

# HOW TVET CHANGE HAPPENS: TUVALU STAKEHOLDER PERSPECTIVES

TUVALU NOVEMBER 2019





# FOREWORD



**This report is the outcome of an intensive consultation with a broad range of stakeholders in Tuvalu 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 Tuvalu stakeholder views and perspectives on drivers for change, barriers, opportunities and strategies that will lead to effective TVET outcomes. It represents a milestone for Tuvalu 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 Tuvalu 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 Tuvalu 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.

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2. Funafuti Lagoon Hotel
3. Ministry of Finance
4. Ministry of Education, Youth & Sports
5. Ministry of Works & Environment
6. Tuvalu Fusialofa Association
7. University of the South Pacific

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# INTRODUCTION

Tuvalu is a group of nine small, low-lying islands in the south-west Pacific that is home to 11,342 people. Many Tuvaluans live on the outer islands in extended family households, although about half of the population reside on Funafuti, the centre of government and commerce. Population pressures and the impact of climate change pose unique challenges for the country's development.

The main economic activity in Tuvalu is subsistence farming and fishing. Within the formal sector, the Tuvaluan government is the largest employer, with public sector workers making up about 65% of those in formal employment. Remittances from Tuvaluans living in Australia and New Zealand or employed on overseas ships also make an important contribution to the economy. In 2019, an important focus for the newly elected Government of Tuvalu is increasing employment opportunities for young people.

Key stakeholders within the TVET sector in Tuvalu include the Ministry of Education, Youth and Sport (MEYS), the Ministry of Health, the Ministry of Home Affairs, and the Ministry of Finance as well as TVET providers such as the Tuvalu Maritime Training Institute (TMTI), the Tuvalu Atoll Science and Technology Training Institute (TASTTI), and the University of the South Pacific (USP).

The Australia Pacific Training Coalition (APTC) commenced in 2007 with a focus on delivery of quality technical and vocational education and training (TVET) services to support positive employment outcomes for graduates. Now 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 increase its value to industry.

Finally, 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 strategies and accompanying monitoring and evaluation frameworks.

This document developed in consultation with a wide range of stakeholders in Tuvalu, is intended to communicate the understanding by those stakeholders about what needs to change in Tuvalu in order to achieve the outcomes they seek. It also grounds the objectives of APTC in the Tuvalu context, with reference to current challenges and opportunities. It outlines proposed strategies for the whole of the stakeholder group, and areas for ongoing assessment. It serves as the basis for interested stakeholders in Tuvalu, APTC included, to develop their specific contribution. APTC plans to use this document to inform the development of a strategy to inform its operations.

<sup>1</sup> A TOC workshop was conducted in Tuvalu November 12-13, 2019 with a broad range of TVSD, government and industry stakeholders.



# TVET IN TUVALU

## CURRENT SITUATION

Technical and Vocational Skills Development (TVSD) has a long history in Tuvalu. Two of the ten primary schools in the country offer technical and vocational skills training in years 9 and 10. One of the two secondary schools also offer technical and vocational skills development in years 10 to 13. The Tuvalu Maritime Training Institute (TMTI) provides training to approximately 120 marine cadets each year in order that they have the skills necessary for employment as seafarers or merchant shipping. Additional post-secondary technical training is offered through the Tuvalu Atoll Science and Technology Training Institute (TASTTI), and by external providers such as the University of the South Pacific (USP) through its Tuvalu campus as well as APTC.

Despite these provisions, the figures provided by Ministry of Education show more than 50% of students drop out of formal education between Year 8 and 10, suggesting they miss the opportunity to take advantage of either academic or technical studies and likely severely limit their employment opportunities.

In 2019, Tuvalu voted in a new government. In October 2019, the government released its vision and policy directions for the coming four years, which focus on improving the quality of life for people in Tuvalu as well as promoting core Tuvaluan values and culture. A priority within the plan is attention to youth unemployment.

Within this overall context, the Ministry for Education, Youth and Sport (MEYS) is proposing to develop a national policy for TVSD and an accompanying strategy for the education sector. Working with the support of the DFAT funded Australian Support to Education in Tuvalu (ASET) program, the new strategy is expected to make use of the Pacific Qualifications Framework and to map courses for certificate level, primary and secondary TVSD provision.

The ASET program is proposing to support MEYS to focus on professional development of TVSD teachers and resources, development of pathways and increased information about the value of technical and vocational skills for teachers and parents.

## APTC OBJECTIVES IN TUVALU

In line with the overall purpose of APTC<sup>2</sup>, there are three broad end of program outcomes expected by the end of the third phase. Grounding these in the Tuvalu context, stakeholders identified the following specific changes for the end of APTC Phase 3 in Tuvalu:

### 1. Graduates have improved employment outcomes

In Tuvalu, this change will mean graduates are able to both sustain themselves and use their skills and knowledge to contribute to the development of the communities around them.

This will require training programs to be increasingly adapted to the Tuvalu context, recognising the value of traditional skills and knowledge and responding to up-to-date assessments of labour market gaps and opportunities.

<sup>2</sup> The APTC Phase 3 purpose is - The skills and attributes available to employers from TVET systems align with labour market requirements.



*Achieving the change requires two fundamental shifts as follows:*

- a. *TVSD is seen as a credible pathway for young people, especially by their families and communities.*
  - b. *The establishment of a responsive and productive working relationship between government, industry and TVSD training providers. A relationship that generates up-to-date information on labour market needs and opportunities and in turn shapes the training being provided, ensuring its relevance to the Tuvalu labour market and produces graduates with the required skills.*
- 2. Co-investment in skills training increases**

This change would mean that the Government of Tuvalu would have established National qualifications assurance framework based on the proposed TVSD policy and strategy. The government would lead on resourcing for this area including the provision of scholarships for training.

As a result, there would be clearer pathways that would respond to the needs of the private sector and international labour market opportunities.

*This change assumes that the government and the private sector are able to cooperate together, focused on their respective responsibilities to create viable employment pathways for young people and adults alike.*

**3. Selected TVET partners demonstrate quality TVET provision**

For Tuvalu, this change means that the essential features of a good quality TVSD system will be in place. This includes a comprehensive policy that will underpin pathways for skills development, qualified and well-trained teachers, locations where the training can be delivered, and an established TVSD Association to exchange ideas, maintain attention to standards and promote learning across the sector.

*Underpinning this vision for change is the assumption that the national government will commit to and support, the development of the sector in a comprehensive way. A further assumption is that the internal labour market, including the recruiting organisations, will recognise the value and quality of people trained in Tuvalu and give priority to their employment. It is assumed that this will in turn promote increased demand to maintain such quality.*

# HOW WILL CHANGE HAPPEN?

## STAKEHOLDERS

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Tuvalu is not a large country, but similar to other locations in the Pacific, it has a wide range of stakeholders with a strong interest in the directions of TVSD.

The Government of Tuvalu was identified as a very important stakeholder in the development of the sector and one with the power to make a significant difference. This particularly includes the Department of Education within MEYS. It also includes other areas of government such as the Ministry of Health, which has responsibility for Women's Affairs and Social Development, the Ministry of Home Affairs, which has oversight of public works and infrastructure development, and the Ministry of Finance with responsibility for budget allocation. It was recognised that these and other related ministries need to both understand and support, the technical and vocational skills sector in order to ensure whole of government prioritisation of its further development.

Additional stakeholders include training providers such as TASTTI, TMTI, USP at its Tuvalu campus and APTC. These providers bring significant long-term experience to contribute further development of the sector. The private sector, represented by the Tuvalu National Private Sector Organisation (TNPSO) and individual businesses in the country, have an interest in the development of relevant skills for further business development.

Other stakeholders include the major Disabled Persons Organisation (DPO), FusiAlofa, which has a particular interest in developing opportunities for people living with a disability.

An important set of stakeholders identified by participants at the workshop include families and communities. These include the island Chiefs (ulu-aliki and alikis) and island community councils (Falekaupule). Their views about the worth of technical and vocational skills education is considered key to the engagement of young people. It was recognised that any strategies to further the uptake of technical and vocational skills training required engagement with families, communities and leaders.

Beyond these immediate stakeholders are the development partners, especially Australia, New Zealand, Asian Development Bank and World Bank; that support both technical training and labour mobility for the people of Tuvalu. Other stakeholders include other Pacific governments where people from Tuvalu might find employment.



## DRIVERS OF CHANGE

There are several influences likely to support and drive positive change in the Tuvalu TVSD sector.

- **Strong culture and tradition** is a feature of life in Tuvalu and provides pathways for communication about ideas and opportunities. Connecting with faith-based and local leadership systems is likely to be an effective way to support change in attitudes and political support for TVSD.
- **Families and communities** want long-term and viable opportunities for their young people.
- **Labour mobility** opportunities provide a strong incentive for further sector development. Tuvalu already engages in Pacific labour schemes and has a long history of maritime employment. It enjoys steady remittances from citizens working in other countries. Expanding these opportunities through TVSD development will be in line with people's general experience.
- **Geographic isolation** has already built a culture of adaptation and practical skill development. The formal TVSD sector is able to build upon these existing capacities.

## BARRIERS TO CHANGE

There are some significant barriers to change in Tuvalu for the TVSD sector. Some of those highlighted include:

- There is **limited cooperation and working relationships** between institutions and training providers. Related to this, there is a lack of pathways and curriculum development from school to post school and between training institutions.
- There is a view, held strongly by parents and communities, that **TVSD is a poor alternative to academic education**. This has been reinforced by the approach within the education system, which sees the provision of vocational skills as training for those who have 'dropped out' of the mainstream curriculum.
- A significant barrier identified by several participants was the **low priority given to technical and vocational skills training. This was exacerbated by the nomenclature used to reference this area of education**. Furthermore there is insufficient budget and staffing resources provided for the sector. It is not identified as a priority area in itself within the new government development vision.
- Tuvalu is a traditional society, which has strong views on **appropriate roles for women**. This is likely to have inhibited women's uptake of skills training especially in areas traditionally seen as reserved for men.
- Tuvalu enjoys support from several donors. Some of this support comes with its own objectives and priorities. As a small country with limited government resources, these **donor programs can interfere with and divert attention from sustained action for change**. An ongoing problem is the regular and extended travel undertaken by government and other stakeholders outside of the country to attend training, meetings and reporting for donors.
- Tuvalu is spread across **nine islands with limited communications and transport** between the islands. There are therefore challenges in the provision of technical and vocational skills training across the country.



## CURRENT OPPORTUNITIES

In between the drivers and barriers to change sit the opportunities in the current context where change might begin. Particular opportunities in the current landscape include:

- As noted, the Department of Education in MEYS is being supported through the ASET program to develop a TVSD policy and strategy. This is an important opportunity for the department to provide leadership for the sector and reinforce the value of TVSD within the national government.
- While there are several areas of quality to be developed, in particular standards, training for teachers and pathways between training and education opportunities, there is considerable existing experience from which to draw. Provided with a clear policy and some additional resources, the sector could rapidly develop a coherent strategy and act together for change.
- It was noted by several participants that people in Tuvalu have skills, in particular the practical skills they have developed to support themselves and their communities. These could be further enhanced through targeted training to provide appropriate technical standards and associated skills such as financial and management qualifications. Where required, upgrading of numeracy and literacy skills would also enhance existing capacities. People felt there was considerable opportunity to build upon existing knowledge and capacity and therefore ensure skills development best serves development directions in Tuvalu.
- The formal systems of governance and communication within the islands and between islands could be harnessed to support awareness raising about the value of TVSD.
- TVSD is already embedded in the school system within Tuvalu and there is a good opportunity to build upon this existing resource, particularly to complement it further with pathways into post-secondary training.
- Funding is available through donor programs to support the development of technical and vocational training (refer to Annex One). Labour mobility opportunities are also available with Australia and New Zealand. While these opportunities cannot lead change in the sector in Tuvalu, they can be utilised to support the strategic directions identified and managed by stakeholders.



## STRATEGIES FOR CHANGE IN TUVALU

Taking up the opportunity provided by the development of a new policy and strategy through the Department of Education, respondents identified the need to build on the existing knowledge and systems of community and government in Tuvalu to develop an approach to TVSD that best serves the future development of the country. APTC and other donor-funded programs can then support and complement this locally defined approach.

Particular features of this approach are likely to include:

- Improved communication and cooperation between stakeholders, in particular government, training providers and the private sector to support a coordinated approach and provide accountability for progress.
- Attention to curriculum development, pathways from school to post school training opportunities and alignment to employment opportunities. This needs to lead to increased choices for students, improved quality of training and viable options for all people including women and those people living with a disability.
- Rationalising the use of existing training resources, which would include sharing resources between institutions as far as possible and advocating for the use of government and private sector resources. In the longer term, there may be the need for more dedicated training resources within the country. In addition, a more collaborative approach to their purchasing and use.
- Core to successful development of the TVSD sector is the need to promote technical and vocational skills as a valuable and worthwhile career pathway, particularly for young people, parents and community. This will likely include promotional events, ongoing advocacy to community and local leaders and regular information flow to students and their parents. This will require joint work between government, private sector and training providers.
- The sector requires up-to-date and relevant information. This includes information about labour needs in the country and potential labour mobility opportunities beyond Tuvalu. This information needs to be readily available and presented in ways that help shape training and demand.

<sup>15</sup> From the ATPC3 Investment Design Document. Accessed online at <https://dfat.gov.au/about-us/business-opportunities/Documents/aptc3-design-document.pdf> on 13/9/19.

## INITIAL ACTIONS COULD INCLUDE THE FOLLOWING:

- The establishment of an action group<sup>3</sup> to ensure that:
  - ▶ The proposed strategies outlined in this document are communicated with the Department of Education.
  - ▶ The Department establishes a permanent TVSD working group, comprising government, training providers, private sector and community representatives.
  - ▶ Progress on national policy and strategy proceeds in a timely manner.
- A program of public awareness is developed making use of media, existing government and civil society connections and the private sector and the knowledge and experience of existing training service providers. This can be supported by donors and might include elements such as a career exhibition, a jobseeker database, community consultations, and various information sharing processes through media and other mechanisms.
- The collection and sharing of data relevant to industry training needs. This will be developed from current government information records and supplemented with information from private sector providers and training providers.

## MONITORING AND EVALUATION

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

- What happens to graduates, both in terms of their immediate employability and how they are able to further develop and expand their options through various pathways?
- Are graduates equipped to both serve the development needs of Tuvalu and take up opportunities for labour mobility in Pacific and beyond?
- What is the experience of women and people living with a disability? Have options for these and other more vulnerable groups been developed within TVSD sector development?
- Has the development of TVSD policy and strategy by the government underpinned renewed action and development of the sector?
- Is the Government of Tuvalu actively supporting and providing resources for technical and vocational skills development?
- Is there increased public support, especially from parents and communities, for young people to take up opportunities for technical and vocational skills training?
- Are the various stakeholders- particularly government, private sector and training providers cooperating together to ensure the most effective information exchange and further development of the sector?

<sup>3</sup> Proposed membership of this time-limited action group would include TASTTI, USP, MEYS, TMTI, HRM, the public sector and community representatives.

## Outcomes

Graduates can sustain themselves & use their skills & knowledge to contribute to community development

Established National Qualifications Framework based on proposed TVSD policy & strategy

Quality TVSD system in place including comprehensive policy for skills development and TVSD association



## Strategies

Improved Communication & Cooperation Between Stakeholders

Curriculum Development & Employment Pathways

TVSD Advocacy & Promotion

Collection & sharing of Data on in-country & off-shore Labour Needs

Rational use of Existing training resources



## Assumptions

A focus on the internal labour market and recognition of the value and quality of people trained in Tuvalu will in turn promote an increased demand to maintain such quality.

The internal labour market, including the recruiting organisations, will recognise the value and quality of people trained in Tuvalu and prioritise their employment.

Establishment of a responsive & productive working relationship between government, industry and TVSD training providers that generates up-to-date information on labour market needs & opportunities which shapes training provided and relevance to labour market needs.

The National Government will commit to and support the development of the sector in a comprehensive way.

The Government and Private Sector are able to cooperate together, focused on their respective responsibilities to create viable employment pathways for young people.

TVSD is seen as a credible pathway for young people, especially by their families and communities.



## Principles

Strong core Tuvaluan Values & Culture

Culture of adaptation and practical skills

Focus on young people

Use of existing TVSD in schools

## Enablers and Disablers for Success

### DRIVERS



**Families & Communities:** Want long-term and viable opportunities for their young people.

**Labour Mobility Opportunities:** provide a strong incentive for further sector development including existing engagement with the Pacific Labour Scheme particularly in Maritime.

**Geographic Isolation:** has already built a culture of adaptation and practical skill development.

**Strong Culture and Tradition:** Connecting with faith-based and local leadership systems is likely to be an effective way to support change in attitudes & Political support for TVSD.

### OPPORTUNITIES



**Development of TVSD policy & strategy:** by the Department of Education in MEYS through the ASET program – an opportunity for the department to provide leadership for the sector and reinforce value of TVSD within government.

**Quality Standards for Teacher training** to be developed provided there is a clear policy and some additional resources, could see the rapid development of the sector with a coherent strategy.

**Existing skills among the people of Tuvalu** as a considerable opportunity to build upon to ensure that skills development best serves development directions of Tuvalu.

**Formal Governance & Communication Systems:** within and between the islands could be harnessed to support awareness raising on the value of TVSD.

**TVSD is Embedded in School System:** a good opportunity to build on this existing resource, particularly to complement it further with pathways into post-secondary training.

**Funding through Donor Programs:** to support the development of technical and vocational training along with Labour Mobility opportunities with Australia and New Zealand to support strategic directions and managed by stakeholders.

### BARRIERS



**Limited Cooperation & Working Relationships:** between institutions and training providers hence a lack of pathways and curriculum development from school to post school and between training institutions.

**TVSD is Low Priority for National Government:** evident through insufficient budget and staffing resources provided for the sector and is not prioritised within the new government development vision.

**Traditional Societal View on the Appropriate Roles of women:** is likely to inhibit women's take-up of skills training especially in areas traditionally reserved for men.

**TVSD a Poor Alternative to Academic Education** as viewed strongly by parents and communities and reinforced by the education system which sees the provision of TVSD for mainstream school curriculum "drop-outs".

**Donor Programs Interference with Sustained Action for Change:** an ongoing problem is the regular and extended travel undertaken by Government & Other Stakeholders outside of the country to attend training, meetings and reporting for donors.

**Limited Communications and Transport:** within and between the nine islands posing challenges to the provision of technical and vocational skills training across the country.

Annex One: recent and ongoing Donor support for technical, further education and training in Tuvalu

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY
<b>Australian Government (DFAT)</b>			
Education		Basic Education Support Program Up to \$5 million, 2017-2021	Building on the Achieving Education for All in Tuvalu Program (Australia's contribution \$3.6 million, 2012-2018), the Basic Education Support Program (\$1.25 million per year) aims to enhance access to quality education. The program focuses on improving school management, training teachers and building student literacy levels.
Education		Funafuti Classroom Building Project Up to \$4.1 million, 2015-2020	Australia is providing a grant to the Government of Tuvalu to fund the construction of 12 new classrooms and two toilet blocks at the main Government primary school in the capital, Funafuti. The project will provide school facilities that will ease overcrowding issues (currently the average class size is 45 students) and create an environment more conducive to student learning. The classroom building will be designed to withstand a Category 5 cyclone and act as an emergency shelter for the local community.

**PACIFIC REGIONAL**

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY
<b>Australian Government (DFAT)</b>			
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. APTC3 activities in Tuvalu include:</p> <ul style="list-style-type: none"> <li>• Short course on skills for work and vocational pathways that enable people with no foundational skills to have a pathway to enrol in Certificate II in Skills for Work and Vocational Pathways targeting 40 Tuvaluans.</li> <li>• Certificate II in Skills for Work and Vocational pathway targeting 15 Tuvaluans from the Short Course cohort.</li> <li>• Certificate I in Construction (RPL) targeting 8 Construction Workers identified during the construction of the Australian High Commission facility.</li> <li>• A total of 121 Tuvaluans (70 women) have graduated from APTC since 2009.</li> <li>• Development of Country Plan, which began with the Tuvalu Theory of Change workshop, held on 12-13 November and in partnership with the Labour Department. The workshop included a wide range of both government and non-government stakeholders including training institutions and entrepreneurs. The plan is aligned with the Government of Tuvalu's' development priorities including the Tuvalu TVSD Framework drafted by the Ministry of Education, Youth and Sports.</li> <li>• Labour market assessment for Tuvalu to better inform our training profile and that it is in line with the Government of Tuvalu priorities held in October 2019.</li> <li>• In consultation with the Ministry of Education Youth and Sports, we have submitted an expression of interest to the Fiji Program Support Facility to facilitate the International Skills Training Course targeting 15 TVSD Trainers/Teachers in Tuvalu.</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 Up to \$3 million/year	Australia Awards Scholarships and Australia Awards Pacific Scholarships provide opportunities for Tuvaluans to study at a tertiary institution in Australia or the Pacific region. This type of scholarship is available for vocational, undergraduate and postgraduate level. In 2020, Australia will support 17 new students to study at institutions in Australia and the region. A total of 60 students are currently studying in Australia and across the region on Australian Awards scholarships.
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, 31 Tuvaluan workers have participated in the SWP.
Employment	Pacific Labour Mobility Scheme	The Pacific Labour Scheme commenced on 1 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. Since commencing, 54 Tuvaluan workers have participated in the scheme, with the majority working in fishing/aquaculture and hospitality.
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 Programme (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> </ul> Monitor the social and economic impacts of Australia's labour mobility arrangements.
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. Four Australian Volunteers will be deployed to Tuvalu in 2020.
<b>New Zealand</b>		
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 Programme, 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
<b>Japan</b>		
Scholarships	Ministry of Education, Culture, Sports, Science and Technology (MEXT) scholarships	The Government of Japan through the Embassy of Japan offers scholarships for postgraduate research, undergraduate studies and diploma courses to qualified nationals of Fiji, Kiribati, Nauru, Tuvalu and Vanuatu for studies in 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.
<b>ADB</b>		
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 aims 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

## TUVALU

### STAKEHOLDER PERSPECTIVES

TUVALU NOVEMBER 2019

