move towards delivering high quality training in priority and high demand areas and to different target groups, including women, the disabled and those in remote areas. TSP 1’s design reflects international best practice in TVET reform and experience in similar countries.

**Strategic Objective and Key Performance Indicator**

TSP’s **Strategic Objective** is: *to make Tongans more competitive in domestic, regional and international labour markets through improved demand based TVET and internationally recognised qualifications.*

Success in meeting this objective will be measured using three **Key Performance Indicators**:

1. 80% of courses offered are competency based, by competency based qualified trainers
2. There is a functioning accreditation process for TVET courses that includes overseas recognition of qualifications, and
3. 80% of all institutions have been through the process

**Program Description**

TSP 1 has three components. The first – *Developing the National Training System* – will finance various activities to strengthen the national training system in Tonga by (i) introducing internationally benchmarked skill standards,(ii) supporting the registration and accreditation of TVET providers, and (iii) by strengthen the capacity of local providers to deliver internationally recognised and certificated courses and increasingly offer short-term competency-based training.

A national training system with its qualification framework will facilitate pathways between training providers and from basic to advanced skills; from school-based TVET (Certificate I) to post school providers; and to and between non-government, faith-based providers (Certificates I and II) and the public institutes (delivering at Certificate II and aiming for Certificate III in the future); and to regional providers such as the APTC and in New Zealand and Australia at Certificates III and above.

TA will be provided to help TVET providers benchmark local courses compared to New Zealand standards. TA will also identify gaps in course offerings, and develop remediation strategies to get courses accredited by TNQAB. In-country training-of-trainer workshops will be organised on competency-based training (CBT) and assessment, as well as short-term training and attachments in New Zealand and/or Australia. Small equipment grants will also be made available to help providers meet accreditation requirements to deliver training in priority areas. As well, there will be a similar fund for large equipment, targeted at post-school providers who could increase student numbers in priority areas with the purchase of the equipment.

The second component – *Promoting Demand-Driven Training* – is designed to incentivize the delivery of programs responsive to the skill needs of industry and that enhance employability and career mobility of Tongans. Anchored in an employment and training fund (ETF), a competitive funding scheme to select providers and involve employers in training provision, the Program will support delivery of employment and training services under two funding windows: (i) training in critical skills and new growth areas, and (ii) short-term employment and training services for youth.

The third Component – *Program Management and Institutional Strengthening* – will finance activities to improve program management, including monitoring and evaluation, and strengthen institutional capacity of MoTEYS to design and implement employment and training initiatives for different target groups. This will be achieved by developing: (i) program mmanagement capacity, (ii) institutional strengthening of MoTEYS and (iii) institutionalizing good monitoring and evaluation practices.

**Program Management**

TSP 1 management and implementation arrangements are designed to address and mitigate risks associated with MoTEYS’s capacity and system constraints. They are also designed to adhere as closely to possible to Paris and Accra principles and will, wherever appropriate, use GoT structures and systems.

TSP 1 will be implemented by the TSP Program Office, a unit within MoTEYS. Assisted by six full-time TA the Program Office will be lead by an International Technical Manager who reports directly to the MOTEYS CEO. In addition to assisting the ministry, the TA will also assist the Tonga National Qualification and Accreditation Board in the TVET portions of its work. Overall policy and management responsibility for TSP 1 will rest with the MoTEYS CEO who will be guided by a TVET National Steering Committee. TSP 1’s procurement will be managed by a procurement implementation unit in the Ministry of Finance and Planning.

Donor funds will be provided through AusAID. NZAID will provide its funds through AusAID under a Funding Arrangement and AusAID will establish a separate Funding Agreement with the GoT for the Program. The first six months of Program funding will be provided to the General Development Account on signing of the Funding Agreement with the GoT. Funding will then be on an annual payment cycle with approval to be actioned by AusAID through the following processes: first, a six-month Progress Report to TVET National Steering Committee (NSC) will be prepared by the Program Office for the MoTEYS; second, AusAID and NZAID will use the Annual Progress Report as the basis for a Review of Program Progress (RPP – further described immediately below) and; finally, on the basis of the RPP and the NSC’s acceptance of the Progress Report and approval (or conditional approval) of any proposed action recommended in the Progress Report, AusAID will determine if satisfactory progress has been achieved.

AusAID and NZAID will use the Annual Progress Report as the basis of an annual formal Review of Program Progress (RPP). The donors will ensure that the RPP takes place prior to the NSC’s meeting to review the report. Each RPP will also be informed by an independent assessment of progress conducted on behalf of the donors. The independent assessment will ensure that the donors and GoT are well-informed in respect to possible decision points on improvements to the operation and management of the Program. Relevancy of Program objectives and KPIs will also be considered at annual and mid term review points by donor partners and GoT. The assessments will be conducted by either an appointed donor program advisor or an independent advisor specifically hired for this task.

The second annual review will be replaced with a Program Mid Term Review. The MTR will assess the operation and contribution of the Program over its first two years and make recommendations for improvements in design and operation as necessary.

At least six months before the completion of TSP 1, an Independent Evaluation of TSP 1 will be commissioned to assess the Program’s net impact against its performance indicators and to make recommendations concerning a second phase of the TSP. A Program Completion Report will be prepared during the final months of the Program according to the guidelines specified by the GoT and donors.

**Program M&E**

Monitoring Program Activities Program financed TA will assist in designing and delivering a TVET Monitoring and Evaluation (M&E) schedule. The TA will also build ministry capacity to implement and maintain that schedule. Concurrently running activities will pose management challenges and make it imperative that program related data are collected and analysed systematically. To facilitate this, a TVET Management Information System (TMIS) will be developed by MoTEYS with technical assistance from an Information Systems Adviser. The TMIS and a Tonga TVET website will be the repository for all Program data as well as for externally-accessible information on calls for ETF proposals, ETF awards, TSP reports and studies, and relevant links to the websites of other TVET providers.

Evaluation and Thematic Studies The program will finance a small number of thematic studies to identify skill needs and training strategies to assist in the design of training programs in areas which have to date not been served by Tongan TVET providers.

Impact Evaluation The Program will also finance an impact evaluation study to determine whether and to what extent it is meeting its objective. Data for the evaluation will come three sources: (i) from a Program financed tracer study of TVET graduates and a control group, (ii) a Program financed Household Income and Expenditure Surveys and/or Labour Force Surveys (to be completed by the National Statistics Office), and (iii) the TMIS.

Annual Audit In addition to the M&E activities above, the program will conduct financial audit annually.

**Inclusiveness**

At present, the disabled, women, and other vulnerable groups are not well represented in formal TVET programs in Tonga. TSP 1 will assist MoTEYS to address this shortfall in service provision by prioritizing the development of courses that are likely to attract women, the disabled and the geographically marginalized and to improve their employment outcomes. Recipients of ETF funding will be required to: (i) demonstrate that their activities target normally marginalized groups (including the disabled), and (ii) agree to performance measures against which the achievement of this objective can be evaluated. The Program will also assist MoTEYS to develop policies on inclusiveness in respect to TVET provision and access.

**Sustainability**

It is expected that the implementation of the Program will become a core function of MoTEYS. This will enable a gradually increasing commitment from GoT to the budget of MoTEYS and to ongoing support of the reforms that TSP is introducing as donor support is reduced over the years. The flexible modality of Program implementation should ensure that Program activities proceed in a contextually-appropriate manner and that the technical changes initiated by the Program to the TVET sector are sustainable over the long-term. As part of the GoA-GoT PPD implementation schedule, the GoT commits to ensure that MoTEYS staff, support personnel and funding are sufficient to support the reforms and programs that result from the Program implementation. The exact amount of financial resource commitments by GoT will be determined during the course of TSP 1 implementation.

The long-term sustainability of the Employment and Training Fund will require consideration of two sets of issues. The first is what fees should be charged for training supported by the ETF. Fees for long-term certificated courses could be based on the Tonga Institute of Science and Technology (TIST) fee structure, or an average of provider fees prevailing in Tonga. When these courses are for employees or potential hires in specific industries, it is appropriate for cost-sharing of fees by trainees and employers. The second issue is how to fund the ETF over the long run. It is proposed that the ETF be fully funded by the donors in the first 4 years of TSP, with the GoT taking over funding after that as evidence accumulates on the cost efficiency and positive labour market outcomes of this Program.

Also, in order to enhance sustainability, training providers will be assisted to build their own capacity. This will include quality assurance advice, trainer and assessor courses for staff, short-term attachments to New Zealand and Australia for trainers, and small and large equipment grants.

Finally and importantly, as the program achieves its targets, sustainability of the TVET providers and wider private sector will be strengthened independent of GoT funding and MOTEYS.

**Risk Management**

As with many donor-financed activities in Tonga, TSP 1 will face challenges throughout its implementation. The most significant of these are outlined below, as are the Program risk mitigation arrangements.

TNQAB Registration and Accreditation of TVET Providers The effective operation of the TNQAB is vital to the success of TSP 1 and the development of a sustainable national training system. A critical concern is whether the newly established Board can register TVET providers and accredit their course offerings in a timely manner. TSP 1 will help mitigate this risk by providing TA support to TNQAB through the Program Office to put in place the National Qualifications Framework and to assist in the development and implementation of registration and accreditation processes.

GoT capacity to finance MoTEYS and support TSP 1 MoTEYS, which is currently under-resourced and staffed, will play a critical role in the implementation of TSP 1. It is possible, however, that post TSP 1, that GoT may not be able fully finance or manage the continuing TSP process once the donor-funding TA concludes. The Program will seek to lessen this risk by adequately developing managerial, procurement and administrative capacity in MoTEYS, by establishing a TSP unit within MoTEYS, and by involving senior MoTEYS staff in all operations and decision-making of the Program. TSP 1 will also provide GoT with empirical evidence of the labour market effects of the Program so that it is aware of the impact of its investment in TSP.

M&E Capacity and Baseline Data An important focus of TSP 1 will be on monitoring. In particular, on assessing how the Program financed (or supported) training courses and programs target different groups and influence their labour market outcomes. The existing weak M&E capacity and the limited availability of data present a substantial challenge and threaten the Program’s ability to assess its impact.

This risk will be addressed by supporting a M&E Working Group of key stakeholders and by providing training to build M&E capacity in survey techniques, simple data analysis and information presentation. A concerted effort will be made to establish adequate baseline data for all aspects of the Program within the first year of the Program.

2 Analysis and Strategic content

## 2.1 Country and Sector Context

Country Context (See also Annex 1: Program Context)

Tonga has a narrow economic base and reliance is placed on inwards remittances from relatives living overseas (over 40% of GDP) and foreign aid. A World Bank study revealed 90% of households received cash remittances in 2004, averaging US$3,067 per household [[2]](#footnote-2)and US$753 per capita.[[3]](#footnote-3) Growth in real GDP averaged 2.7% per annum between 1998/9 and 2005/6, largely because of a strong contribution from the tertiary sector, which accounted for 55% of GDP and grew at 3.6% per annum, with the commerce, transport and communications sectors leading the way. The secondary sector, which accounted for 17% of total output, grew at 2.9% per year, and the primary sector, which accounted for 28% of output, grew at only 0.8% per year.[[4]](#footnote-4)

Agriculture dominates the primary sector of the economy. It contributes about one-quarter of GDP; supplied 60% of total merchandise exports in the period 1998-2004 (fish supplying 34%); and is the main source of livelihood for much of the population. Although it remains a vitally important sector, growth in agriculture has been slow (1% per annum from 1993/94 to 2003/04); and it has been subject to considerable year-to-year variation as a result of commodity price fluctuations and weather conditions. The Government of Tonga’s (GoT) agricultural policy objectives are to increase and diversify commercial agricultural production throughout the country for domestic sale, import substitution and export, and to ensure food security based on traditional farming systems.

Fisheries production grew at an average annual rate of 3.4% from 1993/94 to 2003/04 and accounted for 21% of primary sector value added at the end of the period. The offshore tuna longline fishing is the main reason for the rapid expansion in export fishing.

Tonga has made good progress towards the Millennium Development Goals.[[5]](#footnote-5) It has the second lowest incidence of poverty amongst 15 Pacific Island countries. However, the 2000/01 Household Income and Expenditure Survey (HIES) showed unequal income distribution between households and geographic regions. Nationally, the 10% of households with the lowest income levels received just 1.6% of total household income, whereas the 10% of households with the highest income levels received 30.9%. Average household income in the outer islands was found to be significantly lower than Tongatapu. Calculations based on HIES data suggested that in 2001 5% of families had expenditure levels below a Food Poverty Line of T$703 per head per year, and 22% of families had expenditure levels below a Basic Needs Poverty Line of T$1,466 per head per year.

A 2003 Labour Force Survey classified 63% of people aged 15 or over as currently employed, 3% or around 1,300 people as unemployed, and 36% as currently inactive. Labour force participation rates for people over 25 were consistently over 90% for men, while the rates for women were around 70 percent. The participation rates for people aged 20-25 were found to be about 70% for men and about 60% for women. Labour force participation rates for the outer islands were found to be significantly higher than for Tongatapu. Almost half of the employed males (46%) worked in the agricultural sector, and over half of the female employed population (54%) worked in the manufacturing sector.

Almost 90% of the labour force has at least some secondary education, and 11% has received some higher education. Amongst the currently active population, roughly 10% of have received some vocational training, as have about 8% of those currently inactive.

Youth[[6]](#footnote-6) unemployment is a major concern in Tonga. It fell from 8% in 1990 to 3% in1993/94 but then rose again to 12% in 2003. Youth unemployment rates in recent years have tended to be around three to four times as high as adult unemployment rates. However, whereas in the earlier 1990s unemployed youth constituted around 56% of the total unemployment, in 2003 they constituted only 43% of the total.

The GoT is continuing efforts to improve expenditure management, public sector reform and revenue reform. Following the 2006 riots, which impacted negatively on the economy, economic growth was forecast to stage a modest recovery in 2008-09.

Political reform remains one of the biggest challenges, with Tonga aiming to move towards a more representative form of government by 2010. Stimulating private sector development and local employment opportunities represent other major challenges – and could become even more pressing if significant numbers of migrant workers are forced to return to home due to the worsening employment situation in developed countries.

Tonga has been largely insulated from the negative effects of the global economic crisis to date, however, given the country’s high reliance on remittances; it is unlikely to remain immune. Like other Pacific Island countries, Tonga’s vulnerability arises from its small size and lack of diversity; its high level of exposure to the international economy; its narrow economic base; its relative isolation from markets and resulting high costs of transport and communication; the risk of political and governance instability; the difficulty of providing opportunities for a youthful population with high aspirations; and environmental threats, such as cyclones and rising sea levels. Tonga has limited private and non government sectors, and cannot train enough professional and technical staff to make up for emigration.[[7]](#footnote-7)

Sector Context

The need to strengthen technical and vocational education and training (TVET) provision in Tonga has been recognised for many years. The GoT’s Education Policy Framework (EPF) 2004-2019 identified skill development and lifelong learning as a priority policy area. Tonga’s Strategic Development Plan Eight 2006/7 – 2008/9 (SDP8) identified the need to undertake a national training needs analysis; develop the Tonga National Qualifications Framework; develop pilot skill development projects; and to expand opportunities for on-the-job training schemes.

In 2006, the Ministry of Training, Employment, Youth, & Sports (MoTEYS) was established with a mandate to focus on the development of short-term training and TVET in Tonga. Currently MoTEYS has about 10 staff, one senior member of which has extensive TVET experience and limited resources. The creation of the ministry resulted in responsibility for TVET passing from the reorganised Ministry of Education, Women’s Affairs and Culture (MoEWAC) and the responsibility for employment passing from the Ministry of Labour, Commerce and Industries (MLCI) to MoTEYS.[[8]](#footnote-8)

While there is, as yet, no national TVET policy, GoT has identified TVET as an important driver of social and economic change within Tonga, emphasizing its potential to provide Tongans with the skills and knowledge necessary for employment. MoTEYS has highlighted the high rate of unemployment, especially youth unemployment, and the need to re-focus TVET on critical skills for Tonga’s development and for potential employment opportunities. Recognizing that inadequate training resources, under-qualified instructors, and the limited capacity of providers in Tonga severely limit the capacity of the TVET sector to deliver improved services, the MoTEYS has established the Tonga Association for TVET (TATVET) in an attempt to elevate the status of TVET.

As of late 2008, there were 10 TVET providers in Tonga and over 1,300 TVET students. The main non-government providers are the faith-based providers, particularly the Catholic and Wesleyan churches.[[9]](#footnote-9) Currently, ten percent of those economically active and eight percent of the economically inactive of the 15 and over age group have a TVET qualification.

Formal TVET in Tonga is complex and fragmented, and delivered by small and relatively inefficient Government and private-sector providers. Qualifications and skills gained are mostly at relatively low levels that do not meet the increasing levels of skill and innovation required in the modern work place. Few providers have had their programs benchmarked internationally and very few programs have been accredited. There are gaps in provision in some national skill priority areas (e.g. plumbing and refrigeration engineering), and in other areas there are not enough qualified graduates to fulfil existing job vacancies (e.g. hospitality and catering).

MoTEYS now administers three training institutions[[10]](#footnote-10) and the Training and Employment Services Centre[[11]](#footnote-11) (formally the Short Term Training Centre), which is the counterpart agency for the NZAID In-Country Training programs.

The division of responsibilities between MoTEYS and MLCI is still to be clarified and, as yet, no legislation specifically covering MoTEYS and its functions has been approved by GoT although it is recognized that the Ministry is responsible for setting policy to guide TVET provision[[12]](#footnote-12).

MoTEYS has developed a National Youth Strategy and set five strategies for strengthening TVET: (i) reviewing the TVET sector, with a view to looking for ways to manage the sector more effectively, to meet required quality standards and to better meet the training needs of young people and those in the community; (ii) developing and implementing a Training and Resource Assistance Scheme to ameliorate existing shortfalls in TVET provision; (iii) strengthening Short-term Training in order to address the training needs of the community, the private sector, NGOs, youth and women; (iv) developing and implementing a Recognition and Accreditation Scheme to improve quality and the opportunity for trainees to gain employment outside Tonga’s borders; and (v) building the capacity of the three MoTEYS administered training institutions.[[13]](#footnote-13) Currently MoTEYS has neither the capacity nor funding to execute these strategies.

MLCIis responsible for trade, industrial relations (including employment legislation) and for developing the private sector, including the registration and support of cooperatives and credit unions[[14]](#footnote-14). It also administers the Recognised Seasonal Employment (RSE) scheme through which Tongans are selected to work in New Zealand’s horticultural industry during the peak season.

The recent introduction of the Tonga National Qualifications Board (TNQAB) was an important step towards developing and implementing a nationally and internationally recognised post compulsory qualifications system. Key aspects of the Board’s initial work include the design and development of a National Qualifications Framework, covering both TVET and higher education, and the quality assurance of post compulsory education and training providers.

## 2.2 The Challenges Faced

A national training needs analysis, conducted in 2008, concluded that there is a need to strengthen technical and vocational education and training, with a focus on key growth industries where effective performance will benefit the people of Tonga. Recognizing that only high quality basic education can provide the necessary foundation for post-basic training, the study identified immediate and critical skill needs for enterprises across all sectors of the Tonga economy.[[15]](#footnote-15) These needs consist of both skill shortages (a lack of appropriately qualified people in the work force) and skill gaps (where the existing work force does not have the necessary skills to achieve organisational objectives). Generic skills in short supply include management skills generally (including both senior and middle management skills), customer service skills, and skills in financial management and accounting. There are also skill shortages in advanced trades, policy development and analysis, advanced computing and information technology, and in a number of advanced technical work-related areas in several key growth industries. Skills gaps exist in similar areas.

Key growth industries include tourism and hospitality, agriculture, marine resources and fishing, construction, engineering, motor, and the maritime sector. Improved skills development is also required in other industries including social services such as health and education. An unmet and increasing demand for technically trained employees at all levels in the private sector was also identified.

Clearly existing skill shortages in the work force are negatively affecting overall productivity and Tonga’s prospects for economic growth. In respect to the public sector, the analysis concluded that there are significant shortages of technically and professionally trained specialists in many fields and that current capacity to train these specialists is limited and cannot satisfy the demand for new public sector recruits. In respect to the informal sector, there are also skill training requirements. These include general skills to improve the quality of village life, helping prepare young people to find employment, and promoting village-based enterprises that generate income.

The training needs analysis recommended the establishment of a National Skills Training Council, or similar body, that would have oversight responsibility of all post secondary education and training; a review of existing Government institutional provision of tertiary education and training in Tonga with a view to strengthening the delivery of technical and vocational trade training and the governance and management of existing public post-secondary education and training; more emphatically engaging the private sector in the management and operation of education and training providers; and, importantly, developing long term training plans for each industry grouping and social service sector.[[16]](#footnote-16)

An earlier analysis of the sector, the 2007 ADB Review of TVET in Tonga, concluded that the following issues should be addressed if the quality and relevance of TVET in Tonga is to improve: a shortage of skilled teachers/trainers in TVET providers; the absence of an effective national training body to set quality standards for skills development in Tonga; an absence of knowledge of the efficacy of various programs (tracer studies were suggested as an appropriate means to monitor efficiency); inadequate funds available for initiatives to improve training in sectors with economic potential like agriculture, fisheries and tourism; and the absence of a TVET body to stimulate better communication and coordination across the sector among potential users and employers. [[17]](#footnote-17)

In addition, and placing the above concerns in the context of the national development agenda, the highest levels of Tongan Government have indicated that a vitalizing of the TVET sector and the provision of a service to assist Tongans gain work in Tonga and overseas is critical. Further, the Government is aware of both the need to improve access to skills for women and those from marginalized or vulnerable populations (including the disabled) who have traditionally had low or no training opportunities, and to increase the appeal of TVET options to these groups and to young people. MoTEYS anticipates that this can be at least partly achieved by broadening access to training while at the same time increasing the prestige and marketability of TVET through higher course standards; nationally and internationally recognised qualifications; and expanding training into new and high demand areas.

## 2.3 Consistency with Donor Strategies to Assist Tonga

The joint draft Tonga/Australia Country Program Strategy (TACPS) 2007-2012 provides the strategic direction for the Australian development cooperation program to Tonga and was used as the basis for this design document. Two of the strategic goals relating to TVET are (i) promoting private sector led economic growth and (ii) improving service delivery in health and education. In August 2009, the Pacific Partnerships for Development (PPD) Agreement between the GOA and the GOT was signed with TVET as the third Priority Outcome. The targets are to *increase number of Tongans completing* locally or internationally accredited technical and vocational education and training courses, including a focus on equal opportunities for all and to i*ncrease number* of accredited technical and vocational *qualifications available in Tonga.* TSP 1 is the primary vehicle to progress the Australia-Tonga PPD Agreement priority outcome three and its associated Implementation Schedule. TSP 1 closely reflects the Implementation Schedule in objectives and targets and will provide the basis for reporting outcomes under the PPD.

A major outcome expected of Australian support to training is increased economic development and poverty reduction. Another important context for support to Tonga TVET is the establishment of the Australian Pacific Technical College (APTC), which raises challenges and opportunities for TVET delivery in the country. The College has begun providing, at campuses outside Tonga, an internationally benchmarked model of competency based training, with flexible delivery modes, and at higher levels than that currently operating in Tonga. The Tonga TVET Support Program (TSP) will look to up-skilling of Tongan TVET staff through the College, including learning about more flexible delivery modes along the lines of those developed by APTC.

The joint Tonga/New Zealand Country Program Strategy (TNZCPS) 2008-2018 provides a strategic direction for the NZAID development cooperation program to Tonga. The strategy aims to support Tonga’s own national development priorities, as set out in its Strategic Development Plan (SDP8), and NZAID policies and priorities. The TNZCPS focuses NZAID assistance on three priority areas: governance and civil society; broad-based growth and sustainable livelihoods; and education. Under the latter two priority areas, TVET support has been identified as way in which NZAID can contribute to strengthening economic growth in Tonga and improving access to better quality education.

## 2.4 Lesson Learned

TVET programs in similar countries have provided useful lessons for TSP. In light of the challenges faced (above) and the planned TSP outcomes (see below), the most critical of these are discussed below.

*Reforming training is a complex and long-term commitment*, which requires adequate planning and appropriate sequencing of reforms and programs. While the change management phase of reform may be protracted, many countries have successfully achieved desired reforms by drawing on what has been learnt in other countries and using appropriately experienced technical assistance while preparing local staff to manage the system in the longer term.

*Strengthening training providers and training systems is not sufficient* without a balanced focus on the employment outcomes of training. This includes putting in place incentives for training providers to be aware of and to focus on employment outcomes for students. Job-matching services and some training that assists enterprises, small business, and self-employment development have also proved productive.

*TVET system development should be appropriate to the size of the country and to available labour market options*. Even in limiting circumstances, system strengthening should ensure recognition of quality assured qualifications that support labour mobility in the region and beyond. National structures could include a national qualifications framework that provides pathways between providers and course levels, quality assurance systems for training providers and courses, and graduate tracer studies to monitor the market efficacy of courses offered.

*The benefits of internationally recognised rather than country specific qualifications have been demonstrated by the Australia-Pacific Technical College*. Internationally benchmarked qualifications can provide for labour mobility of citizens and the flexibility of moving between providers in the region, including to Australia and New Zealand.

*Industry involvement and leadership is crucial in determining courses needed and competency standards for courses*. However, this must be done in a simple and easily facilitated way, recognising the limited numbers of industry members in a small country. AusAID experience and that of other TVET programs in the Pacific has shown that it is preferable and more cost-efficient to adopt and adapt courses from New Zealand, Australia or Fiji, for example, rather than fully develop local courses.

*Measurement and evaluation of outcomes, particularly employment, is crucial to measuring the success of the program and for assessing the returns on investments in TVET by countries and donors.* Reliable baseline data is critical, as is a robust monitoring system. It is important to recognize, identify, and address data challenges both prior to new investments and continually thereafter.

A review of what has worked well in Samoa provides an indication of how these lessons can be brought together. Key features of the Samoa TVET program are: a strong and appropriate model of a national qualifications authority; strategic growth in faith-based providers at the lower certificate levels, particularly catering to push-outs, and aligning their courses to the national framework and the entry requirements of the government institute and; skilling and quality assurance of trainers through the New Zealand Certificate of Adult Education (equivalent to the Australian Certificate IV Trainer & Assessor).

In Vanuatu, a Vanuatu National Training Council is now in place and is serving as a central coordination and quality assurance body. Competency-based TVET systems within a national qualifications framework have been developed. The latter include the development of curriculum, training materials, training facilities and personnel, particularly in support of the main national TVET training facility, the Vanuatu Institute of Technology. As the TVET system strengthens in Vanuatu, it is turning away from an emphasis on the strengthening through the provision of *inputs*, to a focus on the *outcomes* to which these systems should be contributing. Training is being decentralised in order to increase relevance to productive sector and efforts are being refocused on monitoring and evaluation.

3 Program Description

The Tonga TVET Support Program (TSP) represents a commitment by Australia and New Zealand to assist the Government of Tonga (GoT) to develop a national TVET system that provides internationally recognized qualifications in a sustainable manner and at a reasonable cost.

This section outlines the design for the first phase of the TSP. TSP 1 is proposed as a four-year program, 2009-2012. TSP 1 is estimated to cost A$7.4 million and is intended to be jointly and equally funded by AusAID and NZAID. Although TSP 1 is a four-year program it is expected that a second phase will provide a program timeframe of eight or more years.

## 3.1 Strategic Objective and Key Performance Indicators

The program’s Strategic Objective is:

*To make Tongans more competitive in domestic, regional and international labour markets through improved demand-based technical and vocational training and internationally recognised qualifications.*

Achievement of this objective will be assessed against a three Key Performance Indicators (KPIs):

1. 80% of courses offered are competency based, by competency based qualified trainers
2. There is a functioning accreditation process for TVET courses that includes overseas recognition of qualifications, and
3. 80% of all institutions have been through the process

Other performance indicators, process indicators and measures of intermediate outcomes that contribute collectively to the meeting of the KPI are listed below and detailed in the Results Framework located in Annex 2.

## 3.2 Intended Outcomes

TSP 1 is targeting nine outcomes:

1. A system-wide shift from provider-focused training to training focused on workforce and industry skill needs.
2. Increased capacity of local service providers to raise the efficiency and quality of training
3. Systematic active involvement of industry and other key stakeholders in TVET course design and assessment processes adequate to ensure that resources are directed to the funding of courses and initiatives that meet high priority local needs.
4. An in-place fully utilized quality assurance mechanism that ensures that training provision in Tonga meets international standards and is internationally recognized.
5. The acceptance of short-term competency-based training provided as part of a pathway to full qualifications.
6. An established Employment and Training Fund that (i) allocates resources competitively to promote the meeting of high priority training needs, and (ii) on a reward for performance basis, ensures that course design and delivery is demand-driven and results in desired labour market outcomes.
7. An established mechanism to disseminate TVET and labour market information to service providers and users.
8. An institutionalized, fully operational monitoring and evaluation program that aids TVET design and service delivery while monitoring progress towards training outcome targets.
9. Facilitation of pathways between training providers and from basic to advanced skills, within the national training system and improving outcomes. in terms of access to advanced TVET overseas.[[18]](#footnote-18)

## 3.3 Program Components

Primarily, TSP 1 addresses five critical deficiencies in the Tongan TVET system: (i) the fragmented and often ad hoc delivery of training by small and often inefficient Government and private-sector providers; (ii) very few TVET providers are internationally benchmarked and offer accredited training; (iii) the qualifications gained are mostly low level and providers have little capacity to supply the higher level training needed in the workplace; (iv) course offerings are mostly supply-driven and often not aligned to industry needs (skill shortages and skill gaps have emerged in several priority areas); and (v) the training needs of several groups of Tongans – including youth, women, the disabled, those seeking to develop small businesses and microenterprises, and those in the outer islands – are currently not being met.

TSP 1 will support the transition of the Tonga TVET system from being “supply-driven” to being “market-driven” and able to respond to the training needs of the workforce. TSP 1 will strengthen training in Tonga by introducing industry skill standards benchmarked to New Zealand standards. TSP 1 will support the Tonga National Qualifications and Accreditation Board (TNQAB), and the training and mentoring of TVET providers to train to these new standards. TSP 1 complements existing training provision by public and private TVET providers by making available additional resources that target critical skill areas and hitherto under-served populations. It will use competitive funding and incentives to encourage TVET and other non-traditional providers to move towards delivering high quality training in priority and high demand areas and to different target groups. It will foster improvements in system management and the implementation of reforms through capacity building of policymakers, technical assistance, and introduction of effective processes to monitor progress towards achievement of desired labour market outcomes.

The Program’s design recognises the newness of MoTEYS and the challenges it will face in leading these reforms, and provides TA to work with Ministry staff throughout the change management period: three full-time TA - one international adviser and two local program officers; as well as short-term TA to bring additional expertise to the sector where required.

TSP 1 will have three components

**Component 1: Developing the National Training System**

This component will finance the strengthening of the national training system in Tonga. It will support the necessary steps to introduce and use industry standards benchmarked to New Zealand standards. The process will be to first focus on lower level qualifications such as certificates I and II before seeking to benchmark higher level qualifications. The Program will also identify gaps in capacity of Tongan providers to train against these industry skill standards. It will subsequently upgrade these providers and increase their capacity to assess and certify competencies.

**Subcomponent 1.1: Introducing Internationally Benchmarked Skill Standards**

This subcomponent will finance the acquisition of appropriate skill standards and training materials from New Zealand/Australia, and the constitution of Industry Training Advisory Councils (ITAC) to develop, validate and endorse these standards and their associated qualifications. The work of ITACs – ad hoc working groups comprising key industry representatives and local TVET providers – will be supported by contracted technical assistance. As it would be too difficult to initiate this work for all industries simultaneously, implementation of standards development will be phased. The Program will work with one group of industries at a time, starting with industries deemed to be of urgent priority or with growth potential based on findings of the 2008 Training Needs Analysis report and on consultations with MoTEYS and other key stakeholders.

Performance Indicators for this subcomponent are:

* Established ITACs adapting and validating industry qualification standards: 2 within 12 months; a further 2 within 24 months; and a further 2 within 36 months.
* All appropriate industry qualification standards to be completed within 36 months.

**Subcomponent 1.2: TNQAB Registration and Accreditation of TVET Providers**

To ensure an adequate level of quality, training providers will need to meet certain minimum standards to become prequalified to offer training under the TVET Support Program. To accommodate the phase-in of the Tonga National Qualification and Accreditation Board (TNQAB), established in early 2009, and the development of new standards, in the first two years all providers must at a minimum be applying for registration and accreditation with TNQAB; subsequently, only TVET providers registered and accredited by TNQAB will be qualified to offer training funded by TSP 1.

This subcomponent, with TA, will support TNQAB in putting into place the TVET portion of the Tonga Qualifications Framework, (TQF) and will assist in the development of TVET qualification processes necessary for TNQAB to register training providers and accredit courses. It will also finance in-country technical assistance and mentoring by international experts and ITAC representatives to help training providers undertake an initial benchmarking of current local course offerings compared to New Zealand standards. The goal of this exercise is to help local providers identify gaps that need to be filled in order to meet required standards, and to develop a remediation strategy to get their courses accredited by the TNQAB.

Performance Indicators for this subcomponent are:

* TVET section of the TQF fully aligned to international standards with 24 months.
* Quality assurance processes fully developed for TNQAB and being applied within 24 months.
* All TVET providers registered or in the process of registering with TNQAB to accredit course offerings in Tonga within 24 months
* All major TVET providers accredited to deliver courses supported by the TSP 1 Employment and Training Fund (ETF) within 36 months.

**Subcomponent 1.3 Capacity Building of Training Providers**

This subcomponent will strengthen the capacity of local TVET providers to provide internationally recognised and certificated courses and to increasingly offer short-term competency-based training as parts of pathways to full qualifications. TSP 1 will organise in-country training of local trainers for competency-based training (CBT) and assessment for recognition of prior learning (RPL), as well as workshops on the implementation of standards-based approaches and the new industry standards themselves. It will also support, through Trainer Fellowships, short-term training of selected trainers in New Zealand and/or Australia to increase skills in training and assessment and to upgrade technical skills. These could include attachments in New Zealand Institutes of Technology or Australian TAFE faculties, or to a training authority to learn about training centre management or delivering competency-based training to industry needs. Subsequently, beneficiaries of these train-the-trainer initiatives will take on responsibility for training and upgrading the skills of other local trainers, thus building sustainable capacity within Tonga. It will also finance equipment grants for registered, or applying to register, providers to help them meet the requirements of program accreditation and to deliver training in designated priority areas.

Performance Indicators for this subcomponent are:

* 80 percent of all registered trainers completing trainer and assessor qualifications and demonstrating capacity to deliver CBT within 12 months.
* 80 percent of all trainer and assessor training delivered by local trainers within 24 months.
* 80 percent of eligible training providers received appropriate equipment grants within 18 months.

**Component 2: Promoting Demand-driven Training**

This component will provide resources to local service providers to deliver employment and training programs that are responsive to the skill needs of industry and that enhance the employability and career mobility of Tongans both locally and abroad. Key to achieving this goal is the establishment of an **Employment and Training Fund** – a competitive incentive scheme to stimulate better and more relevant training and to encourage the involvement of employers in training provision. The ETF will be open to all eligible training providers registered, or applying to register, with the TNQAB to accredit course offerings. The ETF will competitively fund proposals under two windows corresponding to the following two subcomponents. The ETF design will be undertaken by MOTEYS, then submitted for approval to the steering committee and the donors. The design process of the ETF will consider fees structure based on current provider fees, industry demand and cost sharing between trainers and employers. A possible outline for the proposed ETF funding process based on discussions with government is provided in the box below.

**ETF Funding Process**

* Funds would be made available to individual service providers (public, private and NGOs) to provide training and support to get training graduates into employment; the selection of providers for training programs would be based on proposals submitted by providers using simple templates
* Solicitation of proposals (Requests for Proposals or RFP), contracting, and monitoring would be done on a periodic basis (e.g. semi-annually) by the TVET Program Office in MoTEYS under the guidance of the TVET National Steering Committee (NSC), which will endorse the priority industry areas for funding.
* NSC will recommend selection and funding of proposals based on transparent criteria including quality (TNQAB approved or applying), capacity to deliver training program, past performance, industry engagement (e.g. secured industry agreement to work placements), gender equity, and price.
* In each round of RFPs, proposals selected for ETF funding will be published on the TVET Program website. Proposals not selected for funding will be critiqued to identify areas of weakness (and strengths), and providers encouraged to revise and resubmit proposals for consideration in subsequent RFP rounds.
* All services will be contracted and financed on an agreed unit cost basis, and, after initial mobilization payments ongoing costs, would be paid monthly to providers based on actual training services delivered to clients.
* All training contracts would include minimum levels of performance outcomes (e.g. agreed levels of job placement, employment and/or increased income of participants following training, and business start-ups).

Since the ETF concept is relatively new to most training providers, the TVET Program Office and the Tonga Association for Technical and Vocational Education and Training (TATVET) will jointly organise a series of workshops, both in Tongatapu and in the outer islands, to familiarize TATVET members, registered and/or registering providers and other interested parties on the workings of the ETF. Workshops will provide participants with an overview of the ETF’s RFP process and eligibility criteria for participation in the ETF, as well as training in the preparation of proposals, including the clear identification of the target population, the training curriculum designed to address the skill needs of this group, collaboration with industry partners and other key stakeholders as necessary, costing the proposal, and upon funding, the schedule of funding disbursements and reporting and performance requirements. Workshops will also ensure that providers have realistic expectations about ETF funding – not all proposals will be selected for funding; those that are not funded will be encouraged (and assisted) to revise and resubmit proposals for consideration in future proposal rounds. In addition to workshops, MoTEYS and the Program Office will launch publicity campaigns to familiarize Tongans with the objectives of TSP 1 and the training initiatives being planned targeting the different training needs of the Tongan workforce.

Inclusiveness The ETF will emphasize improving access to training by women in two ways: requiring providers to aim for sustained increase of participants being female; and introducing training in areas of high or potential female work. It will also explicitly include training for outer islands and informal and rural training need; and will fund initiatives to increase the participation in training of people with a disability, through funding for: providing additional support to trainees in existing classes; targeted new classes and places; and equipment. The pricing of these proposed training programs will recognise the additional costs of such delivery.

It is proposed that throughout TSP 1, the ETF be fully funded by the donors with the GoT absorbing the costs thereafter as evidence accumulates on the cost efficiency and positive labour market outcomes of this approach.

The ETF will competitively fund proposals under two windows corresponding to the following two subcomponents:

**Subcomponent 2.1: Training in critical skills and new growth areas**

This subcomponent will finance certificated training courses in critical skill areas and industries where skill shortages and skill gaps have been identified. The prioritization of industries and critical skill areas will be determined based on findings of the Training Needs Analysis (TNA) report and on consultations between MoTEYS and other key stakeholders. Industries will be clustered into groups and requests for proposals rolled out by the Fund at periodic intervals (e.g. six months), one group at a time.

Performance Indicators for this subcomponent are:

* 20% year-on-year increases in provider-industry cooperation in delivering certificated training over the first three years of TSP 1, based on a 2009 baseline.
* 80% of all TVET courses showing sustained increased participation by women, the disabled and other disadvantaged groups.[[19]](#footnote-19)

Examples of priority industries might include the hospitality industry where training gaps are a critical constraint to the promotion of tourism, and the building trades including carpenters, electricians and plumbers. Proposals are also expected to target new growth areas with well-identified skill needs, and areas to increase the proportion of women, the disabled and the remotely located in recognised training. This could include new industry areas such as child care, and currently under-served populations in rural areas and in the informal sector. The box below provides possible examples of proposals.

***Examples of proposals***

A proposal in this area might be from the hospitality industry in Vava’u where the lack of trained staff is a major impediment to development of tourism. To address this skills constraint, an existing training provider in hospitality with limited physical infrastructure for training might partner with restaurant or hotel owners to use their facilities and expertise during the off-season or in off-hours to provide trainees with real world exposure, and to train them to meet the more exacting skill and service requirements of the hospitality industry. This proposal identifies a pressing skills shortage, it would have a well-defined objective, and it would be innovative in the partnership between training provider(s) and industry, both of whom would submit a joint proposal to the ETF.

Another example could be that MoTEYS calls for training in blocks (for example two weeks at a time) for people working in agriculture, having agreed the need with the Ministry of Agriculture, Fisheries and Forestry (MAFF) , and that MAFF’s outreach officers would assist in providing some support to the training provider that is selected. Since, at the time of advertising, there are no existing providers ready to deliver flexible training to the skills level needed, the proposed level of funding would recognise that there will be a need for a provider to fund travel, additional hire of equipment and facilities and possibly part-time trainers that have the skills that will be taught.

**Subcomponent 2.2: Short-course employment and training services for youth**

This subcomponent will finance the competitive development and provision of short-term employment and training services to unemployed youth registering with MoTEYS for support. Under this program, short-term courses (typically about 6 months long) will offer a flexible curriculum providing a set of core competencies as well as electives specific to the individual’s needs. The short-term courses offered will be nationally certificated as a bridge to further training or employment.

Performance Indicators for this subcomponent are:

* 12 short courses developed and delivered tailored to youth and providing a bridge to further training or employment with 24 months.
* 50% of all unemployed youth that participate in TSP 1 supported training receiving job counselling, training and placement services within 24 months.
* 20% year-on-year increases in the number of short courses delivered to outer islands over the course of TSP 1.
* 75% of all 2010 and 2011 course completers entering into sustained employment within 12 months of course completion.

MoTEYS has a relatively new program in place to register and serve unemployed youth desiring training and job placement. International experience with policies to address youth unemployment suggest that the needs of this population are diverse, often requiring not just vocational training but also job counselling, remedial education, language instruction, life skills, and assistance with job matching and placement. This short-term training program will draw upon existing local modules that have been piloted successfully in Tonga, and adopt and adapt curriculum used elsewhere in the region or internationally.

Existing providers focus on longer term certificated training, and are thus currently not well situated to provide these services or to deliver these services in the outer islands. As such, this subcomponent will also entertain proposals from non-traditional providers, including high schools with staff, classrooms and needed equipment to provide short-term training after regular hours; non-government organisations (NGOs), faith-based or community groups; or part-time instructors in government or the private sector that have recognised and certificated skills.

**Component 3: Program Management and Institutional Strengthening**

This component will finance activities to improve program management, including monitoring and evaluation, and strengthen the institutional capacity of MoTEYS to design and implement employment and training initiatives for different target groups. The TA in the Program will effectively double the professional staff servicing the TVET sector in the ministry.

**Subcomponent 3.1: Program management**

TSP 1 will be managed by MoTEYS via a TVET unit within the ministry, the Program Office (PO) that houses both MoTEYS staff working on TVET and TSP 1 TA. This subcomponent will finance TA (including a Technical Manager, a Deputy Manager, 3 Program Officers and Program Procurement Officer) to assist MoTEYS to develop and implement TSP 1. Program TA will also assist the TNQAB with the TVET portion of its work through MoTEYS’s. This subcomponent will also finance the design and development of an integrated computer-based TVET management information system (TMIS) and a website for all program-related information and related databases.

The TA work to assist the TNQAB for the TVET sector of its work will also be coordinated through the MoTEYS senior TVET staff and CEO. The Technical Manager will report to the CEO of MoTEYS, and be guided by the TVET National Steering Committee (NSC), with majority representation from senior-level members of industry, TATVET, other key stakeholders, and the donors. The NSC, chaired by the Minister of Training, Employment, Youth and Sports, will meet six-monthly (or more frequently as needed) to review implementation progress of the TSP1, nominate ad hoc committees to work on industry skill standards, decide priority industry training to be advertised under the Employment and Training Fund, and review and select training proposals to be competitively funded from the Fund. The PO will act as the NSC secretariat.

Performance Indicators for this subcomponent are:

* All long-term Program TA in place within 3 months and a schedule for 24 months of short- term TA confirmed by MoTEYS within 6 months.
* National Steering Committee (NSC) for TVET in place within 8 months.
* A program of reforms for Phase 1 of TSP 1 approved by the NSC within 6 months.
* 85% percent of each year’s Employment and Training Fund allocation allocated within that year.
* TVET Management Information System (TMIS) and website developed and operational within 9 months.

**Subcomponent 3.2: Institutional strengthening of MoTEYS**

This subcomponent will finance the strengthening of MoTEYS’ institutional capacity and will support the commissioning of studies and surveys necessary to identify areas of skills gaps and institutional and funding constraints, and develop innovative initiatives to address the employment and training needs of targeted populations.

Performance Indicators for this subcomponent are:

* Operating legislation for MoTEYS developed and progressed to NSC within 36 months.
* MoTEYS TVET staff trained, including through short-term attachments in New Zealand and/or Australia to manage training functions within 18 months.
* Responsive policy and planning processes to support MoTEYS activities in place with 12 months.

MoTEYS staff have had very limited (if any) international exposure to best practices in design, implementation and evaluation of TVET policies, and the capacity of the Ministry’s financial and procurement management systems is limited. As such, the Technical Manager and the full-time consultants will be the lead staff in providing technical advice and implementation assistance to MoTEYS during the TSP 1 period. It is intended that the Technical Manager work as part of a team with senior MoTEYS staff in the day-to-day operations of MoTEYS.

The Technical Manager and the senior MoTEYS counterpart will jointly identify capacity building needs of ministry staff to design and implement employment and training programs. Some of these identified training needs and skill gaps will be met by sending selected staff for short-term training either regionally or in Australia and New Zealand, including attachments with a national training authority or with government departments responsible for designing and implementing employment and training policies, or through in-country training and technical assistance by international consultants.

The Technical Manager will provide policy direction, development and support to the CEO of MOTEYS in discussions with the GoT in strengthening quality TVET provision as supporting both the education and employment sectors in Tonga.

**Subcomponent 3.3: Research, Monitoring and Evaluation**

This subcomponent will emphasize the importance of research, monitoring and evaluation. It will support the collection and analysis of information on TVET, training providers and trainees in formal but also the informal subsector for use in assessing the degree that courses respond to market needs, as measured by demand and graduate employment; the monitoring of training trends. It will also support an impact assessment of TSP 1 overall, and finance periodic tracer studies, relevant modules of Household Income and Expenditure Surveys (HIES) by the Tonga National Statistics Office, and a comprehensive and independent evaluation of TSP 1.

Performance Indicators for this subcomponent are:

* Baseline data completed with 12 months.
* Providers design more relevant training drawing on feedback on training outcomes from recent graduates.
* Increased evidence-based policy design and training initiatives based on the results of continuous monitoring and evaluation (M&E) as evidenced by MoTEYS reports.
* TSP 1 impact assessment completed 6 months prior to the completion of TSP 1.

Through TATVET, a list of graduates completing training in 2007/2008 together with their contact details will be compiled from all TVET providers. In 2009, six months (for 2008 graduates) to a year and a half (for 2007 graduates) after training completion by these two cohorts, an independent contractor (e.g. local NGOs or regional research institutions) will be commissioned to administer the graduate tracer survey through face-to-face interviews, and deliver the data and analysis to MoTEYS. A second round of graduate tracer studies and analysis will be completed in 2012 in time for the year 4 program review.

This subcomponent will also finance (i) thematic studies to support course design, (ii) an independent comprehensive evaluation of TSP 1, during the Program’s final year, that will report progress against performance indicators, drawing on the TMIS, semi-annual reports, interviews with industry and key stakeholders, and data from several rounds of tracer studies and HIES, and (iii) a rigorous impact evaluations comparing labour market outcomes of trainees to an appropriate control group of individuals that did not get training, as well as improvements over time in outcomes attributable to the Program. Terms of reference for this study will be developed by the Program Office in consultation with NZAID and AusAID, and the study contracted to an independent body with the requisite TVET expertise and econometric skills.

## In addition, a financial audit will be conducted annually.

## 3.4 Form of Aid Proposed

TSP 1 covers the first four years of a long-term joint NZAID-AusAID program of support to MoTEYS to promote the development of the TVET sector in Tonga. TSP 1 is expected to cost A$ 7.4 million. Both AusAID and the NZAID are expected to provide grants of A$ 3.7 million, with NZAID contributing its funds via AusAID under a funding agreement. Funds from both agencies are expected to be drawn down at an equal rate.

## 3.5 Estimated Program Costs

TSP 1 is estimated to cost A$ 7.4 million over 4 years. See also Annex 3: Estimated Program Costs.

**Estimated Program Costs by Fiscal Year (A$000s)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2009-10** | **2010-11** | **2011-12** | **2012-13** |
| Personnel Costs (A$ 3,080,000) | 940 | 860 | 680 | 600 |
| Non-Personnel Operating Costs (A$ 4,280,000) | 950 | 1,140 | 1,385 | 865 |
| **TOTAL (A$ 7,360,000)** | **1,890** | **2,000** | **2,065** | **1,465** |

## 3.6 Activity Timeline

Annex 4 contains the anticipated schedule of the activities that will begin in the first year of TSP1. It also provides an indicative schedule of which Program activities are expected to start in years 2 to 4.

4 Implementation ARRANGEMENTS

## 4.1 Program Management Structure

TSP 1 management and implementation arrangements are designed to address and mitigate risks associated with MoTEYS capacity and system constraints. They are also designed to adhere as closely to possible to Paris and Accra principles and will, wherever appropriate, use GoT structures and systems (see Annex 5).

As noted, TSP 1’s Program Office will operate as a unit within MoTEYS that also includes all MoTEYS staff working on TVET. Full time technical assistance provided by the program to this office will consist of the following listed positions.[[20]](#footnote-20) Annex 6 provides the ToRs for each position.

* Program Technical Manager reporting directly to the MOTEYS CEO. (International)
* Deputy Program Technical Manager (International/National)
* Program Officer for the National Training System (National)
* Program Officer for Demand Driven Training (National)
* Program Officer for Monitoring and Evaluation (National)
* Program Officer for Procurement and Administration and reporting requirements (National)

The Program Technical Manager with management and operational expertise in TVET and the skill qualifications systems of New Zealand will be contracted by MoTEYS through the Procurement Implementation Unit[[21]](#footnote-21) (PIU) in the Ministry of Finance and Planning (MoPF) to provide overall strategic and implementation leadership of TSP 1.

The contracted Program Technical Manager will task the Procurement Implementation Unit (see below 4.3) to contract consultants, both international and local, to deliver and support various Program activities, develop the management information system, and provide staff training to MoTEYS. This will involve the contracting of an institution or institutions (such as TAFEs) to provide a short-list of TA for all positions, as required. All TA will report to and be responsible to the CEO, MoTEYS.

Program TA will also assist TNQAB in the TVET portions of its work. Overall policy and management responsibility for TSP 1 will rest with the MoTEYS CEO who will be guided by the TVET National Steering Committee (NSC). The PO will also serve as the NSC secretariat.

Component Management

The Deputy Director TVET will be responsible for Components 1 and 2 of the Program (Developing the National Training System and Promoting Demand-Driven Training) and the Deputy Director Policy will be responsible for Component 3 (Program Management and Institutional Strengthening). See Subcomponent 4.1 and 4.2 for more detail on Program Management.

The National Steering Committee (NSC)

The TVET National Steering Committee (NSC) will be the TSP 1 policy body and will guide Program operations via the MoTEYS CEO. One of the first activities of the program is the establishment of the NSC or investigates alternative existing mechanism such as the National Economic Development Council as the NSC. The NSC will bring together the stakeholders in TVET provision and reform. Most importantly, the NSC will have significant industry membership, reflecting the focus of the reforms of TVET to address industry skills needs. The NSC will be chaired by the Minister, MoTEYS, reflecting the importance national role of the committee in skills development. The Deputy Chair will be a senior industry representative, reflecting the importance of industry’ lead role in skills development. In addition to its chair and lead Program officers, the NSC will have majority representation from key industries including those in the outer islands, and other training reform stakeholders: the Tonga Association for TVET (TATVET), selected government agencies joining on a rotating basis, non-governmental organisations and the donors. Given the importance of coordination with the schools sector, and that there will be some TVET in schools programs, MEWAC will be a permanent member of the NSC[[22]](#footnote-22). This should assist in the harmonisation of programs and avoiding duplication between MoTEYS and MEWAC and to ensuring that a program of ‘open pathways’ between MoEWAC and MoTEYS provided or supported training. Given that one of the key goals of this Program is achieving women’s equity of access to training and increased employment opportunities, it is intended that at least one third of members are female at any given time.

The NSC will meet at least twice a year and may convene sub-committees as working groups on implementation areas requiring particular focus, and may co-opt outside expertise to these sub-committees as needed and agreed by the NSC. NSC and sub-committee meetings will be scheduled at times to facilitate industry participation.

Key functions of the NSC are to: (i) provide guidance on the implementation progress of the TVET Support Program; (ii) nominate industry and provider representatives to Industry Training Advisory Councils (ITACs) to work on adapting and validating industry skill standards; (iii) decide the industry training programs to be advertised under the ETF and to select proposals to be competitively funded by the ETF (according to clear and transparent criteria) and place selected proposals on the TSP 1 website; (iv) provide feedback and guidance on the findings of special studies and reports; and (v) review draft TSP 1 annual plans and budgets.

The TSP 1 Program Office (PO)

The Program will put in place management processes and financial accounting systems to implement the Program flexibly and within budget, and generate timely reports that meet donor reporting and quality requirements. Within 3 months of starting operations, the Technical Manager will draft a Program Operations Manual (POM) specifying expected quality standards and standard operating guidelines regarding areas such as contract management and standard agreements, documentation and information management, risk management, grievances and complaints, staff code of conduct and travel. The POM will be finalized within a further month after comments have been received from MoTEYS and the Donors. Within the same timeframe, the TA team will also draft and finalize a Financial Management Manual to cover financial operations of both the Program and the ETF. The Financial Management Manual will cover areas such as accounting and bookkeeping systems, authorizations and delegations, audit trails, financial planning and budgeting, risk management, financial reporting and monitoring.

Due to the relative newness of MoTEYS (created in 2006) and its limited technical, financial, management and procurement capacity, it is expected that the six Program-financed TA will contribute significantly to the direction not only of Program implementation but to all of the ministry’s TVET work. The TA, staff training and institutional strengthening of MoTEYS provided under Component 3, coupled with the mentoring of senior MoTEYS staff throughout TSP 1 is expected to build MoTEYS capacity sufficiently to allow full MoTEYS management of TSP 2.

## 4.2 Government of Tonga Roles and Responsibilities

GoT contributions to TSP 1 include salaries of MoTEYS staff and support personnel assigned by MoTEYS to the Program, and the provision of Program office space at MoTEYS. TSP 1 will require little additional direct funding from the GoT for program implementation. Other GoT ministries, TVET providers, NGOs, the private sector and industry associations involved in various Program activities will need to contribute the time of their employees and staff to undertake training, participate in workshops and generally support TSP 1 activities.

MoTEYS will: (i) assign the CEO as the manager of the Program Technical Manager and ensure their involvement in TSP 1’s day-to-day operations and decision-making.; (ii) nominate MoTEYS senior staff and program officers as needed to assist in the delivery of Program activities; (iii) provide the PO with adequate support staff to accomplish its mission[[23]](#footnote-23); (iv) constitute the NSC to guide the operations of the Program; (v) work with TATVET to develop a comprehensive registry and data base on public and private TVET providers, and solicit the active participation of their members in a standardized tracer study of graduates; (vi) facilitate the participation of public TVET institutions under its purview in various TVET training and staff development activities; (vii) release selected MoTEYS staff for short-term training and/or attachments either regionally or in New Zealand/Australia; (viii) engage other key government agencies in facilitating delivery of training initiatives that target constituencies for which they have lead responsibility, including the TNQAB for the TVET components of its work; and (ix) facilitate cooperation with the Tonga National Statistics Office (NSO) to implement the 2009 and 2011/2012 HIES and/or LFS to provide the micro data needed to measure the TVET Support Program achievement of its performance indicators.

## 4.3 Procurement Arrangements

Currently GoT procurement systems are not robust enough for the Program to rely on and need to be supported. In light of these concerns and MoTEYS’s concern that an approach to procurement be taken with the Ministry of Finance and National Planning (MoFP) and Treasury that enables efficient and timely Program procurement, the following procurement arrangements have been agreed to: [[24]](#footnote-24)

Procurement over TOP 30,000

Procurement will be via an interim Procurement Implementation Unit (PIU) located with the two existing procurement personnel in the Procurement Division of the MoFP. The PIU will conduct all AusAID program procurements worth more than TOP 30,000. For TSP 1, MoTEYS will be involved with the PIU in the selection process.

It is intended this arrangement continue until a revised regulatory framework for procurement in Tonga is approved by Cabinet. The passing of the revised regulatory framework would also be a trigger to commence the provision of support to MoTEYS to assist it in taking over procurement activities from the PIU. The full transfer of responsibility for procurement to the Ministry will depend upon a favourable AusAID assessment of the capacity and capability of MoTEYS to assume these responsibilities.

TSP 1 TA will be contracted to the GoT, with the recruitment process managed through the PIU. While the PIU will be responsible for assuring that TA shortlisted for positions meet Terms of Reference requirement, it will not have responsibility for the TA management or outcomes. TA payments of will be managed by MoTEYS.

Procurement for items under TOP 30,000

Procurement for items under TOP 30,000 and all related payments will follow government systems and will be the responsibility of MoTEYS. In accordance with the provisions of the Funding Agreement for the Program, donors will retain the right to undertake a procurement audit for a sample of the procurements conducted by MoTEYS.

A process of agreed steps to facilitate smooth and timely processing of payments will be developed between MoTEYS and MoFP and Treasury and documented in a financial procurement flow chart and will include: establishing budget codes for expected cost areas; inception meetings at the start stages of each program component to ensure mutual understanding of requirements and processes; regular stock takes between the parties to refine and continuously improve the process if necessary; and close liaison between the Program Procurement and Administrative Officer with Finance and Treasury officers on processes.

It is intended that TSP 1 develop MoTEYS procurement capacity through this process and that this will be further strengthened when the TSP 1 Procurement and Administrative Officer is absorbed in MoTEYS at the end of the Program.

Program funds will flow through the GoT General Development Account, an account for all donor funds. This account is managed by the Treasury Division of MoFP and has documented guidelines. The account is reconciled daily. Audit of the account takes place at the same time as the national accounts are audited, and the Audit Department will have the 07/08 audit tabled in parliament by the end of May this year. Based on this audit report, and its management recommendations, AusAID will make a decision about whether they will fund regular independent audits of this account (either 6 monthly or annually).

## 4.4 Program Reporting and Systems for Milestone Payments

Donor funds will be provided through AusAID. NZAID will provide its funds through AusAID under a Funding Arrangement and AusAID will establish a separate Funding Agreement with the GoT for the Program. The first six months of Program funding will be provided to the General Development Account on signing of the Funding Agreement with the GoT. Funding will then be on an annual payment cycle with approval to be actioned by AusAID through the following processes: in the first year a Quality Audit Report to TVET National Steering Committee (NSC) will be prepared by the Program Office for the MoTEYS; second, AusAID and NZAID will use the Report as the basis for a Review of Program Progress (RPP – further described immediately below) and; finally, on the basis of the RPP and the NSC’s acceptance of the Progress Report and approval (or conditional approval) of any proposed action recommended in the Progress Report, AusAID will determine if satisfactory progress has been achieved. If progress has been satisfactory, AusAID will release the next tranche of funds. If progress has not been satisfactory, AusAID will release funds (partially or wholly) contingent on an agreement between the donors and MoTEYS on actions necessary to address identified performance shortfalls and a schedule to complete those actions.

## 4.5 Program Reviews

AusAID and NZAID will use the first 6 month Progress Report to the NSC from the program as the basis of the second payment tranche. After the first year an annual Quality Audit Report will be produced by MOTEYS. The report will ensure that the donors and GoT are well-informed in respect to possible decision points on improvements to the operation and management of the Program. The report will be conducted by either an appointed donor program advisor or an independent advisor specifically hired for this task. Relevancy of Program objectives and KPIs will also be considered at annual and mid term review points by donor partners and GoT.

The Mid Term Review, which will replace the second annual review will assess the operation and contribution of the Program over its first two years and make recommendations for improvements in design and operation as necessary.

At least six months before the completion of TSP 1, an Independent Evaluation of TSP 1 will be commissioned to assess the Program’s net impact against its performance indicators and to make recommendations concerning a second phase of the TSP. A Summary Program Completion Report will be prepared during the final months of the Program according to the guidelines specified by the GoT and donors.

## 4.6 Monitoring and Evaluation

A variety of qualitative and quantitative M&E approaches will be used to assess TSP 1’s progress against its performance indicators and anticipated outcomes. Annex 2 contains a framework that details performance indicators and how intermediate outputs from each component contribute to the overall achievement of the program development objective. Annex 2 describes the arrangements for results monitoring, including indicative timing for each M&E activity, frequency of reports, data collection instruments and responsibility for collecting and analysing the data.

Monitoring Program Activities Program financed TA will assist in designing and delivering a TVET Monitoring and Evaluation (M&E) schedule. The TA will also build ministry capacity to implement and maintain that schedule. Concurrently running activities will pose management challenges and make it imperative that program related data are collected and analysed systematically. To facilitate this, a TVET Management Information System (TMIS) will be developed by MoTEYS with technical assistance from an Information Systems Adviser. The TMIS and a Tonga TVET website will be the repository for all Program data as well as for externally-accessible information on calls for ETF proposals, ETF awards, TSP reports and studies, and relevant links to the websites of other TVET providers.

The TMIS will include:

* All Program information including accounting, procurement and disbursements for use in monitoring program implementation
* Provider information (from TATVET and from TNQAB) including staffing, registration, accreditation, course offerings, fees, trainee placement benchmarks
* Registry of job seekers, job openings and training offerings as part of MoTEYS’ counselling, job matching and training services for the unemployed
* A TVET website providing information on TSP 1 and its activities, calls for Employment and Training Fund (ETF) proposals, employment and training programs for unemployed youth, TVET courses and short-term training offerings, scholarships and links to other key websites including those of TATVET and other service providers

Design specifications and costing of the TMIS will be determined by a study of MIS needs and the availability and cost of associated custom or of-the-shelf software and computer equipment. To support development of the TMIS, TSP 1 will procure the services of an international consultant with expertise in information systems and experience designing MIS for small government agencies or corporations.

In consultation with Program management and the Program Officer for M&E, the M&E Adviser will establish an M&E Working Group made up of MoTEYS staff, TVET providers, National Statistics Office, representatives of industry and trade associations, non-governmental organisations (NGOs) and other stakeholders. A series of workshops will be organised to familiarize members with M&E concepts, different survey methods and their uses in improving service delivery, and to gain their support for the Program’s different M&E activities as key informants on TVET and skill needs, training providers, consumers of M&E studies or as consultants to conduct tracer studies.

An early task of the M&E Working Group, facilitated by the M&E Adviser, will be to develop consensus on the use of a standardized survey instrument for the baseline tracer study, the sampling frame to be drawn from TVET provider lists of graduates in 2008, and data provision and survey responsibilities of its members. Subsequent tasks of the M&E Working Group will be to help design and implement other evaluation studies under the Program, and assist ETF-supported training providers with tracer studies to meet their contractual performance reporting requirements under the ETF.

Evaluation and Thematic Studies The program will finance a small number of thematic studies to identify skill needs and training strategies to assist in the design of training programs in areas which have to date not been served by Tongan TVET providers.

Impact Evaluation The Program will also finance an impact evaluation study to determine whether and to what extent it is meeting its objective. Data for the evaluation will come three sources: (i) from a Program financed tracer study of TVET graduates and a control group, (ii) a Program financed Household Income and Expenditure Surveys and/or Labour Force Surveys (to be completed by the National Statistics Office), and (iii) the TMIS.

Monitoring Non-Formal Providers MOTEYS monitors non-formal TVET providers through documenting courses, location, size, etc and noting potential linkages to the formal sector. Although this program does not target non-formal TVET provision, TMIS could be developed to assist with tracking non-formal providers, and an increased capacity of MOTEYS in M&E function and the TNQAB will be able to potentially provide support to non-formal providers in future.

Annual audit The program will undertake an annual financial audit.

## 4.7 Sustainability

The strategic objective and components of the TVET Support Program are directly related to Tonga’s Strategic Development Plan Eight, in accordance with both the Tonga/New Zealand and the Tonga/Australia Country Program Strategies. The Program Design supports existing agencies, particularly MoTEYS, but also the TNQAB. During Program implementation, attention will be paid to the institutional strengthening and management and leadership capacity building of MoTEYS. TSP 1 is expected as the first phase of a longer program of support to the sector up to 8 years.

It is expected that the implementation of the Program (suitably modified, when appropriate) will become a core function of MoTEYS. This will enable a gradually increasing commitment from GoT to the budget of MoTEYS over the years. The program will provide for the contracting of two domestic TA for the duration. The flexible modality of Program implementation should ensure that Program activities proceed in a contextually-appropriate manner and that the technical changes initiated by the Program to the TVET sector are sustainable over the long-term. As part of the GoA-GoT PPD implementation schedule, the GoT commits to ensure that MoTEYS staff, support personnel and funding are sufficient to support the reforms and programs that result from the Program implementation. The exact amount of financial resource commitments by GoT will be determined during the course of TSP 1 implementation.

The long-term sustainability of the Employment and Training Fund will require consideration of two sets of issues. The first is what fees should be charged for training supported by the ETF. Fees for long-term certificated courses could be based on the Tonga Institute of Science and Technology (TIST) fee structure, or an average of provider fees prevailing in Tonga. When these courses are for employees or potential hires in specific industries, it is appropriate for cost-sharing of fees by trainees and employers. The second issue is how to fund the ETF over the long run. It is proposed that the ETF be fully funded by the donors in the first 4 years of TSP, with the GoT taking over funding after that as evidence accumulates on the cost efficiency and positive labour market outcomes of this Program.

Also, in order to enhance sustainability, training providers will be assisted by the Program to build their own capacity. This will include quality assurance advice, trainer and assessor courses for staff, short-term attachments to New Zealand and Australia for trainers, and small and large equipment grants. Whereas the initial trainer and assessor courses will be run by international consultant(s), the Program includes provision to support local training providers to run their own trainer and assessor courses during the latter two years of Phase I.

Finally and importantly, as the program achieves its targets, sustainability of the TVET providers and wider private sector will be strengthened independent of GoT funding and MOTEYS.

## 4.8 Inclusiveness

Women are not well represented in many of the formal TVET programs currently run in Tonga. Of the three GoT TVET providers run by MoTEYS, Tonga Institute of Science and Technology and Tonga Maritime Polytechnic Institute attract very few female students because of the nature of their programs (technical trades and marine) and most National Centre for Vocational Studies students are male. In contrast, in the Catholic TVET institutions, the majority of the students are female.[[25]](#footnote-25) Women are often well represented in non-formal short courses.

TSP 1 will prioritise the development of courses and programs that are likely to attract women and improve their employment outcomes. Another feature of the Program Design is a requirement that recipients of ETF funding will need to be able to demonstrate how their activities will target gender equality and remoteness, and agree performance measures against which the achievement of these objectives can be evaluated.

The 2006 Tonga National Disability Survey identified that the rate of employment of people with a disability is thirteen times less than the national formal employment rate. While there are significant issues to address in respect to school-based education for the disabled, and it realized that if these are not addressed the access to TVET for the disabled will be severely restricted, the role for TVET in increasing opportunity for people with a disability is recognised by the Program. Under TSP 1, MoTEYS will develop a process to increase access to and completion of training for people with a disability. Partially informed by AusAID’s disability strategy, MoTEYS has commenced work on this with relevant NGOs. The Program’s ETF will fund initiatives to increase the participation in training of people with a disability, through funding for the provision of additional support to trainees in existing classes, targeted new classes and places, and through the provision of special equipment where necessary.

GoT has, as yet, not developed policies on gender or disability in respect to TVET. TSP 1 will assist MoTEYS to develop these.

## 4.9 Environmental Considerations

Environmental considerations underpin both AusAID’s environment strategy[[26]](#footnote-26) *“Aid and the Environment – building resilience, sustaining growth”* and the Joint Tonga/ New Zealand Country Program Strategy, 2008-2018. Tonga’s unique natural attractions, particularly in the outer islands, are the cornerstone of its tourism and hospitality industry and conservation of this natural heritage is critical to the growth of this key industry sector and therefore the economic growth of Tonga. MoTEYS, TSP 1 and the TVET courses they support will seek to emphasize this and other environmental concerns wherever appropriate.

**4.10 Risk Management**

Risk assessment and risk mitigation will be an on-going throughout TSP 1. A Risk Management Matrix has been developed as a guide to addressing already identified risks (see Annex 8: Risk Management). The matrix will be reviewed regularly as part of the RPPs. The most significant risks are described below, together with the Program’s response and the parties responsible for mitigating these risks:

TNQAB Registration and Accreditation of TVET Providers The effective operation of the Tonga National Qualifications and Accreditation Board (TNQAB) is vital to the success of TSP 1 and the development of a sustainable national training system. A critical concern is whether the newly established TNQAB can register TVET providers and accredit their course offerings in a timely manner. Failure to do so may lead TVET providers to get their own accreditation elsewhere, industry to seek its own uncoordinated training solutions, and the broader community to doubt the sector’s credibility.

TSP 1 will help mitigate this risk by providing support to TNQAB through the Program Office to put in place the National Qualifications Framework, and assist in the development and implementation of registration and accreditation processes. The Program will work with industry and providers to adopt and adapt industry standards, and assist TVET providers to train to these new standards and comply with TNQB registration and accreditation requirements.

GoT capacity to finance MoTEYS and support TSP 1 MOTEYS, which is currently under-resourced and staffed, will play a critical role in the implementation of TSP 1. it is possible that GoT may not be able fully fund the ministry and its obligations to TSP 1 or its intended follow-on program TSP when donor-funding for the three full-time TA concludes and full management and leadership and implementation responsibility for the program passes to MOTEYS.

TSP 1 will seek to mitigate this risk in several ways: (i) by developing managerial, procurement and administrative capacity in MOETYS, so that the Program can operate without additional staffing by MoTEYS staff; (ii) by establishing a discrete Program unit within MoTEYS, and involving senior MoTEYS staff in all operations and decision-making of the Program (within the unit) so that key skills and experience can be gained – this process will include short-term training and strategic attachments of selected MoTEYS staff in New Zealand/Australia, thus building capacity of MoTEYS to assume full management and leadership responsibility for the Program in Phase II when donor funding for the three full-time consultants ends; and (iii) through tracer studies, household surveys and an impact assessment of TSP 1, the Program will provide Government with the empirical evidence on the labour market effects of the Program that may be necessary to justify GoT’s continued support of the MoTEYs development and support of TSP.

M&E Capacity and Baseline Data An important focus of the TSP 1 will be on monitoring progress in the implementation of training programs targeting different groups and measuring their labour market outcomes. Weak local M&E capacity and the limited availability of data present substantial challenges to being able to quantify Program impact and success.

The Program will mitigate this risk by supporting a M&E Working Groups of key stakeholders and providing training to build local M&E capacity in survey techniques, design of instruments and impact evaluation methodologies. A concerted effort will be made to establish adequate baseline data for all aspects of the Program and to complete this within the first year of the Program.

# 5 ANNEXES

1. Program Context
2. Results Frameworks
3. Estimated Program Costs
4. Indicative Activity Timeline
5. Consistency with the Paris and Accra Accords
6. Core TA Terms of Reference
7. Program Review Terms of Reference
8. Risk Management
9. Supporting Documentation

## Annex 1: Program Context

**Socio-Economic and Cultural Context**

**The Skills Needs Identified**

In 2008 a national training needs analysis was conducted in Tonga[[27]](#footnote-27) as one of the activities of the Tonga Education Support Programme (TESP). Immediate and critical skill needs for enterprises across all sectors of the Tonga economy were identified. **Skill needs consist of both skill shortages (a lack of appropriately qualified people in the work force) and skill gaps (where the existing work force does not have the necessary skills to achieve organisational objectives)**. Generic skills in short supply include management skills generally (including both senior and middle management skills), customer service skills, and skills in financial management and accounting. There are also skill shortages in advanced trades, policy development and analysis, advanced computing and information technology, and in a number of advanced technical work-related areas in several industries.

The training needs analysis report concluded that there is a **need to strengthen technical and vocational education and training, with a focus on key growth industries where effective performance will benefit the people of Tonga.**  Such industries include tourism and hospitality, agriculture, marine resources and fishing, construction, engineering, motor, and the maritime sector. Improved skills development is also required in other industries including key social services such as health and education. There is unmet and increasing demand for professionally and technically trained employees at all levels in the private sector. There are serious skill shortages in the present work force, and these shortages negatively affect overall productivity and Tonga’s prospects for economic growth. In the public sector there are significant shortages of technically and professionally trained specialists in many fields. The current capacity to train these specialists is limited and cannot satisfy the demand for new public sector recruits.

In the informal sector, there are also skill training requirements. These include general skills to improve the quality of village life, helping prepare young people to find employment, and promoting village-based enterprises that will generate income.

Catherwood *et al*, 2008 concluded that the quality, performance and accountability of existing tertiary education providers needed to be improved urgently. Recommendations included:

* The establishment of a National Skills Training Council or a similar body, with responsibility for oversight of all post secondary education and training;
* A review of existing Government institutional provision of tertiary education and training in Tonga with a view to strengthening the delivery of technical and vocational trade training and the governance and management of existing public post-secondary education and training;
* Involving the private sector in the management and operation of education and training providers;
* The development of long term training plans for each industry and social service.

However, more in-depth training needs analysis is required growth in key critical and growth areas in priority industries to define the trends and changes in the labour market and to re-align TVET with the opportunities presented by these. This should be followed by formulation of training plans and design and/or franchising of qualifications, especially in new growth and critical areas

**Overview of the Education and Training sectors**

**The School Education System**

Almost 90% of the labour force had had at least some secondary education, and 11% had received some higher education. In terms of access to education, females appeared to have benefited just as much as males. Amongst the currently active population, it was estimated that up to 10% of people had participated in some vocational training. Amongst the currently inactive population, it was estimated that up to 8% of people had participated in some vocational training.

The education system currently consists of three levels: primary education (six years), secondary education (seven years), and post-secondary education and training. At the end of Year 6 of primary education, students sit the Secondary Entrance Examination (SEE) to qualify for secondary education. Primary education is compulsory by law from age 6 to 14. In 2005, the school age population in primary school was from ages 5 to 13 and from ages 10 to 21 for secondary schools

National and regional examinations that senior students (Forms 5-7) sit vary from school to school. Ocean of Lights’ School students sit the Cambridge International Examination (CIE), while all other schools sit the Tonga School Certificate Examination (TSC) at Form 5 and the Pacific Senior Secondary Certificate (PSSC) at Form 6, with Tonga High School students having the option of sitting CIE. Form 7 national examinations that students sit vary from school to school and include the South Pacific Form Seven Certificate, University of the South Pacific Foundation Level Examinations and CIE’ s advanced level.

Early childhood education in Tonga is considered to be primarily the responsibility of parents.

**Tonga Education Support Program (TESP)**

The Tonga Education Support Program consists of two clusters of activities that support the implementation of the first five-year phase of the Education Policy Framework. The first cluster supports the establishment of minimum service standards, school based management/planning and school grants as a mechanism to ensure a more equitable provision of universal basic education. The second cluster supports reform in teacher education, curriculum development, student assessment and improved sector coordination, policy and planning. TESP’s objectives are to improve the quality of schooling, improve the equitable delivery of resources and services, improve education outcomes, and to strengthen management, policy-making, monitoring and evaluation within MEWAC. TESP is supported by NZAID and the World Bank, and AusAID plans to contribute funds in the future.

One important lesson learned from the TESP is that it is not advisable to initiate too many program activities all at once and to plan carefully the introduction of subcomponents.

**TVET Provision**

Formal Technical Vocational Education and Training (TVET) provision in Tonga is complex and fragmented, and delivered by many small and relatively inefficient Government and private-sector providers. The qualifications gained are mostly at relatively low levels that do not meet the increasing levels of skill and innovation required in modern work places. Few providers have had their TVET programs benchmarked internationally and very few programs have been accredited. There are gaps in provision in some national skill priority areas (eg plumbing and refrigeration engineering), and in other areas there are not enough qualified graduates to meet demand (eg hospitality and catering).

TVET provision is a joint effort of both the Government and non-Government agencies, with the mission churches as the main non-government providers. These private organisations play a major role in providing skills training for those who are unsuccessful in the main academic streams.

**Ministry of Training, Employment, Youth and Sports (MoTEYS)**

The Government of Tonga created this new Ministry in 2006, as part of the public sector reforms. A primary objective of MoTEYS is to provide a greater focus on the development of technical and vocational education (TVET) in Tonga. This change has resulted in responsibility for TVET passing from the reorganised Ministry of Education, Women’s Affairs and Culture (MEWAC) to the new MoTEYS. This includes the administration of three training institutions[[28]](#footnote-28) and the Short Term Training Centre (now known as the Training and Employment Services Centre), which is the counterpart agency for the NZAID In-Country Training programs. However, MEWAC retains responsibility for tertiary education of an academic nature, notably the Tonga Institute of Education (responsible for the pre-service training of teachers).

The responsibility for employment was passed to MoTEYS from the Ministry of Labour, Commerce and Industries (MLCI). However, the division of responsibilities between MoTEYS and MCLI has not yet been completely clarified[[29]](#footnote-29), and no legislation specifically covering MoTEYS and its functions has been approved by GoT.

Initially, MoTEYS also proposed to take over responsibility for quality assurance in the TVET sector[[30]](#footnote-30). However, this is a core function of the Tonga National Qualifications and Accreditation Board, as set out in the 2004 TNQAB Act

Amongst its activities to date, MoTEYS has developed a National Youth Strategy and set out five strategies for strengthening TVET:

* Reviewing the TVET Sector, with a view to looking for ways to manage the Sector more effectively, to meet required quality standards and to better meet the training needs of young people and those in the community;
* Developing and implementing a Training and Resource Assistance Scheme to ameliorate existing shortfalls in TVET provision;
* Strengthening Short-term Training in order to address the training needs of the community, the private sector, NGOs, youth and women as identified in the 2008 Training Needs Analysis;
* Developing and implementing a Recognition and Accreditation Scheme to improve quality and the opportunity for trainees to gain employment across the borders;
* Scoping out Technical and Vocational Training, including a number of activities concerned with building the capacity of the three MoTEYS administered training institutions, Tonga Institute of Science and Technology (TIST), Tonga Maritime Polytechnical Institute (TMPI) and National Centre for Vocational Studies (NCVS).

With a 2007/2008 operating budget of T$2.1 million, MoTEYS was initially under-funded and under-staffed for the important responsibilities that have been assigned to it. It had limited capacity as far as procurement and financial management systems are concerned. While these issues are increasingly being addressed, the design notes the need for support to the Ministry in the change management period of TVET reform. In addition, MoTEYS has a mixed role in that it is responsible for setting policy for the whole TVET sector, but is also directly responsible for TVET delivery because it runs TIST, TMPI and NCVS.

**Ministry of Labour, Commerce and Industries (MLCI)**

The Ministry of Labour, Commerce and Industries is responsible for trade, industrial relations (including employment legislation) and for developing the private sector, including the registration and support of cooperatives and credit unions[[31]](#footnote-31). It also administers the Recognised Seasonal Employment (RSE) scheme through which Tongans are selected to work in New Zealand’s horticultural industry during the peak season.

**Tonga National Qualifications Board (TNQAB) Act 2004 and Regulations 2007**

After a long and slow lead time, the Tonga National Qualifications and Accreditation Board has now been established, with the Board and Chief Executive Officer put in place in 2009. The work of the Board is a key development under the Tonga Education Policy Framework 2004 – 2019 for:

* Goal 2. To improve the access to and quality of post-basic education and training to cater for the different abilities and needs of students.
* Goal 3. To improve the administration of education and training so that the quality of educational performance is enhanced.

Funding for the Board is included in MEWAC’s budget. TESP budget for 2008-9 includes provision for Board set-up costs.

The establishment of the TNQAB is an important step towards developing and implementing a nationally and internationally recognised post compulsory qualifications system. Key aspects of the Board’s initial work include the design and development of a National Qualifications Framework, covering both TVET and Higher Education, and the quality assurance of post compulsory education and training providers. Although not specifically mandated in the TNQAB Act 2004, the management and administration of secondary school examinations may be transferred from MEWAC to the Board, once it is fully established.

**Training Providers**

The current provision of post-secondary education in Tonga has been most recently described by Catherwood et al, 2008 (pages 36 to 41). The formal providers of TVET programs leading to qualifications include the following. Student numbers, where available, are given as Full Time Equivalents. There is a lack of student flow or outcomes information available either at provider level or nationally, in the absence of systematic record keeping and tracer studies. However, the data shows that there were around 1,300 students in 2006, which has been increasing since then as faith-base providers increase their provision.

1. Tonga Institute of Science and Technology (TIST; administered by MoTEYS) offers programs in Mechanical Fitting, Electrical/ Electronics, Automotive Mechanics, General Engineering, Panel Beating/ Spray Painting, Carpentry and Joinery. In 2006, there were 296 students enrolled and 37 graduated in 2005.
2. Tonga Maritime Polytechnical Institute (TMPI; administered by MoTEYS) offers maritime certificates including Class IV Master, Class IV Engineer, and basic ratings certificates. In 2006, there were 115 students enrolled and 74 graduated in 2005 (considerably down on 152 in 2004).
3. The National Centre for Vocational Studies (NCVS); administered by MoTEYS) offers a Certificate and Diploma in Tourism, a Diploma in International Business, a Diploma in Information Technology (the three diploma programs use course material provided by the Auckland Institute of Studies – AIS St Helens; Tongan students, through their course fees, pay for the use of course materials and the provision of advice by AIS St Helens), and a Certificate and Diploma in Agriculture. In 2006 (in the predecessor organisation) there were 541 students enrolled and 285 graduated in 2005.
4. Tupou Tertiary Institute (run by the Free Wesleyan Church) offers the NZ Diploma in Business and the NZ National Diploma in Information and Computing Technology levels 5 and 6 (both in conjunction with Whitireia Community Polytechnic, and under their accreditation), and the NZ National Diplomas in Construction and Architectural Technology level 6 (in conjunction with Wellington Institute of Technology); Tongan students, through their course fees, pay for the costs of accreditation quality assurance by each New Zealand institution.
5. Pouono Technical Institute (run by the Free Wesleyan Church in Vava’u) offers NZ National Certificates in Hospitality and Catering Levels 1 and 2 (in conjunction with Whitireia Community Polytechnic), and certificates in Automotive Engineering, Navigation, Electrical Wiring and Panel Beating.
6. Hango Agricultural College (run by the Free Wesleyan Church in ‘Eua) offers a certificate and diploma in Agriculture. In 2006, there were 27 students enrolled and 10 graduated in 2005.
7. ‘Ahopanilolo Technical College (run by the Catholic Church) offers certificate programs in Hospitality and Sewing. In 2006, there were 90 students enrolled.
8. Montfort Technical Institute (run by the Catholic Church) offers certificates in Automotive Mechanics and the Building Trade (for boys). In 2006, there were 53 students enrolled.
9. St Joseph’s Business College (run by the Catholic Church) offers certificates in Secretarial Studies and Computing (for girls). In 2006, there were 106 students.
10. ‘Unuaki ‘o Tonga Royal University of Technology/ Institute (a private training organisation) offers associate degrees in Medical Specialities, Computer Science, Business Administration, and Accounting, and certificates in Electrical Technology; Building Construction, Auto-Mechanics, Plumbing and Drafting.

There are further training institutes outside the scope of this TVET Program:

* The Tonga Health Training Centre and the Queen Salote School of Nursing (both run by the Ministry of Health) offer a certificate and a diploma program in Nursing, and other health related programs.
* The Tonga Institute of Higher Education (TIHE; administered by MEWAC) offers certificates and diplomas in Information Technology, Accounting, and Media and Journalism. However, some of TIHE’s courses could be classified as TVET, and there appears to be some overlap in IT course provision with NCVS.

In addition, Tupou College (Free Wesleyan Church secondary school for boys) and Queen Salote College (Free Wesleyan Church secondary school for girls) have started in 2008 running certificate programs in Automotive, Carpentry and Hospitality and Catering (in conjunction with Whitireia Community Polytechnic). Secondary schools offering un-certificated TVET programs include Mailefihi College (Free Wesleyan Church), Vava’u and Saineha High School (Latter Day Saints Church), Vava’u. In Ha’apai, a few unemployed young people who dropped out of school are allowed to use the carpentry workshop at St Joseph’s College (Catholic Church), and Taufa’ahau Pilolevu College (Free Wesleyan Church) runs technical classes for students who are not succeeding academically.

The Training and Employment Services Centre (administered by MoTEYS) offers short courses that respond to identified training needs in the civil service, private sector and Non-Government Organisations (NGOs). It acts as the counterpart agency for NZAID’s In-Country Training programs, and for NZAID’s overseas attachments. Government Ministries and several companies also provide their own on-the-job training programsfocused on developing specific work skills.

Non-formal, informal and community education and training courses are offered by NGOs and several community-based groups (see Catherwood *et al*, 2008, pages 39-41).

Full time TVET course fees range from TOP170 a year at the TIST to TOP1750 for a New Zealand accredited course at a private provider.

Fees of TOP 170 a year at TIST compare to the average craft and related trades workers’ salary of TOP6,056 a year, based on the 2003 Tonga Labour Force Survey.

The Tonga Association for Technical and Vocational Education and Training (TATVET) has recently been set up with the mission “to elevate the status of TVET in Tonga and set it at the forefront of the social and economic development of the Kingdom”. An ambitious strategic and management and operation plan has been developed, and seeks to address a range of issues including: facilities upgrades; training delivery; establishing local and international networks; curriculum development; resource development; creating relevant databases; improving assessment and evaluation; etc.

**Pathways to Overseas TVET Institutions**

Several established pathways from Tonga TVET institutions to overseas TVET institutions already exist. These include:

* From Tupou Tertiary Institute and Pouono Technical Institute into Whitirea Community Polytechnic and other Institutes of Technology and Polytechnics in New Zealand (Hospitality and Catering, Automotive, Information and Computing Technology, Business)
* From Tupou Tertiary Institute into Wellington Institute of Technology (Construction and Architectural Technology)
* From TIHE into the Open Polytechnic of New Zealand (Bachelor of Business Studies)
* From NCVS into AIS St Helens, New Zealand (Bachelor degrees in Tourism Management, International Business and Information Technology)
* Pathways into the Australian Pacific Technical College (APTC) in Samoa, Fiji, Vanuatu and Papua New Guinea (for Hospitality, Automotive, Engineering Trades, Construction and Electrical Trades – including Refrigeration/ Air Conditioning and Plumbing, and Community Services)

**Donor Support to TVET**

**Australia and New Zealand**

The Joint Tonga/ New Zealand Country Program Strategy 2008-2018 aims to support Tonga’s national development priorities as set out in Strategic Plan Eight (SDP8) and NZAID policies and practice. Priority areas include broad-based growth, sustainable livelihoods, tourism and education which include regional scholarships. The Joint Tonga/ Australia Country Program Strategy 2007-2012 provides a strategic direction for Australian development cooperation with Tonga. The two strategy goals that relate to TVET are (i) promoting private sector led economic growth and (ii) improving service delivery in health and education. In August 2009, the Pacific Partnerships for Development Agreement between the GOA and the GOT was signed with TVET as the third Priority Outcome. The targets are to *increase number of Tongans completing* locally or internationally accredited technical and vocational education and training courses, including a focus on equal opportunities for all and to i*ncrease number* of accredited technical and vocational *qualifications available in Tonga.* The Australia Pacific Technical College (APTC) provides training to Pacific Islanders in Tourism and Hospitality, Automotive, Construction, Mechanical, Electrical and Community Services, in Samoa, Fiji, Vanuatu and Papua New Guinea. The training is internationally benchmarked and competency based, with flexible delivery modes, and at higher levels than training currently delivered in Tonga. There is potential for increased up-skilling of Tongan TVET staff through the College. At May 2009, there have been 66 Tongan students enrolled in the APTC, and of these 42 have graduated.

Both AusAID and NZAID are currently funding other activities which could be evaluated in the context of the TVET Support Program. These include the AusAID Scholarships Schemes, and the NZAID In-Country Awards (ICA), In-Country Training (ICT), Short Term Training Awards (STTA) and Scholarships Schemes.

**Support from other Development Partners**

The Japanese International Cooperation Agency (JICA) continues to support TVET in Tonga through their Vocational Training / Improvement of Living Standard Program and the provision of facilities for TIST. Under the former program, short training courses and seminars are run and Japanese volunteers are provided to assist in a wide variety of vocational areas, including providing instructors for TIST. JICA also offers up to three scholarship awards annually.

In 2007, the Government of China offered up to 18 scholarships for study in China, in areas that reflect the HRD priorities of the GoT.

The Government of Germany used to provide support for TIST, in the form of technical assistance, equipment, training in Germany and long-term secondments of German trainers.

Peace Corps volunteers also support a wide range of public and private enterprises in Tonga.

**Policy and Program Context**

The development of the Design with MoTEYS has drawn on the following studies or policy developments.

**GoT Strategic Development Plan 8**

The Government of Tonga’s Strategic Development Plan 8 (SDP8), published in July 2006, has the following overarching aim:

*“To create a society in which all Tongans enjoy higher living standards and a better quality of life through good governance, equitable and environmentally sustainable private sector led economic growth, improved education and health standards, and cultural development.”*

SDP8 includes an endorsement of the three education goals set out in the Education Policy Framework 2004-2019 (see below), and also endorsed the following four sub-strategies:

* To continue to undertake a national training needs analysis;
* To develop the Tonga National Qualifications Framework;
* To develop pilot skill development projects; and
* To expand opportunities for on-the-job training schemes.

**GoT Education Policy Framework 2004-2019**

The three key education goals outlined in the Education Policy Framework 2004-2019 are:

* Goal 1: To improve equitable access to and quality of universal basic education for all children in Tonga up to Year 8 (Form 2).
* Goal 2. To improve the access to and quality of post-basic education and training to cater for the different abilities and needs of students.
* Goal 3. To improve the administration of education and training so that the quality of educational performance is enhanced.

Skill Development and Lifelong Learning is one of seventeen policy areas identified for further policy development and action by the Government of Tonga. For this area, the desired policy outcome is identified as the development of skills and competencies required for Tonga’s economic and social development, with competent educators delivering high quality, relevant, and cost-effective services.

**Gender, Poverty, Environment, Disability**

**Poverty Reduction**

The country has the second lowest incidence of poverty amongst 15 Pacific Island Countries, as measured by the Human Poverty Index (HPI) presented in Pacific Human Development Report 1999; and a 2003 participatory assessment of hardship reported that “most people perceived an improvement in their situation” in the previous five years, though this was not to deny the existence of some hardship.

Calculations based on data from the last Household Income and Expenditure Survey suggested that in 2001 5% of families had expenditure levels below a Food Poverty Line of T$703 per head per year, and 22% of families had expenditure levels below a Basic Needs Poverty Line of T$1,466 per head per year[[32]](#footnote-32).

Although there is a relatively low incidence of absolute poverty in Tonga, there is a lack of clear pathways for people who left school early or did not succeeded academically (“poverty of opportunity”). Thus an important outcome of the proposed TVET Support Program is the creation of pathways, from school to post-school education and training, between post-school education and training providers, from providers to employment in Tonga, and to overseas employment or further training. The first priority of the TVET Support Program will be to support training that leads to in-country employment opportunities. The support of training leading to overseas employment will be a second priority.

**Social Impact - Youth**

Enhancing people’s skills has many wider social benefits. There are recognised links between skills and social outcomes such as health, the reduction of crime, and social cohesion.

Youth[[33]](#footnote-33) unemployment is viewed as an important policy issue in Tonga. The rate of youth unemployment fell from 8% in 1990 to 3% in1993/94 but then rose again to 12% in 2003 – over 800 people of the total unemployed of around 1,900. Although this recent increase seems dramatic, it needs to be viewed within the context of the overall changes in the level of unemployment. In most countries around the world, youth unemployment rates tend to exceed adult unemployment rates. In Tonga, youth unemployment rates in recent years have tended to be around three to four times as high as adult unemployment rates. However, whereas in the earlier 1990s unemployed youth constituted around 56% of the total unemployment, in 2003 they constituted only 43% of the total.

The riots in November 2006 focused attention upon the plight of disaffected youth in Tonga, and encouraged the Government to focus on the development and implementation of policies that would ensure that all young people were able to engage in productive education and training. One of the most significant challenges facing Tonga is reducing unemployment amongst young people under 20 who make up 50% of the population.

GoT recently announced that the school leaving age will be raised from 14 to 18. All students will need to be engaged in some form of education, skills training or structured learning. In order for this policy to work in a positive way for non-academic students, the availability of TVET programs will need to be significantly expanded. Students participating in such programs should have the option of completing full time programs at school, a mixture of at school and at a TVET institution, full-time at a TVET institution, a mix of on-job and off-job training, or a specially designed training program based in the community.

**Gender Impact**

Women are not well represented in many of the formal TVET programs currently run in Tonga[[34]](#footnote-34). The TVET Support Program is designed to prioritise the development of courses and programs that are likely to attract women and improve their employment outcomes. Another feature of the Program Design is a requirement that recipients of ETF funding will need to be able to demonstrate how their activities will maximise gender equality and agree performance measures against which the achievement of this objective can be evaluated.

The GoT has not yet ratified the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

The Government does not as yet have a policy on gender in TVET, and the TSP will be able to facilitate the development of a gender policy by MoTEYS.

**Increasing Access to Training for People with a Disability**

The Government does not as yet have a policy on people with a disability in TVET, and one of the early roles of the Program will be the development of a policy by MoTEYS.

According to the 2006 Tonga National Disability Survey[[35]](#footnote-35), only 3% of the total 2,460 people with disabilities over the age of 15 years are in formal employment (3%). This is more than thirteen times less than the national formal employment rate of 39%. The unemployment rate of people with disabilities (33%) is more than double the national unemployment rate of 13.3%. This is despite the fact that 37% of these people are independent, mobile and look after themselves.

While there are significant issues to address in school education, there is also a role for TVET in increasing access for people with a disability. MoTEYS will develop with the assistance of the Program a policy on increasing access to and completion of training for people with a disability, partially informed by the AusAID disability strategy. MoTEYS has commenced work on this with relevant NGOs. Under this policy, the ETF will fund initiatives to increase the participation in training of people with a disability, through funding for: providing additional support to trainees in existing classes; targeted new classes and places; and equipment.

**Environmental Considerations**

AusAID’s environment strategy “Aid and the Environment – building resilience, sustaining growth” emphasises the strategic linkages between economic growth, poverty and environmental threats. Environmental considerations also underpin the Joint Tonga/ New Zealand Country Program Strategy, 2008-2018. Tonga’s unique natural attractions, particularly in the outer islands are the cornerstone of its tourism and hospitality industry and conservation of this natural heritage is critical to the growth of this key industry sector and therefore the economic growth of Tonga.

## Annex 2a: Results Framework

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Component/**  **Subcomponent** | **Annual Indicative Targets** | | | | **Data Collection and Reporting** | | |
| **Program Year 1** | **Program Year 2** | **Program Year 3** | **Program Year 4** | **Frequency of reports** | **Data collection instrument** | **Responsibility for data collection** |
| **Key performance indicators** | | | | | | | |
| 80% of courses offered are competency based, by competency based qualified trainers | Baseline year | 20% | 40% | **80%** | Annual | TMIS Annual or six-monthly survey | MoTEYS/ TSP 1 |
| There is a functioning accreditation process for TVET courses that includes overseas recognition of qualifications | Baseline year  Process designed | same as indicator below | same as indicator below | same as indicator below | Annual | TMIS Annual or six-monthly survey | MoTEYS/ TSP 1 |
| 80% of all institutions have been through the process | Baseline year | 20% | 40% | **80%** | Annual | TMIS Annual or six-monthly survey | MoTEYS/ TSP 1 |
| **Component 1: Developing the National Training System** | | | | | | | |
| **1.1 Introducing Internationally Benchmarked Skill Standards** | | | | | | | |
| Established ITACs adapting and validating industry qualification standards: 2 within 12 months; a further 2 within 24 months; and a further 2 within 36 months. | First 2 ITACs in place and working | Second 2 ITACs in place and working | Third 2 ITACs in place and working |  | Annual | Program Office oversight | MoTEYS/ TSP 1 |
| All appropriate industry qualification standards to be completed within 36 months. | Group I industries | Group 2 industries | Group 3 industries |  | Annual | TMIS | MoTEYS/ TSP 1 |
| **1.2 TNQAB registration and Accreditation Capacity of TVET Providers** | | | | | | | |
| TVET section of the TQF fully aligned to international standards with 24 months. | Work ongoing | TQF fully aligned |  |  | Annual | TMIS | MoTEYS/ TSP 1 |
| Quality assurance processes fully developed for TNQAB and being applied within 24 months. | Work ongoing | QA process fully developed |  |  | Annual | TMIS | MoTEYS/ TSP 1 |

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| **Component/**  **Subcomponent** | **Annual Indicative Targets** | | | | **Data Collection and Reporting** | | |
| **Program Year 1** | **Program Year 2** | **Program Year 3** | **Program Year 4** | **Frequency of reports** | **Data collection instrument** | **Responsibility for data collection** |
| **1.2 TNQAB registration and Accreditation Capacity of TVET Providers (continued)** | | | | | | | |
| All TVET providers registered or in the process of registering with TNQAB to accredit course offerings in Tonga within 24 months. | In process | 100% registered or in process |  |  | Annual | TMIS | MoTEYS/ TSP 1 |
| All major TVET providers accredited to deliver courses supported by the TSP 1 Employment and Training Fund (ETF) within 36 months. | In process  (33% ) | In process  (66%) | 100% providers accredited |  | Annual | TMIS | MoTEYS/ TSP 1 |
| **1.3 Capacity building of Training Providers** | | | | | | | |
| 80 percent of all registered trainers completing trainer and assessor qualifications and demonstrating capacity to deliver CBT within 12 months. | Target met | Year 1 figure surpassed | Year 2 figure surpassed | Year 3 figure surpassed | Annual | TMIS | MoTEYS/ TSP 1 |
| 80 percent of all trainer and assessor training delivered by local trainers within 24 months. | In process  (30%) | Target met | Year 2 figure surpassed | Year 3 figure surpassed | Annual | TMIS | MoTEYS/ TSP 1 |
| 80 percent of eligible training providers received appropriate equipment grants within 18 months. | In process  (30%) | Target met | Year 2 figure surpassed | Year 3 figure surpassed | Annual | TMIS | MoTEYS/ TSP 1 |

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|  | **Indicative Timing** | | | | **Data Collection and Reporting** | | | |
| **Program Year 1** | **Program Year 2** | **Program Year 3** | **Program Year 4** | Frequency of reports | | Data collection | Responsibility for data collection |
| **Component 2: Key Performance Indicators** | | | | | | | | |
| **2.1 Training in Critical Skills and Growth Areas** | | | | | | | | |
| 20% year-on-year increases in provider-industry cooperation in delivering certificated training over the first three years of TSP 1, based on a 2009 baseline. | Maintain/  Reach 2009 baseline | 20% increase on Year 1 | 20% increase on Year 2 | 20% increase on Year 3 | | Annual | TMIS | MoTEYS/ TSP 1 |
| 80% of all TVET courses showing sustained increased participation by women, the disabled and other disadvantaged groups. | Establish baseline | Increase on Year 1 | Increase on Year 2 | 80% of courses maintain growth in representation of target groups | | Annual | TMIS | MoTEYS/ TSP 1 |
| **2.2 Short-course Employment and Training Services for Youth** | | | | | | | | |
| 12 short courses developed and delivered tailored to youth and providing a bridge to further training or employment with 24 months. | Work ongoing | 12 courses developed | Year 2 figure surpassed | Year 3 figure surpassed | | Annual | TMIS | MoTEYS/ TSP 1 |
| 50% of all unemployed youth that participate in TSP 1 supported training receiving job counselling, training and placement services within 24 months. | Work Ongoing | 50% target reached | Year 2 figure surpassed | Year 3 figure surpassed | | Annual | TMIS | MoTEYS/ TSP 1 |
| 20% year-on-year increases in the number of short courses delivered to outer islands over the course of TSP 1. | Maintain/  Reach 2009 baseline | 20% increase on Year 1 | 20% increase on Year 2 | 20% increase on Year 3 | | Annual | TMIS | MoTEYS/ TSP 1 |
| 75% of all 2010 and 2011 course completers entering into sustained employment within 12 months of course completion. |  |  | 75% target met | 75% target met | | Annual | TMIS | MoTEYS/ TSP 1 |

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|  | **Indicative Timing** | | | | | **Data Collection and Reporting** | | |
| **Program Year 1** | **Program Year 2** | **Program Year 3** | | **Program Year 4** | Frequency of reports | Data collection | Responsibility for data collection |
| **Component 3: Program Management and Institutional Strengthening** | | | | | | | | |
| **3.1 Program Management** | | | | | | | | |
| All long-term Program TA in place within 3 months and a schedule for 24 months of support TA confirmed by MoTEYS within 6 months. | Long-term TA in place and TA schedule completed |  | |  |  |  | CEO MoTEYS/NSC | MoTEYS/ TSP 1 |
| National Steering Committee (NSC) for TVET in place within 4 months. | NSC in Place |  | |  |  |  | CEO MoTEYS | MoTEYS/ TSP 1 |
| A program of reforms for Phase 1 of TSP 1 approved by the NSC within 6 months. | Program approved by Cabinet |  | |  |  |  | CEO MoTEYS | MoTEYS/ TSP 1 |
| 85% percent of each year’s Employment and Training Fund allocation allocated within that year. | 85% target met | 85% target met | | 85% target met | 85% target met | Annual | TMIS | MoTEYS/ TSP 1 |

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|  | **Indicative Timing** | | | | | **Data Collection and Reporting** | | |
| **Program Year 1** | **Program Year 2** | **Program Year 3** | | **Program Year 4** | Frequency of reports | Data collection | Responsibility for data collection |
| **3.1 Program Management (continued)** | | | | | | | | |
| TVET Management Information System (TMIS) and website developed and operational within 9 months. | TA, TMIS and website in place |  | |  |  |  | Technical manager | MoTEYS/ TSP 1 |
| **3.2 Institutional Strengthening of MoTEYS** | | | | | | | | |
| Operating legislation for MoTEYS developed and progressed to NSC within 36 months. |  |  | TA delivered  Legislation progressed to NSC | |  |  | CEO MoTEYS | MoTEYS/ TSP 1 |
| MoTEYS TVET staff trained, including through short-term attachments in New Zealand and/or Australia to manage training functions within 18 months. |  | Training / attachments delivered |  | |  |  | Technical manager | MoTEYS/ TSP 1 |
| Responsive policy and planning processes to support MoTEYS activities in place with 12 months. | Responsive policy and planning processes to support MoTEYS activities in place |  |  | |  |  | Technical manager | MoTEYS/ TSP 1 |
| **3.3 Research, Monitoring and Evaluation** | | | | | | | | |
| Baseline data completed with 12 months. | Baseline completed |  |  | |  |  | Technical manager | MoTEYS/ TSP 1 |
| Providers design more relevant training from feedback on outcomes from graduates as evidenced by TNQAB reports. |  |  |  | |  | Annual | TQNAB | TQNAB |
| Increased evidence-based policy design and training initiatives based on the results of continuous monitoring and evaluation (M&E) as evidenced by MoTEYS reports. |  |  |  | |  | Annual | MoTEYS Reports | MoTEYS/ TSP 1 |
| TSP 1 impact assessment completed 6 months prior to completion of TSP 1. |  |  |  | | Impact Assessment Completed |  | Technical manager/CEO MoTEYS | MoTEYS/ TSP 1 |

## Annex 2b: Indicators to Outcomes Table

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| **Outcomes** | **Relevant Performance Indicators (subcomponent #)** |
| 1. A system-wide shift from provider-focused training to training focused on workforce and industry skill needs. | (2.1) 80% of all TVET courses showing sustained increased participation by women, the disabled and other disadvantaged groups.  (3.2) MoTEYS TVET staff trained, including through short-term attachments in New Zealand and/or Australia to manage training functions within 18 months.  (3.3) Providers design more relevant training from feedback on outcomes from graduates as evidenced by TNQAB reports. |
| 2. Increased capacity of local service providers to raise the efficiency and quality of training | (1.3) 80 percent of all registered trainers completing trainer and assessor qualifications and demonstrating capacity to deliver CBT within 12 months.  (1.3) 80 percent of all trainer and assessor training delivered by local trainers within 24 months.  (1.3) 80 percent of eligible training providers received appropriate equipment grants within 18 months. |
| 3. Systematic active involvement of industry and other key stakeholders in TVET course design and assessment processes adequate to ensure that resources are directed to the funding of courses and initiatives that meet high priority local needs. | (2.1) 20% year-on-year increases in provider-industry cooperation in delivering certificated training over the first three years of TSP 1, based on a 2009 baseline.  (3.1) All long-term Program TA in place within 3 months and a schedule for 24 months of support TA confirmed by MoTEYS within 6 months.  (3.1) National Steering Committee (NSC) for TVET in place within 4 months.  (3.1) A program of reforms for Phase 1 of TSP 1 approved by the NSC within 6 months.  (3.2) Operating legislation for MoTEYS developed and progressed to NSC within 36 months.  (3.2) Responsive policy and planning processes to support MoTEYS activities in place with 12 months. |
| 4. An in-place fully utilized quality assurance mechanism that ensures that training provision in Tonga meets international standards and is internationally recognized. | (1.1) Established ITACs adapting and validating industry qualification standards: 2 within 12 months; a further 2 within 24 months; and a further 2 within 36 months.  (1.1) All appropriate industry qualification standards to be completed within 36 months.  (1.2) TVET section of the TQF fully aligned to international standards with 24 months.  (1.2) Quality assurance processes fully developed for TNQAB and being applied within 24 months.  (1.2) All TVET providers registered or in the process of registering with TNQAB to accredit course offerings in Tonga within 24 months. |
| 5. The acceptance of short-term competency-based training provided as part of a pathway to full qualifications. | (2.2) 12 short courses developed and delivered tailored to youth and providing a bridge to further training or employment with 24 months.  (2.2) 50% of all unemployed youth that participate in TSP 1 supported training receiving job counselling, training and placement services within 24 months.  (2.2) 20% year-on-year increases in the number of short courses delivered to outer islands over the course of TSP 1. |
| 6. An established Employment and Training Fund that (i) allocates resources competitively to promote the meeting of high priority training needs, and (ii) on a reward for performance basis, ensures that course design and delivery is demand-driven and results in desired labour market outcomes. | (1.2) All major TVET providers accredited to deliver courses supported by the TSP 1 Employment and Training Fund (ETF) within 36 months.  (2.1) 80% of all TVET courses showing sustained increased participation by women, the disabled and other disadvantaged groups.  (2.2) 75% of all 2010 and 2011 course completers entering into sustained employment within 12 months of course completion.  (3.1) 85% percent of each year’s Employment and Training Fund allocation allocated within that year. |
| 7. An established mechanism to disseminate TVET and labour market information to service providers and users. | (3.1) TVET Management Information System (TMIS) and website developed and operational within 9 months.  (3.3) Providers design more relevant training from feedback on outcomes from graduates as evidenced by TNQAB reports. |
| 8. An institutionalized, fully operational monitoring and evaluation program that aids TVET design and service delivery while monitoring progress towards training outcome targets. | (3.1) TVET Management Information System (TMIS) and website developed and operational within 9 months.  (3.3) Baseline data completed with 12 months.  (3.3) Increased evidence-based policy design and training initiatives based on the results of continuous monitoring and evaluation (M&E) as evidenced by MoTEYS reports.  (3.3) TSP 1 impact assessment completed 6 months prior to completion of TSP 1. |
| 9. Facilitation of pathways between training providers and from basic to advanced skills, within the national training system and improving outcomes. in terms of access to advanced TVET overseas. | (1.1) Established ITACs adapting and validating industry qualification standards: 2 within 12 months; a further 2 within 24 months; and a further 2 within 36 months.  (1.1) All appropriate industry qualification standards to be completed within 36 months.  (2.1) 80% of all TVET courses showing sustained increased participation by women, the disabled and other disadvantaged groups.  (2.2) 75% of all 2010 and 2011 course completers entering into sustained employment within 12 months of course completion. |

## Annex 3: Estimated Program Costs

**Estimated Program Costs by Fiscal Year (A$000s)**

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| --- | --- | --- | --- | --- |
| **Personnel Costs** | **2009-10** | **2010-11** | **2011-12** | **2012-13** |
| Program Technical Manager | 300 | 300 | 300 | 300 |
| Deputy Program Manager | 110 | 110 | 110 | 110 |
| Program Officers (x3) | 100 | 100 | 100 | 100 |
| Procurement-Administration Officer | 30 | 30 | 30 | 30 |
| Industry Training Advisers | 140 | 140 | 80 | 0 |
| National TVET Systems Quality Adviser | 60 | 60 | 0 | 0 |
| IT Systems Adviser | 80 | 0 | 0 | 0 |
| Employment & Training Advisers | 60 | 60 | 0 | 0 |
| M&E Adviser | 60 | 60 | 60 | 60 |
| **Sub-total – A$ 3,080,000** | **940** | **860** | **680** | **600** |
| **Non-Personnel Operating Costs** |  |  |  |  |
| Advertising, mobilization & demobilisation of TA, office equipment, admin., travel and miscl. costs | 80 | 50 | 50 | 80 |
| Office refurbishment | 30 | 0 | 0 | 0 |
| Materials production, printing, marketing | 30 | 30 | 30 | 20 |
| Program vehicle & operating cost | 45 | 10 | 10 | 10 |
| Surveys - HIES and/or LFS | 0 | 0 | 120 | 0 |
| Tracer Study | 10 | 10 | 50 | 20 |
| Annual Audit | 15 | 15 | 15 | 15 |
|  |  |  |  |  |
| Small Equipment Grants | 100 | 200 | 100 |  |
| Large Equipment Grants | 100 | 300 | 300 | 0 |
| Employment & Training Fund | 250 | 300 | 500 | 500 |
| TVET National Steering Committee operation | 10 | 10 | 10 | 10 |
| TAA training for trainers, MOTEYS staff attachments | 75 | 110 | 75 | 75 |
| Independent evaluation | 0 | 0 | 0 | 100 |
| Thematic studies | 25 | 25 | 25 | 25 |
| Six-monthly reviews and ongoing advice | 30 | 30 | 30 | 30 |
| PMIS Hardware & software | 50 | 0 | 0 | 0 |
| Balance for contingencies | 100 | 50 | 70 | 70 |
| For continuity of program between Phases 1 and 2 | 0 | 0 | 0 | 40 |
| **sub-total A$ 4,280,000** | **935** | **1,125** | **1,370** | **850** |
| **TOTAL A$ 7,420,000** | **1890** | **2,000** | **2,065** | **1465** |

## Annex 4: Indicative Timeline – First Year Activities

Pending the completion and approval of the design, several key pieces of work for MoTEYS 2009 reforms have been separately funded by AusAID and NZAID:

* TA for MoTEYS assistance to the TNQAB to develop the TVET sector qualifications and other TVET sector related support to TNQAB such as accreditation processes for providers;
* Running Trainer and Assessor training through the Australia-Pacific Technical College;
* Running the first Tracer Study
* First Small Equipment Grant round
* No additional cost as funded through ADB – additional TVET questions in the Household Income and Expenditure Survey

**2009 and 2010**

* Draft Detailed Annual Plan and budget for the fiscal year 2009/10 (to be completed each year)
* Establish the National Steering Committee (NSC) for TVET or investigate the use of alternative existing mechanisms such as the National Economic Development Council.
* Develop TNQAB TVET qualifications section, based on New Zealand/Australian levels.
* MoTEYS to finalize with MEWAC the policy on TVET in schools. Program Manager (TA) to draft policy document regarding TVET in schools. Assistance can be sought from donors, and must include dialogue with AusAID, NZAID, MEWAC.
* Continue development of training materials, building on TATVET work, for 1 or 2 first priority industries: (i) establish Industry Training Advisory Councils adopt and (ii) adapt New Zealand/ Australian training courses and materials, and validate them against Tongan needs
* Confirm Program’s baseline data and set in place methods and tools to monitor Program indicators
* Establish TMIS
* Establish M&E Working Group of stakeholders and launch the baseline tracer study of graduates and indentify first round of Program Impact Assessments.
* Agree on the additional support needed for delivery of job matching and training for young job-seekers, to complement MoTEYS’ existing work in this area.
* Establish and widely publicize the availability and requirements of competitive funding of TVET proposals under the Employment and Training Fund (ETF):
* Monitor implementation of the 1st round of pilot ETF-funded programs delivering certificate-level training and short courses for unemployed youth.
* Arrange delivery of in-country train-the-trainer course on competency-based training and assessment for trainers selected from eligible TVET providers.
* Continue training course upgrade work on selected second level priority industries.
* Program team visit to Vanuatu TVET Program to look at the experiences and lessons establishing an Employment Training Fund, and training focused on rural areas and outer islands.
* Develop annual plan and timeline for 2010-2011, which will include
  + Continue training course upgrade work on selected third and fourth level priority industries.
  + TVET Quality Systems Adviser to provide technical assistance to draft enabling legislation for MoTEYS that reflects the range of responsibilities supported by the Program.
  + Establish ETF round for 2011.
  + Organize Trainer Fellowships (6 – 12 weeks) in New Zealand and/or Australia for selected trainers.

Activity scheduled to be included in years 3 and 4 annual plans and timelines are

* Co-fund the National Statistics Office to repeat the Household Income and Expenditure Survey ideally in 2011 and/or early 2012.
* With assistance from the Monitoring and Evaluation (M&E) Adviser, launch the second round of tracer studies for all TVET providers in early 2012, surveying the 2010 and 2011 graduates and module completers.
* In mid-2012, in consultation with the donors, commission an independent impact evaluation study to assess the Programme against its key performance indicators (KPIs), and no later than August 2012, provide donors with recommendations on improvements to the design and delivery of the Programme for Phase II.
* Phase II design completed and arrangements agreed to maintain continuity of the Programme between Phases I and II.

## Annex 5: Consistency with the Paris and Accra Accords

|  |  |
| --- | --- |
| **Paris Declaration Principles and Accra Action Plan Initiatives (bullets)** | **Tonga TVET Support Programme Design Features** |
| **I. Strengthening developing country ownership of aid**   * Involving country stakeholders at all levels in policy dialogue * Donors providing demand-driven capacity building to support country ownership | Need for reform and proposed initiatives identified by GoT, and new Ministry MoTEYS established to deliver these; GoT then sought donor support for implementation  Wide-ranging consultations on design and involvement of stakeholders in Program implementation  National Steering Committee leadership of Programme  Building TNQAB, TVET trainers and GoT capacity |
| **II. Alignment of aid to partner government priorities, systems and processes**   * Strengthen and use country systems to the maximum extent possible; * Alternatively, introduce measures and safeguards consistent with government systems | Design aligned with GoT policy priorities  Program set-up as unit within MoTEYS, and MoTEYS will manage the Programme fully  FT consultants develop processes and build GoT capacity to assume Program management without technical assistance in Phase II  Following fiduciary reviews in November 2008 and January 2009, interim support to the government system will be provided. |
| **III. Harmonization between donors**   * Reduce aid fragmentation and improve complementarity of donors’ efforts * Untie aid and promote local and regional procurement of resources | Joint AusAID/NZAID Program funding  Local/regional procurement through Employment and Training Fund complemented with international Technical Assistance |
| **IV. Managing for results**   * Delivering cost-effective results from improved policy design, implementation and assessment * Align M&E with country information systems and support national statistical capacity | Strong focus on M&E and evidence-based policy design and implementation  TA for systematic tracer studies of trainees and co-funding Statistics Department to field surveys to support M&E |
| **V. Mutual accountability between donors, partners and populations**   * Joint reviews and transparent disclosures of development expenditures and outcomes * Donors provide estimates of 3-5 year rolling plans to improve medium term budget predictability | Joint donor-partner reviews of Program activities through the TVET National Steering Committee  Disclosures through publication on Program website  10 year donor funding commitments signaled together with indicative budget estimates for Phase I |

## Annex 6: TA Terms of Reference

**1. Full Time TA**

**Program Technical Manager (International)**

**DURATION**: 2 years full-time renewable for another up to 2 years

**LOCATION**: Tongatapu with regular travel to other islands of Vava’u, Ha’apai and ‘Eua.

**REPORTING TO**: CEO, MoTEYS and to the AusAID and NZAID Posts through the TVET National Steering Committee

**A. DESCRIPTION OF DUTIES:**

Lead a joint AusAID-NZAID program of assistance in the Tonga TVET sector for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote the delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The responsibilities of the Program Technical Manager are to, under the direction of the Deputy Directors TVET and Training:

1. Direct the planning, management and monitoring of activities of the TVET Support Program to be located in MoTEYS, and reporting to and advising the CEO and Deputy Directors TVET and Training of MoTEYS.
2. Provide overall management and strategic leadership in the delivery of the three Program areas: (a) developing the National Training System, (b) promoting demand-driven training, and (c) program management and institutional strengthening.
3. Work closely with the CEO and senior MoTEYS staff to strengthen the role of the National Steering Committee for TVET as the focal coordination body for the planning and delivery of training to support productive activity.
4. Work collaboratively with stakeholders from GoT agencies, training providers, NGOs, industry associations and the productive sector to increase the responsiveness of training delivery to industry and individual skill needs, including women, unemployed youth, and other disadvantaged groups in rural areas and in the Outer Islands.
5. Assist Senior MoTEYS staff in the development of a policy and implementation program for people with a disability in TVET, and how the Employment and Training Fund can assist the implementation of initiatives under the policy.
6. Manage the capacity building support required to effectively implement the Program including mentoring of counterpart senior MoTEYS staff and short-term training and/or attachments of MoTEYS officers, upgrading Competency Based Training (CBT) skills of selected TVET providers either in-country or in New Zealand and/or Australia, and organising stakeholder workshops on procedures for participating in the Employment and Training Fund (ETF).
7. Manage all Technical Assistance (TA) inputs provided by the Program and ensure that contracted personnel work consultatively with stakeholders and with each other. This includes regular review of personnel performance with a focus on the achievement of outcomes, provision of feedback and management of all performance issues
8. Work with the CEO and senior MoTEYS staff in iterative planning and preparation of all documentation necessary to manage and monitor Program progress and outcomes including Budgeting, Quarterly Activity Briefs, Six-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
9. With MoTEYS, prepare a detailed draft annual program and budget for year one within the first three months of Program implementation, and develop indicative budgets for years two through four.
10. Lead the development of Employment and Training Fund and Financial Procedures manuals and operating procedures and ensure that their implementation is consistent with Government of Tonga, AusAID and NZAID policies related to procurement, anti-corruption and countering fraudulent behaviour.
11. Manage the TVET Program office, supervising the work and performance of the Program Officer, the Procurement-Administrative Officer and any support staff. This includes the preparation of regular financial reports and technical briefings to the CEO of MoTEYS, the National Steering Committee for TVET, and the donors as required, and oversight of the establishment and maintenance of the Program management information system (PMIS).
12. Ensure quality assurance principles guide the timely preparation and submission of reports required under the MOU between the Government of Tonga and the donors.
13. Support the MOTEYS CEO in leading policy dialogue and policy framework development in all aspects of TVET provision, including its integration with the formal education sector.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Higher degree qualification in education and training.
2. Senior-level experience in TVET planning and delivery in developing countries.
3. Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Experience in managing international and local personnel in the provision of technical assistance services.
5. Excellent financial skills including preparation and management of budgets and provision of financial reporting.
6. Demonstrated professional commitment to gender equity and experience in developing gender-sensitive programs and activities.
7. Competency in the use of MS Word, MS Excel, email and the Internet.

Desirable

1. Qualification in business, accounting and/or economics or related field.
2. Experience working in the Pacific and/or small island states.
3. Experience in income-generation and small business development programs in developing countries.
4. Team Leader experience in a developing country.
5. Experience in preparing strategic planning documentation, working with and/or reporting for Government agencies.
6. Knowledge and understanding of NZAID and/or AusAID contracting and procurement policies and procedures.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and community stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

**Deputy Program Technical Manager (International /National)**

**DURATION**: 2 years full-time renewable for another up to 2 years

**LOCATION**: Tongatapu with regular travel to other islands of Vava’u, Ha’apai and ‘Eua.

**REPORTING TO**: CEO MoTEYS and to the AusAID and NZAID Posts through the TVET National Steering Committee

**A. DESCRIPTION OF DUTIES:**

Assist leading the joint AusAID-NZAID program of assistance in the Tonga TVET sector for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote the delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The responsibilities of the Deputy Program Technical Manager are to, under the direction of the CEO MoTEYS and the Program Technical Manager:

1. Assist in the planning, management and monitoring of activities of the TVET Support Program to be located in MoTEYS, and reporting to and advising the CEO of MoTEYS.
2. Assist in providing overall management and strategic leadership in the delivery of the three Program areas: (a) developing the National Training System, (b) promoting demand-driven training, and (c) program management and institutional strengthening.
3. Work closely with the CEO and senior MoTEYS staff to strengthen the role of the National Steering Committee for TVET as the focal coordination body for the planning and delivery of training to support productive activity.
4. Work collaboratively with stakeholders from GoT agencies, training providers, NGOs, industry associations and the productive sector to increase the responsiveness of training delivery to industry and individual skill needs, including women, unemployed youth, and other disadvantaged groups in rural areas and in the Outer Islands.
5. Assist Senior MoTEYS staff in the development of a policy and implementation program for people with a disability in TVET, and how the Employment and Training Fund can assist the implementation of initiatives under the policy.
6. Assist in managing the capacity building support required to effectively implement the Program including mentoring of counterpart senior MoTEYS staff and short-term training and/or attachments of MoTEYS officers, upgrading Competency Based Training (CBT) skills of selected TVET providers either in-country or in New Zealand and/or Australia, and organising stakeholder workshops on procedures for participating in the Employment and Training Fund (ETF).
7. Work with the CEO and senior MoTEYS staff in iterative planning and preparation of all documentation necessary to manage and monitor Program progress and outcomes including Budgeting, Quarterly Activity Briefs, Six-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
8. Assist the Program Technical Manager in preparing detailed draft annual program and budget with MOTEYS for year one within the first three months of Program implementation, and develop indicative budgets for years two through four.
9. Assist in the development of Employment and Training Fund and Financial Procedures manuals and operating procedures and ensure that their implementation is consistent with Government of Tonga, AusAID and NZAID policies related to procurement, anti-corruption and countering fraudulent behaviour.
10. Assist in managing TVET Program office, supervising the work and performance of the Program Officers and any other support staff. This includes the preparation of regular financial reports and technical briefings to the Program Technical Manager and CEO of MoTEYS, the National Steering Committee for TVET, and the donors as required, and oversight of the establishment and maintenance of the Program management information system (PMIS).
11. Assist in ensuring that quality assurance principles guide the timely preparation and submission of reports required under the MOU between the Government of Tonga and the donors.
12. Supervise the activities carried out by the Project Officers on a day to day basis on behalf of the Program Technical Manager

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Higher degree qualification in education and training.
2. Senior-level experience in TVET planning and delivery in developing countries.
3. Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Experience in managing international and local personnel in the provision of technical assistance services.
5. Excellent financial skills including preparation and management of budgets and provision of financial reporting.
6. Demonstrated professional commitment to gender equity and experience in developing gender-sensitive programs and activities.
7. Competency in the use of MS Word, MS Excel, email and the Internet.

Desirable

1. Qualification in business, accounting and/or economics or related field.
2. Experience working in the Pacific and/or small island states.
3. Experience in income-generation and small business development programs in developing countries.
4. Team Leader experience in a developing country.
5. Experience in preparing strategic planning documentation, working with and/or reporting for Government agencies.
6. Knowledge and understanding of NZAID and/or AusAID contracting and procurement policies and procedures.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and community stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

**Program Officer (National Training System) ‘**

**DURATION**: 2 years full-time renewable for another up to 2 years

**LOCATION**: Tongatapu with regular travel to other islands of Vava’u, Ha’apai and ‘Eua.

**REPORTING TO**: Deputy Program Technical Manager and Deputy Director MoTEYS

**A. DESCRIPTION OF DUTIES:**

Support the management of a joint AusAID-NZAID program of assistance in the Tonga TVET sector for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote the delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The responsibilities of the Program Officer (National Training System) are to:

1. Support the Program Technical Manager and CEO (MoTEYs) in the provision of management and strategic leadership in the delivery of the first component program area which is; Developing the National Training System.
2. Assist the Deputy Program Technical Manager and Deputy Director MOTEYS in establishing Industry Training Advisory Councils (ITAC) to develop, validate and endorse standards and associated qualifications to be used for benchmarking exercise.
3. Work collaboratively with Deputy Director MOTEYS in strengthening the role of the National Steering Committee for TVET as the focal coordination body for the planning and delivery of training to support productive activity.
4. Assist Deputy Director MOTEYS in strengthening capacity of local TVET providers to provide internationally recognized and certificated courses through ensuring that trainers are competency based trained
5. Develop criteria to assist training providers build up their local capacity to meet TNQAB standards
6. Assist in the development of quality assurance processes for TNQAB and assist in overseeing their application within training providers
7. Work collaboratively with the Industry to ensure that training courses delivered are skills demanded by the Industry
8. Report on a regular basis to the Program Manager (through the Deputy Technical Program Manager) and CEO (through the Deputy Director) on progress in upgrading existing training providers to use and meet industry standards of New Zealand and Australia.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Tertiary qualification in education and training.
2. Experience in TVET planning and delivery in Tonga.
3. Experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Competency in the use of MS Word, MS Excel, email and the Internet.
5. Proficiency in Tongan and English

Desirable

1. Degree qualification in business administration, economics or related field.
2. Experience working in a professional position in Tonga.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and community stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

**Program Officer (Demand Driven Training) -**

**DURATION**: 2 years full-time renewable for another up to 2 years

**LOCATION**: Tongatapu with regular travel to other islands of Vava’u, Ha’apai and ‘Eua.

**REPORTING TO**: Deputy Program Technical Manager AND Deputy Director MoTEYS

**A. DESCRIPTION OF DUTIES:**

Support the management of a joint AusAID-NZAID program of assistance in the Tonga TVET sector for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote the delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The responsibilities of the Program Officer (Promoting Demand Driven Training) are to:

1. Support the Program Technical Manager and CEO (MoTEYs) in the provision of management and strategic leadership in the delivery of the second component program area which is; Promoting Demand Driven Training.
2. Assist the Deputy Program Technical Manager and Deputy Director MOTEYS in identifying training skills gaps in the industry where training courses can be developed and delivered
3. Work collaboratively with stakeholders from Government agencies, training providers, NGOS, industry associations and the productive sector to increase the responsiveness of training delivery to industry and individual skill needs, including women, unemployed youth and other disadvantaged groups in rural areas in the Outer Islands.
4. Assist the Deputy Director in the implementation of training courses in identified critical skills areas demanded by the industry
5. Assist in the development and provision of short term employment and training services to unemployed youth registering with MOTEYS for support.
6. Assist in the establishment and operation of the Employment and Training Fund targeting to encourage the involvement of employers in training provision.
7. Work with the Deputy Technical Program Manager and Deputy Director to develop guidelines and operating procedures for the Employment and Training Fund Manual
8. Organise stakeholders workshops on procedures for participating in the Employment and Training Fund
9. Assist the Deputy Program Technical Manager and Deputy Director in delivering short course employment increasingly to outer island participants and women groups
10. Work collaboratively with the Industry to ensure that course completers enters into sustained employment increasingly

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Tertiary qualification in education and training.
2. Experience in TVET planning and delivery in Tonga.
3. Experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Competency in the use of MS Word, MS Excel, email and the Internet.
5. Proficiency in Tongan and English

Desirable

1. Degree qualification in business administration, economics or related field.
2. Experience working in a professional position in Tonga.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and community stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

**Program Officer (Monitoring and Evaluation)**

**DURATION**: 2 years full-time renewable for another up to 2 years

**LOCATION**: Tongatapu with regular travel to other islands of Vava’u, Ha’apai and ‘Eua.

**REPORTING TO**: Deputy Program Technical Manager and Deputy Director MoTEYS

**A. DESCRIPTION OF DUTIES:**

Support the management of a joint AusAID-NZAID program of assistance in the Tonga TVET sector for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote the delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The responsibilities of the Program Officer (Monitoring and Evaluation) are to:

1. Support the Program Technical Manager and CEO (MoTEYs) in the provision of management and strategic leadership in the delivery of the third component program area which is; program management and institutional strengthening.
2. Help manage the capacity building support required to effectively implement the Program including mentoring of counterpart senior MOTEYS staff and short term training and or attachments of MOTEYS officers upgrading their skills to manage and monitor the project effectively.
3. Assist the Deputy Program Technical Manager and Deputy Director MOTEYS in designing activities that will strengthen the role of the National Steering Committee for TVET as the focal coordination body for the planning and delivery of training to support productive activity.
4. Assist the Program Technical Manager in designing and delivering a TVET Monitoring and Evaluation schedule
5. Assist the Program Technical Manager and Deputy Director in building ministry capacity to implement and maintain the TVET Monitoring and Evaluation Schedule.
6. Assist Deputy Director to ensure that program related data are continuously collected and analysed systematically through facilitating the development of a TVET Management Information System (TMIS) for MOTEYS.
7. Work collaboratively with Deputy Director MoTEYs to establish an M & E Working Group to assist facilitate monitoring and evaluation tasks that will arise be needed in future.
8. Assist Deputy Director in designing and implementing any other evaluation and tracer studies under the Program to ensure that each component meet their contractual performance reporting requirement.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Tertiary qualification in education and training.
2. Experience in TVET planning and delivery in Tonga.
3. Experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Experience in programs involving monitoring and evaluation studies, impact studies and various surveys
5. Competency in the use of MS Word, MS Excel, email and the Internet.
6. Proficiency in Tongan and English

Desirable

1. Degree qualification in business administration, economics or related field.
2. Experience working in a professional position in Tonga.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and community stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

**Procurement-Administrative Officer (National)**

**DURATION**: 2 years full-time renewable for another up to 2 years

**LOCATION**: Tongatapu with regular travel to other islands of Vava’u, Ha’apai and Eua.

**REPORTING TO**: Program Technical Manager

**A. DESCRIPTION OF DUTIES:**

Assist in the management of a joint AusAID-NZAID program of assistance in the Tonga TVET sector for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote the delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The responsibilities of the Procurement-Administrative Officer are to:

1. Manage all contractual requirements of the Program between MoTEYS and the donors including but not limited to all financial and budget reporting and timely submission of all Program milestones and other technical reporting documentation.
2. Liaise with Finance and Treasury officers on processes to ensure streamlined and efficient procurement and payment processes.
3. Support the Technical Manager, Program Officer and counterpart MoTEYS staff in all aspects of Program implementation, monitoring, documentation and reporting as they related to delivery of three Program areas: (a) developing the National Training System, (b) promoting demand-driven training, and (c) program management and institutional strengthening.
4. Assist the Technical Manager and Program Officer in the organisation of all capacity building activities, including short-term training and/or attachments of MoTEYS officers, training of selected TVET providers, and stakeholder workshops on procedures for participating in the Employment and Training Fund (ETF).
5. Support the Program Officer in the management and contracting of all Technical Assistance (TA) inputs provided by the Program, including logistical arrangements, providing support for in-country activities, and monitoring progress and outcomes.
6. Assist the Program’s senior management team in iterative planning and preparation of all documentation necessary to manage and monitor Program progress and outcomes including Quarterly Activity Briefs, 6-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
7. Work with the Technical Manager and senior MoTEYS staff to develop guidelines and operating procedures for the Employment and Training Fund manual, the Program Operations Manual and the Financial Management Manual, and ensure that their implementation is consistent with Government of Tonga, AusAID and NZAID policies related to procurement, anti-corruption and countering fraudulent behaviour.
8. Help the Program senior management team prepare regular financial reports and technical briefings for the CEO of MoTEYS, the National Steering Committee for TVET, and the donors as required, and support the establishment and maintenance of the Program management information system (PMIS).
9. Manage the Program budget in line with the donor contract, including oversight of all in-country expenditure and forecasting, and corporate overhead and personnel costs. Includes ensuring the timely payment of personnel fees and allowances.
10. Ensure quality assurance principles guide the timely preparation and submission of reports required under the MOU between Government of Tonga and donors.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Degree qualification in finance, accounting or related fields.
2. Knowledge and understanding of the education and training fields, and familiarity with the concept of demand-driven skills development.
3. Experience working in bilateral aid programs and providing high level financial and technical reporting documentation to donors and government agencies.
4. Experience in managing budgets in line with contractual and corporate requirements.
5. Experience in providing administrative, logistical and technical support to consultants contracted to provide technical assistance services.
6. Demonstrated understanding of Government of Tonga, AusAID and NZAID Procurement Guidelines and experience in procuring goods and contracting services within this framework.
7. Demonstrated competency in the use of MS Word, MS Project, MS Excel, email and the Internet.
8. Proficiency in Tongan and English

Desirable

1. Qualification in education and/or development studies or other relevant discipline.
2. Previous experience in contract management of donor-funded programs.
3. Experience working in a professional position in Tonga.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. High level written and oral communication skills.
2. Ability to develop strong working relationships in cross-cultural multi-lingual environments.
3. Ability to liaise with a range of government and non-government stakeholders.
4. Ability to deal with politically sensitive issues.
5. Proven problem-solving skills.

### 

**2. Short Term TA**

**Industry Training Advisers x 6 (International)**

**DURATION**: Intermittent inputs for 3 months in Tonga

**LOCATION**: International and Tongatapu

**REPORTING TO:** Program Technical Manager

**A. DESCRIPTION OF DUTIES:**

Provide technical assistance to industry representatives and TVET providers in Tonga as part of a joint AusAID-NZAID program of assistance for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The Program is financing the strengthening of the national training system in Tonga. It will support the necessary steps to introduce and use industry standards benchmarked to New Zealand or Australian skill standards, including (a) the acquisition of appropriate skill standards and training materials, (b) constitution of Industry Training Advisory Councils (ITAC) of industry representatives and local TVET providers, (c) adapt these skill standards and training materials to Tongan needs, and (d) benchmark and identify gaps in capacity of Tongan providers to train against these new industry skill standards, and get their courses accredited by the Tonga National Qualifications and Accreditation Board (TNQAB).

The responsibilities of Industry Training Advisers are to:

1. Work with a specific Industry Training Advisory Council (ITAC) to adopt and adapt to Tongan needs the appropriate skills standards and training materials from New Zealand and/or Australia, and validate and endorse these new qualification standards for Tonga.
2. Assist the specific ITAC to identify courses or modules available in New Zealand and/or Australia that are relevant to their skill requirements and, as appropriate, facilitate development of partnerships to promote the transfer of training materials and expertise to Tonga.
3. Work with local TVET providers in the specific industry to benchmark their course offerings compared to New Zealand and/or Australian standards, and identify gaps to their full qualification levels in curricula, equipment, pedagogy and the competency assessment.
4. Provide TVET providers with in-country advice and mentoring to develop a remediation strategy to get their course offerings accredited by the TNQAB.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. A training qualification, technical qualification and/or business qualification in a relevant discipline
2. Demonstrated expertise in the skill qualification standards of the specific industry in New Zealand and/or Australia
3. Experience benchmarking course offerings and competencies against the skill standards in the industry
4. Experience developing and implementing and training plans and strategies in small organisations to address critical skill gaps.
5. Demonstrated experience in skills transfer, mentoring and on-the-job training.

Desirable

1. Ability to conduct and identify training needs.
2. Experience providing technical assistance in developing countries in general, and in small Pacific Islands in particular.
3. Previous experience in preparing summaries, reports and other documentation.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Good communicator and trainer skills, both verbally and in writing.
2. Ability to listen to external perspectives and to work with stakeholders to achieve desired outcomes.
3. Ability to work cooperatively with partners and deal with culturally sensitive technical issues.
4. Well-developed problem solving skills.

**National TVET Quality Systems Adviser (International)**

**DURATION**: Intermittent inputs for 6 months in Tonga

**LOCATION**: International and Tongatapu

**REPORTING TO:** Program Technical Manager

**A. DESCRIPTION OF DUTIES:**

Provide technical assistance to support the TVET component of the Tonga National Qualifications and Accreditation Board (TNQAB) as part of a joint AusAID-NZAID program of assistance for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The Program is financing the strengthening of the national training system in Tonga, including the introduction and use of industry standards benchmarked to New Zealand or Australian skill standards, and the provision of support to local TVET providers to train against those new skill standards. The TNQAB is scheduled to become operational in the second half of 2008, and will need to put in place the TVET section of the Tonga Qualifications Framework and develop procedures to register training providers and accredit their course offerings. Enabling legislation needs to be drafted for MoTEYS to better define its legislative mandate to lead the development of TVET in Tonga.

The responsibilities of the TVET Quality Systems Adviser are to:

1. Assist the TNQAB to draft and put in place the Tonga Qualifications Framework, drawing upon best practices of similar national bodies in other countries in the region or internationally.
2. Help the TNQAB to develop guidelines and procedures to expedite registration of TVET providers and accreditation of their course offerings in line with internationally benchmarked skill standards
3. As needed, develop and provide training to TNQAB staff on registration and accreditation procedures for TVET providers
4. Provide technical advice in the operation of the TNQAB including advocacy and promotion of a national TVET system across Tonga, supporting the development of provider / course data bases, and developing strategies that lead to improved access and quality of courses.
5. Help MoTEYS to develop draft legislation to define its mandate as lead ministry for the promotion and development of TVET in Tonga, ideally in year two when the functions of MoTEYS supported by the Program become clear.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Postgraduate qualification in education and training or another relevant discipline.
2. Knowledge and understanding of TVET course registration and accreditation issues in general and in relation to Tonga in particular.
3. Experience in advocacy and promotion of national TVET systems.
4. Demonstrated experience providing technical assistance in developing countries.
5. Demonstrated experience in skills transfer, mentoring and on-the-job training.
6. Demonstrated experience in the use of MS Word, MS Excel, email and Internet.

Desirable

1. Experience working in Tonga, preferably within a donor-funded environment.
2. Previous experience in preparing summaries, reports and other documentation.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Good communicator and trainer, both verbally and in writing.
2. Ability to provide professional technical assistance within a small but relatively complex organisation.
3. Ability to develop effective working relationships with senior TNQAB staff and representatives of industry and TVET providers.
4. Ability to listen to external perspectives, and work cooperatively with partners and counterparts to deal with culturally sensitive technical issues.
5. Well-developed problem solving skills.

**IT Systems Adviser (International)**

**DURATION:** Intermittent inputs for 6 months in Tonga

**LOCATION:** International andTongatapu

**REPORTING TO:** Program Technical Manager

**A. DESCRIPTION OF DUTIES:**

Provide technical assistance to design and implement a Program Management Information System (PMIS) as part of a joint AusAID-NZAID program of assistance for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

The PMIS will be an integrated computer-based management information system and website for the TVET program. It will include (a) accounting, procurement and disbursements data for program management and monitoring; (b) TVET provider data including staffing, registration, accredited course offerings, fees, and trainee placement benchmarks; (c) registry of job seekers, job openings and training offerings as part of MoTEYS’ program for unemployed youth; (d) TVET Program homepage with information on employment and training programs for unemployed youth, TVET courses and short-term training offerings, availability of scholarships, studies, reports, and links to other key websites; and (e) the Employment and Training Fund page where request for proposals (RFP), selection criteria, and funded proposals.

The responsibilities of the IT Systems Adviser are to:

1. Work with Program senior management to identify the MIS, M&E and related IT needs of the Program and MoTEYS.
2. Design and cost alternative information systems and, in consultation with Program senior management, source appropriate server providers and procure needed ICT equipment for the Program Office.
3. Provide training to Program Office consultants and MoTEYS counterpart staff in the effective use of the PMIS for monitoring program implementation.
4. Develop procedures for regular data backups, maintenance and updating of information on the PMIS, and provide designated systems administrators with the training and mentoring needed.

**B. QUALIFICATIONS AND EXPERIENCE:**

**Essential**

1. Degree or higher qualification in Information Systems and/or Technology.
2. Experience designing and implementing management information systems for small government agencies or corporations.
3. Demonstrated experience in skills transfer, trainer training, mentoring and/or on-the-job training.
4. Experience in developing modular Information Systems training courses to meet business and commercial needs.
5. Expertise in a wide range of off-the-shelf and custom enterprise software for office productivity and data management systems.

**Desirable**

1. Experience providing technical assistance on management information systems in developing country contexts, preferably in donor-funded aid programs.
2. Experience working in the Pacific region.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Very good cross-cultural communicator, both verbally and in writing.
2. Excellent training and mentoring skills.
3. Ability to provide appropriate professional direction within a small but relatively complex and resource-constrained environment.
4. Responsive attitude and excellent problem-solving skills.

**Employment and Training Advisers x 2 (International)**

**DURATION**: Intermittent inputs for 3 months in Tonga

**LOCATION**: Tongatapu with periodic travel to the other islands

**REPORTING TO**: Program Technical Manager

**A. DESCRIPTION OF DUTIES:**

Provide technical assistance on the design and implementation of employment and training programs in Tonga as part of a joint AusAID-NZAID program of assistance for the Ministry of Training, Employment, Youth and Sports (MoTEYS) to promote delivery of demand-driven technical and vocational training designed to increase local and foreign employment and incomes of Tongans.

An Employment and Training Fund (ETF) will be used to provide resources to local service providers to deliver a variety of programs that are responsive to the skill needs of industry and that enhance the employability and incomes opportunities of Tongans. The ETF will competitively fund proposals through two windows: (a) training in critical skills and new growth areas, and (b) employment and training services for youth. The two windows target different groups of Tongans with very different skill needs and goals, which in turn may require different training strategies and service providers. Up to 2 international experts will be contracted to advise the TSP 1 on best practices in each of these specific employment and training areas.

The responsibilities of Employment and Training Advisers are to:

1. Review and extract lessons from international best practices in their specific area of policy expertise, including case studies of programs that have been successfully implemented in other developing countries and in the Pacific.
2. Organise training workshops for Program staff, MoTEYS, and potential training and service providers to disseminate best practices in the design and delivery of programs in the adviser’s area of policy expertise.
3. Advise Program staff on the optimal design of similar programs to be funded under that specific ETF window, and help draft Requests for Proposals (RFP) and selection criteria for proposals to be funded by the ETF that are most likely to produce desired outcomes.
4. Act as a resource person for the Program and, where necessary, provide technical assistance to selected providers to improve service delivery and labour market outcomes.
5. Work with the Program team to develop performance indicators tailored to the specific programs funded under that ETF window, and design tracer studies to collect information on the labour market outcomes of beneficiaries.
6. Undertake on-going outcome monitoring and assessment of programs in that specific ETF window and, in consultation with the Program team, recommend modifications in strategies and approaches as necessary.

**B. QUALIFICATIONS AND EXPERIENCE:**

Essential

1. Degree or higher qualification or its equivalent in education and training and/or business and economics.
2. Knowledge and understanding of TVET education and training constraints and issues in developing countries.
3. Demonstrated expertise in one or more of the following policy areas – (a) design and implementation of Employment and Training Funds (ETF), and (b) Active Labour Market Policies (ALMP) providing employment and training services to youth and the unemployed.
4. Demonstrated experience in programs involving skills transfer, trainer training, mentoring and on-the-job training in bilingual environments.
5. Competency in the use of MS Word, MS Excel, the internet and email.

Desirable

1. Developing country experience in general and in the Pacific providing technical assistance ideally within a donor-funded environment.
2. Experience in working with government, businesses and training providers in support of targeted human resource development services.
3. Previous experience in preparing summaries, reports and other documentation.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. High level written and oral communication skills.
2. Ability to develop strong working relationships in cross-cultural multi-lingual environments.
3. Ability to liaise with a range of government and non-government stakeholders.
4. Ability to deal with politically sensitive issues.
5. Proven problem-solving skills.

**Monitoring and Evaluation Adviser (International)**

**DURATION:** Intermittent inputs totaling6 months in Tonga

**LOCATION:**  International and Tonga

**REPORTING TO**: Program Technical Manager

**A. DESCRIPTION OF DUTIES:**

Design and manage monitoring and evaluation (M&E) assistance across the breadth of the Program, focusing on the monitoring and measurement of Program progress and outcomes, and the systematic collection of data to inform a continuous improvement process.

The responsibilities of the M&E Adviser are to:

1. Manage the implementation of the M&E Framework, the Performance Management Plan, and their associated procedures, processes and reporting requirements.
2. Establish and maintain a strong working relationship with the Tonga National Statistics Office, including advice on the design of the Household Income and Expenditure Survey instrument to facilitate collection of baseline and follow-on data on TVET and labour market outcomes needed for the Program, and developing collaborative arrangements for the generation of key indicators for M&E.
3. Work with senior management of the Program and representatives of the Tonga Association of TVET (TATVET) to develop a common survey instrument for use in baseline and follow-on tracer studies of TVET graduates, assemble registers of graduates from all TVET providers, and commission and provide oversight over implementation of these tracer studies by qualified independent research groups (e.g. NGOs)
4. In consultation with the ICT Adviser and senior management of the Program, provide inputs into and coordinate the establishment of a Program Management Information System (PMIS) that will facilitate collection of information needed by the M&E Plan.
5. Identify training needs and deliver training to Program and MoTEYS counterpart staff on the on-going management and administration of the M&E Plan, M&E tools, and the use of data in strategic management, planning and policy formulation.
6. Organise workshops for TVET providers to build capacity to effectively use the results of tracer studies, including specific feedback from their graduates, to improve the design, curriculum and workplace relevance of their future course offerings.
7. Prepare periodic M&E reports focused on Program outcomes and achievement of the Strategic Objective, ensuring that the data are appropriately disaggregated by gender, youth, rural populations and the outer islands, and make recommendations as needed to improve the effectiveness of Program interventions.

**B. QUALIFICATIONS AND EXPERIENCE**:

**Essential**

1. Degree qualification or equivalent in program evaluation, economics, education and training or other relevant discipline.
2. Knowledge and understanding of the key issues in education and training, including market constraints and policies to address them in developing countries in general and in the Pacific in particular.
3. Extensive experience in developing and implementing M&E plans and processes in developing countries, including the design and enumeration of surveys to collect relevant data for monitoring and evaluation, and the application of scientific program evaluation methods to estimate net program impacts.
4. Experience using quantitative methods to prepare evidence-based reports and policy recommendations to improve strategic management and policy development.
5. Demonstrated capacity to organize and provide training in the area of monitoring and program impact evaluation.
6. Demonstrated high-level oral and written communication skills, including the ability to produce timely, lucid, and concise reports.
7. Developing country experience working with a range of key stakeholders, including representatives of government agencies, community groups, industry associations, and non-governmental organizations.

**Desirable**

1. Experience in working in the Pacific and Small Island states.
2. Experience in programs that deal with cross-cutting issues including (but not limited to) human rights, poverty alleviation, equity of access to TVET resources, gender, good governance and the environment.
3. Experience in working in a bilateral program environment.
4. Previous experience in preparing reports and other documentation for donor and government agencies.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills.
2. Ability to provide appropriate expertise and professional direction within a small but relatively complex environment.
3. Ability to deal with politically or culturally sensitive issues.
4. Highly developed problem solving skills.

## Annex 7: Program Review – Draft Terms of Reference

The first six months of Program funding will be provided to the General Development Account on signing of the Funding Agreement with the GoT. Funding will then be on an annual payment cycle with approval to be actioned by AusAID through the following processes:

* A draft 6 month progress report to TVET National Steering Committee (NSC) will be prepared by the MoTEYS TVET Program Office (PO) through the Technical Assistants (TA) ahead of the NSC 6 month meeting;
* AusAID will use this report as the basis for a review on Program progress; these TORs refer to this review;
* AusAID will use this review and NSC approval or amendment of proposed action at its meeting to agree that satisfactory progress has been achieved and release the next tranche of funds.

Six-monthly internal reviews will occur in a context of the Ministry’s own monitoring system for the Program and be based on the six-monthly report to the NSC.

After an initial 6 month review report, an Annual Quality Audit Report to the government of Tonga indicating progress annually will be provided by Technical Manager.

A mid term review will be undertaken by an independent TA.

Purpose

The purpose of the Annual Quality Audit Report is to provide the GoT with information about the implementation of AusAID and NZAID funded support to the TVET sector in order to facilitate decisions on improvements to the operation and management of the sector.

Objectives

The Objectives of the Annual Quality Audit Report are:

1. Assess the operation of the Program and make recommendations for improvements in the design and operation of the Program as appropriate.
2. Assess the influence of the Program on the capacity of the sector and draw conclusions.

Scope

Each Report will not cover all aspects of the TOR but over time will address all the issues at appropriate intervals.

Specific TOR will be developed for each Annual Quality Audit Report. These will be developed three months before each Review by the Team Leader in consultation with the CEO MoTEYS and the First Secretary, AusAID.

A four-year plan will be developed during the first year proposing the focus over time of the Annual Quality Audit Report, and this will be updated during each review.

It is intended that the Team members will have a long term involvement in the Team but the composition of the Team for each Report may be adjusted in response to the focus of a particular Review.

Reporting

The Review Team will work to the CEO MoTEYS and the First Secretary, AusAID in Nuku’alofa.

Outputs

The outputs of each Report will be:

1. A report which addresses the specific TOR for that Report and which:

* In relation to the Program:
* Summarises progress in operating the Program.
* Summarises issues brought to the attention of, or identified by the Team.
* Analyses significant issues.
* Advises on any adjustments needed to the design or operation of the Program.
* Assesses compliance by AusAID and GoT with undertakings under the Program MOU, in particular in relation to fiduciary risks.
* Recommends action by the MoTEYS, AusAID or others.
* Recommendations should be specific and, for each recommendation should identify the individual or organisation which should take responsibility for making decisions on the recommendation and for taking action on the recommendation.
* Summarises the decisions taken on recommendations in all previous reports and the action taken to implement endorsed recommendations, and highlights past recommendations of particular importance on which no decision and/or action has been taken.
* Updates the three-year plan for Annual Quality Audit Report and proposes the focus for the next Report.
* Recommends the dates for the next Report.

1. A one to two hour presentation to AusAID, NZAID and MoTEYS, highlighting key findings and recommendations.

The outputs of the Annual Quality Audit Report over time will be:

1. A series of reports which enable a progressive assessment of:

* Progress in the utilisation and operation of the Program.
* Changes in the MoTEYS’ capacity to manage the Program.
* Achievements in addressing capacity constraints in the sector.

1. Documentation and analysis of lessons learnt.

Documentation

The timeframe for the report is within the three week period from when AusAID receives the draft report from MoTEYS and TSP 1, until the NSC considers the report at the end of the three week period. Each report will normally be brief and no more than ten pages. In exceptional circumstances this limit may be exceeded.

Composition of the Mid Term Review Team

The Review team will be contracted by AusAID.

The Team will be comprised of:

* A Team leader who will be the AusAID TVET Adviser or a contractor.
* A GoT nominee. This person will have knowledge of the TVET sector, an understanding of capacity development and will be independent of the MoTEYS. (AusAID will contract this person to participate on the Team.)
* A capacity development specialist.
* A public financial accounting specialist. This person may not be needed for every Review once a level of assurance has been achieved about fiduciary risks, based on experience in operating the Program.

## Annex 8: Risk Management Matrix

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk** | **Impact/s on Program** | **L[[36]](#footnote-36)** | **C** | **R** | **Risk treatment/s** | **Responsibility** | **Timing** |

***Political Risks***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Political instability causes unworkable environment and slow progress on the GoT reforms | * GoT not able to provide counterpart contributions to Program | 3 | 3 | 3 | * Establish wide range of stakeholders in National Steering Committee * Seek Australian or NZ Government assistance to resolve emerging political issues where they impact on the Program | CEO MoTEYS, NZAID & AusAID | Throughout Program |
| TNQAB not established prior to commencement of Program | * A working TNQAB is pivotal to Program implementation | 3 | 5 | 4 | * TNQAB has been established in early 2009, with CEO appointed and Board established * AusAID will fund 90 days of technical assistance in advance of the design approval to support the TNQAB TVET functions being established: the TVET component of the Qualifications Framework and processes for registration of TVET providers and accreditation of TVET courses * A further 90 days of support will be provided under the Program | GoT, NZAID and AusAID | 2008-2009 |
| Disputes between MoTEYS and other GoT ministries regarding responsibility for key parts of the Program (eg ETF) | * Delays in implementation | 3 | 3 | 3 | * Ensure full consultation at all stages * Establish an early agreement for joint TNQAB work | CEO MoTEYS, NSC  TNQAB | Throughout Program |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk** | **Impact/s on Program** | **L** | **C** | **R** | **Risk treatment/s** | **Responsibility** | **Timing** |

***Financial and Economic Risks***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Fiduciary risk | * Funds redirected from intended use * Funds not properly acquitted | 3 | 4 | 3 | * Whole of Government fiduciary review undertaken by AusAID in December 2008, followed by a procurement and payment capacity mission in January 2009. * Agreement with the MoFP to establishing a Procurement Implementation Unit for donor funds for purchases over TOP30,000.MoTEYS and MoFP and Treasury officials will agree and monitor processes to ensure streamlined and timely payments * Procurement-Administrative Officer a key member of the team, and will liaise with MoFP and Treasury officials to ensure smooth and efficient payment processes. * Regular monitoring by AusAID and NZAID officers and agreement with Treasury officials to periodic audits if judged necessary * AusAID has offered to fund an additional Treasury officer if the workload warrants it across the set of AusAID programs * There will be 6-monthly external reviews by a long-term adviser to assist monitoring progress and adjusting goals if needed. | Technical Manager, CEO MoTEYS, AusAID, NZAID | Throughout Program |
| Lack of alignment to economic development goals and employment opportunities | * Reduced outcomes * Program strategic objective not achieved | 1 | 4 | 3 | * Program aligned to Strategic Development Plan Eight, HRD Framework , National Youth Strategy and future economic development plans * Global Financial Crisis will impact on employment opportunities in and outside of Tonga; Program performance expectations for employment will need to be moderated against these developments, while recognising that training becomes more important in a time of employment slowdown, and for youth to access work as recovery begins | NSC,  CEO MoTEYS, TAG | Throughout Program |
| Slow disbursements of donor funds by Ministry of Finance | * Delays in Program implementation | 3 | 3 | 3 | * NZAID funding of Procurement Officer within MOF * Program Procurement-Administration Officer works closely with above Officer * Regular monitoring by AusAID and NZAID officers * Procedures established following fiduciary reviews (see above) | Technical Manager, CEO MoTEYS, AusAID, NZAID | Throughout Program |
| GoT may not provide funding to MoTEYS to support continuation of the Program in a second Phase | * Reduced sustainability | 4 | 4 | 4 | * Establish the Program as a unit within MoTEYS so activities can get underway without additional staffing provision for MoTEYS * Local appointments of Program Officer and Procurement/Administration Officer so that Tongans can gain key skills and experience * Build capacity of MoTEYS staff to assume full management responsibility for the Program in Phase II * Demonstrate to GoT Program’s achievement of KPIs and high returns to TVET investments * Based on proven achievements, seek agreement from GoT to support successful program activities beyond program funding period. | Technical Manager,  CEO MoTEYS, TAG  Impact evaluation studies, AusAID, NZAID | Throughout Program |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk** | **Impact/s on Program** | **L** | **C** | **R** | **Risk treatment/s** | **Responsibility** | **Timing** |

***Technical Risks***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| High expectation of flow-on benefits of Employment and Training Fund (ETF) | * Complaints of ineffectiveness and subsequent downgrade of Program status and its capacity to improve economic outcomes | 2 | 4 | 3 | * Awareness campaigns to emphasize realistic outcomes, particularly with the impact of the GFC * Ensure that a realistic understanding of ETF is part of any promotional publicity. * Expose/present/discuss the risks during the awareness campaign | Technical Manager,  CEO MoTEYS NSC | Throughout Program |
| TNQAB does not register training providers or accredit programs in a timely manner | * Inability to access ETF * Non participation of training providers * Industry seeks its own uncoordinated training solutions * Industry and community lose faith in TVET sector | 4 | 5 | 4 | * Support TNQAB to put in place the Tonga Qualifications Framework, and assist in the development and implementation of registration and accreditation processes * AusAID will fund 90 days of technical assistance in advance of the design approval to support the TNQAB TVET functions being established: the TVET component of the Qualifications Framework and processes for registration of TVET providers and accreditation of TVET courses * A further 90 days of support will be provided under the Program * Assist training providers to comply with registration and accreditation requirements | TNQAB, Technical Manager, TAs, NSC | Throughout Program |
| Skill standards do not meet industry requirements | * Minimal employment and economic outcomes | 2 | 4 | 3 | * Support for training providers to include short course development, trainer training, assessment, alternative delivery modes, employer liaison * Industry involvement throughout | Technical Manager, TAs, NSC | Throughout Program |
| Skill standards and training delivery material take too long to develop | * Delays in offering courses * Fewer training areas supported | 2 | 3 | 2 | * New Zealand/Australian skill standards will be adopted and adapted to local conditions and needs | Technical Manager, TAs | Throughout Program |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk** | **Impact/s on Program** | **L** | **C** | **R** | **Risk treatment/s** | **Responsibility** | **Timing** |

***Organisational Risks***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Lack of coordination of donors leading to fragmentation in efforts to support TVET in Tonga | * Reduced impact of any one donor’s program | 3 | 4 | 3 | * NZAID and AusAID are developing a formal agreement on how they will work together on the implementation of the Program, with AusAID being the direct contact | NZAID and AusAID | Immediate and then ongoing |
| Inadequate communication between Program Team and MoTEYS staff | * Reduced impact of Program | 3 | 4 | 3 | * Program to be established as a unit within MoTEYS, with the Program team and MoTEYS staff reporting to the CEO, MoTEYS | Technical Manager, CEO MoTEYS | Throughout Program |
| High staff turnover in MoTEYS | * Delays in Program implementation * Reduced effectiveness | 3 | 3 | 3 | * Ensure that as many MoTEYS staff as possible are engaged in the Program in some way * More than one MoTEYS staff member to attend each training activity, including through short-term attachments in NZ and/or Australia * Clear manuals developed for key processes | Technical Manager, CEO MoTEYS | Throughout Program |
| Opposition to reforms and lack of cooperation from training providers | * Delays in Program implementation * Reduced effectiveness | 2 | 3 | 2 | * Close consultation with training providers and TATVET throughout Program implementation * Involvement of training providers and/or TATVET in reviews of the Program | Technical Manager, CEO MoTEYS, NSC, TATVET | Throughout Program |
| Planned pace of reform and Indicative timeline is too ambitious | * Perceived lack of effectiveness of Program by donors and stakeholders | 3 | 3 | 3 | * The indicative timeline and budget will be reviewed by the Program Office of MoTEYS at the start of the Program and adjusted as necessary in agreement with the donors for the Annual Plan * Similar reviews will occur by May 31st each year in establishing the next Annual Plan * Encourage MoTEYS to not go too widely in reforms and to keep the focus of human and financial resources on a measured program of reforms * There will be 6-monthly external reviews by a long-term adviser to assist monitoring progress and adjusting goals if needed. | Technical Manager, CEO MoTEYS  With donors |  |
| Pressure to provide too much support to TVET in schools at the expense of post-school TVET institutes | * Limited resources spread too thinly and goal of improving national skills levels not achieved | 5 | 4 | 4 | * Agreement between MoTEYS and MEWAC on respective roles of TESP and the Program, and the strategic goals of each; further consideration in TESP of support to improve practical secondary education * MEWAC and MoTEYS policy defined and clear to advisory groups such as the Alternative Pathways Taskforce * Selection criteria for Equipment Grants and ETF explicit on post-school institutions and school balance, and selection panels separate from pressure groups such as the Taskforce | Technical Manager, CEO MoTEYS  MEWAC  Donors with TESP |  |
| Inadequate national HRD Framework to underpin the identification of the priority training needs for Tonga | * Training resources misdirected | 3 | 4 | 3 | * Continue to work with consultant developing HRD Framework | Design Team | Immediate |
| Delays in approval processes (tender boards, contracting, etc) | * Delays in Program implementation | 3 | 3 | 3 | * Realistic planning schedules in the preparation stage and through sub-contracts. * Work with key stakeholders to ensure timely completion of the processes | Technical Manager, CEO MoTEYS | Throughout Program |
| Inability of MoTEYS to continue initiatives after Program ends; Program activities not sustained or “mainstreamed”. | * Sustainability of Program benefits not achieved | 3 | 4 | 3 | * Program projected timeframe is 10 yrs * Establishment of Program within MoTEYS and capacity building of MoTEYS staff to assume management responsibility in Phase II * GoT contributes to ETF once it is fully established; GoT contribution increases over time * Sustainability strategy will need to be developed and adopted for Phase two of the Program   *(See also under Financial and Economic Risks)* | CEO MoTEYS, Technical Manager, AusAID/NZAID | 2010 onwards |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk** | **Impact/s on Program** | **L** | **C** | **R** | **Risk treatment/s** | **Responsibility** | **Timing** |

***Monitoring and Evaluation Risks***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Limited M&E experience of program counterparts | * Delayed process of data collection | 5 | 4 | 4 | * Appointment of M&E Advisor to work with GoT counterparts with less M&E experience * Set up M&E Working Group to implement M&E processes where training will be provided on survey design, data collection and analysis | Technical Manager, M&E Advisor, Deputy Director MoTEYS, | Throughout Program |
| Limited availability of up-to-date baseline data | * Impact of Program cannot be assessed if up-to-date baseline data is available | 5 | 4 | 4 | * Provide funding for 2009 Labour Force Survey and/or Household Income and Expenditure Survey * Involve stakeholders in M&E process | AusAID/NZAID, Technical Manager,  M&E Advisor | Throughout Program |
| Unwillingness or inability to monitor Program’s progress towards targets | * Delayed process of data collection | 2 | 4 | 3 | * Set up M&E Working Group to implement M&E processes where each partner will have a defined role in the implementation; training will be provided on data collection and impact evaluation. | Technical Manager, M&E Advisor, Deputy Director MoTEYS, NSC, | Throughout Program |
| Providers do not gather or maintain the basic data systems or information | * Lack of data to evaluate Program impact. * Participants do not take advantage of opportunities * Providers lose touch with system, clients and potential role models | 4 | 4 | 3 | * Program includes the design and development of an integrated computer-based information system and website for all program-related information and related databases * M&E Advisor organizes workshops for all TVET providers on how the results of tracer studies can be used to share best practices and improve training program design and delivery | Technical Manager, M&E Advisor, Director MoTEYS, TATVET | Throughout Program |

**Key**

L = Likelihood (5= Almost certain, 4= Likely, 3= Possible, 2= Unlikely, 1= Rare)

C = Consequence (5= Severe, 4= Major, 3= Moderate, 2 = Minor, 1= Negligible)

R = Risk level (4= Extreme, 3= High, 2= Medium, 1= Low)

## Annex 9: Supporting Documentation

1. AusAID, 2007: Joint Tonga/Australia Country Program Strategy 2007-2012
2. AusAID, 2007: Aid and the Environment – Building Resilience, Sustaining Growth
3. AusAID, 2008: Vanuatu TVET Sector Strengthening Program Phase 2 Program Design
4. AusAID, 2008: Action Framework for Improving Technical & Vocational Education & Training
5. Catherwood V, Takapautolo T, Uera M and Soaka F, May 2008: Tonga National Training Needs Analysis - Preliminary Report prepared for MEWAC and MoTEYS *(funded under TESP)*
6. Catherwood V, Takapautolo T and Uera M, June 2008: Draft Strategic Framework - National Human Resources Development Plan for Tonga *(funded under TESP)*
7. Government of Tonga, 2004: Tonga National Qualifications and Accreditation Board Act
8. Government of Tonga, 2006: Strategic Development Plan Eight 2006/07-2008/09 – Looking to the Future Building on the Past
9. Government of Tonga, 2007: Tonga National Qualifications and Accreditation Board Regulations
10. Gray A, 2007: Tonga In-Country Training Review *(NZAID funded)*
11. Grinsted M, 2007: The Development of a Tonga Qualifications Framework *(funded under TESP)*
12. MEWAC, 2004: Education Policy Framework 2004-2019
13. MEWAC, 2008: Tonga Education Support Programme (TESP) Work Plan 2008/2009
14. MoTEYS, 2007: Tonga National Youth Strategy
15. MoTEYS, January 2007: Statement of Intentions by the Hon. Minister for Training, Employment, Youth and Sports
16. MoTEYS, February 2007: Discussions on Overlapping Roles of the Ministry of Training, Employment, Youth and Sports and the Ministry of Labour, Commerce & Industries
17. MoTEYS, March and May 2007: Outline of Strategies to Overcome Challenges in Training, Employment, Youth and Sports; Written for aid donors and development partners and also for the visit to Australia and New Zealand by the Minister and CEO
18. NZAID, 2006: NZAID Sector Wide Approaches (SWAps) Guideline
19. NZAID, 2008: Joint Tonga/ New Zealand Country Programme Strategy 2008-2018
20. Scott C, 2006: Redesign of the Tonga In-Country Award Scheme *(NZAID funded)*
21. Soaka F, 2007: Technical Assistance for Implementation of Pacific Education Strategy: Skills Development - Technical-Vocational Skills Development in Tonga *(ADB TA 6268-REG)*
22. Statistics Department, 2002: Report on the Household Income and Expenditure Survey 2000/2001
23. Statistics Department, 2004: Report on the Labour Force Survey 2003
24. Statistics Department, 2005: Statistical Bulletin – Manufacturing Output, Employment and Wages/Salaries 2000-2003
25. Statistics Department, 2006: Tonga National Disability Survey
26. Tonga Association for Technical and Vocational Education and Training, 2008: TATVET Strategic Management and Operation Plan 2008-2009

1. For ease of reference, from this point the document will refer to only New Zealand standards rather than stating “New Zealand and/or Australian and the SPBEA qualifications framework”. This reflects the fact that most of the training in Tonga that is to international standards are New Zealand standards. [↑](#footnote-ref-1)
2. The adjusted GDP per capita in purchasing power parity was US$6,992 in 2003. [↑](#footnote-ref-2)
3. World Bank Workshop, “Improving Development Outcomes in the Pacific Through Labour Mobility”, Suva, November 2005 - as reported on page 2 of SDP8 [↑](#footnote-ref-3)
4. Primary sector – agriculture, forestry and fisheries; secondary sector – mining and quarrying, manufacturing, construction, electricity and water; tertiary sector – commerce, transport, communications, government services, finance, real estate, entertainment and private services, dwelling ownership [↑](#footnote-ref-4)
5. Tonga 1st National Status Report: Millennium Development Goals Today and Tomorrow – summarised in SDP8 [↑](#footnote-ref-5)
6. In the 2003 Labour Force Survey, “Youth” refers to persons aged 15 to 24 [↑](#footnote-ref-6)
7. In 2005, almost three quarters of tertiary trained Tongans emigrated to find work overseas. [↑](#footnote-ref-7)
8. Initially, MoTEYS also proposed to take over responsibility for quality assurance in the TVET sector. However, this is a core function of the Tonga National Qualifications and Accreditation Board, as set out in the 2004 TNQAB Act. [↑](#footnote-ref-8)
9. Anecdotal evidence indicates that these institutions play a major role in providing skills training for those who are unsuccessful in the main academic streams. Full time course fees range from TOP170 a year at the Tonga Institute of Science and Technology to TOP1750 for a New Zealand accredited course at a private provider. [↑](#footnote-ref-9)
10. Tonga Institute of Science and Technology - TIST, Tonga Maritime Polytechnic Institute - TMPI and the new National Centre for Vocational Studies – NCVS. [↑](#footnote-ref-10)
11. *Training and Employment Services Centre*(TESC) is responsible for: registration of job seekers; organise surveys and data collection on labour market; provides training and placement for training; arranges for products from community job creation projects to access overseas markets. The TESC works with stakeholders to: provide labour market information to employment agencies and training institutions; share training and employment information with local and overseas agencies; facilitate apprenticeship schemes; marketing of artistic and creative talents; marketing of sporting talents; and marketing of products from community job creation projects. [↑](#footnote-ref-11)
12. Legislation formalizing MoTEYs responsibilities is under preparation and is expected to be in place by the start of TSP 1. [↑](#footnote-ref-12)
13. Tonga Institute of Science and Technology (TIST), Tonga Maritime Polytechnic Institute (TMPI) and National Centre for Vocational Studies (NCVS). [↑](#footnote-ref-13)
14. MLCI’s Department of Cooperatives and Credit Unions mission statement is “To promote and advance Co-operatives and Credit Union movements in Tonga by fostering self-sustaining societies and credit unions that create employment, operate income and enhance the social welfare of their respective communities.” [↑](#footnote-ref-14)
15. Catherwood *et al*, 12 May 2008 [↑](#footnote-ref-15)
16. Industry groupings referenced included: tourism and hospitality; agriculture; marine resources and fishing; health work force; teacher education; trade training in the construction, engineering and motor industries; the maritime sector; Government administration; the financial and insurance industry; retail and trade industries; business /secretarial sectors; transport, storage and communications industries (including ICT); and utilities (electricity, gas and water). [↑](#footnote-ref-16)
17. The ADB completed the study as part of a broader regional work that resulted in the 2008 publication “Skilling the Pacific”. There was no follow-up work by the ADB [↑](#footnote-ref-17)
18. There are already several established pathways from Tonga TVET institutions to overseas TVET institutions: (i) From Tupou Tertiary Institute and Pouono Technical Institute into Whitirea Community Polytechnic and other Institutes of Technology and Polytechnics in New Zealand (Hospitality and Catering, Automotive, Information and Computing Technology, Business); (ii) from Tupou Tertiary Institute into Wellington Institute of Technology (Construction and Architectural Technology); (iii) from TIHE into the Open Polytechnic of New Zealand (Bachelor of Business Studies); (iv) from NCVS into AIS St Helens, New Zealand (Bachelor degrees in Tourism Management, International Business and Information Technology); and (v) pathways into the Australian Pacific Technical College (APTC) in Samoa, Fiji, Vanuatu and Papua New Guinea (for Hospitality, Automotive, Engineering Trades, Construction and Electrical Trades – including Refrigeration/ Air Conditioning and Plumbing, and Community Services). As of May 2009, there have been 66 Tongan students enrolled in the APTC, of these 42 have graduated. [↑](#footnote-ref-18)
19. Included disadvantaged groups to be defined by MoTEYS. [↑](#footnote-ref-19)
20. The original plan was for 3 TA, but recent discussions with stakeholders have identified the need for 6 TA in the program. [↑](#footnote-ref-20)
21. AusAID undertook a fiduciary risk assessment of procurement (consistent with AusAID guidelines) which examined the procurement and regulatory environment and capacity in Tonga. Of particular concern was GoT’s low procurement capacity, limited procedures and non-compliance to existing guidelines, limited procurement oversight, lack of knowledge and experience of international procurement and good practice. As a result of the assessment AusAID provided recommendations on how program procurement requirements should be transacted - see *Assessment of Government Partner Procurement Capability and Capacity, and Associated Procurement Risk: Consultants Report December 2008* and the *Procurement Policy Mission to Tonga February 2009.* [↑](#footnote-ref-21)
22. NSC membership is expected to consist of the Chair and Deputy Chair plus the CEO and the TVET Deputy-Directors of MoTEYS, the TSP 1 Technical Manager, one member from the Tonga Chamber of Commerce and one from the Tonga/NZ Small Business Association, five members from key industries of whom at least one from Vava’u and one from Ha’apai, two members from TATVET representing public, faith-based and private TVET providers, one member representing NGOs, a representative of MEWAC and a representatives from each NZAID and AusAID [↑](#footnote-ref-22)
23. See Section 4.10 below: Risk Management. [↑](#footnote-ref-23)
24. The model is consistent with obligations under the Paris Declaration and Accra Agenda for Action. AusAID has clearly outlined the basis for its concerns with using GoT procurement systems at this time, but at the same time has made a commitment to strengthen local systems and capacity and progressively utilise them as the regulatory environment and capacity is built in MoTEYS. It will also help to ensure that program procurement is undertaken in a defensible and timely manner, noting the weak counterpart systems at this point [↑](#footnote-ref-24)
25. St Josephs is all female, Ahopanilolo is predominantly female, and Montfort is all male [↑](#footnote-ref-25)
26. AusAID, 2007 [↑](#footnote-ref-26)
27. Catherwood *et al*, 12 May 2008 [↑](#footnote-ref-27)
28. Tonga Institute of Science and Technology - TIST, Tonga Maritime Polytechnical Institute - TMPI and the new National Centre for Vocational Studies – NCVS; see under Section 3.2.7 [↑](#footnote-ref-28)
29. MoTEYS, February 2007 [↑](#footnote-ref-29)
30. MoTEYS, January 2007 [↑](#footnote-ref-30)
31. MLCI’s Department of Cooperatives and Credit Unions mission statement is “To promote and advance Co-operatives and Credit Union movements in Tonga by fostering self-sustaining societies and credit unions that create employment, operate income and enhance the social welfare of their respective communities.” [↑](#footnote-ref-31)
32. Strategic Development Plan Eight, 2006/07 – 2008/09 (SDP8) [↑](#footnote-ref-32)
33. In the 2003 Labour Force Survey, “Youth” refers to persons aged 15 to 24 [↑](#footnote-ref-33)
34. Of the three GoT TVET providers run by MoTEYS, Tonga Institute of Science and Technology and Tonga Maritime Polytechnical Institute attract very few female students because of the nature of their programs (technical trades and marine) and most National Centre for Vocational Studies students are male. In contrast, in the Catholic TVET institutions, the majority of the students are female (St Josephs is all female, Ahopanilolo is predominantly female, and Montfort is all male). The Wesleyan post secondary providers attract a mixture of females and males, depending on the program. Women are often well represented in non-formal short courses. [↑](#footnote-ref-34)
35. Statistics Department, 2006 [↑](#footnote-ref-35)
36. See key at end of this Appendix [↑](#footnote-ref-36)