

HOW TVET CHANGE HAPPENS: SAMOA STAKEHOLDER PERSPECTIVES

SAMOA AUGUST 2019



FOREWORD



This report is the outcome of an intensive consultation with a broad range of stakeholders in Samoa 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 Samoa stakeholder views and perspectives on drivers for change, barriers, opportunities and strategies that will lead to effective TVET outcomes. It represents a milestone for Samoa 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 Samoa 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 Samoa 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 white 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 Auvaa Masoe
- 2 Barlow & Shuster Consultant
- 3 Department of Foreign Affairs and Trade
- 4 Education Sector Coordinating Division
- 5 Loto Taumafai
- 6 Ministry of Commerce, Industry and Labour
- 7 Ministry of Education, Sports and Culture
- 8 Ministry of Natural Resources and Environment
- 9 National University of Samoa (NUS)
- 10 New Zealand High Commission
- 11 NUS – Oloamanu
- 12 Pacific Labour Facility
- 13 Public Service Commission
- 14 Samoa Association for TVET and Industry
- 15 Samoa Chamber of Commerce and Industry
- 16 Samoa Governance and TA Facility
- 17 Samoa Qualifications Authority
- 18 SPS – Statistics
- 19 UN ONE
- 20 UN Women
- 21 University of the South Pacific
- 22 Zeal Consultant

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 Samoa consists of two main islands, Savai'i and Upolu - which together account for 99% of the total land area and eight smaller islands and islets. The main island of Upolu is home to nearly three-quarters of Samoa's population of around 198,000.

Samoa has enjoyed steady economic growth over the last few decades and has made good progress in achieving development targets. To support inclusive growth over the longer term, the Government of Samoa is focused on improving education and training and aligning it with the needs of the labour market to increase employment and improve productivity, including among women and youth. Key stakeholders involved in delivering training and strengthening the Samoan Technical and Vocational Education and Training (TVET) sector include the Ministry of Education, Sports and Culture, the Ministry of Commerce, Industry and Labour, the Samoan Qualifications Authority, the Samoan Association of Technical and Vocational Education and Training Institutions, industry, and national and regional providers, such as the National University of Samoa and the Australia Pacific Training Coalition (APTC).

The Australia Pacific Training Coalition (APTC) commenced in 2007 with a focus on delivery of quality 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 TVET change, implementation approaches and accompanying monitoring and evaluation frameworks.

PROCESS

This document was developed in consultation with a wide range of Samoa stakeholders.¹ Recognising that in Samoa 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 Samoa. That is, the best ideas about how change happens or the 'theory of change' for TVET in Samoa.

Building on this assessment, stakeholders identified the opportunities essential for attaining progressive change in Samoa 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 Samoa 'program approach'.

¹ A TOC workshop was conducted in Samoa on 28th-29th May 2019 with a range of Samoa TVET, government and non-government stakeholders. A representative from the Samoa Chamber of Commerce and Industry also attended. Further consultations were undertaken following the workshop with additional stakeholders, including the Samoa Association of Manufacturers and Exporter, the Ministry of Women, Community and Social Development, and Nuanua o le Alofa – Disability Advocacy group.

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 Samoa in order to achieve the outcomes sought by APTC and its partners. It also grounds the objectives of APTC in the Samoa 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 Samoa 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 SAMOA

CURRENT SITUATION

In Samoa 'TVET' is generally used to describe training in trades and applied skills that is based on practical instruction and the demonstration of competencies. It includes training delivered in secondary schools and is therefore a broader concept than Post School Education and Training 'PSET'. The latter is a subset of the TVET landscape and reflects the Samoa Qualification Authority's mandate to quality assure and coordinate post school education and training.

There are a broad range of stakeholders in the Samoa TVET sector, with varying levels of involvement, interest and influence. These include those directly involved in the sector such as: vocational training centres and the National University of Samoa (NUS); relevant government ministries such as the Ministry of Education, Sports and Culture (MESC), the Ministry of Commerce, Industry and Labour (MCIL), Ministry of Women,

Community and Social Development (MWCSD) and the Ministry of Finance (MOF); the Samoa Qualifications Authority, which is the national body responsible for coordinating, registering and quality assuring post school education and training programs; and, the Samoan Association of Technical and Vocational Education and Training Institutions (SATVETI), which is currently administered by the Samoa Qualifications Authority (SQA).

It also includes those served by the sector such as current and future students and their families and communities, TVET alumni, and industry and nongovernment organisations. Other stakeholders are those who support the sector directly, such as international donors including DFAT, NZAID and the United Nations, and indirectly, such as disability organisations, women's organisations and the media.



TVET DELIVERY

In 2018 there were 26 registered post school education and training (PSET) providers in Samoa, including the NUS and the University of the South Pacific (USP), and numerous church agency institutions and public-sector run training centres². There were only two private training providers, which has been identified as a weakness in the TVET system by NUS³.

A 2016 report by SQA noted that 74% of all providers⁴ (23 out of 30) and 100% of TVET providers were registered⁵. This indicates solid progress in provider registrations since SQA was set up 10 years earlier. Further, by 2016, 40 Samoan and nine provider qualifications were registered by SQA under the Samoa Qualifications Framework (SQF). This rate of registration of qualifications was described as high in all fields (over 70%) except for in the food, hospitality and personal services where it was only 25%. This was understood as being due to resistance by some training providers to the national qualification system reforms, due to the following factors: perceived loss of institutional autonomy; not understanding the value of compliance with SQA policies and procedures; entrenched approaches and resistance to change; and the additional workload combined with a lack of resources for compliance⁶. There are also challenges in maintaining quality in registered qualifications, with both the regulator, SQA, and TVET providers being under-resourced for this work.

The Government of Samoa has set key outcome in its national Strategy for the Development of Samoa 2016/17 – 2019/20 to deliver quality education and improved training⁷. The intention is to align education and training with national human resource development priorities so that there are increased employment opportunities for graduates and to increase access to TVET, especially for vulnerable groups. The strategy also points to the need for

all education service providers to be compliant with minimum service standards established for education service delivery. This follows an assessment of the outcomes of the previous Samoa development strategy which found that: "PSET providers have insufficient organisational capacity to achieve required quality standards because of inadequate knowledge and skills of lecturers/trainers and the quality of school leavers entering the FOE [Faculty of Education] at NUS⁸."

The Samoa Education Sector Plan (2019-2024), finalised in September 2019, combines the plans of the Ministry of Education, Sports and Culture (MESC), National University of Samoa (NUS) and the Samoa Qualifications Authority. It aims to strengthen the education and training system, with TVET identified as one of five priority areas. TVET is seen as a critical tool for improving productivity and reducing unemployment (particularly youth and school leavers) by producing graduates who can meet the demands of domestic and international labour markets.

Specific TVET related strategies include: implement and monitor quality assurance systems; developing a national TVET curriculum and competency standards; develop competent education workforce; address barriers to learner participation and engagement, and create inclusive and safe training facilities; promote and deliver relevant programs; promote pathways for employment and further study; and, strengthen management and leadership of TVET providers. The plan includes an estimated cost of implementing the TVET priority of SAT\$13.4 million and a set of indicators for its assessment. These include PSET graduate employment rates, the number of programs accredited and qualifications recognised, and progress with establishing TVET in secondary schools.

² Ministry of Education, Sports and Culture. (2019) Education Sector Plan (2019-2024). This document provides combines the plans of the MESC, NUS and SQA.

³ National University of Samoa. (2018) Draft Technical and Vocational Education (TVET) Strategy for Samoa 2018–2022. NUS.

⁴ Includes non-formal learning providers.

⁵ Samoa Qualifications Authority. (2016) Samoa-Australia Partnership for Development in Support for the Technical and Vocational Education and Training (TVET) Sector – Completion Report. Samoa Qualifications Authority.

⁶ Ibid.

⁷ Ministry of Finance. (2016) Strategy for the Development of Samoa 2016/17 – 2019/20, Government of Samoa. Accessed online at <http://extwprlegs1.fao.org/docs/pdf/sao165879.pdf> on 27/08/19.

⁸ Ibid. Pg 19.

TVET DEMAND

In addition to working on quality TVET supply, there is an increasing recognition in Samoa of the need to build TVET demand, including by building student and labour market demand.

Samoa has a very large youth population and high rates of youth unemployment, but relatively low levels of demand for TVET training compared to higher education. Research suggests this is linked to the perception that the TVET system caters to the less academically inclined and does not lead to careers of choice⁹. The need to transform its image and the negative associations with TVET among the Samoan population has been identified as critical in driving change.

The need for closer links with industry has also been identified. Consultations with industry bodies suggest that there is a general lack of qualified and capable Samoans, in areas ranging from engineering to garment manufacturing. Therefore, employers either hire foreign workers with the necessary technical expertise or take their business

offshore. The need to reduce Samoa's reliance on foreign workers by ensuring employers have access to domestic graduates of at least equal quality was also identified in the design of APTC phase three¹⁰. Low numbers of quality domestic graduates is attributed to the lack of investment in TVET, lack of consultation with industry to determine training priorities, low capacity of TVET trainers, and the low language, literacy and numeracy levels of students.

Consultations indicate that there are some examples of TVET providers working with industry to design courses that meet specific industry needs. For example, APTC worked with the Plumber's Association of Samoa to increase plumbing standards by encouraging plumbers to complete training and get registered. In another example, the NUS is working closely with industry to design training programs in nautical skills, navigational science and marine engineering.

KEY DRIVERS/ ENABLERS OF CHANGE

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

National development policy: As outlined above, the Samoan Government, in its current national development strategy, has identified and elevated the role of TVET in achieving the overall strategic objectives of Samoa, including social and economic development priorities. The Government of Samoa is also taking a longer-term perspective to progress its development agenda through the development of Samoa 2040, which education is a core element of.

Leadership: The Samoan Qualifications Authority has the responsibility for supporting TVET providers to offer courses that meet national competency standards and is investing substantial resources in building the capacity of the sector¹¹. There are also other leaders at political, government and community levels, who could help drive reform.

⁹ National University of Samoa. (2018) DRAFT Technical and Vocational Education (TVET) Strategy for Samoa 2018–2022.

¹⁰ From the APTC3 Investment Design Document. Accessed online at https://dfat.gov.au/about-us/business-opportunities/Documents/_aptc3-design-document.pdf on 30/8/19.

¹¹ National University of Samoa. (2017) TVET Desk Review – Getting at Risk Young People into TVET. NUS, Apia.

Industry engagement: NUS and APTC experiences show that some sections of industry in Samoa are interested in cooperating around course development and advocating to their employees for the benefits of training and qualifications.

Large youth population: Samoa has a large population of young people and high youth unemployment at around 17%. These young people could be attracted to good quality, industry linked TVET with the potential to secure them employment in jobs that provide them income and job satisfaction.

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

BARRIERS TO CHANGE

At the same time the context in Samoa is challenging and there are a number of barriers that could limit action for change, including:

Insufficient government investment in TVET: The Government of Samoa allocates around 1% of its recurrent budget for TVET, which is very low relative to the need and the opportunity to contribute to national development through training people in trades known to lead to employment. Lack of investment is evident in inadequate funding for training trainers, TVET scholarships, training equipment/facilities/resources, and TVET research.

Inadequate coordination and collaboration: There is a lack of coordination across Government ministries, and the approach between government, TVET providers and champions, communities, churches and industry is very fragmented. Current oversight is weak and there is no lead coordinating body. Further, inadequate coordination and communication with industry means training is not necessarily relevant and matching the needs of employers.

Affordability and Accessibility of TVET: Many Samoans cannot afford or access TVET courses, particularly those living in rural areas. Women face additional barriers, as do people living with a disability, which means TVET is not a viable option for them.

Low levels of language, literacy and numeracy (LLN): A substantial number of potential and current students have limited formal school and others are leaving school without the necessary LLN skills to complete training courses and take up employment. The lack of 'soft skills' is also an employment barrier for Samoan graduates.

Undervaluing of TVET: This is an issue among families with many parents considering TVET a second-class option for children who are unable to continue along the traditional academic pathway.

Limited data to inform TVET decision-making: There is insufficient and poor quality data to inform TVET decision-making, including in terms of labour market needs. The completion of the Human Resource Development Plan, which could serve as a critical instrument for understanding the Samoan workforce, has been delayed and its current status is unclear.

CURRENT OPPORTUNITIES

In this context of both enabling and inhibiting factors for change, the following contextual opportunities have been identified as particularly open to engagement by APTC and other collaborating organisations:

Government focus on national development and TVET: Numerous recent national strategies and plans indicate increased political will to improve the TVET sector. Samoa's first national TVET strategy and policy framework is close to being finalised and an education sector plan, which has an increased focus on TVET, is also being drafted. Once finalised these national plans will provide additional policy platforms for driving TVET sector reform.

Revival of the Samoan Association of Technical Vocational and Training Institutes (SATVETI): This is an important Samoan professional organisation, which has been recently revived, and could play an active role in driving improvements in the sector.

Information, Communications and Technology: The Samoan population has high levels of access to telecommunication services and most young people have mobile phones. This could provide an opportunity to reach more students, particularly those in the rural areas, at lower cost.

Scholarships: The Samoan Government provides scholarships for tertiary education, which could be better publicised. There is also the potential for more scholarships to be targeted to TVET students, potentially with donors more actively ringfencing funds for TVET. This would help increase the perceived value of technical training and incentivise this option by making it more affordable.

Regional initiatives: Samoa is actively involved in regional initiatives designed to improve labour mobility outcomes, including the Pacific Regional Education Framework and the Pacific Labour Scheme. Regional labour mobility is recognised as an option that some Samoans may want to take up but who will then need support to reintegrate into the Samoan workforce on their return. These initiatives provide another platform to improve TVET outcomes in Samoa, as well as to influence TVET reform nationally and regionally.



APTC SAMOA PROGRAM STRATEGY

APTC OBJECTIVES IN SAMOA

In line with the overall purpose of APTC¹² there are three 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 Samoa TVET context, stakeholders identified the following specific changes for the end of APTC Phase 3:

- a. Students will be able to pursue their career of choice based on a clear understanding of employment opportunities, pathways and TVET offerings. Graduates will have the right skillset and adequate skills to do jobs for which they will be adequately remunerated. Graduates will include women and people living with a disability.

Underpinning this outcome is the assumption that the pathway between secondary school, training and employment will be clear and well understood. Also, that training will focus on teaching the necessary skills and to the required standard so that graduates can move straight into jobs. There is also an assumption that salaries will be standardised and the minimum wage will be at a level that provides people with a decent income. There will be a better understanding of the needs of women and people living with a disability and the TVET system and workplaces will cater to their needs, thereby enabling them to take up employment opportunities. There will also be improved links with industry which will increase the quality of training and the creation of employment opportunities.

- b. There will be more resourcing of language, literacy and numeracy programs by government, and churches will also resource and deliver LLN programs. Government will invest more in TVET scholarships and actively promote awareness of them. Government will also subsidise TVET training in specialised fields and release government workers to do further training. Industry will be willing to contribute to TVET by releasing staff to do further training. Trainers will invest in their own further training through bond arrangements.

Achieving this outcome assumes that it is possible to influence government to allocate more resources to LLN and TVET using policy platforms, leaders and a better coordinated TVET sector (coalition) to create more interest and support for TVET. It also assumes that it is possible to build relationships with and influence churches to direct resources to LLN and to prioritise teaching LLN to the children in their congregations from a young age. It also assumes that specific lobbying of government will result in more TVET scholarships, subsidies for training in specialist areas and professional development opportunities for public sector employees. Another assumption is that industry priorities will be understood so that effective strategies that incentivise employers to employ and invest in local people can be designed.

- c. There will be effective collaboration between providers and industry through coalitions, which will support the design and delivery of quality training. TVET providers will be adequately resourced, they will employ quality trainers and they will deliver a diverse range of accredited courses to professional standards.

Achieving this outcome assumes between the TVET sector and industry based on a commitment to improving the reputation and performance of the sector. It also assumes there will be adequate resources for providers, which will have access to a pool of sufficiently qualified and competent trainers. Finally, it assumes the national accreditation system under SQA will be functional and ensure courses are delivered to industry standards.

¹² The APTC Phase 3 purpose is - The skills and attributes available to employers from TVET systems align with labour market requirements.

APTC APPROACH

Taking into account the complex Samoan context, APTC will work with a range of stakeholders to bring about change towards its intended outcomes. It will recognise the current drivers and work with others to address the key barriers and take advantage of key opportunities. APTC will be one player within the wider system and seek to leverage broader change through its relationships and collaborations with others. Making use of existing resources and in line with the overall programme approach APTC will work with other interested Samoa TVET stakeholders using the following core strategies¹³ :

a. Deliver quality TVET programs

- Continue to deliver quality TVET programs and explore the potential use of ICT to improve training quality and increase TVET accessibility for sections of the population with limited access.
- Model effective industry engagement in developing specific training programs that respond directly to industry needs and meet SQA standards, and document these successful examples.

b. Advocacy on Government resourcing and policy

- Advocate to the Samoan government to fund more TVET scholarships for students and to provide subsidised training for TVET trainers, and assist the Samoan Government to advertise these opportunities more broadly.
- Advocate to and support the Public Service Commission to complete and implement the Human Resource Development Plan, which will assist in understanding Samoan workforce needs.

c. Coordination and collaboration

- Advocate for and support SATVETI and the Education Sector Advisory Committee in their respective roles coordinating TVET stakeholders and leading TVET reform.
- TVET sector stakeholders to explore and progress additional collaboration/coordination mechanisms, such as a TVET community of practice.

d. Information and awareness-raising

- Improve the collection, quality, accessibility and use of data to improve education, training and employment outcomes by working closely with key stakeholders and ensuring APTC collects and shares quality data.
- Use quality data for TVET in Samoa to map pathways from training into employment and use this information to promote TVET as a viable career pathway.

e. Improve Language, Literacy and Numeracy

- Advocate to government to increase its investment in and the quality of LLN programs in schools and in remedial LLN programs for youth and adults.
- Support locally-led LLN outreach and remedial programs by working with faith-based organisations that are delivering these initiatives.

¹³ 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.

MONITORING AND EVALUATION

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

- Partnerships and engagement with industry and the extent to which this helps shape quality curriculum and training, and creates broader opportunities for graduate employment.
- How ICT can be used to increase the quality of TVET training and the extent to which online learning can increase TVET accessibility for rural and marginalised groups.
- Collaborative and strategic advocacy for the value of TVET based on quality data and the extent to which this influences families, communities, government and industry towards further support for the sector.
- The extent to which language, literacy and numeracy rates can be improved in partnership with government and churches so that more Samoans meet the entry requirements for TVET courses.



Outcomes

Increased resourcing of Language, Literacy & Numeracy programs by Govt. & Churches

Graduates have right skill-set & adequate skills to do jobs for which they will be adequately remunerated

Effective Collaboration between Providers & Industry through coalitions



Strategies

Advocacy on Govt. Resourcing & Policy

Information & Awareness-raising

Improve Language, Literacy & Numeracy

Deliver quality TVET Programs

Coordination & Collaboration



Assumptions

Industry priorities will be understood so that effective strategies that incentivise employers to employ & invest in local people can be designed.

Government is influenced to allocate more resources to LLN & TVET through policy platforms & leaders with better coordinated TVET sector creating support & interest in TVET.

There is better understanding of the needs of women & people living with a disability and TVET system & workplaces will cater for their needs.

Pathway between secondary school, training to employment is clear & well understood and training focused on required standard that allow graduates to go straight into jobs.



Churches are influenced to direct resources to LLN and prioritise teaching LLN to the children in congregations from a young age & specific government lobbying will result in more TVET scholarships

There is improved links with industry which will increase the quality of training and the creation of employment opportunities.

Salaries will be standardised and minimum wage will be a level that provides people with a decent income.

PRINCIPLES

Strong Leadership & Coordination

Commitment to the Young Population

Enhancing perception on TVET

Focus on GESI

Enablers and Disablers for Success

DRIVERS



National Development Policy: Role of TVET has been elevated & identified in Samoa National development strategy including a longer term development agenda via Samoa 2040.

Leadership: Samoa Qualifications Authority responsible for supporting TVET providers in meeting National Standards & building sector capacity with other leaders at political & community levels.

Industry Engagement: Sections of industry in Samoa with keen interest in cooperating around course development & advocating benefits of trainings to employees.

Large Youth Population: And a high unemployment rate of 17% provides an opportunity for TVET to secure employment in jobs that provide income & job satisfaction.

Donor Support & Resourcing: Australian Govt. & other donors support towards improving higher & in providing resources that could assist with further sector development.

OPPORTUNITIES



Govt. focus on TVET in National Development: Increasing political will in recent national strategies including Samoa's first National TVET strategy & Policy framework will provide policy platform to drive TVET sector reform.

Revival of the Samoan Association of Technical Vocation & Training Institutes (SATVETI): recently revived, could play an active role in driving sector improvements.

Information, Communications and Technology (ICT): High access to ICT by youth provides an opportunity to reach more students in rural areas at a lower cost.

Scholarships: There is potential for more scholarships targeted to TVET students, potentially with donors more actively ring-fencing funds for TVET increasing value of TVET.

Regional Initiatives: including Pacific Labour Scheme is recognised as an option for employment pathways but support needed in reintegration back into Samoa workforce.

BARRIERS



Insufficient Govt. Investment in TVET: The government allocation of 1% in its recurrent budget is very low & evident in inadequate funding for training trainers, TVET scholarships, training resources & research.

Affordability & Accessibility of TVET: Many Samoans particularly those living in rural areas, women and those living with a disability cannot afford or access TVET courses.

Undervaluing of TVET: This is an issue among families with many parents considering TVET a second-class option for children who are unable to continue the traditional academic pathway.

Inadequate Coordination & Collaboration: The lack of a body to coordinate and provide oversight between TVET stakeholders including Govt.; TVET providers, communities, churches and industry.

Low levels -Language, Literacy & Numeracy (LLN): A substantial number of potential & current students with limited formal school or leaving school without the LLN skills to complete courses or take up employment.

Limited data to inform TVET decision-making: including Labour Market information. Completion of Human Resource Development Plan will serve as critical instrument in understanding the Samoan workforce better.

Annex One: Recent and ongoing Australian support for technical and further education and training in Samoa¹⁴

| DONOR | SUB-SECTOR | INVESTMENT/AGREEMENT/ACTIVITY | OBJECTIVES / KEY ACTIVITY |
|--------------------------------------|--|--|---------------------------|
| Australian Government (DFAT) | | | |
| Education | Samoa Education Sector Support Program Up to AUD 15.4 million (2011-19) | <p>Current:</p> <ul style="list-style-type: none"> Education Sector Support Program (ESSP) funding of up to \$12.5m (from ECE – PSET including Inclusive Education). TA Facility support to the sector of up to \$3m. Bilateral support to the regional Pacific Benchmarking for Education Results (PaBER); and toward strengthening sector coordination activities, 860,200. <p>Completed/Previous support:</p> <ul style="list-style-type: none"> Direct Funding Arrangements with Samoa Qualification Authority for TVET/PSET work (\$2.5m); Various TA support \$919,901. | |
| New Zealand Government (MFAT) | | | |
| Education | Primary School English Literacy Project (Peace Corps) | The Primary School English Literacy Project was developed in close partnership with the Ministry of Education, Sports, and Culture (MESC) and was officially launched in 2012. Volunteers in the Primary School English Literacy Project play an important role in helping Samoans develop the skills they need to succeed and thrive. Volunteers not only build the English literacy skills of students but help teachers incorporate student-centred teaching methods. They also work to improve information and communication technology resources and to increase the community's involvement in literacy activities. | |
| Japan | | | |
| Education/Training | Grant Assistance for Grassroots Human Security Projects (GGP) | Japan's GGP aims to aid self-supporting socio-economic development activities that benefit sectors at the grassroots level in the Independent State of Samoa. This includes: <ul style="list-style-type: none"> (a) Building and repairing school buildings in rural areas and schools with poor educational environments. (b) Building and repairing training centre buildings for human resource development and community development. | |

¹⁴ From the ATPC3 Investment Design Document. Accessed at <https://dfat.gov.au/about-us/business-opportunities/Documents/aptc3-design-document.pdf> on 21/8/19.



| DONOR | SUB-SECTOR | INVESTMENT/ AGREEMENT/ ACTIVITY | OBJECTIVES / KEY ACTIVITY |
|-------------------------------------|---|---|---------------------------|
| Australian Government (DFAT) | | | |
| TVET/Skills development | APTC Phase 3 | <p>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 Samoa include:</p> <ul style="list-style-type: none"> • Over 1800 Samoa nationals have graduated with APTC qualifications. • Partnerships with National University of Samoa (NUS), Nuanua o le alofa (NOLA), Samoa Water and Sanitation Sector, Samoa Qualification Authority (SQA) and Samoa Tourism Authority (STA). • Program development initiatives with NUS on plumbing. • Language and Skills facilitator support with NUS and NOLA. • Implementation of Samoa Skills Workshop in collaboration with MCIL, SQA, MESC, NUS and MWCSD. • Engagement and inclusion in Education Sector, Apprenticeship Council, Tourism Training Taskforce as well as membership in key peak bodies such as Samoa Chamber of Commerce and Industry. | |
| 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 provide up to \$5 million per year for up to 40 long-term scholarships and 10 short-term awards for Samoans to undertake vocational, undergraduate or postgraduate studies in Australia and the region. Fields of study are aligned with Government of Samoa-identified human resource development needs. | |
| Scholarships | Australia Awards Distance Education Scholarships \$2.9 million over 15 years (completed) and \$550,000 per intake (current program) | Supporting the delivery of distance education within Samoa, facilitating skill development while retaining the student in country particularly where candidates with family and work responsibilities, especially women who wish to continue current employment. The program is targeted at people in management positions from the public, private, NGO sectors and is only available for postgraduate studies. | |



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| 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. |
| Employment | Pacific Labour Mobility Scheme | The Pacific Labour Scheme commenced on 1st July 2018. Building on the success of the Seasonal Worker Programme, the new Scheme will help meet business demand across all sectors in rural and regional Australia. |
| 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"> Increasing the quality of training and flow of workers to Australia. Promote the PLS with Australian employers. Provide support services for Pacific workers in Australia and support their return to local communities and economies. Monitor the social and economic impacts of Australia's labour mobility arrangements |
| 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 Samoa include: <ul style="list-style-type: none"> Small grants to 116 women recipients - have helped them to develop small businesses through the Samoa Women Shaping Development Program. |
| 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. Australia supported 18 new and 12 ongoing Australian Volunteers for International Development in Samoa in 2018-19. |
| 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. |



| New Zealand | | |
|------------------------------|---|--|
| Education | Support for EQAP | <p>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.</p> <p>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.</p> |
| 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. |
| UK | | |
| Education | Scholarships | Chevening scholarships are available for postgraduate in any subject at any UK university. Expenditure in FY 19-20 was £52,320. |
| 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 SAMOA STAKEHOLDER PERSPECTIVES

SAMOA AUGUST 2019

