



AUSTRALIA PACIFIC  
TRAINING COALITION

Creating Skills For Life

# HOW TVET CHANGE HAPPENS: PAPUA NEW GUINEA STAKEHOLDER PERSPECTIVES

PAPUA NEW GUINEA JUNE 2019





# FOREWORD



**This report is the outcome of an intensive consultation with a broad range of stakeholders in Papua New Guinea from Government, Training providers, Industry representatives and Disabled people's organisations on how TVET change will come about.**

The human capital model places skills development at the centre of social and economic prosperity. TVET is a vital component of education systems that contributes to such prosperity. As policy, strategies and financial investments continue to be developed to enable a vibrant TVET system, the key question to ask is how change will come about to realise the gains sought from skills development in the Pacific Island economies.

This document captures Papua New Guinea stakeholder views and perspectives on drivers for change, barriers, opportunities and strategies that will lead to effective TVET outcomes. It represents a milestone for Papua New Guinea TVET system strengthening and reform having brought the stakeholders together to understand the local TVET landscape and what locally led approaches will be appropriate to realise change. The Australia Pacific Training Coalition (APTC) is indebted to the stakeholders

for sharing the ideas captured herein. Achieving the change captured in this document will require sustained collective effort from all stakeholders. APTC is only one of them and is pleased that there was an opportunity to catalyse this discussion.

Many stakeholders represented in the meetings and colleagues they spoke to after the event are using these findings to inform their work. It is particularly encouraging to hear that each organisation has committed to identify how they will contribute to change where they best add value. With all of our efforts, we can contribute to a prosperous Nation and Pacific region.

Finally, APTC commits to continue supporting Papua New Guinea TVET stakeholders to regularly reflect on the progress we are jointly making on these strategies. We look forward to discussing and sharing with you, as custodians of the change in Papua New Guinea how we all are progressing toward ensuring the people of the Pacific have the skills, knowledge and attributes necessary to drive National and Regional development.

A handwritten signature in black ink, appearing to read 'Lori Banks Dutta'.

**Lori Banks Dutta**  
Deputy Chief Executive Officer  
Australia Pacific Training Coalition



# ACKNOWLEDGEMENT

The Australia Pacific Training Coalition (APTC) wishes to express its deepest appreciation to the following stakeholders for their invaluable participation in the workshops and post workshop discussions, which have shaped this document:

- 1 Australian High Commission
- 2 Boera Holding's Limited
- 3 Chapter Leadership Committee – APTC Alumni
- 4 Cheshire Disability Services
- 5 Creative Arts Center
- 6 Curtain Brothers
- 7 Edai Town Development Limited
- 8 IPI Catering
- 9 National Department of Education
- 10 PNG Counsellor's Association
- 11 Port Moresby Technical College

We also would like to thank the Institute for Human Security and Social Change, La Trobe University for their technical support with methodology, facilitation and write up of the how change happens conversations presented in this document.



# INTRODUCTION

The Independent State of Papua New Guinea (PNG) encompasses the eastern half of the world's second largest island, New Guinea, as well as around 600 small islands and atolls. The country is home to around 8 million people, around 87% of whom live outside urban areas. This, together with the mountainous terrain, poses significant challenges for development.

PNG has a large and growing youth population. Creating jobs in the formal sector and places in education and training institutions to cater for these young people are significant challenges. To address this, PNG's 2018-2022 Medium-Term Development Plans includes a focus on improving the quality and absorptive capacity of TVET institutions. Part of the strategy for achieving this is to increase collaboration with industry and improve coordination between the Department of Higher Education Research Science and Technology (DHERST), the National Training Council (NTC) and the National Apprentice Trade Testing Board (NATTB) and other key stakeholders.

The Australia Pacific Training Coalition (APTC) commenced in 2007 with a focus on delivery of quality technical vocational education and training (TVET) services to support positive employment outcomes for graduates. In the third phase of the program, the focus has expanded to consider the long-term sustainability and quality of TVET services in the Pacific region. This expanded approach proposes more considered work at country level in line with the country context. It proposes that partnerships and coalitions with in-country TVET providers and other stakeholders will lay the foundation for increased country investment in and development of TVET resources. It assumes that support to build the quality of in-country TVET providers will assist in sustaining the sector and increasing its value to industry.

The new phase of the program recognises that this approach will lead to different implementation strategies in each Pacific country. Those strategies will be best developed in response to current opportunities, as identified by local stakeholders. In response to this, APTC has invested in in-country stakeholder consultation to develop country specific theory of change, implementation approaches and accompanying monitoring and evaluation frameworks.

## PROCESS

This document was developed in consultation with a wide range of PNG stakeholders<sup>1</sup>. Recognising that in PNG change is not a simple 'linear' process, the consultation work was designed to draw from local knowledge to identify the factors most likely to block or enable positive change in the TVET sector in PNG. That is, the best ideas about how change happens or the 'theory of change' for TVET in PNG. Building on this assessment, stakeholders identified the opportunities essential for attaining progressive change in PNG TVET system. Stakeholders further assisted APTC to identify opportunities where it can

best add value. These opportunities were framed within the broad objectives of APTC Phase 3 and provide the APTC PNG 'program approach'.

This document summarises the outcomes of this process. It reviews the current situation, identifying key drivers of change and what might block that change. The document is intended to communicate the understanding by stakeholders about what needs to change in PNG in order to achieve the outcomes sought by APTC and its partners. It also grounds the objectives of APTC in the PNG

<sup>1</sup> A TOC workshop was conducted in PNG 21-22 May 2019 with a broad range of PNG TVET, government and industry stakeholders. Further consultations were undertaken following the workshop with additional stakeholders.



context, with reference to current challenges and opportunities. It outlines proposed strategies for the whole of the stakeholder group, accompanying principles and areas for ongoing assessment. It serves as the basis for the APTC in PNG to develop its specific contribution, through a detailed strategy, going forward.

The approach to change will evolve as evidence and experience about what works becomes available. This document will therefore be reviewed annually with stakeholders. That review will include ongoing assessment of the value of APTC work and recommendations for its further improvements.

## TVET IN PNG

### CURRENT SITUATION

Overall the context for TVET in PNG is complex and diverse. There are a broad range of stakeholders either interested in, or influential within, the TVET sector. These include those directly within the sector such as vocational colleges, vocational training centres, one polytechnic institute, technical colleges, business colleges, relevant government departments such as National Apprenticeship Trade Testing Board (NATTB), National Training Council (NTC), Department of Higher Education,

Research, Science and Technology (DHERST), and National Department of Education (NDoE); those served by the sector such as local and international industry, TVET alumni and their families and communities; those who support the sector including donors such as DFAT, USAID, the European Union, Asian Development Bank and World Bank; and finally those responsible for decision-making including politicians at National and district levels.

### TVET DELIVERY

Analysis undertaken in 2011 identified a broad range of public and private institutions delivering technical and vocational skills. It further identified that there was significant duplication between university and national public TVET systems and duplication between national and provincial TVET providers<sup>2</sup>. The most recent assessment has identified 50 public and church agency institutions providing training and vocational education together with over 150 private training institutions<sup>3</sup>.

Until recently, regulation and administration of these various institutions was fragmented across many PNG departments and agencies. In 2011, there was recognition of the need for revitalisation in order that training outcomes better meet industry needs and student expectations<sup>4</sup>. In response in 2017, regulatory oversight of higher education including TVET was delegated to DHERST. DHERST intentions are outlined in the Higher and Technical Education Strategic Implementation Plan, 2017 – 2038. They

<sup>2</sup> Hind, I., Larsen, J., Week, D & Peni, E. (2011), Needs Analysis Study of PNG TVET Colleges, July.

<sup>3</sup> DHERST (2017), Papua New Guinea National Qualifications Framework, Second Edition.

<sup>4</sup> Hind, I., Larsen, J., Week, D & Peni, E. (2011), Needs Analysis Study of PNG TVET Colleges, July.

focus on improved coherence across all educational sectors and uniform national standards including for TVET providers.

Recent consultation suggested that this process is ongoing, and has considerable potential to contribute to a more coherent, PNG relevant, TVET

system. Towards this end there are several issues to be addressed, including implementation of the accreditation certification process standardised training of trainers and maintenance of standards, and the ongoing need for funding to develop and implement the full range of reforms.

## TVET DEMAND

Alongside this development, there has been growing recognition of the need to engage with employers, in order that TVET offerings are relevant to industry needs. Consultations for the third phase of APTC in PNG identified that large employers prefer not to use domestic TVET systems to address their staff training needs, turning instead to offshore training and/or importing staff with existing qualifications. The underlying reasons for this preference are not simple. PNG has skilled technical people, but also a low post-school qualification rate. Consultations have suggested that many people learn their skills on the job, limiting their ability to adapt and innovate across their trade or industry and thus limiting their employment opportunities. Further, earlier analysis indicates that many government training providers operate in 'survival' mode, due to inadequate funding, thus offering low cost courses

such as tourism and business rather than the more expensive to run industry relevant, technical and trade courses.

Some more recent consultation with smaller scale industry suggests a greater interest in locally based training. APTC has been successful in PNG in developing creative partnerships with some local and provincial industries, focused around courses designed to meet specific industry needs.

In addition, several development partners are interested in the potential of TVET to support positive development change in PNG. APTC in PNG has sought to collaborate with several of those partners, looking for opportunities to leverage their interest and resources into opportunities to broaden opportunities in PNG TVET.

## KEY DRIVERS OF CHANGE

Within this context the key drivers of change appear to include:

**Policy:** as outlined above, there is strong and well-developed policies to guide the further development and reform of the TVET sector in PNG, including the recently launched National Skills Development Agency (NSDA) by DHERST.

**Leadership:** DHERST has clear responsibility to lead on the regulation and standard-setting processes required for reform in the TVET sector in PNG. There are also other champions and leaders at political, government and community levels who are members of the NSDA and will help to drive further reform in TVET.



**Industry engagement:** APTC experience to date indicates that local, small to medium size industry in PNG is interested in cooperating around curriculum development and on-the-job training.

**Community resilience:** some people in PNG, especially those in rural areas have developed a range of practical and relevant technical skills, either through on-the-job experience / training or locally available technical training. These people provide a potential cohort for further development and could contribute ideas around locally relevant curricula.

**Young people and their aspirations:** PNG like many Pacific nations has a growing youth 'bulge', with increasing numbers of young people leaving school and seeking post-secondary options. Many of these people could be attracted to good standard, industry linked, TVET. In turn, this growing cohort provides incentives for the PNG government to support the further development of TVET in PNG.

**Donor support and resourcing:** the Australian government supports several programs in PNG directed at improved higher education, including TVET (see Annex one). This support, alongside that of other donors, provides resources, which could assist with further development of the sector.

## BARRIERS TO CHANGE

The context in PNG is challenging and there are several issues which could limit action for change:

**Geography:** PNG is a large and diverse country where communication, transport and access to facilities is limited in many locations. For women, or those with additional needs such as people living with a disability (PLWD), these barriers are further exacerbated by cultural, gender and other expectations. At the subnational level, it is far more difficult to find qualified trainers and more difficult to ensure training providers are maintaining standards and offering relevant curricula. Taken together, these geographic and resource limitations severely constrain TVET as a viable option for many people in PNG.

**Insufficient progress on accreditation and standards:** while the intent of DHERST is to work towards accreditation for all TVET institutions and to ensure agreed standards and pathways between institutions, these reforms are still at an early stage. Presently there is insufficient funding and resources to achieve the intended policy. There are also practical barriers including insufficient qualified trainers, insufficient work to marry different accreditation standards and insufficient engagement by many training institutions.

**Insufficient data:** there is insufficient and poor quality data about graduate outcomes, undermining advocacy with government and industry.

**Cultural and gender barriers:** perceptions about suitable roles for women, especially those from rural areas, limits participation for women in TVET. Other barriers, including attitudes towards TVET as a poor post school option, limit its take up by young people. The narrative around TVET and its value as a post-secondary option for many people needs to shift in PNG.

**Insufficient political will:** limited political will or interest to provide resources for policy follow-through and implementation undermines reform efforts.





**Inadequate coordination:** lack of coordination between donor programs, and between training providers undermines progress towards reform of the TVET system. Inadequate coordination and communication between the TVET sector and industry has led to misaligned curricula and failure to meet industry needs. Poor coordination between technical training and other higher education options has limited the development of pathways for students. There is considerable duplication and confusion about competency-based standards.

## ■ CURRENT OPPORTUNITIES

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Within this overall context and the several factors which might drive or inhibit change, there are currently opportunities for TVET development. The following are those that were identified as particularly open to APTC engagement:

**Major projects:** there are several existing or planned major projects in PNG where there might be opportunities for prevocational training in communities in order to build their employability within those projects. This provides a stepping stone to broader TVET engagement with those industries and opens up potential for local communities.

**Partnerships:** the partnerships that have been developed between POMTECH and APTC, and between APTC and other stakeholders, provide models of how to draw on different and respective strengths and interests to achieve mutually beneficial outcomes, including relevant training for graduates and employment pathways.

**Regional networks:** APTC brings access to regional networks and the opportunity to influence some of the wider debates and openings for labour mobility across the region.

**Innovation:** the TVET space in PNG has a range of interested stakeholders and supporters who are looking for innovation and further development in the sector.



# APTC PNG PROGRAM STRATEGY

## APTC OBJECTIVES IN PNG

In line with the overall purpose of APTC<sup>9</sup>, there are three broad end of program outcomes expected by the end of the third phase:

1. Graduates have improved employment outcomes
2. Co-investment in skills training increases
3. Selected TVET partners demonstrate quality TVET provision

Grounding these in the present PNG TVET context, stakeholders identified the following specific changes for the end of APTC Phase 3:

- a. Graduates have both the formal and informal skills that support them to be creative, productive and industry competent. Graduates should be able to adapt to, and take up, new opportunities, diversifying their skills as required. Some should also be able to create opportunities for others. Graduates will include at least 50% women and will also be inclusive of vulnerable groups such as people living with a disability.

*Underpinning this outcome is the assumption that the broader context will also have changed. There will be viable pathways between qualifications and between training and employment. There will be government and other support, including scholarships, so people are able to complete TVET training. Finally, there will also be good quality data available on graduate numbers and employment outcomes.*

- b. Industry will be willing to contribute to TVET, based on its identified training needs. There will be government scholarships. Significantly there will be demand - APTC and other TVET services will be sought after by people and their families, as viable post school options. There would be several options for people seeking technical training including some that reflect creative arts and other PNG cultural strengths.

*Achieving this outcome assumes that there will be good quality industry engagement and greater alignment between industry interests and technical and vocational training. In PNG this includes vocational centres with clear pathways to employment and good linkage between employers and technical colleges. It also assumes that APTC and other TVET providers have managed to build sufficient reputation and examples of success to position TVET to both employers and the general public as a high-quality option.*

<sup>9</sup> The APTC Phase 3 purpose is - The skills and attributes available to employers from TVET systems align with labour market requirements.

- c. There will be industry informed curriculum development and competency based training options, underpinned by clear pathways and established standards. There will be a range of flexible delivery models including on-the-job training. There will be wide ranging availability including in subnational locations.

*This outcome assumes that employers and industry will be strongly engaged in both helping to shape curriculum and agree on industry standards. It also assumes the availability of sufficient and competent trainers across relevant areas. Finally, it assumes that there will be a diverse range of stable well governed training organisations at both national and subnational levels and that the pathways between these will be established and functional.*

## ■ APTC APPROACH

Recognising the complex context for change in TVET in PNG, APTC will work with a range of stakeholders to bring about change towards its intended outcomes. It will be cognizant of the current drivers and opportunities for change and will work with others to address the major barriers. APTC will be one player within the wider system, seeking to leverage broader change through its relationships and its alignment with drivers and opportunities for change.

APTC in PNG will particularly look to model the potential for TVET to contribute to positive social and economic change in PNG in order to leverage and promote the TVET sector more widely.

Making use of existing resources and in line with the overall program approach it will utilise the following core strategies<sup>10</sup> :

1. Collaborate via partnerships or coalitions, drawing respective and different strengths of partners and coalition members to achieve shared interests and outcomes. We will work particularly to promote the value of PNG led TVET.
2. Support government policy, especially those reforms outlined in the Higher and Technical Education Strategic Implementation Plan, and in particular, the recently launched NSDA in order to support a strong, good standard TVET sector. We will particular look for champions and leaders who can be supported to work for sustained sector development.
3. Demonstrate effective co-delivery with POMTECH and other institutions, in order to promote the quality of PNG TVET institutions.
4. Model effective industry engagement, through the development of curricula and training which responds directly to industry needs.
5. Make training opportunities more inclusive particularly for women and vulnerable groups such as PLWD.
6. Build the visibility and viability of TVET. This includes the direct provision of ongoing good quality and relevant training. It will also likely include training which builds upon existing PNG community and cultural strengths, demonstrating TVET relevance for PNG.
7. Contribute to good quality data for TVET in PNG in order to support information about graduate pathways and outcomes across the sector.

<sup>10</sup> APTC will lead on a subset of these agreed strategies, as well as add value through collaborating with other interested stakeholders leading on the remaining ones.

Initial actions will include the following:

- establishing partnership agreements with selected industries and TVET providers
- implementing the new three-year Contribution Agreement with POMTECH, ensuring that the Partnership Framework guides the process
- broadening graduate skills sets beyond single training areas, particularly in the prevocational area
- increasing opportunities for co-delivery both on and off site
- developing joint marketing with other TVET providers
- building and coordinating local coalitions around specific change areas
- engaging with DHERST to implement the NSDA
- working with the NATTB to establish stronger relations and links with DHERST and to support TVET reform

Four key principles that will promote the effective implementation of these strategies and their potential to contribute to the overall end of program outcomes in PNG are:

1. Strong Leadership will enable TVET reform.
2. Commitment to youth and their aspirations.
3. Focus on strengthening Industry Engagement.
4. Community input into developing locally relevant curricula is vital.

## MONITORING AND EVALUATION

Proposed monitoring and evaluation will focus on changes achieved in the three outcome areas with particular attention to the following:

- What happens to graduates following TVET, both in terms of their personal employability and how they are able to further contribute to community and national development?
- The development of partnerships and co-delivery arrangements, in particular how these contribute to further development of TVET standards, increased graduate outcomes and PNG institutional sustainability.
- Partnerships and engagement with industry, and the degree to which this contributes to shaping curriculum and broader opportunities for graduate employment.
- Advocacy and sharing of models for effective TVET and the degree to which this influences industry, families and communities and government towards further support for the sector.
- Government reform processes and the degree to which these support increased standards, increased quality and potential for co-investment in TVET.



## Outcomes

Enhanced Industry informed curriculum development & competency based training options

Graduates have both the formal and informal skills that support them to be creative, productive and industry competent

Increased industry willingness to contribute to TVET, based on its identified training needs



## Strategies

Make training opportunities more inclusive

Contribute to good quality data for TVET in PNG

Demonstrate effective co-delivery

Build the visibility and viability of TVET

Support government policy

Work with partners and in coalition with others

Model effective industry engagement



## Assumptions

Viable pathways exist between qualifications and between training and employment

Availability of Government and other support, including scholarships so people able to complete TVET

Employers and industry will be strongly engaged in both helping to shape curriculum and agree industry standards

Existence of Good quality industry engagement and greater alignment between industry interests and technical and vocational training

Diverse range of stable well governed training organisations exist at national & subnational level with established & stronger pathways

APTC & other TVET providers have managed to build sufficient reputation to position TVET to both employers and general public as high-quality option



## Principles

Community Input for a more locally relevant Curricula

Focus on strengthening Industry Engagement

Commitment to youth & their aspirations

Strong Leadership to enable TVET reform

## Enablers and Disablers for Success

### DRIVERS



**Young People:** growing youth 'bulge', with increasing numbers of young people leaving school and seeking post-secondary options.

**Policy:** Strong and well-developed policies, including National Skills Development Agency (NSDA).

**Leadership:** DHERST - Regulation and standard-setting. Diverse membership in NDSA (Champions, Political, Government and community level leaders).

**Industry Engagement:** willing to cooperate around curriculum development and on-the-job training.

**Community resilience:** people with practical and relevant technical skills act as potential cohort for further development, or to contribute ideas around locally relevant curricula.

**Donor support and resourcing:** the Australian government & other donor support directed at improved higher education could assist with further development of the sector.

### OPPORTUNITIES



**Major projects:** existing or planned major might be opportunities for prevocational training in communities acting a stepping stone to broader TVET engagement.

**Partnerships:** learning from current TVET partnerships to inform improved ways of TVET delivery and partnering and pathways for graduates.

**Regional networks:** Access to regional networks and the opportunity to influence some of the wider debates and openings for labour mobility across the region through APTC.

**Innovation:** landscape full of interested stakeholders and supporters looking for innovation and further development in the sector.

### BARRIERS



**Geography:** communication, transport and access to facilities is limited in many locations.

**Insufficient progress on accreditation and standards:** TVET reforms are still at an early stage. Insufficient (i) funding and resources (ii) qualified trainers, (iii) work to marry different accreditation standards & (iv) engagement by many training institutions.

**Cultural and Gender barriers:** perceptions limits participation for women. TVET viewed as a poor post school option, limiting take up by young people.

**Insufficient political will:** limited political will or interest to provide resources for policy followthrough and implementation undermines reform efforts.

**Insufficient data:** there is insufficient and poor quality data about graduate outcomes, undermining advocacy with government and industry.

**Inadequate coordination:** between donor programs, and between training providers undermines progress towards reform of the TVET system.

## PAPUA NEW GUINEA

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY
<b>Australian Government (DFAT)</b>			
Education	Investment plan for the education sector, 2019-2023	<p>DFAT's <a href="#">plan for ongoing investments in the education sector</a> includes:</p> <p><b>Basic education</b></p> <ul style="list-style-type: none"> <li>• Support for the PNG Partnership Fund for three demonstration projects that are exploring ways to accelerate learning outcomes for elementary students.</li> <li>• A targeted program to enable children with disability to receive an education that meets their individual needs through support to Inclusive Education Resource Centres and working closely with the National Department of Education to improve accountability and financial management in schools.</li> <li>• Support for the National Department of Education for policy implementation and oversight including in budget and finances, ICT, monitoring and evaluation, and the Papua New Guinea Education Management Information System.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Policy advice to improve sectoral governance, including technical and legal expertise in support of the DHERST reform process and maintaining key support to planning, data collection, monitoring and financial management operations.</li> <li>• Scholarships for study at Papua New Guinea institutions in the agriculture, transport, health and education sectors and for students to undertake short courses in Australia.</li> <li>• Support for the Asia Pacific Training Coalition.</li> <li>• Support for partnerships between Australian and Papua New Guinea universities that focus on teaching and research quality.</li> <li>• A new demonstration project that will match skills development to industry needs in a priority sector through work-place based training, upskilling and training of new labour force entrants.</li> </ul> <p><b>Leadership and higher education</b></p> <ul style="list-style-type: none"> <li>• Up to 90 Australia Awards Scholarships per year.</li> <li>• Support for the Papua New Guinea Australia Alumni Association secretariat. PNGAAA organises professional development training each year which can be attended by its more than 700 members.</li> <li>• Support for the Pacific Leadership and Governance Precinct to develop the next generation of public service leaders, including training for provincial and district administrations and large scale infrastructure investments.</li> <li>• A new investment to support leadership capability in a select number of secondary schools, including English language proficiency. This program complements the Pacific BRIDGE Program, launched in 2018 and being piloted in two schools.</li> </ul>	
Education	PNG Education Program Up to \$264.4 million, 2015-2018	<p>A large portfolio which included:</p> <ol style="list-style-type: none"> <li>(i) At the level of basic education, support for policy and capacity building at the national level, support for teachers to improve the quality of teaching and learning, and primary school infrastructure.</li> <li>(ii) In the higher education and vocational sector, improving access and quality through partnerships with the Department of Higher Education, Research, Science and Technology; universities; Technical and Vocational Educational and Training (TVET) institutions and colleges, including strengthening quality assurance and accreditation.</li> </ol> <p>Specific support to TVET included:</p> <ul style="list-style-type: none"> <li>• TVET Leadership and Management Training (2017-2018)</li> <li>• TVET support to National Department of Education, including procurement of equipment for nine technical and business colleges (2015-2017)</li> <li>• Support to Bougainville Technical College (2015-2016) and National Polytechnic Institute of PNG (2014-2016)</li> </ul>	

Japan		
Education/Training	Remote and Islands Areas Education Support Program	In the education sector, Japan supports strengthening of the education system and capacity building with a focus on quality enhancement and facilities improvement at primary and secondary level, as well as upgrading of higher education facilities and strengthening technical and vocational education and training, taking into account Japan's education cooperation policy 2016-2020. Japan participates in the education Sector Wide Approach (SWAP). Grant Assistance for Grassroots Human Security Projects is also utilised in the education sector.
China		
Education/Training	Redevelopment of the Butuka Primary School 20 million, 2017-2018	As part of the sister city relationship between Port Moresby and Shenzhen and linked to the One Belt One Road Initiative, Shenzhen City is funding a K70m redevelopment of the Butuka Primary School. The school is PNG's first 'three-in-one' school development featuring a 1-storey, 10-classroom elementary school, 2-storey, 26-classroom primary school, 2-storey, 16-classroom secondary school, six technical rooms containing computer rooms and science labs. Facilities also include a hall, rugby field, two basketball courts, two volleyball courts and 12 apartments for teachers, as well as equipment. The school's capacity will be 2700.
	Community College, \$40 million, 2012-2016	Development of an online distance education network to deliver training materials and services to people in remote and mountainous areas. The project included a data center, technical services, and other IT infrastructure.
World Bank		
Employment	Urban Youth Employment Project II, US\$ 35.00 million, 2020-2025 (follows Phase UYEP I, 2010-2019)	<p>The project objective is to improve the capacity of participating young men and women in Port Moresby and Lae to engage in productive income generating activities.</p> <p><b>Component 1:</b> Youth Job Corps (US\$18.3 million) will raise the awareness of the project in targeted urban areas among youth in their communities, mobilise eligible youth, provide them with Basic Life Skills and Job Readiness Training (BLST) and place them in public works schemes.</p> <p><b>Component 2:</b> Skills Training (US\$8.9 million) will provide a range of market oriented training programs for approximately 5,700 youth to improve their general and technical skills needed in the workplace.</p> <p><b>Component 3:</b> Referral Services and Monitoring and Evaluation (US\$3.2 million) will build on the systems and processes developed under UYEP I, aimed at screening and referring youth to other specialised organisations and delivering data and analysis to support project operations and inform policy development.</p> <p><b>Component 4:</b> Project Management (US\$4.6 million) will finance project management support, including safeguards oversight, communications and media, short term technical assistance, training, grievance management, financial management, procurement, project management and support staff, goods, and incremental operating costs, analysis to support project operations and inform policy development.</p>



	<p>Flexible and Open Distance Education (FODE) Project, 2011-2019</p>	<p>The aim of the Flexible and Open Distance Education (FODE) Project is to increase the number of out-of-school youth who complete recognised secondary diploma and certificate equivalency programs. There are four components to the project. <b>Component one</b> aims to improve the quality of distance learning curricula and the quality and availability of instructional materials for grades seven through twelve. <b>Component two</b> aims to improve the overall quality of services provided by FODE through staff training, simplification of forms and procedures, establishing and implementing an IT plan, and selecting and engaging contracted subject tutors in the provincial centers. <b>Component three</b> aims to expand FODE's existing grade eleven-twelve matriculation program into at least one secondary school in each of PNG's twenty provinces. <b>Component four</b> aims to provide FODE with appropriate Information Technology (IT) and train FODE staff to effectively operate that technology.</p>
<p><b>European Union</b></p>		
<p>TVET</p>	<p>Diploma Training for TVET instructors and teachers \$1.3 million, 2017-2019</p>	<p>The overall objective of this contract is to promote quality vocational education and training in Papua New Guinea. The specific objective is to upgrade the qualifications of 240 Technical Vocational Education and Training (TVET) teachers and instructors by providing diploma level pedagogical courses that can lead to official teacher registration by the Teaching Services Commission.</p>
<p>TVET</p>	<p>TVET buildings and equipment, \$8.7 million, 2018-2019</p>	<p>Development of an online distance education network to deliver training materials and services to people in remote and mountainous areas. The project included a data center, technical services, and other IT infrastructure.</p>
<p>Education</p>	<p>Improvement of infrastructure in Madang and Gaulim Teacher Training Colleges, \$3.8 million, 2015-2018</p>	<p>Improvement of Infrastructure in Madang and Gaulim Teacher Training Colleges.</p>





PACIFIC REGIONAL

DONOR	SUB-SECTOR	INVESTMENT/AGREEMENT/ACTIVITY	OBJECTIVES / KEY ACTIVITY
<b>Australian Government (DFAT)</b>			
TVET/Skills development	APTC Phase 3	As Australia's flagship TVET investment in the Pacific region, APTC works collaboratively with national governments, development partners, the private sector, organisations for people living with disabilities, civil society organisations and Pacific TVET institutions regionally and across nine Pacific Island countries to support skills development and the improved quality of Pacific TVET systems. APTC activities in Papua New Guinea include:	<ul style="list-style-type: none"> <li>• Have established partnerships and working relationships with 5 hotels for student work placements, 2 government TVET departments, 2 industry associations, 12 industry organisations for co-contribution TVET delivery, 3 international universities for the use of APTC PNG Campus as an examination centre, 2 service providers and 1 TVET institution.</li> <li>• Currently developing a sub-national growth investment program for the Western Highlands Province and the Autonomous Region of Bougainville.</li> <li>• Delivering the IST program to POMTECH teaching staff.</li> <li>• Supporting our POMTECH partner by co-contributing 25 computers for use in their new Diploma of Graphic Arts and Design program.</li> <li>• Development of a PNG-centric Cert. IV in Counselling qualification for local RTO delivery.</li> <li>• Initiating a 3-year partnership between POMTECH and the Australian Volunteers Program and successfully worked with POMTECH to recruit 2 Australian Volunteers to work on infrastructure design for POMTECH training facilities.</li> <li>• Successfully working with the Pacific Labour Scheme in POM. They use the PNG APTC Campus for interviews and Labour mobility preparation for potential candidates.</li> <li>• Headed up a re-registration audit team for DHERST to evaluate a private TVET/ Higher Education Institution in POM.</li> </ul>
Education	Partnership with Educational Quality and Assessment Program (EQAP) \$2.13 million, 2016-2018	EQAP is the regional institution mandated to improve education quality in the Pacific. Situated in the Pacific Community (SPC), EQAP provides a range of services to member countries such as regional assessments of literacy and numeracy, and support to national education assessments and education management information systems. Australia is a long-term partner of EQAP and provides funding towards implementation of EQAP's Business Plan.	
Education	University of the South Pacific Partnership 2014-2018, \$70 million	The USP-Government of Australia Partnership is aligned with the USP Strategic Plan 2013–2018 and is focused on achieving improved outcomes in Learning and Teaching, Research, Information and Communication Technology, and Regional Engagement. DFAT is designing the next phase of support to commence in early 2019.	
Scholarships	Australia Awards	Australia Awards Scholarships and Australia Awards Pacific Scholarships contribute to human resource development in Papua New Guinea by providing opportunities for Papua New Guineans to undertake vocational, graduate and postgraduate study in Australia and the Pacific. Up to 90 new scholarships are awarded to Papua New Guinean students to study at universities in Australia per year.	



Employment	Seasonal Worker Program (Department of Education, Skills and Employment)	Australia's Seasonal Worker Program connects Pacific Island workers with Australian employers experiencing labour shortages, typically in rural and remote areas. Since 2012, 604 Papua New Guinean workers (133 women and 471 men) have participated in the SWP.
Employment	Pacific Labour Mobility Scheme	The Pacific Labour Scheme commenced on 1st July 2018. Building on the success of the Seasonal Worker Program, the new Scheme will help meet business demand across all sectors in rural and regional Australia. Papua New Guinea joined the scheme in March 2019. In FY 2019-20, 50 Papua New Guinean workers are participating in the scheme, with the majority working in meat processing and agriculture.
Employment	Pacific Labour Facility	The Pacific Labour Facility (the Facility) connects Australian employers with Pacific workers and supports the administration of the Pacific Labour Scheme (PLS). It also provides targeted support for the Department of Jobs and Small Business (DJSB) led Seasonal Worker Program (SWP). The Facility commenced in October 2018 and is focused on: <ul style="list-style-type: none"> <li>• Increasing the quality of training and flow of workers to Australia.</li> <li>• Promote the PLS with Australian employers.</li> <li>• Provide support services for Pacific workers in Australia and support their return to local communities and economies.</li> <li>• Monitor the social and economic impacts of Australia's labour mobility arrangements.</li> </ul>
Employment/ Livelihoods	Pacific Women Shaping Pacific Development	Pacific Women Shaping Pacific Development aims to improve opportunities for the political, economic and social advancement of Pacific women. One of the four outcomes sought by the program is 'Women have expanded economic opportunities to earn an income and accumulate economic assets'. Activities under this area in Papua New Guinea include: <ul style="list-style-type: none"> <li>• Kirapim Kaikai na Maket - Enabling Tsak Valley women to increase food production resilience so they can reliably produce a surplus, market through a network of women's associations and increase their income (Community Development Workers Association Inc., 2016–2021).</li> <li>• Helping women to start and successfully manage their own businesses. Working with three local universities to incorporate 'entrepreneurship' into the curriculums and to develop stronger policy engagement in lobbying for women's economic empowerment (Center for International Private Enterprise and the Difference Incubator, 2015–2020).</li> <li>• Helping the private sector recruit, retain and promote women as employees, leaders, customers and business partners. \$3,400,000 for Business Coalition for Women, originally through International Finance Corporation, 2014–2021.</li> <li>• Coffee Industry Support Project - Increasing women's access to extension services and improving farming families' business management (CARE International in Papua New Guinea, 2013–2020).</li> </ul>
Technical assistance	Australian Volunteers International	The Australian Volunteers Program matches a broad range of skilled Australians with partner organisations in the Indo-Pacific region, to support them to achieve their own development goals.



New Zealand		
Education	Support for EQAP	The Educational Quality and Assessment Program (EQAP) at the Pacific Community (SPC) is a valued and respected partner working across the Pacific region to raise the quality of education. As the key technical agency in the region for education, EQAP supports the development of assessment practice, curriculum and teacher standards, and the effective use of data across the Pacific. We are working with Australia to jointly provide broad-based support for EQAP and their work. This is envisaged as a ten-year partnership and we have committed NZD\$5m in base funding for the first three years.
Education	E-learning for Science in Pacific Schools	Design of a program to address the shortage of teaching expertise in science through an e-learning initiative.
Scholarships	New Zealand Scholarships	Full scholarships to study in New Zealand or at a Pacific university.
Scholarships	New Zealand Short Term Training Scholarships	New Zealand Short Term Training Scholarships fund skills training and work experience for professionals from eligible Pacific countries and Timor-Leste for between a minimum of one week and up to 12 months. Scholarships are available for technical or vocational study; non-formal courses; a work placement; Diploma programs; and certain maritime courses.
Employment	Recognised Seasonal Employer scheme	The Recognised Seasonal Employer scheme (RSE) allows New Zealand employers in the horticulture and viticulture industries to employ up to 12,850 migrant workers for up to seven months each year. MFAT supports Pacific island countries to maximise participation in the RSE scheme by funding the Ministry of Business, Innovation and Employment to deliver capacity building activities that improve worker selection, recruitment processes and pre-departure programs. While in New Zealand, RSE workers have access to additional training (such as English language, financial management, and business development) through Vakameasina: the RSE Worker Training Program, delivered by Fruition Limited.
Employment	New Labour Mobility Initiatives	MFAT funds the Ministry of Business, Innovation and Employment to pilot and implement labour mobility initiatives in sectors beyond horticulture and viticulture, and to build the capacity of Pacific island countries to recruit and prepare their workers for New Zealand. The Pacific Trades Partnership is one new initiative that offers trained Pacific carpenters and hammer-hands the opportunity to work in New Zealand's construction industry. A labour mobility fisheries pilot is also underway, offering opportunities for graduates of the Pacific marine training centres to work on New Zealand fishing vessels.



Japan		
Scholarships	Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS), 2016-2018	Pacific-LEADS aims to foster young leaders who play a vital role towards the resolution of development challenges in Pacific island countries. Between 2016 and 2018, 120 government officials from 14 Pacific nations received scholarships to undertake Masters study in Japan.
UK		
Education	Scholarships	Chevening scholarships are available for postgraduate studies in any subject at any UK university. Budget for FY 2019-20 is £100,845.
ADB		
Education/Skills development	University of the South Pacific: Higher Education in the Pacific Investment Program 2012-2022	The program sought to support USP in expanding access to higher education in its 12 member Pacific island countries by improving physical environments and learning programs. The program aimed to strengthen USP's regional role and support its four priority areas: (i) improvement and expansion of the USP regional campuses and accommodation facilities in Kiribati, the Solomon Islands, and Fiji, (ii) enhancement of information and communication technology (ICT)-based learning programs and curricula; (iii) improvement of USP student services; and (iv) improvement of USP governance and management systems.





# HOW TVET CHANGE HAPPENS PNG STAKEHOLDER PERSPECTIVES

PAPUA NEW GUINEA JUNE 2019

