



# DFAT Annual Report

2019



JAN 2019  
to  
DEC 2019

1353  
Total  
Graduates

38%  
Total Female  
Graduates

26  
Women in 8  
Non-Traditional  
Trades

26  
Qualifications

PAPUA NEW GUINEA

Graduates	361
Female Graduates	25%

SOLOMON ISLANDS

Graduates	186
Female Graduates	53%

VANUA

Graduates	
Female Gradu	

3

Skillsets -  
185 Graduates  
(Incl. IST)

7

Short courses -  
141 participants

12

Pacific Island  
Country  
Citizens

3%

Migration  
Overseas

97%

Course  
Satisfaction

### NAURU

Graduates	20
Female Graduates	55%

### KIRIBATI

Graduates	96
Female Graduates	22%

### TUVALU

Graduates	31
Female Graduates	39%

### OTHER

Graduates	4
Female Graduates	50%

### SAMOA

Graduates	76
Female Graduates	54%

### COOK ISLANDS

Graduates	1
Female Graduates	100%

### TU

Graduates	157
Female Graduates	50%

### FIJI

Graduates	355
Female Graduates	31%

### TONGA

Graduates	64
Female Graduates	41%

\*Data tracking in progress

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# List of Acronyms

APTC	Australia Pacific Training Coalition
ASQA	Australian Skills Quality Authority
CAO	Chief Academic Officer
CD	Country Director
CEO	Chief Executive Officer
COO	Chief Operating Officer
DBTI	Don Bosco Technical Institute
DCEO	Deputy Chief Executive Officer
DFAT	Department of Foreign Affairs and Trade
DHERST	Department of Higher Education, Research, Science and Technology
EOPOs	End of Program Outcomes
ET	Executive Team
FHEC	Fiji Higher Education Commission
FNU	Fiji National University
IST	International Skills Training
LLN	Language, Literacy and Numeracy
MELF	Monitoring, Evaluation and Learning Framework
MoU	Memorandum of Understanding
NTC	Non-Female Traditional Course
NUS	National University of Samoa
PacREF	Pacific Regional Education Framework
PDF	Pacific Disability Forum
PEA	Political Economy Analysis
PFIP	Pacific Financial Inclusion Programme
PHES	Pacific Heads of Education Systems
PICs	Pacific Island Countries
PIFS	Pacific Islands Forum Secretariat
PLMA	Pacific Labor Market Assessment
PLWD	People Living With Disability
PNG	Papua New Guinea
POMTECH	Port Moresby Technical Institute
RTO	Registered Training Organization
SIS	Small Island States
SITESA	Solomon Islands Tertiary Education and Skills Authority
SQA	Samoa Qualifications Authority
TAE	Training and Assessment
TNQAB	Tonga National Qualification and Accreditation Board
ToC	Theory of Change
TQ	TAFE Queensland
TSSP	TVET System Strengthening Platform
USP	University of the South Pacific
VQA	Vanuatu Qualifications Authority



**APTC**  
Creating Skills For Life  
**STUDENT**  
Luseta Cevalala



# Executive Summary

2019 was an eventful year for Creating Skills for Life through Pacific TVET, as supported through the Australia Pacific Training Coalition investment (APTC), Australia's flagship Technical and Vocational Education and Training (TVET) investment for the Pacific region. APTC has over 12 years of experience and broad expertise as a centre of TVET excellence and collaboration. APTC works collaboratively with national governments, development partners, the private sector, organisations supporting People Living with Disabilities (PLWD), Civil Society Organisations (CSOs) and Pacific TVET institutions, regionally and across nine Pacific Island countries - Fiji, Samoa, Vanuatu, Papua New Guinea, Solomon Islands, Nauru, Tuvalu, Tonga and Kiribati.

Our goal is 'A more skilled, inclusive and productive workforce enhances Pacific prosperity'. Our supporting purpose is that 'The skills and attributes available to employers from TVET systems align with labour market requirements'. To achieve our goal and purpose, APTC is strategically working towards three inter-related End of Program Outcomes (EOPOs), namely: (i) Graduates have improved employment outcomes, (ii) Co-investment in skills training increases and (iii) Selected TVET partners demonstrate quality TVET provision.

In 2019, our efforts were focused on continuing delivery of high quality TVET qualifications while transitioning to a new team, structure and mandate. We maintained our reputation as a centre of training excellence, while socialising APTC's expanded mandate to support and catalyse Pacific-led TVET reform through existing regional and national systems, leveraging collaboration and partnerships. We established a strong platform from which to turn our attention to further progressing the strategic shifts that are enabling our transition from College to Coalition: a renewed focus on labour mobility, gradual increase in co-investment and embedding APTC within Pacific TVET systems. We also successfully renewed partnerships with key TVET institutions across our operational platform, an achievement that is vital to meeting our End of Program Outcome.

A significant achievement in line with these commitments was APTC maintaining the confidence of the Australian Skills Quality Authority (ASQA) in our ability to uphold our training delivery in the Pacific to the highest quality while undergoing a period of significant organisational change. This led to ASQA renewing the status of the APTC managing contractor, TAFE Queensland, as our Registered Training Organisation (RTO provider number 0275) for seven years — the maximum length of registration that can be awarded. This clearly demonstrates TAFE Queensland and APTC's capability to manage complex organisational change in support of its greatly expanded mandate, while maintaining its regional reputation and standard of delivery.

At the beginning of the year, we proposed 26 key activities that were believed to be the key levers to catalyse progress towards our three End of Program Outcomes (EOPOs), namely :

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

Of the proposed 2019 activities, we have fully completed 21 (80%) activities in line with the proposed timelines in the Annual Plan, attaining a rating of 'Green' or complete. 4 (16%) are rated 'Blue', implying significant progress has been made and there is high confidence that the activity will be completed as per planned timeline. One (4%) activity was rated 'Amber', implying partial progress and that we missed the due date for this activity as proposed in the Annual Plan. APTC Leadership and Executive teams are paying particular attention to this activity and working towards shifting progress towards 'Blue' or 'Green'. At mid-year only one activity had not commenced, on advice from DFAT to halt the activity until further notice. This activity was removed from our agreed work plan.

The positive progress in completing activities propelled us to make steady progress against our three strategic shifts and toward the End of Program Outcomes in 2019 as measured through the four key strategic indicators proposed in the MEL Framework as follows:



- i. Number of Graduates - 1353 students (38% female)
- ii. % Students who have accessed Labour Mobility – 3%
- iii. Amount (dollar) co-investment by partners – AUD1,143,642
- iv. % TVET partners meeting agreed quality standards.<sup>1</sup>

Our data and learnings from 2019 confirm our progress towards **EOPO 1 – Graduates have improved employment outcomes**. Our graduate employment rate stands at **84%** according to the 2019 graduate tracer survey<sup>2</sup>. 45% of our employed graduates are female. The top three industries in which APTC graduates are employed are Education and Training; Tourism and Hospitality and Government or Civil Service. With regard to equity, 8% of our employed graduates are from the small island states of Kiribati, Nauru, Tonga and Tuvalu. 32% of our employed graduates reported a promotion following their study with APTC, which is a very positive result.

Progress towards this outcome remains on track as we continue to exceed our annual graduate target and deliver quality training that aligns with current and expected job and self-employment opportunities. In 2019, we surpassed our revised annual graduate target of 1222<sup>3</sup> by approximately 11%, graduating 1353<sup>4</sup> students at the end of the year. 38% of these graduates are women, of whom 2% graduated in male dominated fields. 98% of employers responding to our employer engagement survey<sup>5</sup> reported high levels of satisfaction with the training offered by APTC. We also celebrated the milestone of our 15,000<sup>th</sup> graduate from Tonga during the reporting period.

Over 2019 we also progressed well towards our intermediate outcomes 'eligible graduates access labour mobility pathways'. As a training coalition, we are working collaboratively with partners to develop and implement initiatives that seek to achieve a 'net skills gain' for the Pacific through well-managed labour mobility, with a specific focus on supporting skilled and semi-skilled employment under the Pacific Labour Scheme (PLS). This has included the establishment of the APTC labour mobility track within the APTC training profile, enhanced regional labour market assessment and analysis, formalised collaboration with the Pacific Labour Facility (PLF) and enhanced engagement on Pacific regional labour mobility policy. Previous migration figures for APTC have sat at around 2% despite high interest, with 2019 Graduate Tracer Survey data showing an increase to 3 per cent<sup>6</sup>. However, the 'Down the Track' Survey being conducted in 2020 will provide a more accurate assessment.

For **EOPO 2 - Co-investment in skill training increases**, with a co-investment strategy in place that sets a clear direction, we are well positioned to move purposefully towards this outcome. We continue to see more individuals invest in the cost of their own training, generating AUD 334,185 in tuition fees for 2019. We also pursued greater investment from individual enterprises, industries and national governments' allocation of resources to skills training, generating commercial fee for service revenue of AUD 809,457 from 13 Commercial courses with 329 graduates (52% female) and nine DFAT-subsidised courses with 66 graduates (41% female). The total co-investment value for 2019 was **AUD 290,750**<sup>7</sup>. In addition to these financial co-investments, we also benefited from significant in-kind contributions by partners, which included training venues/space, travel, catering, consumables, accommodation, internet access and administrative assistance.

We worked with 8 of our TVET partners through a brokered partnership process to agree partnership frameworks and contribution agreements. By year's end, we had signed five contribution agreements, and made significant progress in the remaining three. These contribution agreements demonstrate significant and diverse in-kind contributions, such as provision of facilities (covering payments of utilities and security) and administration support, use of library facilities by APTC students, sharing of data and access to national networks and

<sup>1</sup> This indicator needs further work, following our new learning around quality standards.

<sup>2</sup> Graduate tracer follows students 6-12 months after graduation to gather insights of their work experience after studying at APTC.

<sup>3</sup> The additional 54 graduates are a subset of the 150 additional graduates funded through an additional AUD1.5million over FY19/20. The remaining 96 graduates will be delivered in Semester 1, 2020.

<sup>4</sup> This is a Key strategic Indicator – Number Graduates and annual target set at 1200 graduates, which was later revised in line with (3) above.

<sup>5</sup> Employer Engagement Survey uses data from the Graduate Tracer survey to identify employers who employ APTC students, whom we then survey to establish their perceptions on worker productivity, views on APTC courses and opportunities to strengthen training delivery.

<sup>6</sup> This is a Key strategic indicator - % students who have accessed Labour Mobility and annual target set at 2%.

<sup>7</sup> This is a Key strategic indicator - Amount (dollar) co-investment by partners. Annual targets by partner are set in the co-investment strategy. This is the net value (revenue less costs) created by fee-for service training programs.

relationships. A significant achievement for the period was APTC's work with DFAT and Pacific Governments to advocate for and foster greater coherence, collaboration and value for money between DFAT's regional and bilateral skills for development investments in Solomon Islands, Kiribati, Papua New Guinea, Tonga and Samoa. Through our efforts, we managed to reach agreements with DFAT and the Government of Solomon Islands, which will see additional AUD 9M in skills development and TVET system strengthening over the next 2.5 years through APTC.

We have also made significant progress towards **EOPO 3 - Selected TVET partners demonstrate quality TVET provision** in the reporting period. With the significant capability and insight into the Australian skills sector through TAFE Queensland, a highly skilled and motivated staff covering training, administrative and development expertise and with a deep knowledge and understanding of the Pacific context, we start from a base of strength in working with partners to address the complex challenges associated with TVET systems strengthening. Recognising this complexity, APTC worked with a broad range of partners to support a locally led articulation of how TVET reform might happen in each of the locations we operate in. These partners included government, training providers, industry representatives and disabled people's organisations. We completed eight 'Theory of Change' workshops, covering Fiji, Samoa, PNG, Solomon's, Vanuatu, Tonga, Tuvalu and Kiribati, with one planned for Nauru in February 2020. Through these, we jointly identified drivers to TVET change, barriers to change, opportunities and strategies that will enable the stakeholders and APTC to realise change. These engagements have been invaluable in positioning us to best support locally driven TVET reform through the development of country strategies in the countries we operate in.

**Five partnership frameworks<sup>8</sup>** were signed and implemented with our major TVET partners: Fiji National University (FNU), National University of Samoa (NUS), Port Moresby Technical College (POMTECH), Don Bosco Technical Institute (DBTI) and the University of the South Pacific (USP), while 3 partnership agreements<sup>9</sup> are in place with Vanuatu Institute of Technology (VIT), Vila North School (VNS) and Vanuatu Skills Partnership (VSP). Partnership Frameworks and agreements are part of the APTC approach to EOPO3 under our TVET Systems Strengthening Platform (TSSP). These brokered partnerships frameworks focus on higher level shared objectives around the following key areas:

- Jointly supporting strengthening of alignment between Pacific TVET systems and labour market requirements
- TVET Teacher capability development
- TVET advocacy and maintaining networks + relationships
- Improved coordination
- Quality TVET delivery
- Improving qualification standards

While APTC's training continues to deliver high quality Australian qualifications that are aligned to the needs of national, regional and international labour markets, a key focus of achieving EOPO 3 is supporting locally led TVET delivery that is appropriate for Pacific Island Countries. This is a critical area of focus via the TSSP that ensures that we are working with our partners and other stakeholders toward an effective, coherent and sustainable TVET system for the region. Other than key agreements with TVET partners, we also signed a number of new agreements, with industry, development agencies and government bodies this year, in Samoa, Fiji, Vanuatu, PNG, Solomon Islands and Nauru, as well as coalition arrangements at the regional level. These agreements are focused on working together for capability development, meeting skills demands, upskilling priority sectors, enhancing TVET qualifications and supporting Alumni to establish their own businesses. .

The **Pacific Skills Partnership (PSP)** has shown great value as a mechanism for advocacy and action through collaboration on the regional skills agenda. The APTC Board Chair has worked with Pacific Leaders and key

<sup>8</sup> A partnership framework is developed out of bilateral partnership discussions between APTC and partner TVET institutions etc. focused on renewing existing partnerships/forging new partnerships and intentionally designing them to be inclusive, mutually beneficial and dedicated to building sustainable solutions in line with Partnership Brokering Agreements guidelines for partnering.

<sup>9</sup> A Partnership agreement is a contractual (and largely transactional) agreement that APTC enters into with partner TVET institutions to support their ongoing partnership around the delivery of TVET training.

development partners to advocate for high-level support for taking this agenda forward. The space provided through the inaugural Pacific Skills Summit in June 2019 for regional level conversations among stakeholders from across sectors to deliberate on issues of importance to skills and skills development addressed an identified need and was welcomed. The good work of the PSP continued in the latter half of 2019, as work progresses on the remaining two deliverables—the Pacific Skills Portal, launched at the Pacific Islands Forum in Tuvalu and is now currently led by the Pacific Community (SPC) and Next Generation Skills, led by the Pacific Islands Association of Non-Government Organisations (PIANGO). APTC and partners need to work together and maintain momentum.

Finally, we also managed to complete a number of foundational milestones in 2019, which will enable us to realise our 3 Strategic Shifts and End of Program Outcomes. Early in the year we successfully finalised an enhanced Monitoring, Evaluation and Learning Framework (MELF) and APTC communications strategy. These engagements have been invaluable in helping us develop our country strategies in the countries we operate in.

As part of the Communications strategy, we completed the APTC rebranding exercise. All seven existing Alumni Chapter Leadership Committees have undergone elections under an updated Alumni Constitution, Alumni Charter and Handbook. We have significantly improved our marketing efforts by supplementing traditional media advertisements with collateral and sponsored social media posts targeted geographically for maximum exposure. Our strategy is now beginning to bear fruit with approximately 2.3K social media mentions of the APTC brand in the last 12 months (compared to 700+ in the previous reporting period), as well as a stable 6% share of voice (i.e. how much media coverage we get compared to similar organisations in the Pacific). This is increasing the prominence of APTC as a reputable centre of excellence across the region, building on our success from the last 12 years.

Toward the middle of the year, we co-hosted the inaugural Pacific Skills Summit with the University of the South Pacific with the support of a multi-stakeholder working group, which included industry representatives. We successfully convened over 300 policy makers, practitioners, and representatives from the private sector, youth and civil society, to explore the challenges and opportunities we face in skills development. The Summit delivered several key messages and recommendations for action, as well as catalysed work with Nauru and Tuvalu to submit a paper for consideration by the Pacific Islands Forum that aims to bring greater attention and investment to the strategic importance of skills for development in the Pacific. The paper outlined the need to re-position the skills agenda within regional policy and political discussions. The Skills Summit re-affirmed the relevance of APTC's strategic shift towards a greater integration with Pacific governments' regional and national priorities for national economic growth and skills development.

In 2019 another foundational milestone was the development of our organisational strategy. The strategy will provide an effective framework to rally our staff, communicate our mandate and vision with our stakeholders, while ensuring Pacific people are at the centre of what we do. On the back of this organisational strategy, five of our countries also developed their own contextualised strategies and we intend to capture the learning around these experiences to help develop the remaining country strategies in 2020.

# 1. Introduction

This report covers the period 1 January 2019 - 31 December 2019. It provides a performance and progress update on the range of activities undertaken during the period in close collaboration with national and regional partners, including other DFAT supported programs.

This document and its associated annexes constitute TAFE Queensland's (TQ) submission to DFAT in compliance with the Goods and Services Contract between the Commonwealth of Australia represented by DFAT and TAFE Queensland (TQ) for APTC3, Contract No. 74315, Amendment No 1. Clause 23.1 (f). This main report provides a regional update, while nine accompanying Country Annexes provide a country-by-country update against the 2019 proposed Annual Plan.

The Australia Pacific Training Coalition (APTC) is Australia's flagship Technical and Vocational Education and Training (TVET) program and a centre of training excellence and collaboration for the Pacific region. APTC delivers internationally recognised Australian skill sets and qualifications, issued by TAFE Queensland (RTO 0275) for a wide range of vocational careers for skilled workers across the region while supporting the strengthening of regional and national TVET systems in the Pacific. APTC is currently in its third phase - July 2018 to June 2022. The program is implemented through country offices in nine Pacific countries – Fiji (which also hosts the Regional Head Office), Samoa, Vanuatu, Papua New Guinea, and Solomon Islands and through hosting arrangements in Nauru, Tuvalu, Tonga and Kiribati. Together with national governments, development partners, the private sector, disabled people's organisations, civic bodies and Pacific TVET institutions, APTC supports the region's agenda to "develop models for TVET that emphasise value, relevance to industry and the labour market, and facilitate opportunities provided by ICT"<sup>10</sup>.

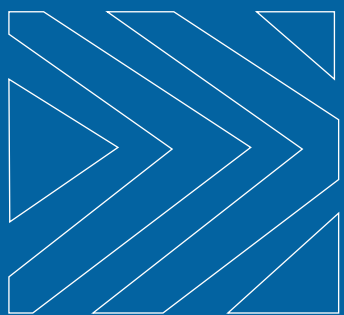
The current investment's goal is 'A more skilled, inclusive and productive workforce enhances Pacific prosperity', and the supporting purpose is that 'The skills and attributes available to employers from TVET systems align with labour market requirements'. To achieve this goal and purpose APTC is strategically working towards its three inter-related End of Program Outcomes as follows:

- Graduates have improved employment outcomes;
- Co-investment in skills training increases; and
- Selected partners demonstrate quality TVET provision.

The APTC Strategy 2020-2026 was developed over many months with support from our associate, Strategic Development Group, to synthesise APTC's foundational documents into one that can guide our prioritisation and decision-making processes. This will ensure that our work continues to move us in the direction of our End Of Program Outcomes, and as there are increasing calls on APTC's expertise and resources, that we have identified the actions that are likely to result in the most impact for the Pacific from our work. Following on from the work on the organisation level strategy, we are progressing further with our work on APTC country strategies in 2020, completing the initial four countries – Fiji, Vanuatu, PNG and Samoa by the end of the year. Learning and reflection on content and the process used to inform their design will guide work on the remaining strategies for the remaining five countries – Solomon Islands, Kiribati, Nauru, Tonga and Tuvalu, in 2020.

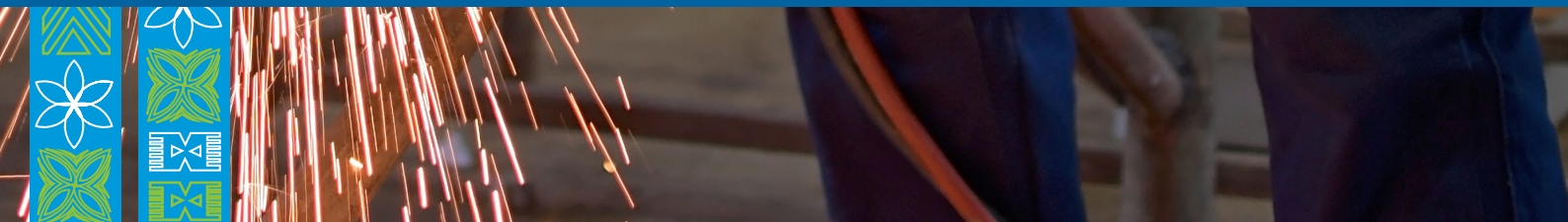
This 2019 Annual Report provides updates to the six-monthly report submitted on August 15 2019. This report includes some text and narrative presented then, especially where such activities had reached advanced stages of delivery at the time of reporting. Where it exists, new narrative and updates have been provided with regards to information on changes in context and adaptations and assessment of APTC's progress and performance toward implementing the 3 Strategic Shifts – embedding in Pacific systems, gradual introduction of co-investment, and renewed emphasis on labour mobility. Furthermore, it captures and specifies results, challenges and lessons against the proposed Annual Plan with respect to the investment's End of Program Outcomes.

<sup>10</sup> Pacific Regional Education Framework 2018-2030 p.8.



# 2

## UPDATE ON THE ANNUAL PLAN



## 2. Update on the Annual Plan











This report covers the period of the Annual Plan 2019, from the 1st January to 31 December, 2019. At this stage of implementation, we are confident that APTC has made sufficient progress to be on track for delivering on the agreed End Of Program Outcomes and the strategic shifts. At the end of the year, the only activity that had not been progressed was to establish a Regional Collaboration Committee and agreements were reached with DFAT to remove it from the scope of activities given the significant progress made on regional engagement through the Pacific Skills Partnership. Other than the removal of this activity from the APTC work plan as approved by DFAT, a small number of activities were not fully completed due to shifting timelines in line with operational opportunities and challenges.

### 2.1.1 Annual Plan Activity Progress Update

We continued to refine our efforts to ensure that APTC activity is focused on the areas that will provide greatest impact with regards to progress toward our EOPOs and strategic shifts. To ensure we report our activity progress effectively, we revisited the rating system used in the previous two submissions under this contract. In the past two submissions we have used a 4-point scale system to communicate our progress. This system has been inadequate given the complex nature of this contract. In light of that, we have now developed a new 5-point scale system, which we believe will ensure consistency from all APTC staff providing critical updates across their domains of work. The new scale now includes a 'Blue category', to demonstrate where significant progress has been made and there is high confidence that the activity will be completed as planned. The new system has been adopted in this report. Table 1 below provides an explanation of the 5-point scale and its interpretation.

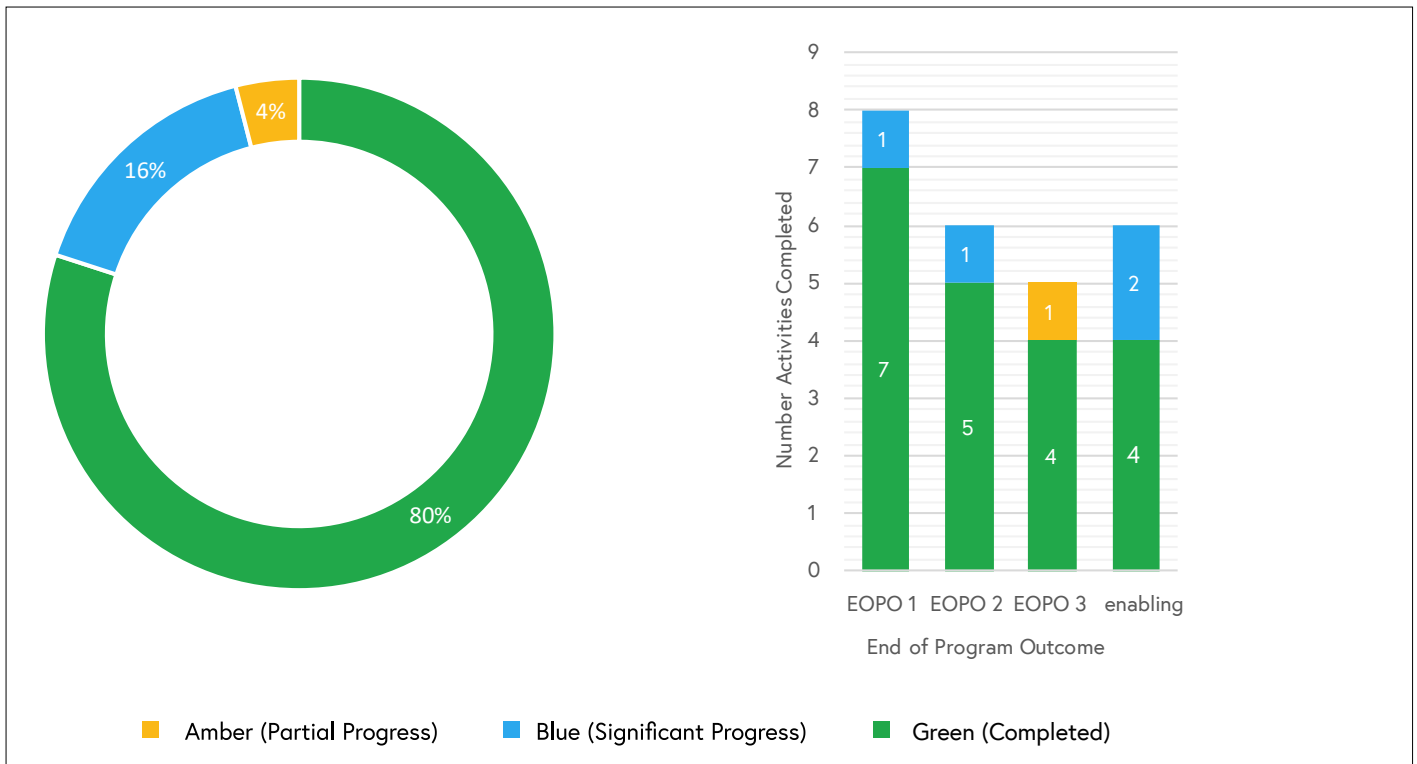
We note that being activity focused, the system is adequate at this stage for providing an update of EOPO progress rather than an assessment of the sum progress on the effort under each EOPO. We intend to provide this outcome focused assessment in due course and will explore what constitutes such a system in 2020.

Table 1: Progress and Performance Rating System

Grab	Scale	Short Description	Full Description
		Completed	The activity has been fully delivered as planned and is complete.
		Significant Progress	Significant progress has been made and there is high confidence that the activity will be completed as per planned timeline.
		Partial Progress	Partial progress has been made; activity implementation is behind <b>by 2 months</b> and may be at risk of falling into the red zone. This is being closely monitored.
		Need Remedial Action	No progress has been made at all; activity implementation is behind <b>by 3 months</b> . Urgent remedial actions are in place or these are active discussions with DFAT to address the challenges.
		Not Started	This activity has not started because it has been planned for a later date as stated in the implementation Plan.

As far as the proposed 2019 activities are concerned, we have completed 21 (80%) activities in line with the proposed timelines in the Annual Plan, attaining a rating of 'Green' or complete. 4 (16%) are rated 'Blue', implying significant progress has been made and there is high confidence that the activity will be completed as per planned timeline. One (4%) of the activities is rated 'Amber' implying partial progress and that we missed the due date for those as proposed in the Annual Plan. APTC Leadership and Executive teams are paying particular attention to these activities and working towards shifting progress towards 'Blue' or 'Green'. No activity has required urgent remedial action.

Figures 1 and 2 provide a graphic summary, while table 2 below provides narrative summary of our progress against the proposed activities.



Our activities towards EOPO 1- Graduates have improved, employment outcomes were largely on track by end of 2019. Seven of the eight planned main activities were completed, while only one remained, largely on track. The activities rated as 'Blue' relate to expanded Labour Mobility, with the delayed commencement of the Pacific Labour Market Assessment (PLMA) as we navigated the complexity of undertaking the PLMA. With regards to EOPO 2 – 'Co-investment in skills training increases' progress has been in line with plans, with five key activities largely on track, two having been delivered following their planned completion date and significant progress made by the end of the year on the remaining one – development of a Marketing Strategy, giving us confidence that we will complete the activities early in 2020. Notable successes in co-investment include delivering 27 fee for service programs, with an estimated revenue of AUD 880K, and through which at least 395 (29% of 2019 graduate count) Pacific Islanders obtained an international qualification, while 99 participated in a short course.

A significant achievement for the period was APTC's work to advocate for and foster greater coherence and collaboration between DFAT's regional and bilateral skills for development investments through such activities as 'institution wide' submission to DFAT for development of the Australia Infrastructure Financing Facility; providing consolidated programmatic and technical inputs to the mid-term review report of the Solomon Islands skills for development bilateral program, and providing feedback to the mid-term review report of the Kiribati Facility and in Tonga. Similar contributions were also made in reviewing and drafting Australia and New Zealand's Joint Education support Program for Samoa. We participated and led significant scoping missions in Solomon Islands, Kiribati and Papua New Guinea (PNG) and Timor-Leste to work with DFAT and partner governments on expanded and more coherence bilateral and regional investment in skills development, resulting in the Australian Government investing an additional AUD 9M over the next two years through APTC.






The central mechanism for APTC to progress against EOPO3 is the TVET System Strengthening Platform (TSSP). The TSSP is designed to foster and support institutional partnerships, enable access to APTC technical expertise by our partners and other TVET stakeholders, to provide catalytic support to initiatives poised to drive reform in the sector, and to encourage co-investment in TVET. The design was finalised during the period with the first allocations from the incentive fund disbursed in support of national and regional initiatives, such as advocacy for inclusive education in Vanuatu and the Pacific Skills Summit. Overall, we fully completed three of the six proposed activities. There was significant progress made with regards fostering transformational partnerships with national TVET providers, while our partnership with the University of the South Pacific was being closely monitored. Following a brokered partnership process by an external facilitator, we are now working closely to support the Pacific TAFE's expansion of the number of ASQA qualifications on their scope, beginning with Certificate IV in Hospitality. Only one activity concerning the setup of a 'Regional Collaboration Committee' was not started and this has since been dropped off the set of activities for 2019 on advice from DFAT and has been removed from this report.






Lastly, with regards to enabling activities, four of the planned six activities were completed by the end of the year. The pending action relates to an enhanced APTC Planning process and can now be completed with the strategic architecture now largely in place. Earlier in the year, we experienced delays in the start or completion of a few critical initiatives: such as getting traction on Gender Equality and Social Inclusion (GESI) due to recruitment challenges; the longitudinal tracer study (now referred to as the Graduate Down The Track survey – GTDS) due to shifting priorities, and country plans, as we worked on the building blocks for these, such as their national Theory of Change (ToC). Once the founding processes were in place, we saw a rapid acceleration of progress, including the development of the APTC strategy.



















Table 2: Narrative Progress against Annual Implementation Plan





Status Key					
	Completed	Significant Progress	Partial Progress	Needs Remedial Action	Not Started




EOPO	Activity	Indicative Timing	Status	Commentary
EOPO 1: Graduates have improved employment outcomes	1200 Graduates	Dec 2019		We have graduated 1353 students (40% female) in 2019, and have offered 890 students a place for study in S1 2020. We have exceed our annual graduate target by 131 graduates (approximately 8%) and within budget.
	Employer engagement system	Sep 2019		The industry engagement system was reviewed and now brings together elements to cover trainer currency, employer feedback on the training delivered as well as labour market skills demand forecasting. Data from the system has informed the 2020 S training profile.
	Expanded Labour Market Analysis	June 2019		The expanded Pacific Labour Market Analysis (PLMA) commenced in May. To date, 7 country visits have been undertaken covering Tonga, Fiji and Kiribati, Vanuatu, Tuvalu, Solomon Islands and Nauru and a capacity building workshop convened in Fiji.
	Partnership process with PLF	Jan 2019		APTC and PLF held a partnership workshop in January resulting in a formal partnership arrangement. The arrangement has supported regular exchange of information and strengthening of coordination and collaboration, and agreement to develop joint work plans.
	Training delivery for the international track	S2 2019		The international track is now referred to as the Labour Mobility track. APTC is developing a series of Labour Mobility track programs in consultation with PLF to support potential candidates who are intent on this pathway. These include a standalone mobility preparation program for graduates from APTC and other TVET partners, industry skills refresher training as required and strengthening the APTC to Work program for Labour Mobility track programs. In addition, APTC and Pacific Financial Inclusion Program are collaborating to integrate and strengthen Financial Education (FinED) within the APTC to Work and Labour Mobility track support program. The work with PFIP is also to develop FinED component designed for those on the labour mobility pipeline who are not current APTC students. The International Preparation program pilot was conducted in December 2019 in Solomon Islands, with the Labour Mobility track APTC to Work program commencing in January 2020.

EOPO	Activity	Indicative Timing	Status	Commentary
<p><b>EOPO 1: Graduates have improved employment outcomes</b></p>	<p>Training innovation</p>	<p>Ongoing</p>		<p>Ongoing innovative training options has included the development of on-line delivery models for Certificate IV programs, especially in relation to BSB42015, Certificate IV in Leadership and Management. In addition, flexible models to meet industry requirements through short blocks of training, training in the workplace and greater use of technology such as Skype has been implemented to deliver across the region. Skill Sets have also been delivered to meet specific needs of industry, these have been delivered in a blended delivery model incorporating face to face delivery as well as a flipped classroom model that has allowed for the implementation of on-line delivery through APTC's e-learning platform-My Village.</p>
	<p>Training Profile development</p>	<p>Ongoing</p>		<p>The development of the APTC training profile continues to be based on available data for demand in skills for employment including PLMA. As the availability of data improves, the training profile is expected to change to accommodate this demand and allow for greater flexibility in offerings.</p>
	<p>Continuous improvement plan</p>	<p>Ongoing</p>		<p>APTC has developed and implemented a continuous improvement system which provides automated updates to action owners and is managed through the Student Academic Services team. The system includes the monitoring of quality reviews for training programs, recommendations, actions and improvement outcomes.</p>
<p><b>EOPO 2: Co-investment in skills training increases</b></p>	<p>Co-investment Strategy</p>	<p>Dec 2019</p>		<p>APTC completed the literary review and research activity, which are essential to informing the strategy. Strategy has been approved with targets yet to be set. The strategy is designed for cumulative application across APTC through regional training initiatives and country level plans that are aligned to the local country context and nuanced towards regional opportunities to seek co-investment to boost investment in Pacific Skills.</p>
	<p>Design of bilatere skills programs</p>	<p>Ongoing</p>		<p>We have provided technical and programming input to several reviews and design consultations of bilateral skills programs in Papua New Guinea, Solomon Islands and Kiribati including technical feedback on the TVET component of the draft programme document for the joint Australia/New Zealand education sector support to Samoa. We successfully reached agreements with DFAT and key stakeholders in Solomon Islands, Papua New Guinea and Kiribati to absorb the skills for development bilateral programs in these countries. Internally, training and strategic inputs has been through soliciting the expertise across the APTC Leadership Team, in recognition of the multi-faceted nature of skills for development activities, and more importantly, of the requisite expertise within APTC to inform this work.</p>

EOPO	Activity	Indicative Timing	Status	Commentary
EOPO 2: Co-investment in skills training increases	Fee-for-service activity	Ongoing		29% of the graduate count (395 graduates) come from our fee for service work. We ran a total of 27 programs either as co-investment (13), co-investment subsidised (9) and full cost recovery (5).
	Marketing Strategy	Mar 2019		The strategy was yet to be developed by the end of the reporting period, through significant planning had been completed. It will be largely informed/influenced by the co-investment strategy. To date we have placed particular emphasis on student recruitment wherein we have supplement traditional media advertisements with collateral and sponsored social media posts, ran recruitment drives, booths and information sessions in 5 of the nine target countries. We also successfully piloted a 'try a trade' event in Fiji where more than 150 applications were completed on the day.
	Industry Engagement	Ongoing		APTC leadership and trainers heavily engaged with industry to better understand demand as well as for currency purposes. Data from engagements have informed the development of the APTC Semester 2, 2019 and the Semester 1, 2020 training profile.
	Donor Engagement	Ongoing		At regional level, we focused our work on scoping potential collaboration around linking infrastructure financing and skills training initiatives; and active engagement in the Pacific Skills Partnership and its Working Groups. Of note was the engagement of donor partners in the Pacific Skills Summit, as presenters, namely the Asia Development Bank and New Zealand government. A skills Development partners group was established in Tonga to support and encourage sharing and awareness of individual agencies' projects as well as initial scoping of opportunities for new and strengthened collaboration in specific skills for development priorities in Tonga. Our engagement in regional policy and decision making mechanisms has enabled greater recognition of APTC's capabilities to contribute and influence regional policy spaces in education and skills development. In particular, the inclusion of the key messages and actionable recommendations of the Pacific Skills Summit in the Pacific Islands Forum's policy and decision making processes, ensured that one of the key deliverables of the Pacific Skills Partnership, the Pacific Skills Portal, was acknowledged by Pacific Leaders and Senior Officials as an important area of work.
	Leverage partnerships for co-investment	Ongoing		APTC's co-investment strategy is undergoing final review for endorsement by the Executive and includes a focus on contribution to skills training and investment in TVET system strengthening activity. Our partnerships with NUS, POMTECH, DBTI and VSP, all include co-contribution. We expect that agreements in progress with KIT and ACOMVETS will also include co-contribution. The contributions outlined in these agreements will contribute to shared objectives for TVET reform and reflect our partners' willingness to contribute to the costs associated with the provision of quality skills training.

EOPO	Activity	Indicative Timing	Status	Commentary
EOPO 3: Selected TVET partners demonstrate quality TVET	Partnership with USP	Ongoing		<p>The Partnership was refreshed through a brokering process in October 2019. USP continues to be in a period of transition and we have agreed to focus partnership work on the Pacific Skills Partnership and PACREF as well as supporting PacTAFE their intention to put an additional qualification on scope with ASQA in line with their status as an RTO. We will also work on a transition plan for Pacific Fusion to commence from S2 and ensure we celebrate the achievements of our joint efforts in the training restaurant and successful transition of all training to USP Pacific TAFE.</p>
	Implementation of the TVET System Strengthening Platform	Feb 2019		<p>The TSSP is now fully operational with contractual arrangements signed with six out of seven continuing institutional partners under component 1. Staffing costs under component 2 is being well utilised, including the brokering of partnership for institutional partnerships, the utilisation of Political Economy Analysis and Thinking and Working Politically to support ongoing management of partnerships and other strategic support to Country Directors as required. The Incentive Fund (Component 3) is being accessed by APTC and its stakeholders to pursue reforms at the national and regional level. The Incentive Fund has, among other business cases, successfully supported the Pacific Skills Summit, inclusive education advocacy in Vanuatu and attendance of training staff out of APTC PNG at the 2019 national Vocational Education and Training (VET) conference in Brisbane, Australia.</p>
	Support Qualifications Authorities	Ongoing		<p>We continued our engagement and support to TVET regulatory authorities across our operational areas through shared expertise and advisory services. Throughout the year we engaged and worked closely with Vanuatu Qualifications Authority (VQA), Solomon Islands Tertiary Education and Skills Authority (SITESA), Samoa Qualifications Authority (SQA), Tonga National Qualification and Accreditation Board (TNQAB), Fiji Higher Education Commission (FHEC), PNG Department of Higher Education, Research, Science and Technology (DHERST) and the Pacific Register of Qualifications and Standards (PRQS). Details of country level engagements are provided in the respective country annexes.</p>
	Transformational Partnerships with national TVET providers	June 2019		<p>Significant progress has been recorded across our operational platform on development of partnership frameworks, agreements focused on renewing existing partnerships and intentionally designing them to be inclusive, mutually beneficial and dedicated to building sustainable solutions. Five partnership frameworks were signed with Fiji National University (FNU), National University of Samoa (NUS), Port Moresby Technical College (POMTECH), Don Bosco Technical Institute (DBTI) in Solomon Islands and University of the South Pacific (USP). Partnership agreements are now in place with Vanuatu Institute of Technology (VIT), Vila North School (VNS) and Vanuatu Skills Partnership (VSP). Partnership Brokering workshops have been completed with the KIT and TIST and finalization of partnership frameworks with the two partnership institutions will be signed in early 2020.</p>

EOPO	Activity	Indicative Timing	Status	Commentary
EOPO 3: Selected TVET partners demonstrate quality TVET	Pacific Skills Partnership	June 2019		<p>The Pacific Skills Summit was the first of its kind in the Pacific and brought together Pacific leaders, CSO, private sector, academia, regional organisations, youth and the general public, for two days of debate and knowledge sharing on the state of the skills development in the Pacific; and what future prospects there are and that need to be addressed around skills development. Nauru and Tuvalu, in collaboration with APTC and USP, facilitated the inclusion of the key messages and actionable recommendations from the Pacific Skills Summit, into the Pacific Islands Forum decision-making processes. This allowed the positioning of skills development within regional policy conversations; and by extension, gave attention and support for the creation of the Skills Portal as a key enabler to improve and regularize the demand and supply of labour market data and information; and to embed within regional policy spaces, conversation on future skills requirements for Pacific economies. The Skills Portal Working Group met in November 2019 to workshop next steps in the creation of the Skills Portal with particular emphasis on priority areas to be addressed by the Portal; identifying priority stakeholders and users; how best to facilitate interaction of users and providers of data with other regional/thematic data platforms; sustaining political leadership and momentum for the Portal; and defining success. In leveraging existing regional mechanisms, the Pacific Skills Portal will be housed within the Secretariat of the Pacific Community's, Pacific Data Hub.</p>
Enabling Activities	Academic Quality Team and Academic Committee	Feb 2019		<p>APTC finalised the APTC Academic Framework forming academic lead with respect to oversight of the student experience, the quality of learning and teaching, access bursary implementation, training innovation and co-investment, and oversight of strategic projects. The Academic Framework and Academic Committee within this framework is under the direction of the Chief Academic Officer.</p>
	Enhanced APTC Planning process	July 2019		<p>Development of regional and country strategies to guide our decisions are a key point of progress in our planning process as well as work on thematic strategies for co-investment and GESI, which are both in final stages of revision and review. The annual planning process is now better linked to our Executive and Leadership Team performance planning and the Executive is undertaking medium term forward focus planning to ensure we are better placed to produced desired results from our range of activity in support of our EOPOs</p>
	Strategy development	Nov 2019		<p>The APTC Strategy 2020-2026, Co-investment Strategy 2020-2022, and GESI Strategy 2020=2022 are all in final stages of revision/review/consultation. Work on country strategies has also commenced with drafts produced for Fiji, Vanuatu and PNG in late 2019.</p>

EOPO	Activity	Indicative Timing	Status	Commentary
Enabling Activities	Monitoring, Evaluation and Learning Framework (MELF)	Feb 2019		<p>The MELF was submitted in February and approved by DFAT in April. Following its approval a number of processes have been set in train including intensive country level engagements to understand how TVET Change will happen. By December 31st, 8 country level workshops have been completed (all countries but Nauru). Furthermore two strategy testing sessions we completed resulting is some revisions to the regional level theory of change strategies, and assumptions. This demonstrates the utility of the MELF in shaping the evidence and learning agenda.</p>
	Political Economy Analysis	Mar 2019		<p>Political Economic Analysis has now been integrated into the preparatory work for brokering partnerships with TVET institutions, to give APTC an understanding of the history and complexities and inform ways of Thinking and Working Politically in the partnership. The partnership PEAs draw on extensive knowledge of partners from various APTC staff – CDs, VTMs, ET and trainers. This recognises the diversity of interactions across each partnership at a number of levels. Regular national level and (TVET) sectoral PEAs are carried out with CDs and others who recognising the evolving nature of contexts and stakeholders. PEA has also been carried out during national discussions on 'how change happens' workshops to analyse the TVET context in each country, as well as the actors/stakeholders with influence, power and interest to progress (and hinder) reform in the TVET space. This analysis has given APTC and stakeholders a clearer picture of the politics around the way change happens within the TVET sector. The results of each national level PEA have been integrated into the national 'how change happens' reports. A PEA was also conducted with APTCs broader Leadership Team in June to inform the Pacific Labour Market Assessment.</p>
	Communications Strategy Implementation	Ongoing		<p>Communications strategy was approved by DFAT in April. Completed all rebranding of APTC. All seven existing Alumni Chapter Leadership Committees have undergone elections under an updated Alumni Constitution, and supported by an Alumni Charter and Handbook. We have also significantly improved our marketing efforts for example traditional media advertisements have been supplemented by collateral and sponsored social media posts targeted geographically for maximum exposure.</p>



3

PERFORMANCE AGAINST  
DFAT AID  
QUALITY CHECKS

## 3. Performance against DFAT AID Quality Checks

In 2019, APTC made substantial progress implementing the 3 Strategic Shifts – (i) embedding in Pacific systems, (ii) gradual introduction of co-investment, and (iii) renewed emphasis on labour mobility - required to progress work over the term of the contract toward the End of Program Outcomes (EOPOs) namely (i) Graduates have improved employment outcomes, (ii) Co-investments in skills training increases and (iii) Selected TVET partners demonstrate quality TVET. This section provides an update on progress made towards outcomes, assessed against the DFAT Aid Quality Checks. Details on specific activities are covered in the country annexes.

### 3.1 Effectiveness by EOPO

#### 3.1.1 EOPO 1: Graduates have improved employment outcomes

Delivering high quality vocational training courses to meet local and international labour markets, through either our profile programs or commercial programs that are industry driven, is a key priority for APTC. Our teams worked tirelessly using both new/flexible and innovative training delivery approaches or by following proven training strategies to meet our graduate target numbers. As of 31 December, 2019 six of the eight (75%) planned activities were complete, while significant progress was made on the other two.





Ensuring training aligns with current and expected job and self-employment opportunities and that APTC graduates are highly valued by employers are key intermediate outcomes for this investment. Metrics measuring these attributes include the Graduate Employment Rate, Graduate course satisfaction, Employer satisfaction rate and graduate post training work experiences. These metrics are captured through our Graduate Tracer Surveys (GTS)<sup>11</sup>, Employer Engagement Survey<sup>12</sup> (EES) and the Graduate Down The Track Survey (GDTS)<sup>13</sup>, Course commencement and end of course surveys.

According to the GTS, 84% of responding students indicated they were employed – either as full time or part time, with a small proportion indicating both these types of employment. Up to 45% of those reporting being employed were women. 32% of our employed graduates reported to be employed in a position with a higher role than before studying with APTC, a positive result as far as this outcome is concerned. Figure 3 provides a quick snapshot of achievements as far as employment outcomes are concerned. These levels of employment are still comparatively higher than previous phases of the APTC investment.

A key measure of training relevance is student and employer satisfaction. To this end we continue to undertake Employer Engagement Surveys (EES) to gain understanding of our graduate performance and identify areas for improvement. We also undertake end of course surveys to gain student perspectives on their studies with APTC.

APTC students and employers reported high levels of satisfaction with our courses as measured through the end of course surveys and the employer engagement survey. On course completion, 97% of the students were satisfied with the training received. 64% indicated they were confident the skills they gained through studying with APTC would enable them to get a higher position in their field of work in the next couple of years.

From the Employer Engagement Survey, 98% of employers were satisfied with APTC graduates. 97% of employers agreed that APTC graduates were high performers due to possessing high technical skills. These findings give us great confidence that APTC graduates are highly valued by employers. Figure 4 below summarises these metrics alongside student perspectives on course completion.

<sup>11</sup> The Graduate Tracer Survey (GTS) is administered to APTC graduates at least 6-12months after graduation.

<sup>12</sup> The Employer Engagement Survey is administered to employers of APTC graduates. The sample is drawn from employers identified by graduates during the GTS. The survey is conducted annually.

<sup>13</sup> The Graduate Down the Track survey is administered to a randomly selected sample of all APTC graduates since program inception in 2017. Its conducted every 3 years, and the 2019 survey results will be available in Quarter 2, 2020.



# EPOPO 1

Graduates have improved employment outcomes

## EMPLOYMENT

84%

reported to be working either full time, part time, full and part time

GRADUATE EMPLOYMENT RATE



45%

of women are in some form of employment

FEMALE



8%

representing Kiribati, Nauru, Tonga and Tuvalu



SMALL ISLAND STATES

### TOP 3 JOB AREAS

Education & Training  
Tourism & Hospitality  
Government & Civil Service

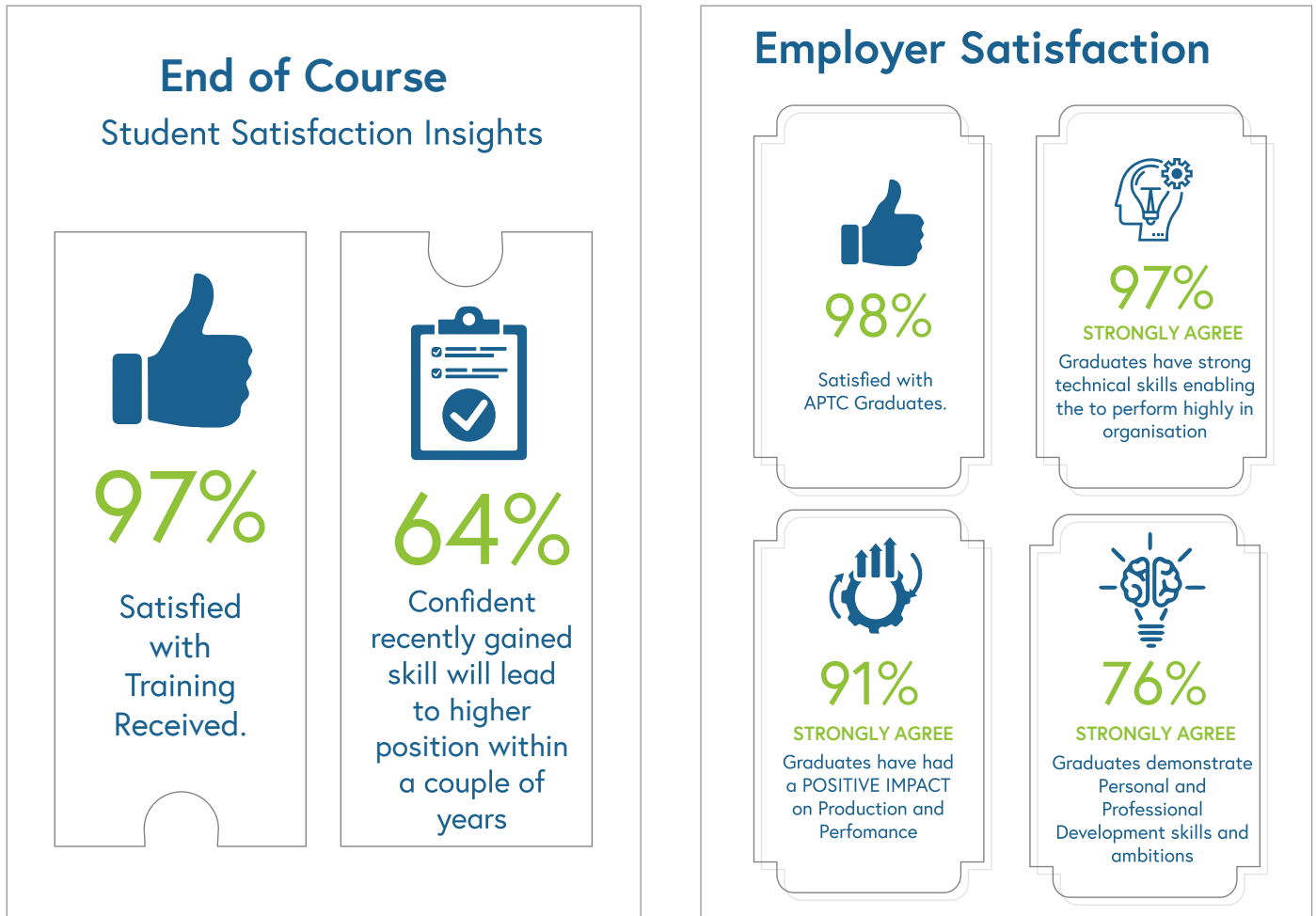


3%

reported to have migrated, main destination country as Australia



Figure 4: Student and Employer Perspectives on APTC Training



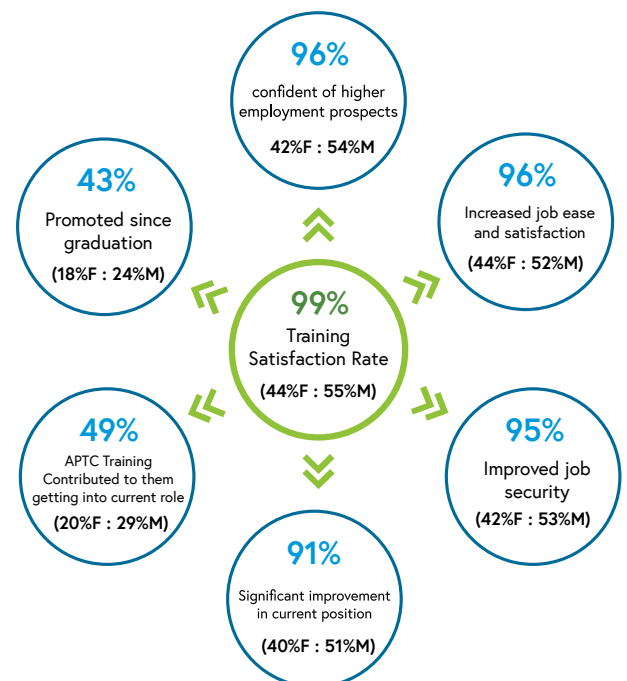
Source: APTC End of Course and Employer Engagement Surveys, 2019.

The GTS findings further confirmed that APTC qualifications improve graduate employment outcomes. Of the 895 respondents, 99% were satisfied with the training they had received and 96% believed they had a prospect of better employment after training with APTC (see Figure 5). Furthermore, 43% stated they have since been promoted following their training.

APTC is now well positioned to support labour mobility, following our increased attention on how well-managed labour mobility can result in a net skills gain. One of our intermediate outcomes is 'eligible graduates access labour mobility pathways' and to this end 3% (18) of our graduates reported to have migrated via the labour mobility track, with Australia as the main country of destination - This has marginally increased over the baseline of 2% from previous APTC phases. (97% reported being employed domestically).

Progress in this intermediate outcome is likely to be positive over the coming years due to the Australian Government's expansion of the Pacific Labour Scheme to cover all countries we operate in, a development that we welcomed, together with our partner Pacific Island Country Governments.

Figure 5: Graduate Post Training Perspectives



This complemented our efforts to realise employment outcomes in Australian labour markets, as well as our strategic shift towards renewed efforts on labour mobility. In line with this strategic shift, we focused our attention on a number of key activities. We developed a labour mobility policy brief to guide APTC's strategic positioning and analysis; training profile development – especially the Labour Mobility track; collaboration with the Pacific Labour Facility (PLF); high level representation, advocacy and stakeholder engagement, as well as focus on key cross-cutting themes such as building country ownership, gender and social inclusion, risk monitoring and management, co-investment, communications and research. During the year, we increased our collaboration with key stakeholders such as the Pacific Labour Facility (PLF), Asian Development Bank (ADB), Pacific Islands Forum Secretariat (PIFS), Melanesian Spearhead Group, World Bank, MFAT, International Labour Organisation, International Organisation for Migration, ANU's Devpolicy, the private sector, Lowy Institute, national TVET providers and key government departments across our operational areas. These collaborative efforts have strengthened our strategic partnerships and coalitions, the understanding of Pacific Island Country positions, and recognition of APTC, as a key player in supporting skills development to take up labour mobility opportunities and contributing to strategic and policy discussions on Pacific labour mobility. This is critical if we are to see additional opportunities for employment to achieve a net skills gain. We continue to work closely with DFAT posts to ensure continuing political and employer support for labour mobility, and DFAT Canberra, to support the whole of Australian Government approach for the successful implementation of regional labour mobility.

APTC began undertaking a comprehensive Pacific Labour Market Assessment across our nine countries of operation. The PLMA is the first of its kind and draws on primary as well as secondary qualitative and quantitative labour market data/analysis in our 9 countries. The analysis will help ensure our Training Profile is optimally aligned with employer needs as well as current and likely future job outcomes or self-employment opportunities. More importantly, it will support our efforts in ensuring labour mobility results in 'brain gain' by helping APTC and its partners explore the best strategic approach to labour mobility and pathways. In undertaking the PLMA, we adopted a phased data collection and analysis against our earlier plan to complete the exercise by mid-2019. This approach was adopted following our learning on how complex this exercise is, the paucity of data across the region, and also due to a small pool of qualified personnel in the region who could undertake the exercise. Despite a late start by 31 December, we had completed data collection in seven of the nine countries and completed the first draft of four reports. Data collection for Samoa and Papua New Guinea will take place by 30 March, 2020 with a first draft regional report expected by end of the first quarter, 2020. Consistent with the Pacific Skills Partnership and our nationalisation efforts, we have also built in a capability building component to transfer skills from the international team of consultants to local Pacific institutions and staff. The first skill building workshop was completed in Fiji, attended by the Fiji Government's Ministry of Employment, Productivity and Industrial Relations; the Ministry of Education, Heritage and Arts; the International Labour Organisation; the International Organisation of Migration; the Fiji Commerce and Employers Federation; the Pacific Islands Private Sector Organisation, and the Australia Pacific Climate Partnership Support Unit.

Thirdly, we developed a Labour Mobility Framework, which outlines how APTC will support skills development for Pacific Island citizens to access labour mobility opportunities. We are confident implementation of this framework and relevant training will help us deliver 'work-ready' graduates to meet the labour demand identified through the Pacific Labour Scheme (PLS) and other mobility opportunities within the region and beyond. The labour mobility track, which will commence in Semester 1 (S1) 2020, will provide additional critical skills for work readiness and employability to prepare for working abroad. APTC will also provide bespoke training where specialised skill development is required for specific labour mobility opportunities; pre-mobility short courses tailored to specific cohorts looking to access mobility opportunities - our graduates, those from other institutions and PLS approved applicants; and post-mobility short courses to support returning workers with the transition back to their countries and communities. The spotlight below provides more details of a labour mobility pilot we conducted in the Solomon Islands.

Lastly, in the series of activities related to labour mobility, is our enhanced partnership with the Pacific Labour Facility. Through this partnership and close engagement with Pacific Island Countries (PICs) and DFAT, we progressed a number of strategic areas of work to ensure that we deliver on our commitments for a 'net skills gain' and equitable access to labour mobility opportunity for Pacific people. These are now bearing fruit as evidenced by the number of former APTC students accessing labour mobility opportunities through the PLS.

## Spotlight 1:

### Fostering Labour Mobility Pathways for Solomon Islanders through International Preparation Course



Participants of the Labour Mobility International Preparation Course pictured here with APTC staff after successfully completing the 10-day course.

Our regional Theory of Change posits, as one of our intermediate outcomes, that 'eligible graduates access labour mobility pathways'. Based on this expected outcome, APTC has been working hard to realise this ambition.

"In Honiara, the Solomon Islands 19 Solomon Islanders successfully completed a two-week Labour Mobility International Preparation course with the APTC, aimed at preparing them to live and work in Australia under the Pacific Labour Scheme (PLS). The training was APTC's first-ever pilot project for selected participants who were recommended by the Governments of Solomon Islands and Australia.

The course provided participants with introductory information about living and working in Australia as they progress through the labour mobility pathway.

The course was held over a 10-day period and covered a range of areas. These included:

- Exploring Australian Culture
- Discussing similarities and differences between Australia and the Solomon Islands
- Health and Wellbeing
- Homesickness and Culture shock
- Australian Law in relation to Workplace Health and Safety
- Australian employer's expectations and Employability Skills

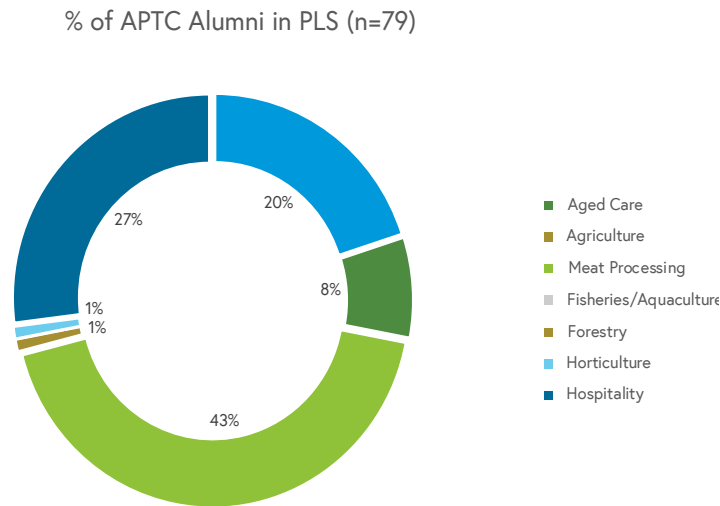
- Recognition of Prior Learning and the importance of building an 'Evidence Portfolio'
- Financial Education
- Interview preparation for living and working in Australia
- Digital Literacy and Digital Safety

The training included components on financial literacy facilitated by the Pacific Financial Inclusion Program (PFIP), who developed a specific workshop and resource to compliment the program, and be embedded into the APTC to Work program for students who have been identified as selecting the Labour Mobility Track as part of their studies. Challenges relating to Digital Literacy skills were also addressed including learning digital literacy via a 'gamified' application, developed by PLAN International and piloted within the training. Named "Off to Work", PLAN International and APTC collaborated to create a simple game that Pacific users would be responsive to. The intention was to gauge if e-learning was appropriate for the context and of value to users, and if so, how e-learning could be used to support Pacific workers participating in the Pacific Labour Scheme in the future. It is envisaged that the pilot for this program will be expanded into a larger, more holistically focused program designed to elevate Digital Literacy capacity in the Pacific. Learning from the pilot will inform work in 2020, bringing this intermediate outcome within easy reach for APTC.



Figure 6 below illustrates the percentage of workers (by industry type) that have accessed Labour Mobility opportunities through PLS. These workers are either graduates of APTC or have received a bespoke training program to prepare them for labour mobility. In 2020 we plan to align our data systems, including reaching a data sharing arrangement with PLS, so we can better track the proportion of workers migrating through PLS who have had received either full or partial training from APTC.

Figure 6: APTC Graduates by Industry in PLS



Source: Pacific Labour Facility

APTC and PLF are also collaborating intensively with national partners, details of which are provided in the country annexes, but some key highlights include:

- The APTC PNG Country Office team has hosted Australian employers and supported PLS interviews with APTC Alumni candidates for the PLS.
- The APTC Fiji Country Office collaborated with PLF and the Ministry of Employment, Productivity and Industrial Relations to host the first joint employer visit - hosting five Australia Aged Care Employers. Recruitment has been labelled a success, both in terms of APTC Individual Support training delivery and the quality of graduates interviewed. From this collaboration, least 15 have been offered jobs to work in Aged Care institutions across Australia.
- In Vanuatu, APTC worked closely with the Department of Labour and the PLF to support the development of a 'work ready pool'. Since March 2019, 46 labour mobility recruits were trained in work ready skills by APTC in collaboration with Department of Labour/PLF; 20 of them successfully secured employment in Australia. APTC has also engaged in high-level policy dialogue, as a member of the Labour Mobility Policy Taskforce, as well as aligned activities under the Pacific Labour Market Assessment for the mapping of future labour force needs in Vanuatu for DOL.

### 3.1.2 EOPO2: Co-investments in skills training increases

During the reporting period we experienced exceptional progress in the focal areas we proposed in the 2019 Annual Plan, allowing us to make positive strides towards this end of program outcome. Through our commercial and DFAT subsidised activity, we generated revenue of AUD 880K and net of AUD 290K in co-investment income. This level of income is a good indicator of the demand for TVET qualification by industry across the Pacific. It is also a testament to the confidence in the quality of qualifications delivered by APTC and evidence that we are making progress on the strategic shift to gradually introduce co-investment. All nine countries had an activity related to co-investment and by leveraging investments from industry and government partners through our fee for service approach, 29% (395 graduates) of the total 2019 graduate count have gained an internationally recognised qualification. Figure 7 provides a quick snapshot of our progress in this area.



# EPOPO 2

## Co-investment in skill training increases

### CO-INVESTMENT

#### Commercial 13

329 Graduates

Pacific Island Citizens with Internationally Recognised Qualification

52% Female Graduates

6% Small Island State

#### DFAT Subsidised 9

66 Graduates

Pacific Island Citizens with Internationally Recognised Qualification

41% Female Graduates

21% Small Island State

9 Countries Covered

#### Small Island States (Tuvalu, Kiribati, Tonga & Nauru)

58 Internationally Recognised Qualifications

34% Female Graduates

44 Accredited Short Course Completions

60% Female Graduates

Total Revenue Generated AU\$0.88M

(Co-investment amount AU\$290,750)

#### Courses

- Certificate II in Automotive Servicing Technology
- Certificate III in Commercial Cookery
- Certificate IV in Community Services
- Certificate I in Construction
- Certificate IV in Leadership and Management
- Certificate II in Skills for Work and Vocational Pathways
- Certificate IV in Training and Assessment
- Diploma of Counselling
- International Skills Training
- Labour Mobility Skills Development Program
- LLN Assessment Program
- Assessment Tool Development Workshop
- Qualifications Framework Referencing Workshop
- Basic English Skills for the Legal System Short Course
- Certificate III in Wall & Floor short course

#### In-Kind Contributions

- 1 Training Venue
- 1 Travel
- 2 Catering
- 2 Consumables
- 3 Accommodation
- 1 Internet Access
- 2 Administrative assistance

Across the region there has been a high interest in TVET co-investment. Fifteen of the twenty-seven commercial programs implemented incorporated co-investment, ranging from providing venues and catering to trainer travel and accommodation. Student tuition fees over the reporting period amounted to AU\$330K.

Courses delivered with co-investment funding include the Certificate IV in Community Services, Certificate III in Commercial Cookery, Diploma in Counselling, Certificate IV in Leadership & Management, International Skills Training and the Certificate IV in Training and Assessment as well as bespoke short courses in wall and floor training support, basic English skills, assessment tool development and qualifications framework referencing. Country annexes provide more examples of country specific initiatives under co-investment.

To provide a structure and framework to all this strategic shift, we steadily progressed development of the co-investment strategy. The strategy is designed for cumulative application across APTC through country level plans that are aligned to the local country context and nuanced toward available opportunities for co-investment across the region. The strategy team including the Chief Academic Officer, and Associates drawn from Project Partnership and the Strategic Development Group working through all the components of the strategy which was approved by the APTC Executive in December. Country-level plans, owned by relevant Country Directors in consultation with APTC Executive will feed into the overarching strategy. Targets for the strategy will be set in early 2020.

Ahead of finalising the co-investment strategy we started leveraging the Partnership Frameworks negotiated with Fiji National University (FNU), National University of Samoa (NUS), Port Moresby Technical College (POMTECH), and University of the South Pacific (USP) for the development of contribution agreements which set out the financial and in-kind contributions of partners. While this approach is still new, partners have valued this approach and we anticipate stronger partnerships that value and recognise the multiple forms of investments that each partner brings to the table. Agreements of each partnership are covered in more detail in the country annexes.

- IN-KIND CONTRIBUTIONS
- CO - INVESTMENT CONTRIBUTION
- PARTNERSHIP CONTRIBUTION

We successfully provided technical and programming input to several reviews and design consultations of bilateral skills programs in Papua New Guinea, Solomon Islands and Kiribati. As a result, we saw an additional AUD 9M over the next couple of years for training and TVET system strengthening for work in these countries.

At the regional level, we focused our work on scoping potential collaboration around linking infrastructure financing and skills training initiatives. This was largely around close engagement with MFAT, World Bank, Asian Development Bank, ILO, and IOM. For example, to ensure streamlined support for the Pacific skills agenda, we worked closely with the World Bank, ADB and the EU on the regional skills agenda and the potential for engagement and investment in collaborative regional initiatives, such as the Pacific Skills Summit and the Pacific Labour Market Assessment. These discussions have been positive and APTC will continue to explore the possibilities with these and other partners as we refine our approaches to co-investment.

Solid progress has been made in the key deliverables of the Pacific Skills Partnership (PSP) through co-investment arrangements that strengthen sharing of resources and expertise in the design,; planning,; and resourcing of efforts, and support for the Pacific Skills Summit and the Pacific Skills Portal. We have been able to solicit multi-stakeholder engagement and investment in the Working Groups supporting the PSP deliverables.

### 3.1.3 EOPO 3: Selected TVET partners demonstrate quality TVET

At the start of the year, we proposed six main activities under this EOPO and we managed to fully deliver on three, made significant progress on two and achieved partial progress on one. We completed our planned activities - supporting the Pacific Skills Partnership, Qualifications Authorities and TVET partners' on their ambitions on locally relevant qualifications and the implementation of the TVET System Strengthening Platform. Figure 8 demonstrates progress made towards this End of Program Outcome.





# EPOO 3

Selected TVET partners demonstrate quality TVET provision

## TVET PARTNER DELIVERY

### AGREEMENT



- 5 Partnership frameworks signed and implemented
- 2 Partnership frameworks drafted and under discussion
- 5 Partnership agreements signed and implemented
- 3 Partnership agreements drafted and under discussion

# 8

### PARTNERS

number of TVET partners supported by APTC to deliver quality qualifications in line with their aspirations



### TRAINING INNOVATIONS

7 Business cases since 2018



training innovations pursued by APTC as part of the embedding agenda

2 training innovations pursued under TSSP3 in APTC3:

1. Vanuatu Skills Partnerships - review of internal courses to National Standards and includes labour market research and analysis
2. Vanuatu Inclusive Education Advocacy - focus on early childhood, literacy skills development and continuous learning

We made significant progressive steps towards both the strategic shift - realising the shift towards embedding in Pacific TVET systems and the three intermediate outcomes. This effort was largely spurred by our success in establishing renewed partnerships with eight TVET partners across the Pacific (see Figure 8).

Through a brokered process between APTC and partner institutions, which is based on principles of good practice partnership, we developed and signed five partnership framework and partnership contribution agreements, while three frameworks and agreements were in draft by the end of the reporting period. This marks a new phase for APTC as the renewed partnerships are focused on a robust and comprehensive approach to TVET reform in the Pacific. Table 3 below provides a breakdown summary of our progress in this area.

The renewed partnerships have been agreed so each covers an element of our intermediate outcomes - *increased quality of teaching and learning, increased number of qualifications meet agreed quality standards and improved institutional governance and management*. Specifically, the partnership agreements are largely structured around

- Jointly supporting strengthening of alignment between Pacific TVET systems and labour market requirements.
- TVET Teacher capability development
- TVET advocacy and maintaining networks + relationships
- Improved coordination
- Quality TVET delivery
- Improving qualification standard

Our contribution agreements are also closely linked to the co-investment strategy through their leveraging of contributions from partner institutions to support TVET strengthening. Through our discussions, most of our partners have agreed to provide in-kind contributions to the partnership in the form of facilities (covering payments of utilities and security) and administration support, use of library facilities by APTC students, sharing of data and access to national networks and relationships. Further details of each contribution agreement are covered in the country annexes.

ALL 8 PARTNERS DELIVER QUALITY COMPETENCY - BASED TRAINING



Table 3: Progress in Partnerships to Improve TVET Quality as of 31 December, 2019

Partner	Partnership Framework	Contribution / Partnership Agreement
National University of Samoa (NUS)	SIGNED	SIGNED
Fiji National University (FNU)	SIGNED	FINAL DRAFT
University of South Pacific (USP)	SIGNED	FINAL DRAFT
Port Moresby Technical Institute (POMTECH)	SIGNED	SIGNED
Don Bosco Technical Institute (DBTI)	SIGNED	SIGNED
Vanuatu Institute of Technology (VIT)	N/A	SIGNED
Villa North School (VNS)	N/A	SIGNED
Kiribati Institute of Technology (KIT)	FINAL DRAFT, NOT SIGNED	DRAFT
Tonga Institute of Science and Technology (TIST)	FINAL DRAFT, NOT SIGNED	DRAFT

Regionally, TVET sector strengthening activity is gaining traction with projects delivered for the Pacific Community Educational Quality and Assessment Program (EQAP) that will impact on TVET quality across the Pacific. Key successes in 2019 include:

- An MOU signed with SPC and the South Pacific Tourism Organisation (SPTO), which will result in a hospitality / tourism regional micro-qualification developed to address an identified regional industry skills gap. The micro-credential will be accredited with EQAP and available for delivery by TVET institutions across the Pacific.
- Successful delivery of a workshop to regional officers from national accrediting agencies and government ministries, explaining how to reference TVET qualification frameworks against each other to determine equivalences and possibly mutual recognition.
- Successful delivery of a contextualised International Skills Training course for trainers Pacific-wide that will give them skills to train others in workplace responses to gender-based violence<sup>18</sup>.

We continued to place emphasis on strengthening quality TVET delivery throughout the Pacific. We achieved this in several areas. Firstly, in line with efforts to support development and delivery of qualifications in identified areas of labour market needs, we undertook a review and consultations in order to define 'international TVET standards'. While the review found there were no globally agreed 'international standards' for TVET qualifications, it did find that in some regions, work has been done to define cross-border 'occupational standards' for a range of occupations in specified industries. Based on the findings, we sought to steer the APTC Board on the implications of these findings on our work, given the prominence of 'international standards' in the APTC 3 Statement of Requirements. The Board provided useful guidance that affords APTC flexibility to support the sector to work toward obtaining international recognition that is appropriate for context, and thus we managed to structure our partnership agreements around this. More specifically, this guidance has been useful in the following ways:

- i. As part of our MELF strategy testing approach, we have consequently reviewed one of regional level theory of change strategies<sup>19</sup> and broadened it to focus on delivery qualifications benchmarked to Australian standards or to national/other standards as appropriate to TVET partners and labour markets.
- ii. It has helped support our TVET system strengthening work with national TVET providers and quality agencies that have established quality systems and standards.
- iii. It also allows scope for progressing work on industry standards where a regional approach could add value.

This is in addition to our ongoing delivery of Australian qualifications where these are required by the labour market. This contextual approach to determining appropriate standards has implications for our training profile and the counting of graduates toward our targets. Currently, DFAT only counts full Australian Qualifications and skill sets delivered by APTC as graduates toward our annual target.

We will need to engage in discussions with DFAT and the Board to advocate for the definition of a 'graduate' to be expanded to cover the range of our activity and to ensure the right incentives are in place to support acquisition of internationally recognised qualifications and the broader objective of TVET system strengthening, rather than delivery of qualifications to the Australian standard.

Secondly, we placed a significant effort on the delivery of International Skills Training Programs (IST) across the region. The program aims to increase capacity of TVET partners in the Pacific to design, deliver implement and evaluate best practice competency based Training and Assessment programs throughout the Pacific. This is invaluable as far as our intermediate outcome - increased number of qualifications meet agreed quality standards is concerned. All IST courses were designed, in consultation with industry and training sectors, to tackle critical competency gaps and support the skills needs of the global workforce. Most of the IST courses implemented by APTC in a number of countries across the Pacific (Fiji, Samoa, Tonga, Vanuatu, Tonga, Tuvalu, and Nauru) were funded by the Government or a multilateral organisation and endorsed by the Australian Department of Employment, Skills, Small and Family Business (DoE). Over 160 learners have undertaken the IST courses across the Pacific. During 2019, the Australian DoE undertook a review of TQ/APTC delivery of IST across the region. The interim feedback has been positive from participants, Pacific Qualification Authorities, TVET partner institutes and clients. The final report is due in 2020.

We also made significant progress in supporting wider TVET systems reform and strengthening activities, all of which will have a bearing on this End Of Program Outcome. This included working with industry, supporting government-wide action, as well as our support to qualification authorities. Some examples of our successes include:

- Signing of an MOU between APTC, FNU, FHEC and the Construction Industry Council (CIC) in Fiji. This resulted in the review and development of two national qualifications in Carpentry. The next stage is to monitor the implementation of this national qualification with TVET providers in 2020. Through our partnership framework with the FNU, a rapid assessment of the FNU fashion program was also conducted and in 2020, technical support will be provided to FNU to benchmark their Fashion program to an agreed standard.
- Supporting the newly invited member of the Kiribati Ministry of Education's TVET Taskforce in its strategic planning to introduce TVET programs into Government secondary schools. APTC facilitated the Ministry's TVET in Schools Workshop, the outcomes of which will inform the Ministry's Strategic Sector Plan 2020-2023.
- Supporting the Vanuatu Qualifications Authority through chairing the Quality Assurance Committee, which reports to the VQA Board. In 2019, this entailed conducting quality reviews of three RTOs (VITE, VIT and the Foundation for the Betterment of Society Institute on Tanna). APTC also works closely with VQA in support of the National Adult Language Literacy and Numeracy Strategy, through membership of the national LLN working group and active participation in an LLN strengthening sub-committee.
- Supporting and assisting DHERST the PNG Department of Higher Education, Science, Research and Technology (DHERST) with the implementation of the PNGNQF. This is made possible through the PNG Country Director's role as a member of the PNG National Apprenticeship and Trade Testing Board and as the designated DHERST TVET institutional re-accreditation audit mentor.

The Pacific Skills Partnership (PSP) has shown great value as a mechanism for advocacy and action through collaboration on the regional skills agenda. The APTC Board Chair has worked with Pacific Leaders and key development partners to advocate for high level support for taking this agenda forward. The space provided through the inaugural Pacific Skills Summit in June 2019 for regional level conversations among stakeholders from across sectors to deliberate on issues of importance to skills and skills development addressed an identified need and was welcomed. The good work of the PSP continues in 2020 as work progresses on the remaining two deliverables—the Pacific Skills Portal, launched at the Pacific Islands Forum in Tuvalu is now currently led by the Pacific Community (SPC) and Next Generation Skills, led by the Pacific Islands Association of Non-Government Organisations (PIANGO). APTC and partners need to work together and maintain momentum.

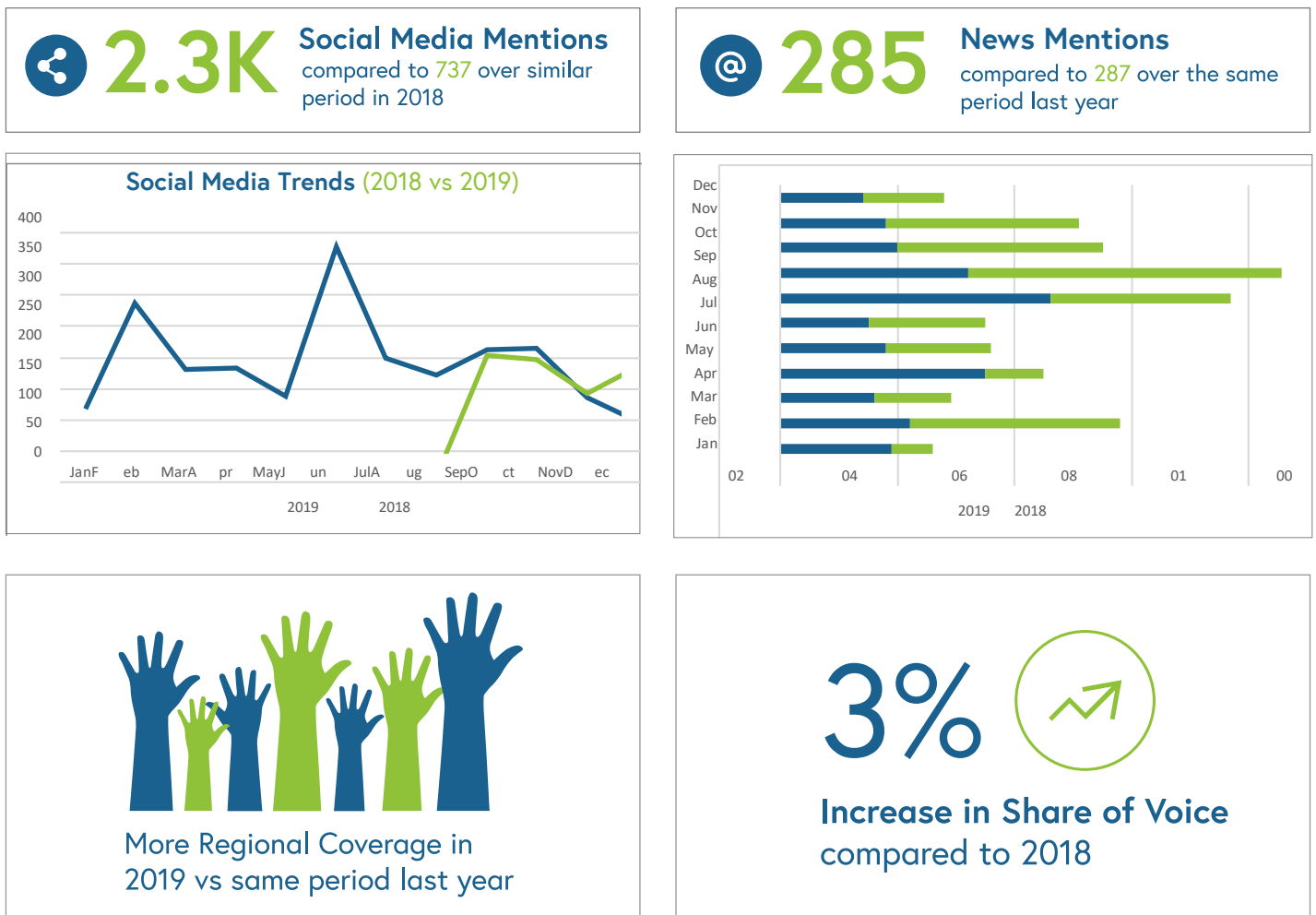
### 3.1.4 Organisational Enabling Activities

In order to attain the levels of effectiveness across our EOPOs we worked on a number of key levers of change. These included developing our organisational strategy and improving the internal planning processes, developing and beginning to roll-out key strategies and frameworks, including the Communications strategy and the Monitoring, Evaluation and Learning Framework; revitalising the Academic Quality Team and Academic Committee, as well as enhancing our political economy analysis.

During the year we significantly progressed the development of the organisation strategy, setting in motion a clear line of sight between the day-to-day work and the final End of Program Outcomes. This is of vital importance as there are increasing calls on APTC's expertise and resources and, through the strategy, we have identified the actions that are likely to result in the most impact for the Pacific from our work.

In 2019, we were excited to have the APTC Communications Strategy approved by DFAT in April 2019. It is now beginning to bear fruit with about 2.3K social media mentions of the APTC brand in the last 12 months (compared to 700+ in the previous reporting period), as well as a stable 6% share of voice (i.e. how much media coverage we get compared to similar organisations in the Pacific). It is however still early days to establish how effective this strategy is in translating into an increase in co-investment. Figure 10 below provides a snippet of our media presence during the reporting period, compared with the same time last year.

Figure 9: APTC Media Coverage (2018vs2019)



We also welcomed the DFAT's approval of the APTC Monitoring, Evaluation and Learning framework early in the year. Its approval set in motion a series of events at country level wherein we engaged with a broad range of stakeholders to articulate how change happens in each location we work in. This work has been vital in helping us develop local actions and create a better understanding in what ways our regional articulation of how change happens will actually play out in each of the countries. Using this regional level articulation as an entry point to our discussions, we undertook eight workshops bringing together TVET stakeholders, including government, training providers, industry representatives and organisations supporting people living with disabilities (PLWD). Details of discussions and findings of each country are captured in the country annexes.

To ensure we remain on track to deliver this investment, we actively reviewed our regional level articulation of how change happens. As proposed in the MELF, we have started to see benefits of using the strategy testing approach at the leadership team level to guide critical appraisal of the investment design. For example, from the two 'strategy testing' sessions the leadership team concluded that the problem of mismatch between the requirements of labour markets and the skills available to employers from Pacific TVET systems remains, however, we need to further clarify the extent of the problem. The expanded PLMA was seen as a key evidence source to help us and the sector start on a pathway to quantify the problem. The review of strategies and assumptions resulted in a handful of changes to the regional level Theory of Change summarised in Table 4 below.

Table 4: Changes to Regional Level TOC elements

TOC Level	Original Statement	New Statement	Rationale
Program Strategy	Support the growth in the delivery of qualifications to Australian standards	Support the provision of high-quality qualifications benchmarked to standards that are appropriate for local contexts.	Changed the focus from just Australian standards to reflect the need to meet both local and international labour market requirements.
Program Strategy	Work with reform-minded champions and through informal power structures to build consensus and coalitions for change	Work with TVET champions and through informal power structures to build consensus and coalitions for reform	To provide clarity on which reform-minded champions we seek to engage. Given we are focused on TVET reform those we seek to work should have a mutual in TVET, hence a specific mention in the strategy.
Program Strategy	Embed social inclusion principles to underpin all APTC operations.	Embed social inclusion principles to underpin all APTC operations and actively monitor results in line with MELF.	We want to go beyond embedding to using evidence to monitor progress and make remedial actions along the way.
Program Level Assumption	N/a	Industry is willing and ready to participate in training conversations.	This is a new assumption under the program strategy to 'Support the provision of high-quality qualifications benchmarked to standards that are appropriate for local contexts'.
Program Level Assumption	N/a	GESI is well understood by APTC staff and is acceptable within the socio-cultural context	This is a new assumption under the program strategy to 'Embed social inclusion principles to underpin all APTC operations and actively monitor results in line with MELF'.

In addition to the above key enabling milestone wins we also finalised the APTC academic framework, which provides oversight of the student experience, quality of learning and teaching and training innovation. The APTC Academic Committee oversees business growth and sustainability, while the Academic Quality Group has responsibility for ensuring compliance with ASQA requirements, course approvals and continuous improvement. To meet the rigour expected of APTC and its partners, the framework is a lynchpin to strengthen communication and collaboration internally in APTC, thus allowing us to effectively and efficiently work with partners to support their aspirations to meet quality standards that support their labour market and development needs under EOPOs 1 and 3.

## 3.2 Efficiency

Over the reporting period, we continued to demonstrate highly effective use of the time and resources allocated to this investment, maintaining existing delivery levels while undertaking significant new activities and initiatives required to achieve our end of investment outcomes. During 2019 we processed over 3,500 applications from 14 countries throughout the Pacific. From this wide base of applications we enrolled over 1,400 students and by 31 December, 1,353 Pacific Islanders (38% women) received an Australian recognised qualification at the end of their training. This qualification not only adds to the critical national human resource base through graduates participating fully in domestic markets across their native Pacific island countries, but also opens doors for those aspiring to enter Australian, New Zealand and other international labour markets. We reached our 15,000 graduate, an occasion that was marked in Tonga in October 2019. As of 31 December, 2019 a total of 15,662 Pacific Islander graduands now hold qualifications from APTC.

Over the reporting period, we successfully delivered 26 different qualifications and two skillsets and the International Skills Training (IST) course to citizens from 12 Pacific Island countries. Of the 26 qualifications, four were delivered in Tuvalu (one qualification) and Kiribati (three qualifications) using the Recognition of Prior Learning (RPL) approach, resulting in six Tuvaluans and 47 i-Kiribati graduands. Two qualifications in support of labour mobility opportunities and increasing the number of work-ready PLS applicants were delivered in Tuvalu, resulting in eight students graduating in Certificate II Skills for Work & Vocational Pathways and 41 completing a short course in Skills for Work and Vocational Pathways. Furthermore, in Tuvalu, we graduated 30 Tuvaluans who presented assessment evidence as part of the Certificate I Construction Recognition of Prior Learning, with final assessment to be completed in January 2020. In addition to these qualifications and skillsets, we completed seven short courses<sup>14</sup>, reaching 125 participants. 38% of graduates are women, the highest percentage recorded in the Solomon Islands (53%) and the lowest in PNG (25%) and Kiribati (22%). Figure 11 below provides a summary of graduate by country and gender. A detailed breakdown of graduands by qualifications and citizenship is presented as Appendix 1, while cumulative totals to date are presented in Appendix 2 and 3 respectively.

<sup>14</sup> Participants are not counted as graduates and therefore are not included in the graduate count of 1353.

# ENROLMENTS & COMPLETIONS

## 2019

### 3,500 +

applications recorded in CRM, received from 14 countries

#### APPLICATIONS



### 1,353



#### GRADUATES

### 38%



are female graduates

10% represent Small Island States



### 1,400 +



### 38%



are female students

#### WOMEN IN NON-TRADITIONAL STUDY AREAS



### 2%

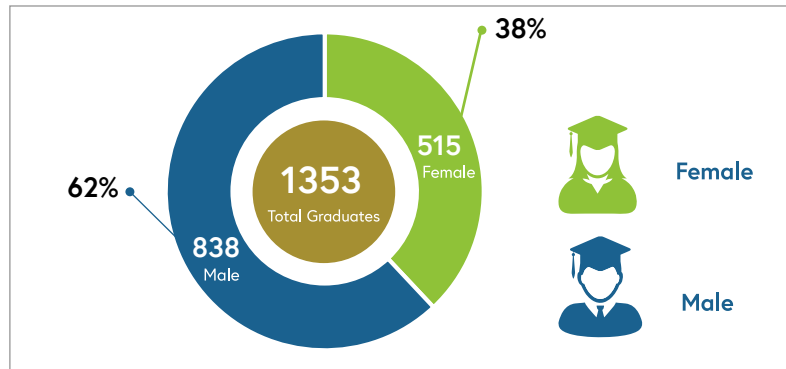
graduated in a non-traditional area of study

### 47%

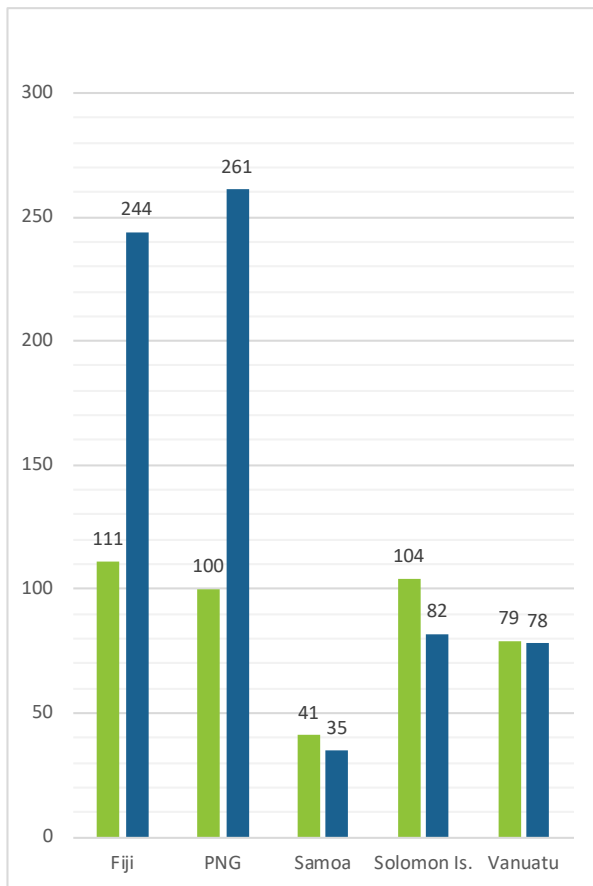
#### RECEIVED A RECOGNITION OF PRIOR LEARNING CERTIFICATE

Figure 11: Graduates by Country and Gender - 2019

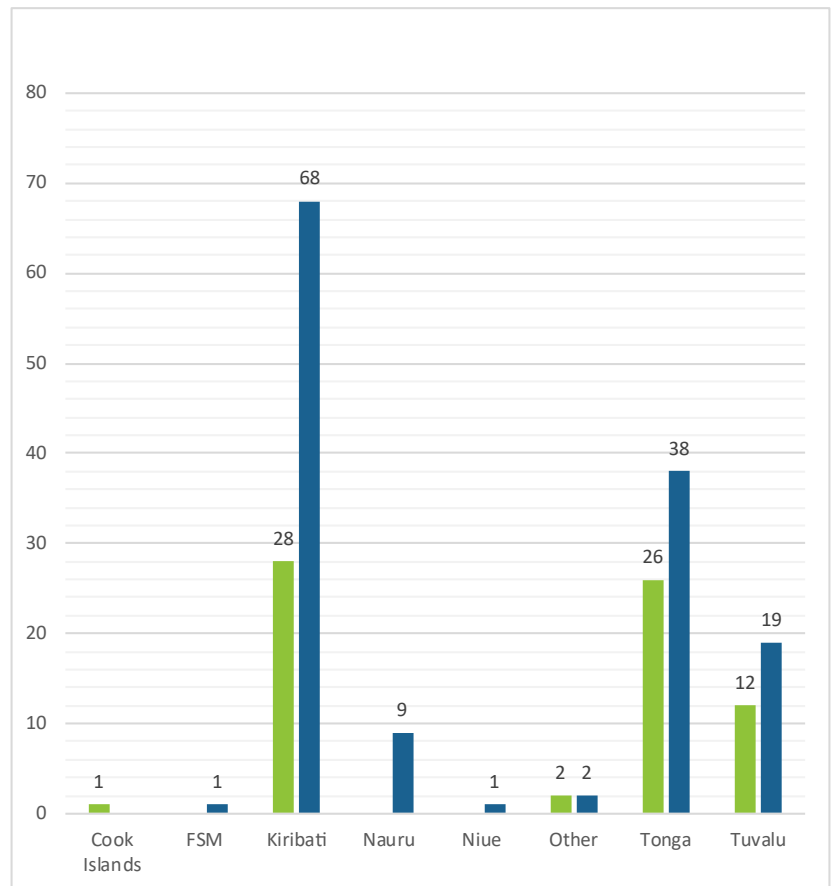
Graduate by Campus Country



Graduate by Campus Country



Graduate by Non-Campus Country



In the first 18 months of this phase, we remained on track in terms of our expenditure of AUD 47.57M (cumulative to 31 Dec 2019) against budget of \$48M. The main driver for this performance is the result of all key cost components, (including personnel, program, and TVET Strengthening), finishing within the allowed budget. APTC forecast expenditure for next twelve months is AUD 38.64M, in line with the annual allocated budget. A detailed breakdown is presented in Section 4 of this report. Over the 18 months, we have achieved 2,246 graduates and reduced our cost per graduate by 27% to AUD 16,040. The costs are significantly lower than other phases, following a new methodology that accounts for APTC's expanded mandate and operations. The methodology sought to better understand direct and indirect costs and their allocation to the delivery of graduate numbers.

Coupled with our ongoing efforts to increase our graduate targets higher than our minimum contracted numbers, while at the same time delivering on our expanded purpose, we are starting to see some impressive cost per graduate numbers. We still want to do more in terms of refining this methodology and will be working with our associates to better understand these cost drivers and their allocation to our work as part of our value-for-money work in 2020. More detail is provided in the Table 5 below. Driven by our ambition to be agile, innovative and flexible in our offerings to meet the specific needs of employers for job-ready staff, we increased delivery of skillsets, short courses and more flexible modes of delivery. As far as skillsets are concerned, 14% (185 graduates) of the 2019 graduate total is through delivery of skillsets, while the flexible models used in the delivery of Certificate IV in Leadership & Management produced 7% (90 graduates) of the graduate count.

Table 5: Cost per Graduate

APTC - Cost per Graduate	Stage 2	Stage2x	APTC3	
	July 2011 to June 2015	July 2016 to June 2018	Minimum Contract Requirement	APTC 3 to Dec 2019
Total DFAT claims to date (AUD)	139,348,016	92,627,880		
Total graduates	5,224	4,191	4,800	2246
Cost per graduate (Old Method)	\$26,675	\$22,102	\$26823	\$ 21,182
Direct Training Costs Basis				
(remove TSSP and Non Training Related Costs)			Cost per graduate (New Method)	\$ 16,040

The strengthening of existing regional-level partnerships reaffirms APTC's alignment to the Framework for Pacific Regionalism<sup>21</sup>, which strives for effective, open and honest relationships and inclusive and enduring partnerships based on mutual accountability and respect. Under this umbrella framework, the Pacific Regional Education Framework (PacREF) 2018-2030 also promotes the efficient use of resources as one of its six key guiding principles.

A key measure of efficiency is the extent to which APTC works to harmonise its efforts with other donors or TVET work. During the reporting period, APTC collaborated with donor and development partners in different areas, including a discussion on ADB's plan to engage in supporting skills development in the Pacific and a possible collaboration through the Pacific Skills Partnership. The Pacific Skills Partnership will focus on a series of regional skills development activities and commits to seeking out new alliances and investments for essential skills. Under our collaborative efforts with partners we successfully implemented the Pacific Skills Summit held on the 25-26 June, 2019.

We have built on the success of the Pacific Skills Summit by facilitating the inclusion of the Pacific Skills Portal as a priority area of regional work as acknowledged in the meeting decisions of Pacific Forum Leaders and their Senior Officials. Work has begun to create the Skills Portal and to establish a clarity of purpose through the expert multi-stakeholder guidance of the Skills Portal Working Group. The portal will be housed within SPC's Pacific Data Hub. We continued to work cohesively on Bilateral and regional engagements, linking up with DFAT Posts in all the countries in which we operate. Our work has covered scoping out partnership arrangements and pathways for graduates, discussing coordination arrangements with existing DFAT bilateral skills programs and with other partner skills investments, as well as technical input into design of skills programs where relevant. A notable area of success was the reworking of the Kiribati Institute of Technology (KIT) contract, opening doors for APTC to support a more effective and efficient approach to Recognised Prior Learning (RPL) work in Kiribati and greater support to graduates.

<sup>15</sup> The Framework for Pacific Regionalism was endorsed by Pacific Islands Forum Leaders in July 2014. It replaces the Pacific Plan for Strengthening Regional Cooperation and Integration

### 3.3 Gender Equality

We enrolled 552 women into our courses, of which 515 (38%) successfully completed their courses. At the end of 2019, our women to men ratio stood, therefore, at 38:62 for enrolments, which is lower than the previous year (2018) of 42:58. This ratio represents a decrease of 4% from end of S2, 2018 and 12% below our target to increase the gender balance to 50% women enrolling into our programs. The low women:men enrolment ratios are reflected in the graduation ratios, wherein the women to men ratio at 44:56 in 2018 compares to 38:62 for 2019, representing a decrease of 6% in completions for women. In light of this decrease, in 2019 we put in place strategies to encourage women to access our courses, which, we believe, will start to bear fruit in 2020 and beyond. One such strategy has been using women in our imagery for student recruitments, and in particular for courses where women would not normally consider applying.

The need to embed GESI into APTC operations has been a priority during the year. To this end we successfully recruited a GESI Facilitator based at Regional Head Office. The core function of this role is to facilitate the development and implementation of the GESI strategy. By December 2019, we had advanced significantly in the development of the strategy through a consultative process with key stakeholders including with DFAT. The strategy will be finalised by mid-February 2020 and will cover the period to July 2022. .

While the strategy development is underway we rolled out some GESI deliverables building on previous Gender activities conducted to level include:

- i. Convening a GESI champion's network – made up of interested staff in country and regional offices who will play a catalytic role in their team through creating awareness and support to GESI actions. One of the early successes of the networks was the advocacy for ending violence against women and children during the 16 Days of Activism campaign. The champions took the lead in organising events in country campuses and the Regional office.
- ii. 16 Days of Activism: APTC participated in the 16 Days of Activism Campaign from 25 Nov - 10 Dec. A special newsletter was issued from CEO on the launch day of the 16 Days of Activism on 25 November and this was followed by the dissemination of 16 Bytes for 16 Days, whereby staff received useful snippets of information on ending gender-based violence. A gallery was also set up for Regional head office and Fiji staff to highlight and create awareness of violence against women and girls. The Fiji and Regional Head office staff also participated in a public March on 25 Nov as well as a Talanoa session on 28 Nov.
- iii. APTC's Male Advocate Group: In recognising the role men play in ending gender based violence, a group of male employees have convened to set up a male advocates' group, with a draft affirmative action. By 31 December, the action plan was under a consultation process, which entails a review by APTC staff before it is endorsed and finalised.
- iv. Information on Support Systems for victim survivors of violence: As part of improving awareness and access to existing support systems, APTC campuses now have posters on display in washrooms and common spaces in country offices detailing the names and contact details for organisations available as support systems for those experiencing any form of violence.
- v. Gender Research – in collaboration with our associates from La Trobe's Institute of Human Security and Social Change, we commissioned a piece of research on GESI aimed at understanding women's experience before, during and after studying with APTC. Data collection was planned in four countries and was completed in Tonga, Kiribati and Fiji between November and December 2019. Data collection in PNG is planned to commence in late January 2020. The study will inform APTC on barriers to accessing training and employment opportunities for women in the Pacific and help formulate strategies to make training programs more inclusive.



## Spotlight 2:

### Meri Tradies Is Empowering Women in Non-Traditional Trades in PNG



Members of the Meri Tradies pictured here during the Inaugural Women in Trades Conference held in Port Moresby in 2019.

Founder and President of the Meri Tradies PNG Association and APTC automotive trainer, Doris Meliwane, says that TVET is an important and fulfilling education pathway - not a second choice.

Ms Meliwane made the remarks during the inaugural Women in Trades Conference held in Port Moresby. She added that achieving gender equality, in particular female involvement in skilled trades, remains a global challenge.

"Either you choose university and colleges and be a white collar or choose TVET and be a blue collar. Never look down on yourself. There are institutions that can help you upskill, add value to your degrees, and be whatever and whoever you want to be," she said.

The Meri Tradies is a community of women practicing Non-traditional trades, who share ideas and information through social media sites and connect to women in Trades throughout PNG and other countries, such as USA, Australia and Philippines. Members include female apprentices that have either graduated in APTC courses or have completed apprenticeship extension programs through the PNG National Apprenticeship and Trade Testing Board.



As part of our women empowerment agenda, we provided 33 women access to participation in non-traditional courses, graduating 28 (85%) at the end of the reporting period. Figure 12 below summarises our 2019 achievements in this area.

Figure 12: Women Graduates in Non-Traditional Trades for 2019



During 2019, APTC and The International Finance Corporation (IFC) partnered to develop a competency-based train-the-trainer (ToT) program on Workplace Responses to Gender-Based Violence (GBV). This partnership was in response to the report, The Business Case for Workplace Responses to Domestic and Sexual Violence in Fiji (July 2019). During 2020 APTC with IFC will deliver the ToT for up to 40 participants in the Pacific over 2 x two week periods. The first intake will take place April 2020 for up to 20 participants, the second will take place in July 2020 for up to 20 participants. These initial 40 participants will become appropriately skills Workplace Responses to GBV Trainers, with the confidence and capacity to make reasoned judgments when training, including adapting teaching materials and learning techniques to meet workplace needs.

A potential phase two of this partnership between APTC and IFC would support the course to be accredited and registered on the Pacific Qualifications Framework, in order that other organisations can access the program and deliver accordingly. Ongoing support by APTC may be requested by IFC concerning delivery of the GBV program across the region by other Pacific organisations (from which the initial participations were drawn) to ensure sustainability of the program. Workplace Responses to GBV Trainers will make a significant contribution to addressing gender based violence and promoting gender equality within their Country and Pacific region.

## ■ Spotlight 3:

### New Skills for I-Kiribati female Construction Trainer

"I chose this career because I love what I do," says Laotite Monite, a construction trainer at the Kiribati Institute of Technology (KIT). In the face of strong opposition from family and friends who did not understand how a woman could do 'a man's job', Laotite graduated from APTC in 2010 with a Certificate III in Carpentry (CPC30211), and soon after became the first woman ever to teach a trade in Kiribati.

Being the only woman trainer in her field at KIT, Laotite maintains a great enthusiasm for her work, saying, "I am enthusiastic to go far in the carpentry and tiling profession, despite it being a male-dominated trade. I love this trade because in a way I am helping build a shelter for someone."

When it comes to skills training, Laotite's biggest priority is continuing to develop her skills. For this reason, in 2019 she successfully completed a short course comprising three units from the Certificate III Wall and Floor Tiling qualification through APTC.

Following the training, APTC trainer Raj Kapoor supported Laotite, and her three KIT colleagues who also undertook the course, with a two-week mentoring program as they embedded their newly acquired skills and knowledge on wall and floor tiling into their construction training delivery at KIT. This targeted training and mentoring for the trainers of partner institutions is a key priority for APTC to increase the quality of teaching and learning in Pacific TVET institutions, and allows us to progress towards our EOPO 3: Selected TVET partners demonstrate quality TVET provision.

Laotite acknowledged that studying at APTC, and the subsequent mentoring she received has given her a new understanding of Workplace Health and Safety (WHS), shown her the importance of planning and time management, and provided some useful tools to implement these in her work.

"Now I'm able to do proper planning before commencing my work and implementing it with my staff. I can see changes in my skills and knowledge after completing my course with APTC," she said.

The challenge of being a female in a male-dominated workplace can be stressful at times, but Laotite does not let this hold her back and has gained new confidence from her training and mentoring with APTC. Her approach is to seek out every opportunity to collaborate with her male colleagues. She looks forward to continuing to learn new techniques, obtain new skills and knowledge, and build confidence.

"I am still learning and aiming to improve as I develop multiple skills, and I hope that women and men learn that a woman is just as capable as any man," she said.



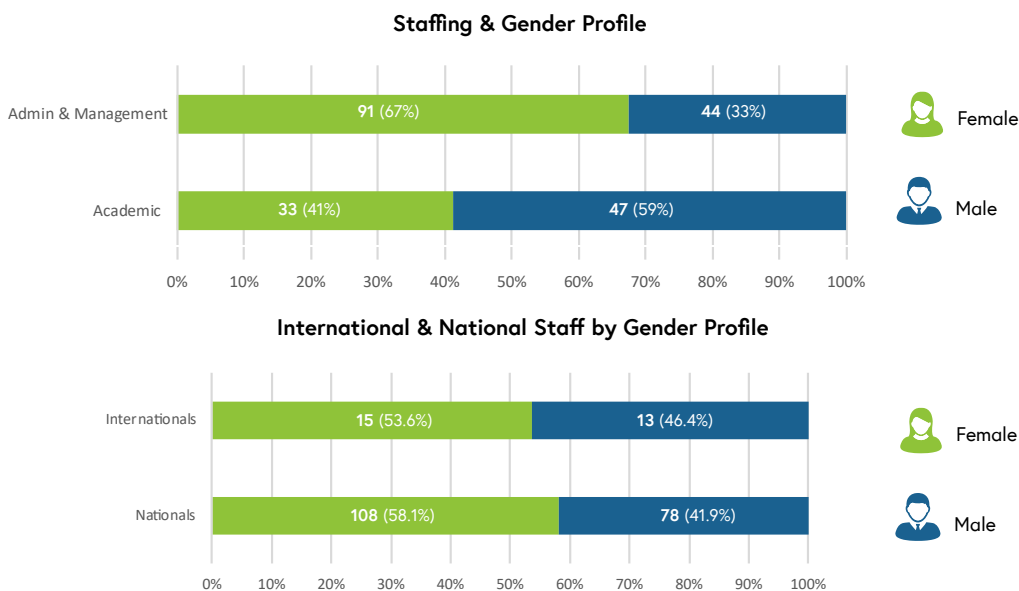
Laotite busy at work in a carpentry and tiling workshop at the Kiribati Institute of Technology where she teaches.

Apart from our training programs, APTC is also conscious of the need to empower female staff in the organisation. At year-end of 2019, total staff at APTC stood at 215 – 58% of which are women. There has been a 5% increase in female staff, comparing the same period with last year. Four of our training staff in traditional male dominated programs are women, including National Trainer in Metal Fabrication/Welding; Transitional trainer in Carpentry; Training Assistant in Fitting & Machining and Transitional Trainer in Vehicle Automotive. Furthermore, 3 of our 5 Country Directors are women and 3 of our 4 Country Coordinators for non-campus countries are also women. 75% of our Executive Staff are women, namely, APTC CEO, Deputy CEO and Chief Academic Officer. Figure 13 below outlines the staffing profile.

Success in supporting and empowering women has been a result of the following new and continuing strategies:

1. Open merit system where women can participate based on merit rather than gender-based allocation for recruitment, promotion and professional development.
2. New GESI Facilitator - will provide support and advice in terms of internal policies, processes and systems around gender-based programs, working closely with HR to ensure the continuous empowerment of women at the workplace.
3. Establishment of new Employee Recognition and Award Program- this recognises where women can equally participate, again on merit, in our rewards program for APTC.
4. Domestic and Family Violence Policies – that oversee the protection of, particularly, women who experience any form of violence and domestic family issues. APTC provides special leave on these grounds and employee assistance support to ensure safe return to work.
5. Employee Assistance Program- where APTC provides a number of free counselling services should staff wish to access counselling that is confidential for the staff member and his or her immediate family.
6. Insurance coverage – APTC provides health insurance cover for immediate staff in addition to maternity leave cover for women, which has increased in coverage compared to the previous year. Staff can also arrange for family cover with payroll deductions, through APTC, directly to the insurance company for flexibility and convenience.
7. Health & Wellness and social activities – APTC celebrates special days to recognise women including Women's Day, Mother's Day, awareness and eradication of gender-based violence for the month of November and is committed to health and wellness activities, including fruity Fridays, Zumba and yoga days.
8. Employee Engagement Programs – APTC is committed to recognising women through their input into a number of staff engagement programs including Employee Surveys, Change Management Committee, *Talanoa* sessions and suggestion boxes as ways of continuous improvement.
9. Flexible work arrangements – to accommodate women tending to family commitment, education or urgent priorities outside of work.

Figure 13: Staffing & Gender Profile as at 31 December, 2019



## 3.4 Risk Management

There have been no changes to the design of the Risk Management plan as reported in the 6 Monthly Report to 30 June, 2019. The plan continues to be aligned to TAFE Queensland and utilises the Australian and New Zealand ISO 31000:2009 Risk Management Principles and Guidelines.

The APTC's approach to identifying, capturing, reporting and managing risk is captured under the APTC Risk Management Framework, which provides a disciplined and structured process to effectively manage risk across all of APTC's operations and activities. The Risk Management Plan, as a component of the Risk Framework, ensures APTC and delegates correctly identify, capture and manage risk exposure as aligned to the End Of Program Outcomes.

Embedded within the Risk Management Framework is the APTC Audit and Risk Management Committee, which met quarterly and provided oversight and risk management advice to the Executive Team to ensure internal and external control systems are appropriate, provide compliance, and both strategic and operational risks are identified and managed. The APTC Strategic Risk Register was reviewed bi-annually by the APTC Leadership Team with no change made to the Strategic Risks and a number of small updates made to mitigation approaches.

The risk management model includes seven key steps including: Establishing the Context, Risk Identification, Risk Evaluation, Risk Treatment, Monitoring and Review, and Communication and Consultation. An updated profile is presented as Table 6 below.



Table 6: Risk profile by EOPO

APTC Strategic Risk Category EMT	Risk Summary	Controlled Risk Rating		Residue Risk	Mitigation Approach	Status	Owner
		Likelihood	Consequence				
EOPO 1: Graduates have improved employment outcomes	Employment outcomes including international and regional labour markets decline more than 20% over the next 2 years	Unlikely	Negligible	Low	Industry engagement strategy developed and executed with training profile aligned to labour / industry needs.	In progress	CEO
		Possible	Moderate	Medium	Labour market analysis drives timely training profile decisions Development of the international track for APTC students who are seeking opportunities for labour mobility	In progress	DCEO
EOPO 2: Co-investment in skills training increases	Increased levels of co-investment from individuals, government and industry are not realised, including for tuition fees and FFS, resulting in not meeting EOPO 2	Possible	Moderate	Medium	APTC Co-investment strategy developed and implemented. Includes internal and external communication, marketing strategy, bursary policy and process implemented, financial targets set and monitored.	In progress	CAO
		Possible	Moderate	Medium	M&E and Strategic Communications and Marketing program implemented to elevate the status of TVET as an economic opportunity to prospective students and their sponsors of the learning, employment, income and productivity benefits of APTC and TVET training	In progress	DCEO
EOPO 3: Selected TVET partners demonstrate quality TVET provision	APTC remains an enclave as TVET training providers do not have the capacity to deliver qualifications and skill sets to an international  Employers, both domestic and international, prefer APTC (TQ) qualifications over those delivered by TVET partners.  Change in key personnel or political environment at a TVET partner reduces support and ability for APTC to achieve EOPO 3  USP Strategic partnership creates reputational and operational risk with other TVET partners	Possible	Moderate	Medium	Training innovation and delivery options to meet the needs of industry and governments	In progress	CAO
		Possible	Moderate	Medium	Implementation and management of an information system (CRM) to record and manage our understanding of TVET Partner Quality	In progress	Executive Team
		Unlikely	Negligible	Low	Locally led reform and strategies to advance TVET quality and reputation	In progress	CAO
		Unlikely	Negligible	Low	APTC consider joint communications and employer engagement as a component of all partnership agreements.	Managed	CAO
		Possible	Moderate	Medium	APTC build strong multi-level stakeholder relationship with TVET partners and prepare early strategies to address the change. To include DFAT as required and provide clear communication on the benefits of APTC.	In progress	CEO
		Possible	Moderate	Low	Transparent communication with other TVET partners on USP relationship and benefits to TVET sector.	In progress	CEO
				Low	All risks monitored as a component of the PMC as a standing agenda item.	In progress	CEO

## 3.5 Performance against Key DFAT Policy Priorities

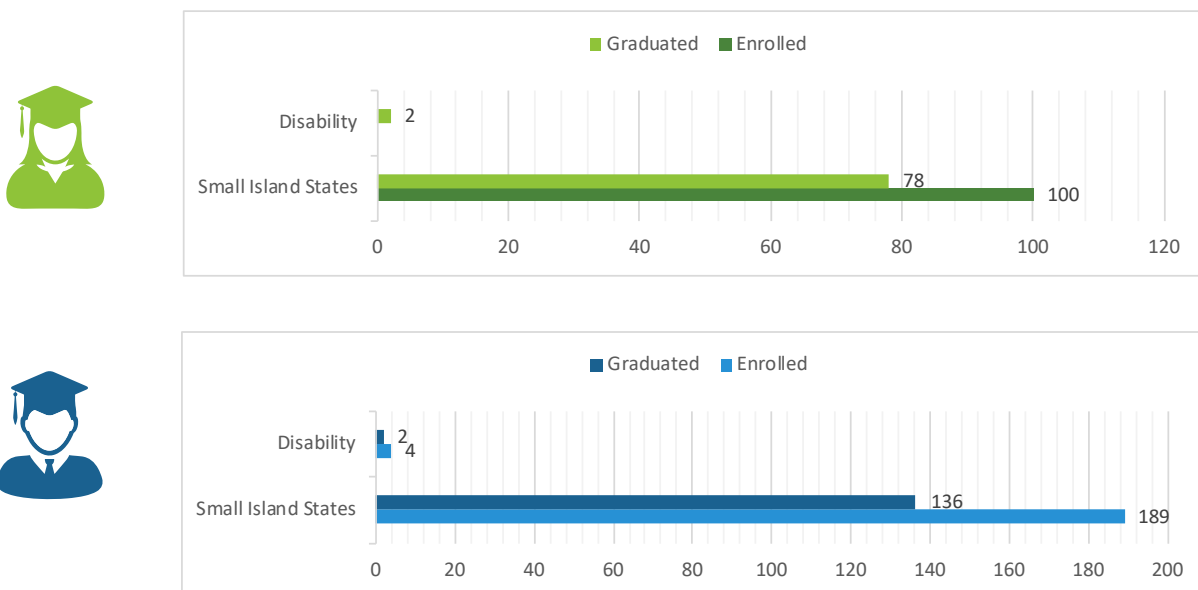
### 3.5.1 Disability

Our strategy to ensure APTC's work aligns with broader regional efforts for inclusion is to engage with the PIFS-convened Regional Reference Group on Disability (RRGD). We actively participated in discussions and provided key inputs to consultations, including into the Inclusive Education proposal made to the PHES, as well as APTC inputs into CRPD Conference of State Parties document for Pacific Island Countries ahead of the 12th Session of COSP. We successfully collaborated in a special working group instructed by PHES to map the Pacific Regional Education Framework (PRIEF) into the Pacific Regional Education Framework (PacREF).

Other regional level activities we engaged in were conferences and opportunities to provide 'thought leadership'. Early in the year, we took part in the 6th Pacific Disability Forum (PDF), presenting in the Youth Forum and main conference on TVET and disability, drawing out areas for collaboration with stakeholders in the disability space. This engagement raised a lot of interest from persons living with disability on the need to participate equitably in the skills market. To that end, PIFS, PDF and APTC have agreed in principle on the need to tackle PLWD participation in the skills space. A tripartite partnership will be finalised in 2020 to take the work in this space forward.

Over the reporting period, four people living with a disability graduated from our offerings (see Figure 14 below). Though this as a positive step in the right direction, we would like to do more. We acknowledge the inadequacy of our data on student applications and the implications this has on enabling us to monitor GESI challenges and progress. Therefore, as part of our effort to realise positive learning outcomes and learning experiences for PLWD, we increased our focus to strengthen the identification process (self-declaration) for students with a disability. We drew our learning from hearing presentations from PLWD, including drawing from research findings presented at the PDF meeting around identifying types of disabilities and how the Washington group questions (WGQ) are essential. As such, we successfully introduced the WGQ in our application form and in student surveys. We also managed to incorporate the limited disability disaggregated data as a key analytical lens in our senior management dashboard. This now gives our senior teams useful information to inform how our recruitment and enrolment efforts are progressing

Figure 14: Enrolments and Graduations by Disability (PLWD) and Small Island States (SIS) for 2019



In our campus countries we have also recorded some achievements in the disability space. At this level of operation we increased our collaboration and engagement efforts with organisations advocating for PLWD, and other stakeholders with a mutual interest to see progress in inclusive development. For example in PNG, we collaborated with Cheshire Disability Services and Callan Disability Services to develop a pre-vocational program for their clientele. This will be carried forward into 2020, which will include a general information meeting with their clientele to establish skill needs and possibilities.

In Fiji, we continued working closely with the Ministry of Women, Children and Poverty Alleviation and Disability NGOs in support of the national disability commitment. This has resulted in primarily targeting workers with disability as part of the 2020 Skills for Work and Vocational Pathways training. We are pleased that a person living with disability is a member of the Fiji Chapter Alumni Committee, as this has brought a Disability perspective into the design and execution of activities.

For our operations in Vanuatu, APTC has been an active supporter of the National Inclusive Education Working Group and has conducted a number of industry events in support of professional development for educators (i.e. one-day workshops in working with children with learning disabilities). Through APTC's Education Support Alumni in Vanuatu, there has been an inclusive education advocacy campaign rolled out across Vanuatu since June 2019, using "buckets of learning" to raise awareness and provide teaching strategies to rural teachers for working with children with disability. Also during 2019, APTC has been in dialogue with World Vision Vanuatu in relation to ground-breaking research into disability and WASH, which requires development of training of carers for people living with disability. APTC Vanuatu will continue to pursue this in 2020. Other notable successes in Vanuatu include the formation of an inclusive education partnership bringing together trainers, alumni and partners. This has facilitated collaboration and advocacy across the national school system. In June 2019, APTC's partner, Vila North School, which employs a number of APTC alumni, successfully pioneered an alternative school testing model for students with dyslexia, supported by APTC.

APTC in Samoa worked closely with Nuanua o le Alofa (NOLA), an advocacy organisation for persons living with disability. NOLA participated in the Samoa Skills Workshop and supported consultations around training access and delivery. NOLA also presented to APTC staff in the effort to raise awareness on the Convention of Rights for Persons with Disability. Additional support was also provided through an accessibility audit, which informed adjustments needed to further support a more inclusive training environment, as well as reasonable accommodation measures for persons with disability. The ongoing engagement culminated in a mutual recognition of the potential for partnership. This was explored and affirmed at the NOLA APTC Partnership Workshop, which was held in December.

Across all our campuses and regional head office, all recruitment advertisements are subject to Equal Employment Opportunity legislation and in our advert statement we clearly state "APTC is committed to diversity and inclusion and encourages qualified female and male candidates from all religious and ethnic backgrounds, including persons living with disabilities, to apply". Furthermore we have the following in place

- Interpreting availability for interviews and where required- we have a staff member who is well versed with sign language and can be easily engaged within RHO if needed for interviews. Cognizant that this is not adequate for our other countries of operations, as part of implementing our GESI strategy, we will explore what possibilities exist across our countries of operation.
- HR will work closely with the GESI Facilitator to review our current policies and practices for PLWD, including how to encourage employment of PLWDs in the workplace and with recruitment.

We are also aware of the need to review how conducive to access, in terms of wheel chair access, washroom and classroom access and lifts/wheel chair access, are our workplaces at all APTC campuses, the Regional Head Office and Fiji campus offices, including any high rise buildings where these are located. This assessment has not been done and would be a key requirement if we are to promote an inclusive participation of PLWDs. Over the reporting period we did not have disclosures of PLWD with job applications received, although the advertisements clearly encourage PLWD applications. Our policies and procedures for recruitment activities ensure fairness, representation and participation of women, as well as PLWD, in the work place.

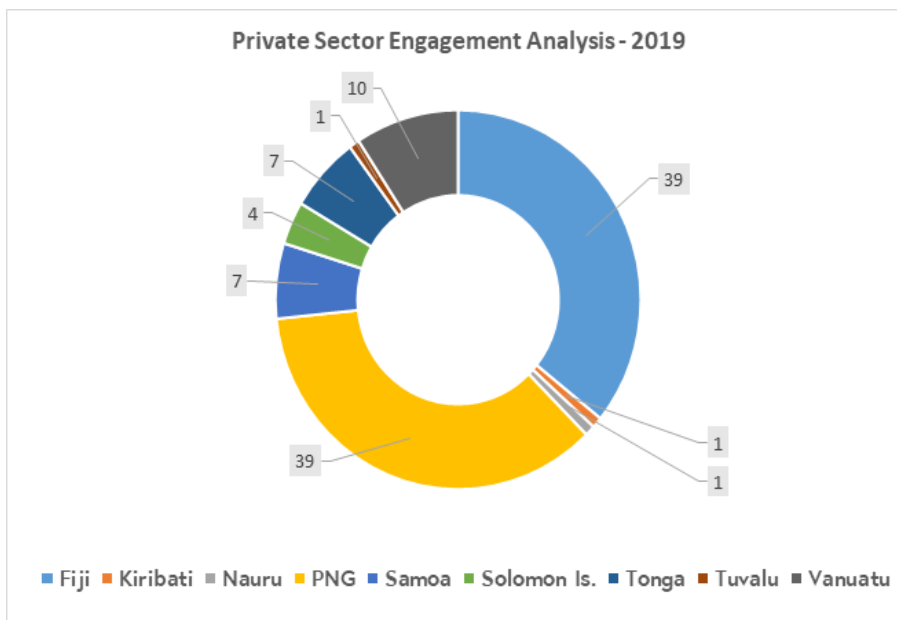


## 3.5.2 Private Sector Engagement

Private sector engagement remains a core activity of our work across APTC. As a regional program, private sector engagement is part of the broader regional engagement that is a critical entry point for embedding in Pacific TVET systems, creating an opportunity to connect to key stakeholders through established governance mechanisms for education, training and employment in the region. Through these strategic engagements, APTC is able to contribute to conversations on strengthening of TVET and skills development.

Over the reporting period, we formally engaged with 85 private sector organisations. Our engagement footprint is presented as Figure 15 below. Formal proposals for training programs were presented to 39 of these organisations and 12 proceeded to implementation in 2019. It is important to note that smaller island states have a very small or no private sector, which has attributed to the minimal engagement in the reporting period. However, APTC teams have engaged with training providers, government ministries and other stakeholders including civil society organisations at regional and country level through partnership talks, workshops, high-level meetings and other platforms. For Kiribati, where the largest domestic employer is Government, engagement with stakeholders has largely been with the Ministry of Employment, the Kiribati Public Utilities Board, Ministry of Education and the Ministry of Line and Phoenix Islands Development – Kiritimati

Figure 15: Private Sector entities engaged by Country



At country level, engagements spanned areas for training innovations, meeting industry skills demand, or were simply exploratory in nature of value-adding options that parties could bring to the table. Some of our notable private sector engagements included:

- Consultation work with Energy Fiji Ltd and Fiji Ships and Heavy Industries Ltd to discuss the new qualification of Certificate II in Electrotechnology to be delivered in Semester 1 2020. Discussions were around level of qualifications, core units and electives required, delivery type and the target cohort.
- Collaborating in the Training Needs Analysis for the Vanuatu Tourism and Hospitality industry, which identified priority skills development needs, to inform APTC's training profile for 2019-2020. We also engaged with the local hospitality industry in the Solomon Islands on vocational and employability skills (communication, problem solving, initiative and cooperative teamwork).
- The Samoa Skills workshops held in September, in Apia and in Salelologa brought together the private sector and industries, as well as Government ministries, TVET providers and NGOs to discuss skills and training challenges in Samoa and the commitment and collaboration needed to address these challenges. This education sector-joint initiative in partnership with APTC, was the first of its kind in Samoa to engage the private sector and industries and was commended by the Honourable Loau Keneti Sio, Minister of Education, Sports and Culture.

- The PNG Country Office collaborated with a broad range of private sectors in areas such as: pre-vocational programs, STEM relevance in early years education, e-Learning project in the Western Province, counselling, leadership, fashion design, maritime, extractive industries, hospitality and cookery, statutory and compliance, construction, teacher education, electrical, oil palm industry, agriculture, eco-tourism training opportunities, as well as student employment placement consultancies with providers, and food safety requirements consultations. The team also hosted the PNG Chefs Association and Meri Tradies Association forums, presentation to the 35th Australia Papua New Guinea Business Forum & Trade Expo, re-registration audit of the Don Bosco Technological Institute, Plan International Australia for career opportunities for APTC profile students, and presentation to the Think Tank Group forum in POM.

At the regional level we joined became a member of the Tourism Skills Coalition. This coalition brings APTC together with two regional organisations, SPC and the South Pacific Tourism Organisation (SPTO) to pilot the development of industry standards and skillsets for work in the Tourism sector, as part of efforts to address labour market demands and skills gaps in the Pacific tourism sector. The coalition will drive closer private sector engagement through such action as jointly reviewing skills gaps in the Pacific tourism industry with national stakeholders; jointly selecting appropriate TVET micro-qualifications to develop to meet industry needs and register with the Pacific Register of Qualifications and Standards (PRQS); working with national and regional training providers to pilot a program demonstrating the qualification relevance to stakeholders, and working to support the development of Pacific Island national TVET systems.



### 3.5.3 Innovation

APTC continues to seek innovative ways of delivering training that are better tailored to the needs of both employers and learners. Our innovations in 2019 spanned new pilot partnerships, flexible delivery/short courses, as well as regional adaptive collaborations. Examples of these innovations are covered in turn below.

One of the new pilot initiatives was with PLAN International to deliver components of training via a 'gamified' App. This innovation will be applied to support labour mobility preparation for both our APTC 2 Work program, as well as the short courses in our APTC Labour Mobility Track. We successfully collaborated with the team PLAN to tailor the App to APTC's requirements, and will be trialling its implementation as part of the pilot of our labour mobility track training in Solomon Islands, for workers recruited through PLF for meatworks in Australia. Outcomes of the pilot will provide learning for further work with PLAN on contextualisation of the App and the development of additional modules for App delivery.

Another innovative partnership is with the International Finance Corporation (IFC) on a program to respond to Gender-Based Violence (GBV) in the workplace. We reached advanced discussions and planning on the delivery of a specifically contextualised International Skills Training (IST) program, increasing participants' capacity to take the program back to their workplaces and train others.

With regards to flexible delivery, we utilised a blended delivery model to deliver Team Leader Skill Set to a cohort from a local finance company in Fiji. Through this approach, participants completed training via the APTC MyVillage online learning platform and attending face-to-face classes for two hours each week. The delivery model was well received, minimising the participant's time away from the workplace and enabling maximum flexibility, and will be extended to more clients in the future.

During the year we also successfully collaborated with the Fiji Higher Education Commission (FHEC), writing six national qualifications – Certificates II and III in Carpentry and Certificates I and II in Patisserie and in Cookery – to strengthen Fiji's National Curriculum Framework. We delivered the SPC-coordinated, regional qualification-referencing workshop for the national quality assurance agencies in Tonga, Vanuatu, Samoa, Fiji, and PNG, to enable recognition of qualifications for labour mobility.

In Fiji, quality improvements have been supported by APTC through auditing workshops that have been rolled out to provide foundational support for the Diploma in Quality Auditing, which will be delivered by a highly regarded ASQA auditor in 2020. We have also developed the Certificate IV in Leadership and Management for online delivery and will trial this approach with APTC staff as a professional development opportunity. Through support for scholarships from DFAT, we will deliver Certificate II in Skills for Work and Vocational Pathways to cohorts in Tuvalu, Nauru, and Tonga, as well as in Samoa and Vanuatu. These scholarships have been targeted to small island states, women and people with disabilities, and are linked to skills required for labour mobility to ensure equitable access to opportunities for skills training and connection to work overseas.

APTC has also worked extensively with SPC to provide customised training developed to meet specific needs of the organisation. In October APTC designed and delivered a five-day workshop based around referencing Qualification Frameworks. Senior educational leaders from Vanuatu, Tonga, Samoa, PNG and Fiji attended with the goal of being able to create a process where qualifications from regional frameworks are able to 'speak' to each other and provide equivalency where appropriate. This allows for a greater opportunity for labour mobility throughout the Pacific and for strengthening of Pacific qualifications in general, through greater collaboration between TVET providers.

APTC delivered a series of non-accredited workshops with FHEC that was based upon best practise moderation and validation models in relation to assessment practise. Three workshops were delivered in Suva, Labasa and Nadi. The goal of these three-day workshops was to work with local TVET providers to be able to develop capacity in Continuous Improvement practises. The success of this program has led to the development of an accredited Quality Auditing program (BSB51615 Diploma in Quality Auditing) to be delivered to FHEC in February 2020.



# 4

## CHALLENGES AND OPPORTUNITIES



## 4. Challenges and Opportunities

### 4.1 Lessons

During 2019 we explored a number of processes to realise our plans for systematic learning and reflection as presented in the MELF. At a regional level we introduced a staff learning session called the Junction, to be held every 4-6 months bringing all staff together over an hour-long session to share their learning and reflection on a particular topic. Two sessions – one on Brain Drain and another on ASQA Audit and its implication on our work - were held in 2019 and were well received by staff. Sessions have now been lined up for 2020.

All teams in the organisation continue to hold team specific learning and reflection sessions. This includes country teams who have managed to carve out time from their busy schedules to commit to this important activity. In 2020 we will explore further how to capture and document these learnings for wider use across the organisation.

At the leadership team level, three key learning and reflections processes we setup. The first – a monthly deep dive allows the team to pick a topic and dissect it over an hour long session. A good momentum was established in 2019 with sessions on the communication strategy, the MELF, the DFAT Preventing Sexual Exploitation, Abuse and Harassment Policy, the ASQA Audit and the APTC strategy. The second is the strategy testing and reflection – held every 6 months to allow the leadership team to review and stress test the regional level theory of change and strategy. The third is the annual LT reflection aimed at allowing the team to examine the main areas APTC intends to shift in phase three based around the following six topics to distil key learnings:

1. Increasingly embedding APTC operations into national and regional TVET systems.
2. Promoting increased levels of co-investment
3. Reducing reliance on Australian tuition fee waivers
4. Increasingly taking on a facilitating/advisory role to support partnerships/coalitions for reform.
5. Providing additional support for skilled workers wanting to work abroad.
6. Establishing and managing a TVET Systems Strengthening Fund (TSSF).

Our leadership team sessions have also broadly taken a learning and reflective approach, which has allowed the team to:

- evaluate its ways of working and identify opportunities for synergies between functional teams
- Build capability on APTC's new approaches such as thinking and working politically, political economy analysis, use of the theory of change approach.
- Discuss and confirm our approach to Labor mobility
- Review and update the organisational risk matrix  
Revisit its behavioural framework and assess learn new ways of effectively engaging with each other.

With regards the six areas APTC intends to shift in this third phase, key learnings included:

#### 1. Increasingly embedding APTC operations into national and regional TVET systems

We had made an assumption that a pathway to embedding would be to undertake more joint training operations with partners. We have learned that in fact many partners face real challenges with respect to the practicalities of doing joint qualifications with APTC. This can include limited budget, the capacity to take on 'change', lack of capable local staff to deliver. Therefore more needs to be done to navigate these challenge and country teams will continue to apply both technical and political analysis to this issue. Going forward, we agreed that there is need to reframe conversations with partners so they better understand and see value in this proposition.

## 2. Promoting increased levels of co-investment

We learned much about the complexities of increased investment. For us, co-investment is about increasing sustainability and for this to be fully realised, APTC needs to need to be more flexible and responsive to needs of clients. APTC is still considered a scholarship provider and donor by some of our teams. In particular, CDs have managed expectations and not over-promised on co-investment. 18 months into implementation, we are pleased to note that industry is starting to understand what APTC is trying to achieve and is initiating different models for co-investment, such as travel, accommodation, infrastructure, or consumables, for example.

However, work at governmental levels is experiencing a start-stop momentum due to changes in governments or Prime Ministers, which has meant that changes in Ministries has hampered progress. Our experience is showing that success is mostly achieved by changing mind-sets of industry and government, for example the Samoa Skills Summit saw a different discussion about how everyone can contribute.

## 3. Reducing reliance on Australian tuition fee waivers

We have learned that there is much work to do internally on reducing reliance on Australian fee waivers. We recognise that internally we need to invest in helping our staff better communicate the focus of this phase. There is a need to change the internal mind-set, so staff use different language when talking to applicants, as well as having a clear tuition fee strategy that articulates finance options (payment plan, loan options, admin fee), bursary options (travel, accommodation, stipend) and bursary application process. Going forwards, we need to connect with financial institutions to support low/no rate loans for students coming into TVET, include fee paying components in our partnership discussions and review target groups for specific funding/government bodies who have access to funds to support training.

## 4. Increasingly taking on a facilitating/advisory role to support partnerships/coalitions for reform

A key learning for the team is that the process of establishing a new type of partnership is more important than the agreement itself, particularly where partners are used to our being in a different role. Working in partnership is time consuming and challenging, but is probably the best way for APTC to realise its expanded mandate. To realise the change we will need to seek financial and human resources, plus relationships with partners, to do this work well. Although the space of partnership and coalitions is challenging, across the board we also note there are some trainers and staff who are getting it right, and we need to celebrate and showcase these examples of excellence, both internally and externally.

## 5. Providing additional support for skilled workers wanting to work abroad

The review of the APTC 2 Work Program in June 2019 received positive feedback, showing it has been highly valued. ICT and digital literacy have been shown to be critical for national and international employment. Beyond the technical support for this type of work, there is also a need for increased focus on wellbeing (preparing people for stress of living away and how to have difficult conversations) and networking skills. Based on this learning, we agreed to include digital literacy in any preparation course. In order to continue learning in this space, we should explore collective learning opportunities through networking opportunities with other organisations that have been involved in mobility support. The Innovation team was encouraged to plan a review of the APTC 2 Work Program to capture more of this learning in a systematic way.

## 6. Establishing and managing a TVET Systems Strengthening Fund (TSSF).

Noting that work is still in progress, our learning is still forming. We are beginning to understand that the type and level of outcomes we are after will determine the way we develop our TSSP proposals and that one of the big pictures for us is connecting to labour markets. We are confident in the approach we are taking and in particular, an understanding that each country will need a locally-led approach to make TSSP effective. We believe that TVET system reform is about the different players and supporting how they contribute to the system. The challenge is how will we support leadership in making this happen? Where we see little traction, APTC may have to take the lead in order to catalyse the action we seek.

## 4.2 Application of learning

There is an appreciation that Pacific TVET systems may need to be perceived as an ecosystem rather than separately, as is the currently perception. There is very little data in labour market assessments by government and TVET institutions to inform work, however, the PLMA work that is being undertaken will provide the data needed to better understand the requirements of labour markets and the skills and attributes available to employers from Pacific TVET systems.

It is important that a strategic approach is taken in the transition from "unskilled" labour mobility schemes to low-to-medium skilled schemes to ensure that there are, in fact, net skills gains, alignment with national priorities and support for national institutions. Coordination and collaboration is essential, with APTC being a key player in supporting net skills gain and the overarching policy and institutional frameworks underpinning labour mobility.

To address the risks mentioned in 5.1 above, the Strategic Projects team undertook the following activity:

- Reviewed and revised the Strategic Projects team workflow and processes introducing:
  - a scoping form to document project requirements
  - a mid-program health check to monitor the project progress during implementation
  - a team planner software system to improve information sharing
- Conducted a deep-dive training session for the ATPC3 Leadership Team
- Conducted additional project implementation team meetings for all projects to coach and mentor internal stakeholders involved in projects

From the reflection on the six aspects APTC intends to shift in phase, several new ideas and recommendations have emerged that will inform our work going forward. For example, with regards the shift to increasingly embedding APTC operations into national and regional TVET systems, the importance of supporting the Pacific Qualifications Framework cannot be overemphasised. This will ensure our work is embedded at the highest level in the regional policy frameworks. Others have left us with more questions to further explore, for example, with regards to 'Promoting increased levels of co-investment' we have questions such as: Do we need a dedicated business development unit to work with industry/government on co-investment commercial models? How do we get individual subscribers into that commercial model? How do we ensure a pathway for individual subscribers alongside the work we do in engaging with industry? Learning and reflection in 2020 will help to further unpack these areas.





5

**OUTSTANDING TASKS  
AND CONTRACTOR  
COMPLIANCE ISSUES**









## 5. Outstanding tasks and contractor compliance issues

### 5.1 Tasks not completed in accordance with Contract or Approved Plans

As of 30 June, 2019, 4 out of 27 results had not been completed according to timelines communicated at the submission of the 2019 Annual Implementation Plan. The activities in question are the enhanced Pacific Labor Market analysis, and marketing strategy, the review of the APTC planning process, and partnership with USP. A narrative of the progress against these areas is presented in Table 1 of the opening section of this report.

Table 7 below summarises the 6 actions that were not met as proposed in the last 6 Month Report.

Table 7: Tasks not yet completed in accordance to contract or approved plans

EOPO	Activity	Indicative Timing	Current Status
EOPO 1: Graduates have improved employment outcomes	Expanded Labour Market Analysis	Mar 2020	
EOPO 2: Co-investment in skills training increases	Marketing Strategy	Oct 2019	
EOPO 3: Selected TVET partners demonstrate quality TVET	Partnership with USP	Ongoing	
Enabling Activities	Enhanced APTC Planning process	Mar 2020	

With the majority of staff who are charged with contributing to these activities now on board and most deliverables required during the interim period submitted APTC will have improved capacity to progress the outstanding activities. APTC will continue to dialogue with DFAT should further adjustments be required in line with any changes in the operational environment.

## 5.2 Updates and issues relating to the future delivery services

The process of developing the Partnerships with key TVET institutions has been a key area of work during the period. This has highlighted that a commitment, of time and resources, is required as an investment in moving from transactional to transformational relationships. This is a process, and though four Partnership Frameworks have been established and multiple agreements are being developed, which set out the co-contribution to support objectives, this has not been without its challenges due to changing contexts in Samoa, Solomon Islands, Tonga, Vanuatu, and at a regional level with USP.

With regard to the Pacific Labour Market assessment exercise, a lack of a pool of experienced consultants to lead this area significantly hampered progress. With a small pool to choose from, getting commitment to gather data, analyse and present is a challenge, but one that can be navigated by being flexible. The fact that each country needs to be visited adds further complexity, while the lack of recent and publicly available data throws many curve balls into the process. The exercise has left us well equipped for future assessments.



## 5.3 Contractor's compliance with Performance Standards

APTC services provided under this contract must be performed:

- a. With due skill, care and diligence;
- b. To a professional standard and in a timely manner; and
- c. In the most cost effective manner and using suitable materials.

With respect to a), b) and c) above all services provided have been compliant with performance standards. Any changes in timing of contract deliverables prior to submission of this has been discussed and agreed with DFAT.

### 5.3.1 Performance Standard breaches

There were no performance breaches in the reporting timeframe.

### 5.3.2 Actions taken to remedy and prevent re-occurrence

Not applicable as there were no breaches between January and December 2019.





# DFAT Annual Report

## Country Annexes

2019

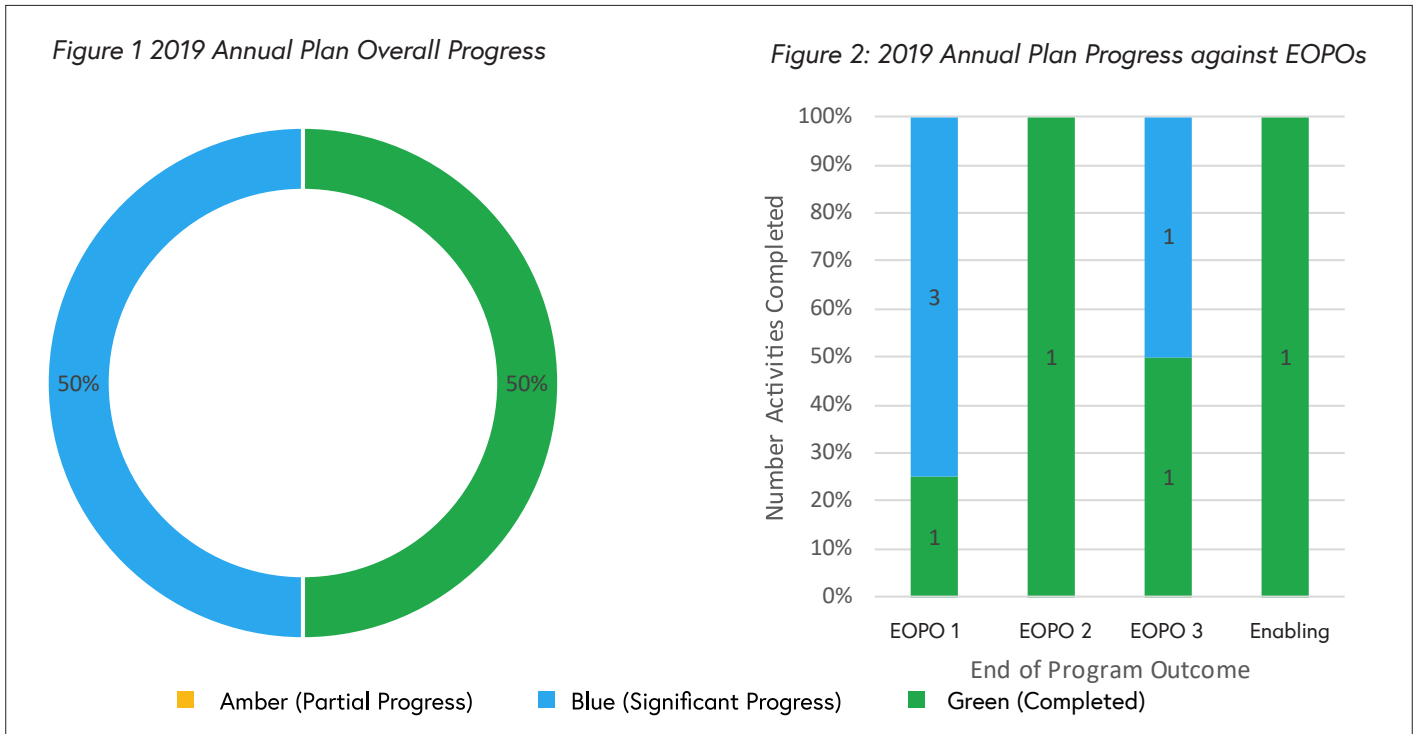




# 1. Introduction

This Annex covers APTC operations in Fiji and compliments the narrative in the main Report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned eight core activities in Fiji. Measured against the timelines proposed in the Annual Plan and the quality of the deliverable, we completed four (50%) activities, made significant progress in the other four (50%). Figures 1 and 2 provide a graphic summary, while Table 1 below provides a narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes, we delivered 15 qualifications and four short courses in Fiji to 499 Pacific Island citizens, 38% of whom are women. Of these Pacific island citizens, 384 were Fijians studying in Fiji (35% female) and from this subset of students, 63% (316) graduated with an Australian recognised qualification and 13% attended a short course. The balance of our graduate and course participant count was to citizens of other Pacific countries, demonstrating the far-reaching impacts of our country work to building skills in the region.

By Citizenship and Gender, a total of **355 Fijians (111 Females & 244 Males)** graduated in 20 Australian Qualifications across all APTC campuses, 68 participated in 4 short courses. A detailed breakdown is presented in Tables 1.1 and 1.2 below.

Based on the 2019 Graduate tracer survey<sup>1</sup>, 79% reported to be employed either as full time, part-time or both full and part-time. Of these graduates, 40% reported to be in a higher role than before studying with APTC. 8% of those reporting this employment status are women. A further 4% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

98% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels with 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 520 Fijian citizens (40% female).

<sup>2</sup> Employer Engagement survey was administered to 200 Fiji employers, 121 responded (62% response rate)

Figure 3: Employer Satisfaction with APTC graduates



Under End of Program Outcome 2 – Co-investment in skills training increased, we focused on getting robust contribution agreements to address our co-investment goals with our two partners – the Fiji National University (FNU) and University of the South Pacific (Pacific TAFE). After the brokered partnership process, APTC and FNU reached advanced negotiations on a contribution agreement, following an earlier successful signing of the partnership framework 02/07/2019. The same was in place for USP, where a contribution agreement was pending finalisation, following a successful signing of the partnership framework on 21/09/2018. At this stage, the contribution agreements are looking at the following from the respective partners, as in-kind contribution to the partnership.

Fiji National University	University of the South Pacific
1. Facilities and administration support	1. Facilities and administration support
2. Security for shared facilities	2. Security for shared facilities
3. Payment of utilities for shared facilities	3. Payment of utilities for shared facilities
4. Access for APTC students to FNU library, gymnasium and cafeteria	4. Access for APTC students to USP library, gymnasium and cafeteria
5. Relocation work for Automotive Program	5. Emergency student services
6. Site for APTC signage	6. 11 cooktops worth FJ\$88k

Pending the finalisation of the co-investments strategy, we explored opportunities for co-investment with potential stakeholders in Fiji as well as through tuition fees. From the latter, approximately AUD \$58K was paid in tuition fees. The spotlight below documents one of our successes with regards to private sector engagement for co-investment.

## ■ Spotlight:

### Towards a gradual introduction of co-investment – APTC students to benefit from FABC's financial assistance

APTC students are now the beneficiaries of the financial assistance after APTC signed a Memorandum of Understanding (MoU) with the Fiji Australia Business Council (FABC) to financially support self-funded students undertaking studies at APTC. This is a significant step for APTC as it amplifies its efforts to gradually introduce co-investment, one of the three strategic shifts in this investment.

As part of the MOU, FABC is providing an annual scholarship funding of FJD \$20,000 for the allocation of nine (9) scholarships including three (3) full tuition fee scholarships, and six (6) 50% tuition fee scholarships. In 2019 4 students have since benefited from these scholarships – two partial scholarships were awarded for the Certificate III Painting & Decorating, and Certificate III Individual Support, while two full scholarships were awarded for the study of Certificate III Engineering- Fabrication and Certificate III Commercial Cookery. In 2020, we plan to award four partial and one full time scholarships. The criteria used for selection are candidates have been agreed as (i) Remoteness of geographical residential location, (ii) Gender and (iii) Disability. This assistance will be undertaken and completed in a spirit of mutual cooperation with the intention of building a strong alliance consistent with the strategic goals and values of the two organisations.



FABC sponsored student, Sunal Prasad (second from right) with her classmates before their class in Certificate III in Engineering - Fabrication Trade, in Samoa last year

While formalising the collaboration in June, Ms Lisa Apted, President of the FABC, commented that the assistance to students in the form of scholarships has immense potential to increase capacity building in Fiji through the ability of students, who may not be able to afford this educational pursuit, the ability to attend.

The FABC commitment to be part of a system that is contributing to a TVET skilled Fiji is commendable. We want to build on to our partnerships and coalition that promotes shared ownership and commitment that grows from within our local structures, and this MOU attests to that.





Under EOPO 3 – Selected TVET partners demonstrate quality TVET, a key aspect we focused on was supporting the qualification authority – Fiji Higher Education Commission on TVET quality matters. For example, 40 FHEC staff participated in an APTC Training Assessment Tool Development Workshop, which equipped them with skills to replicate the training across the country and to conduct their own training assessments. We also began working as part of the working group that is supporting the establishment of the Skills Council Fiji as part of FHEC's commitment to regulate and standardise TVET, based on industry needs and mutually agreeable standards. This work will continue in 2020. Furthermore, the Fiji Ministry of Heritage, Education and Arts (MEHA) is seeking to increase the number of trained and experienced counsellors in schools across Fiji and enrolled 36 teachers with counselling experience in a short course, including four units of competency from the CHC51015 Diploma of Counselling. The success of the program encouraged MEHA to extend the training program and include the remaining 13 units of competency, resulting in completion of the full qualification and significant employment opportunities for those who successfully complete training in 2020.

To support all our efforts across the End of Program Outcomes and to realise the wider program strategic shifts, we successfully developed our Fiji Country Strategy. The strategy drew from many processes, a significant one being the work to understand how change happens. To gain this understanding, we engaged with a broad range of TVET stakeholders including government, training providers, industry representatives and disabled people's organisations. The stakeholders identified the drivers of change as the presence of national plans and policies to guide the further development and reform of the TVET sector; very active civil society groups that effectively represent the interests of women, people living with a disability and other marginalised groups; labour mobility, and donor support and resourcing which provides resources that could assist with further development of the sector, as well as key stakeholders and champions interested in enabling TVET development, helping to drive change.





On the other hand the barriers identified were, insufficient political will to provide the resources required to follow through on policy implementation; ineffective advocacy by communities, families and students for improved TVET provision; a limited focus on TVET accreditation and quality, despite existence of a stakeholder developed Fiji Qualifications Framework (FQF); insufficient collection, use and sharing of data especially between TVET providers; competition between TVET providers, the undervaluing of TVET among young people, families and communities and among employers who have mixed views on local TVET systems linked to concerns about the quality of training and graduates it produces, and lastly inadequate links to industry, which has led to misaligned curriculums and failure to meet industry needs.

From these a number of opportunities were identified, including closer collaboration with industry particularly around plans to establish a skills council; TVET champions who could help drive towards a more coordinated approach; information and communication technology (ICT) and systems which can be effectively harnessed in the TVET sector; regional initiatives which provide a platform to improve TVET outcomes in Fiji and influence TVET reform regionally and nationally; scholarships which can be extended for TVET students, closer collaboration with key TVET providers, with APTC playing a role as convenor and broker to address issues of coordination, capability development and benchmarking to national and international standards; the Fiji labour market assessment commissioned by APTC, as well as functional community structures to target negative TVET perception.

Based on this analysis of these drivers, barriers and opportunities the stakeholder group identified a set of strategies, a subset of which has been the basis of developing the APTC Fiji Country Strategy. A summary of the 'how change happens' findings are presented as Appendix 1 below.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EPOO 1: Improved employment outcomes for graduates</b>		
<p><b>Delivery of high quality vocational training courses as required by local and international labor markets</b></p>		<p><b>15</b> qualifications and <b>4</b> short courses were delivered on Fiji Campuses with a total of 422 Pacific Island graduates for the year 2019 and 77 who attended a short course. By Citizenship and Gender, a total of <b>355 Fijians (111 Females &amp; 244 Males)</b> graduated in 20 Australian Qualifications across all APTC campuses, <b>68</b> participated in 4 short courses. A detailed breakdown is presented in table 1.2 below.</p> <p>According to the Graduate Tracer Study 2019, 78% of surveyed graduates reported being employed and of these <b>96%</b> were employed domestically while <b>4%</b> have been hired overseas including via the PLS. 121 Employers responded to the Employer Engagement survey and 98% were satisfied with APTC graduate performance in the workplace and noted graduates have had a positive impact on their businesses.</p> <p>APTC engaged closely with peak industry bodies such as the Fiji Hotel Tourism Association, Construction Industry Council, Fiji Commerce &amp; Employers Federation, Fiji Clothing &amp; Textile Council. This has ensured that our training profile is aligned with industry and national needs. Likewise, our meaningful relationship with the PLF Fiji &amp; Tuvalu Labour Mobility Engagement Manager has ensured that we are consistently engaged in relevant training conversations that are important in ensuring that our graduates are competitive in the PLF labour mobility recruitment.</p>
<p><b>Conduct labor market assessment in Fiji</b></p>		<p>Data collection for the LMA was completed and a first draft produced by October 2019. Finalisation of this report is underway and is expected by February 2020. In addition to the LMA, engagement has been ongoing with peak industry bodies as well with relevant government ministries in particular the Ministry of Employment, Productivity and Industrial Relations in ensuring that we are addressing the Fiji labour market needs.</p>
<p><b>Support for Labor Mobility in Fiji</b></p>		<p>The Fiji &amp; Tuvalu Office has a strong working relationship with the PLF, National Employment Centre and the Ministry of Employment, Productivity &amp; Industrial Relations. This relationship has ensured that relevant information on labour mobility was shared in a timely manner. This also included the sharing of recruitment information to APTC graduates through the APTC Alumni network.</p> <p>In November, APTC together with the PLF/NEC and Ministry of Employment, Productivity and Industrial Relations successfully hosted a group of Australian aged care employers who travelled to Fiji to recruit aged care workers.</p> <p>There is an opportunity to strengthen PLF-APTC relationship further through the introduction of the Skills for Work and Vocational Pathway and the labour mobility track training that will be introduced in 2020.</p>
<p><b>Alumni and Student support and enhancement in Fiji</b></p>		<p>There are currently <b>4947</b> alumni members registered with the Fiji Alumni. In May, a Fiji Alumni Committee was formed after the Annual General Meeting. During the year Fiji Alumni implemented 10 activities with 230 members participating. In November 150 Alumni participated in the APTC Work Ready Workshop that was conducted internally. This was to prepare them for the Australia Labour Mobility recruitment in Hospitality and Aged Care. While participation of Alumni in the network has been slow, there has been some progress. A big commitment for 2020 is to market the Alumni network and increase registration.</p> <p>Students studying with APTC benefit from student support calendar that has proposed wellness activities for students. This includes sports, picnics and cultural show with about 95% of students participating across a range of social activities.</p> <p>The Fashion Design &amp; Technology students staged a Fashion Show in support of students. 25 students attended the show which was hosted by the President of the Fiji Fashion Council.</p>





EOPO 2: Increased co-investment in skills training		
<p><b>Convene and broker agreement with key TVET Institutions in Fiji</b></p>		<p>Following a brokered dialogue with FNU, we successfully signed partnership framework and reached advanced stages of discussion on a contribution agreement. Under the contribution agreement, FNU will contribute</p> <ul style="list-style-type: none"> <li>• Facilities and administration support</li> <li>• Security for shared facilities</li> <li>• Payment of utilities for shared facilities</li> <li>• Access for APTC students to FNU library, gymnasium and cafeteria</li> <li>• Relocation work for Automotive Program</li> <li>• 6 Site for APTC signage</li> </ul>
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
<p><b>Support to FHEC</b></p>		<p>APTC facilitated a training with FHEC on Assessment Tool design and planning. 40 people participated in the training and who have been able to roll out this training across the country. We have also collaborated with FHEC to support the redesign of the Monitoring systems, participated in "Access &amp; Equity in Higher education's research and are also providing technical inputs via our PMEL team on the design of the first ever Graduate Outcomes Survey. Our Manager – PMEL also sits on technical advisory group for Research, informing FHEC processes and plans.</p> <p>APTC continues to advocate for the core regulatory functions of APTC In existing forums and meetings. It is also part of the working group in support of the establishment of the Skills Council Fiji.</p> <p>In 2019 FHEC also co-signed an MOU between APTC, FNU, FHEC and the Construction Industry Council. The key outcome of this has been the revision and development of a national qualification in Carpentry.</p> <p>FHEC continues to suffer from lack of recognition by other key TVET providers as the TVET regulatory body. It is paramount that an advocacy intervention is put in place to address this in 2020.</p>
<p><b>Roll-out of the TVET Sector Strengthening Platform in Fiji</b></p>		<p>In 2019, APTC contributed to site access at the FNU in support of co-location. We successfully began operationalising the TSSP through our partnership with FNU. Drawing from the incentive fund, we successfully funded the FHEC-Construction Industry-FNU initiative, which resulted in the review and development of two national qualifications in Carpentry.</p>
Enabling Activities		
<p><b>Development of the Fiji Country Strategies</b></p>		<p>This has been successfully completed, with the strategy's first significant application being to inform the 2020 Fiji Annual Plan. The success of the Fiji country strategy is attributed largely to the consultative process with a broad range of stakeholders from TVET providers, industries and government and disabled people's organisations to discuss and capture how change happens in Fiji. The process managed to convene this stakeholder group to consider drivers, barriers and opportunities in the TVET space, and was hailed and a first for Fiji TVET.</p>

Table 1.1: Fiji Training Profile as at 31 December, 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course							Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course			
Certificate III in Air Conditioning and Refrigeration	32					32	
Certificate III in Applied Fashion Design and Technology	34					34	
Certificate III in Carpentry	32					32	
Certificate III in Commercial Cookery	28					28	
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	28					28	
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	29					29	
Certificate III in Hospitality (Food Beverage)	32					32	
Certificate III in Individual Support (Ageing Home and Community)	68					68	
Certificate III in Light Vehicle Mechanical Technology	27					27	
Certificate III in Painting and Decorating	34					34	
Certificate III in Wall and Floor Tiling	30					30	
Certificate IV in Training and Assessment	3					3	
First Aid & CPR Skill Set			9			9	
Key Management Skillset			15			15	
International Skills Training		21				21	
<b>Sub-Total</b>	<b>127</b>	<b>21</b>	<b>24</b>			<b>422</b>	
<b>Short Course</b>							
Development Assessment Tools Training				39		39	
Grow Your Business				29		29	
Referencing of Qualifications Frameworks				7		7	
Swimwear Workshop for Fashion				2		2	
<b>Sub Total</b>				<b>77</b>		<b>77</b>	
<b>Grand Total</b>	<b>127</b>	<b>21</b>	<b>24</b>	<b>77</b>		<b>499</b>	

Table 1.2: Fiji Campus: Detailed breakdown of Graduates by Course (Citizenship & Gender)

Fiji Campus Plan 1 Jan – 31 Dec 2019 – Completions by Citizenship & Gender																												
Course	Cook Is.		FSM		Fiji		Kiribati		Nauru		Niue		PNG		Samoa		Solomon Is.		Tonga		Tuvalu		Vanuatu		Other		Annual Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Certificate III in Air-conditioning and Refrigeration			1			21																					32	
Certificate III in Applied Fashion Design and Technology					21	2									2		4										34	
Certificate III in Carpentry						32																					32	
Certificate III in Commercial Cookery					15	13																					28	
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)					1	27																					28	
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)						24												2									29	
Certificate III in Hospitality					11	10	1										5										32	
Certificate III in Individual Support (Ageing, Home and Community)					37	8	1	1						1			15	3									68	
Certificate III in Light Vehicle Mechanical Technology						17	1	5								2		1									27	
Certificate III in Painting and Decorating						25	1	1									5	5									34	
Certificate III in Wall and Floor Tiling						21		3						1				5									30	
Certificate IV in Training and Assessment					1	2																					3	
First Aid and CPR Skill Set						3	5																				9	
Key Management Skill Set						4	3	1	1						1						3		1	1			15	
International Skills Training			1	1	8	4	1		1							1					3		1				21	
Sub-Total			1	1	102	214	6	11	1	0	1	3	6	3	5	5	24	20	3	3	4	6	6	6	1	1	0	422
Short Courses																												
Development Assessment Tools Training					7	32																					39	
Grow Your Business					20	4									1		2							2			29	
Referencing of Qualifications Frameworks					2	1							1	1										1			7	
Swimwear Workshop for Fashion					2																						2	
Sub-Total			0	0	31	37	0	0	0	0	0	0	1	2	0	2	2	0	0	0	1	0	0	2	1	0	0	77
Grand Total			1	1	133	251	6	11	1	0	1	3	7	5	5	26	20	3	4	4	6	8	8	2	2	1	0	499

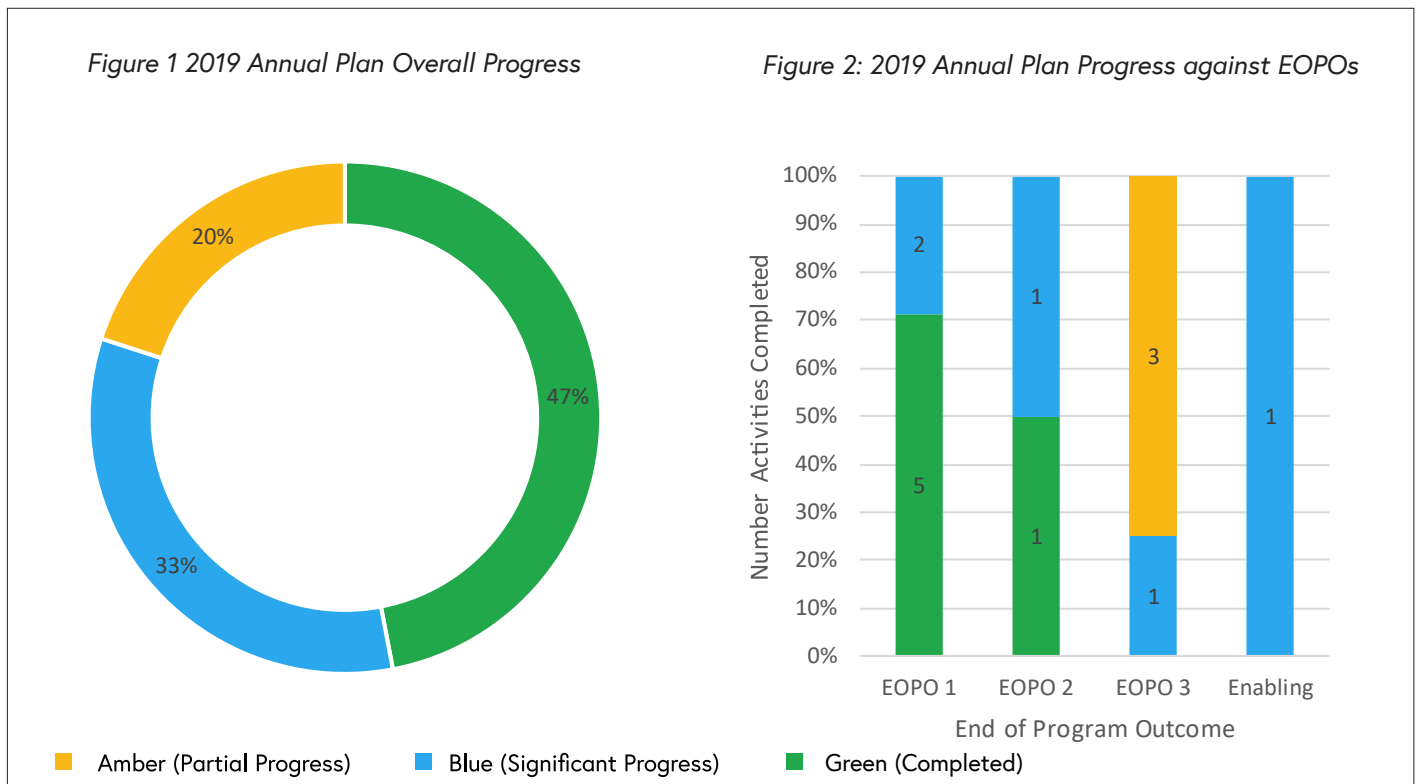


KIRIBATI

# 1. Introduction

This Annex covers APTC operations in Kiribati and compliments the narrative in the main Report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned 14 core activities in Kiribati. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we completed 6 (47%) activities, made significant progress in five (33%) and partial progress in three (21%)., APTC Country Director and the Executive team are paying particular attention to these latter activities and are working towards shifting progress towards 'Blue' or 'Green'. Figures 1 and 2 provide a graphic summary, while Table 1 below provides a narrative summary of our progress against the proposed activities.



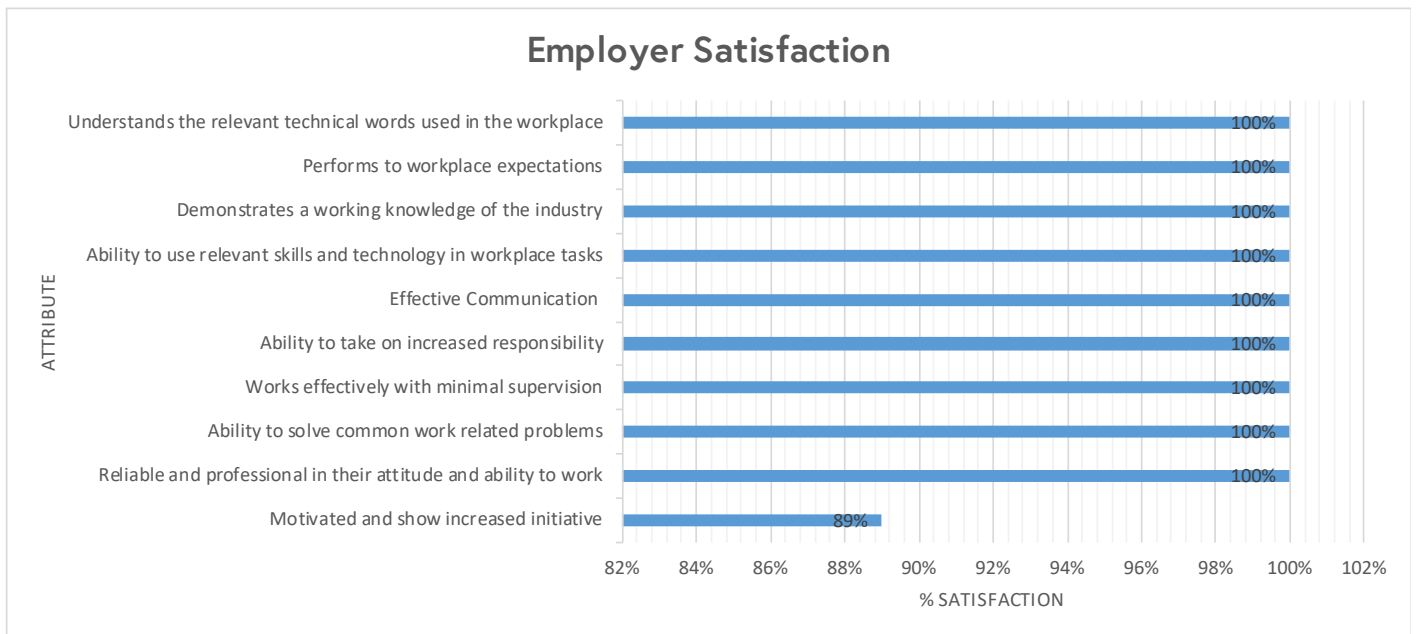
In line with End of Program Outcome 1 – Graduates have improved employment outcomes; we delivered three qualifications and one short course to 66 Pacific Island citizens, 44% of whom are women. Delivery of the three qualifications was through the Recognition of Prior Learning approach resulting in 47 i-Kiribati, 22% of whom are female, receiving an Australian recognised qualification,. The gender ratio for graduates is significantly lower when compared with other APTC campuses. 19 i-Kiribatis (95% women) also attended a short course during the reporting period.

By Citizenship and Gender, a total of **96 i-Kiribati (28 women, 68 men)** graduated in 16 Australian Qualifications across APTC campuses including in Kiribati. A detailed breakdown is presented in Tables 1.1 and 1.2 below.

Based on the 2019 Graduate tracer survey<sup>1</sup>, 94% reported as being employed either as full time, part-time or both full and part-time. All women respondents were employed and 38% indicated being employed in a higher role than before studying with APTC. Overall, when taking into consideration male graduates, 27% reported to be in a higher role than before studying with APTC. A further 3% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

<sup>1</sup> Graduate Tracer survey was administered to 520 Fijian citizens (40% female).

Figure 3: Employer Satisfaction with APTC graduates



100% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels for 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>2</sup> Employer Engagement survey was administered to 29 Kiribati employers, 18 responded (62% response rate)



## ■ Spotlight: More Kiribati APTC Alumni Australia-Bound for Employment

A key strategic shift for APTC is a renewed emphasis on Labour mobility. Several strategies are in place within APTC to realise these strategies, which are now beginning to bear fruit for Pacific Island Citizens. One success story from 2019 was the opportunity for i-Kiribati graduates to migrate to Australia under the Pacific Labour Scheme (PLS).

Professional care providers and APTC alumni, Newton Ioane and Kinawa Marinati, have joined 11 other i-Kiribati nationals in Australia on a three-year visa. Both were recently part of a five-day Individual Support Refresher Training at the School of Nursing and Health (SONH) in Bikenibeu, Kiribati.

To effectively prepare students for labour mobility, APTC has put in place, as one of strategies, support in the form of refresher training, aimed to strengthen participants' skills and support their preparation for working in the aged care sector. As a regional investment program, APTC's support is not only to its former students



Laotite busy at work in a carpentry and tiling workshop at the Kiribati Institute of Technology where she teaches.

but to cohorts planning to settle in Australia under the VISA scheme. Out of the 18 participants who received refresher training, 11 were APTC graduates with qualifications in Individual Support, Aged Care and Hospitality. APTC Specialist Adviser TVET Projects, Sandy O'Brien, said it is encouraging to see highly skilled Kiribati nationals recognised for their potential and afforded opportunities to support their livelihoods through gainful employment. "This refresher training provided the participants an opportunity to refresh their skills and knowledge of the aged care sector. They were well engaged and benefitted from the training. For the hospitality participants, if interviewed, they will now have some aged care knowledge to complement their skills.

"I am personally delighted for those i-Kiribati men and women who have now been given this opportunity. They are compassionate and incredibly caring workers who will take good care of the elderly and that is what is important!"

Ms O'Brien added that two participants receiving their visas on the final day of the training to join their fellow citizens employed in Australia was "icing on the cake."

"It was a nice end to the training, not only for the participants, but also for APTC and the Kiribati Ministry of Employment and Human Resources."

The Pacific Labour Scheme provides an opportunity for Pacific Island citizens to earn an income, save money and send income home, allowing them to financially support their community and plan for the future. APTC is managed by TAFE Queensland and provides Australian qualifications to Pacific Island citizens.



Under End of Program Outcome 2 – Co-investment in skills training increased - we focused on getting our partnership brokered with KIT, including having a robust contribution agreement to address our co-investment goals. After the brokered partnership process, APTC and KIT agreed on a partnership framework and a contribution agreement, both of which were yet to be signed by the end of the year. At this stage, the contribution agreement is exploring the following in-kind contributions from KIT towards the partnership:

1. Human resources
2. Information and data
3. National networks and relationships
4. Facilities and administration support










In 2019, we also advocated for and fostered greater coherence and collaboration between DFAT's regional and bilateral skills for development investments, through providing feedback to the mid-term review report of the Kiribati Facility. On the invitation of DFAT, we submitted a proposal for skills training and TVET system strengthening through bilateral funding, which was under review by the end of this reporting period.

While getting partnership frameworks in place were a key to our work under EOPO 3, we achieved partial progress in two other activities around TVET Systems Strengthening Platform (TSSP) implementation and convening a work skills forum. This was largely driven by timing and human resourcing issues. As far as the former is concerned a key catalytic process for two of the four activities was the completion of the 'how change happens' work, which was pushed to December due to sequencing with other regional priorities. Furthermore, it was vital that APTC structures in Kiribati are fully operational including the new role of Country Engagement and Liaison Officer. The latter was recruited in September.

Following their recruitment we successfully conducted the workshop to understand and document 'how change happens' in Kiribati TVET, a key foundational step towards developing the Kiribati country strategy. To gain this understanding, we engaged with a broad range of TVET stakeholders including government, training providers, industry representatives and disabled people's organisations. Content from consultation is currently being analysed before write-up for validation by stakeholders. In line with other write-ups the findings will draw out drivers, barriers, opportunities to facilitate change. Based on this analysis of these factors, APTC will identify a subset of strategies where it best adds value and these will inform the development of the APTC Kiribati strategy.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EOP1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets for Kiribati		3 qualifications were delivered in Kiribati with a total of 47 Pacific Island graduates for the year 2019. By citizenship and gender, a total of 96 I-Kiribati (30 Females & 66 Males) graduated in 16 Australian Qualifications across all APTC campuses and an additional 19 attended a short course. A detailed breakdown is presented in table 1.2 below. According to the Graduate Tracer Study 2019, 92% of surveyed graduates reported being employed - 97% domestically while 3% have been hired overseas including via the PLS. 18 Employers responded to the Employee Engagement survey and were all satisfied with APTC graduate performance in the workplace and noted graduates have had a positive impact on their businesses.
Development of 2019, Semester 2 training profile for Kiribati		The training profile was completed resulting in the delivery of 3 RPL courses (refer to Table 1.1) and a Certificate .IV in Training & Assessment which will be completed in 2020. A total of 47 students graduated in the 3 RPL courses.
Recognition of Prior Learning development project at Kiribati Institute of Technology		We successfully set up and are running an on-going project involving APTC, TAFE Queensland and another Australian RTO, in collaboration with the Skills for Employment Program (SfEP) at KIT. APTC coordinated trainers to undertake three visits in-country to conduct professional interviews and gather candidate evidence for Recognition of Prior Learning in five qualifications, with trainers resulting a total of 736 units of competency by the end of 2019. 47 individuals graduated with Australian qualifications through this project in 2019. APTC also provided training to KIT trainers through a co-investment model for the Certificate IV in Training and Assessment and Certificate III in Wall and Floor Tiling. The project will continue until March 2020.
Alumni engagement in Kiribati		Highlights of the year included Alumni cleaning up Ambo Park and installing new rubbish bins, assisting with the running of the APTC Graduation Ceremonies, and participating in the APTC Theory of Change Workshop.
Conduct labour market assessment in Kiribati		Data collection for the LMA was completed and a first draft produced by October 2019. Finalisation of this report is underway and is expected by February 2020.
Labour Mobility track for Kiribati		APTC made significant progress in designing the labour mobility track, which was made available to i-Kiribati applicants for courses commencing S1 2020.
Alumni and Student support enhancement in Kiribati		The Communications, Alumni and Events Officer and the newly appointed (in September) Country Engagement and Liaison Officer had regular communication with the Kiribati Alumni Chapter. The Alumni Chapter were supported to develop a work plan, and a Facebook page has been set up for the Chapter.
<b>EOP2: Co-investment in skills training increases</b>		
Partnership with Industries, NGOs, Government Departments in Skills training		After a successful partnership workshop, a new Partnership Framework was agreed with the Kiribati Institute of Technology, the national TVET provider which is overseen by the Ministry of Employment and Human Resources. The framework is yet to be signed. A new relationship has developed with the Public Utilities Board (PUB), which is funding training for selected staff to study at APTC through the payment of tuition fees.
Partnership with DFAT projects/programs in Kiribati		Under the KIT Partnership Framework, discussions are underway to establish the partnership's Contribution Agreement. The Agreement will establish the levels of continued co-investment and collaboration with the Kiribati Facility's Skills for Economic Growth Program (SfEP) based in KIT. APTC has submitted a proposal for skills training and TVET system strengthening through bilateral funding which was under review at the close of the reporting period.






EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
APTC – KIT Partnership		After a successful partnership workshop involving around 15 key representatives from both organisations, KIT and APTC agreed upon a Partnership Framework. Discussions are currently underway to develop the Contribution Agreement that will set out the financial and in kind contributions and the operational matters relating to the partnership.
Increased quality in Hospitality and Tourism training at the Kiribati Marine Training Centre		This was put on hold to resolve a potential conflict of interest issue. Conversations in late 2019 focussed on APTC providing capability development to MTC trainers through the delivery of TAE 40116 Certificate IV TAE and/or IST Courses. Discussions are underway to progress this.
Roll-out of the TVET Sector Strengthening Platform in Kiribati		TSSP planning was put on hold until the Theory of Change Workshop which finally went ahead in December 2019. An APTC-KIT Partnership Workshop were conducted to ascertain the key priorities of stakeholders. Opportunities are being discussed as part of annual work planning for 2020.
Work Skills Forum		As above. The Kiribati Theory of Change Workshop confirmed support for activities such as a Work Skills Forum to improve the perception of TVET in Kiribati. This is included in plans for the next semester.
Enabling Activities		
Conduct workshop and document 'How Change Happens' in Kiribati		We successfully convened a broad range of TVET stakeholders to explore how TVET change will/is likely to happen. This activity created a space for dialogue and debate unpacking barriers, drivers and opportunities for TVET reform and systems strengthening. A draft write-up is yet to be produced. The findings will be one of the foundational inputs to the development of the Kiribati country strategy planned for 2020.

Table 1.1: Kiribati Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course					Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course	
Certificate II in Automotive Servicing Technology	24				24
Certificate II in Business	7				7
Certificate II in Construction Pathways	16				16
Individual Support Refresher Training				19	19
<b>Grand Total</b>	<b>47</b>			<b>19</b>	<b>66</b>

Table 1.2: Kiribati Training Profile as at 31 December 2019 – by Gender & Citizenship

Completions by Citizenship & Gender			Annual Total
Campus/Course	Solomon Is.		
	F	M	
Certificate II in Automotive Servicing Technology	2	22	24
Certificate II in Business	7		7
Certificate II in Construction Pathways	2	14	16
<b>Sub-Total</b>	<b>11</b>	<b>36</b>	<b>47</b>
<b>Short Course</b>			
Individual Support Refresher Training	18	1	19
<b>Grand Total</b>	<b>29</b>	<b>37</b>	<b>66</b>

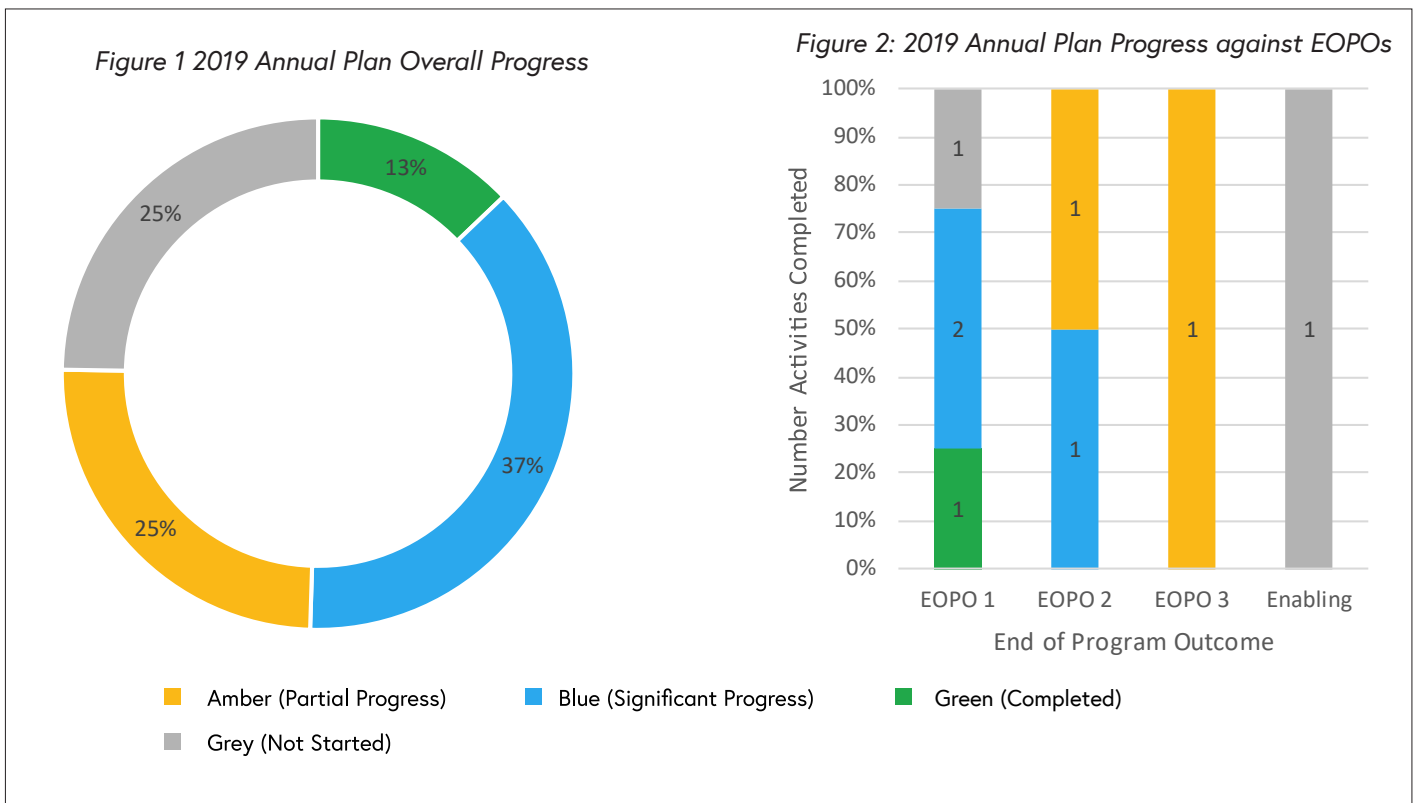
The image features a close-up, slightly blurred view of the Nauru flag. The flag consists of a dark blue field with a horizontal yellow stripe across the middle and a white starburst emblem in the lower-left corner. A circular graphic with a thin white border is centered over the yellow stripe. Inside this circle, the word "NAURU" is written in white, bold, uppercase letters, positioned over the yellow stripe. The background flag shows the texture of the fabric and the colors of the stripes and starburst.

**NAURU**

# 1. Introduction

This Annex covers APTC operations in Nauru and complements the narrative in the main Report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned eight core activities in Nauru. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we completed one activity (13%), made significant progress in three (37%) activities, made some progress in two (25%) and had not started in two (25%) activities. Figures 1 and 2 provide a graphic summary, while Table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes; we delivered 2 qualifications in Nauru to 19 Pacific Island citizens, 47% of whom are women and 95% of which are Nauru citizens. The 5% are citizens of other Pacific countries, demonstrating the far-reaching impacts of our country work to building skills in the region.

By Citizenship and Gender, a total of **20 Nauruans (11 Females & 9 Males)** graduated in 3 Australian Qualifications across all APTC campuses. A detailed breakdown is presented in tables 1.1 and 1.2 below.

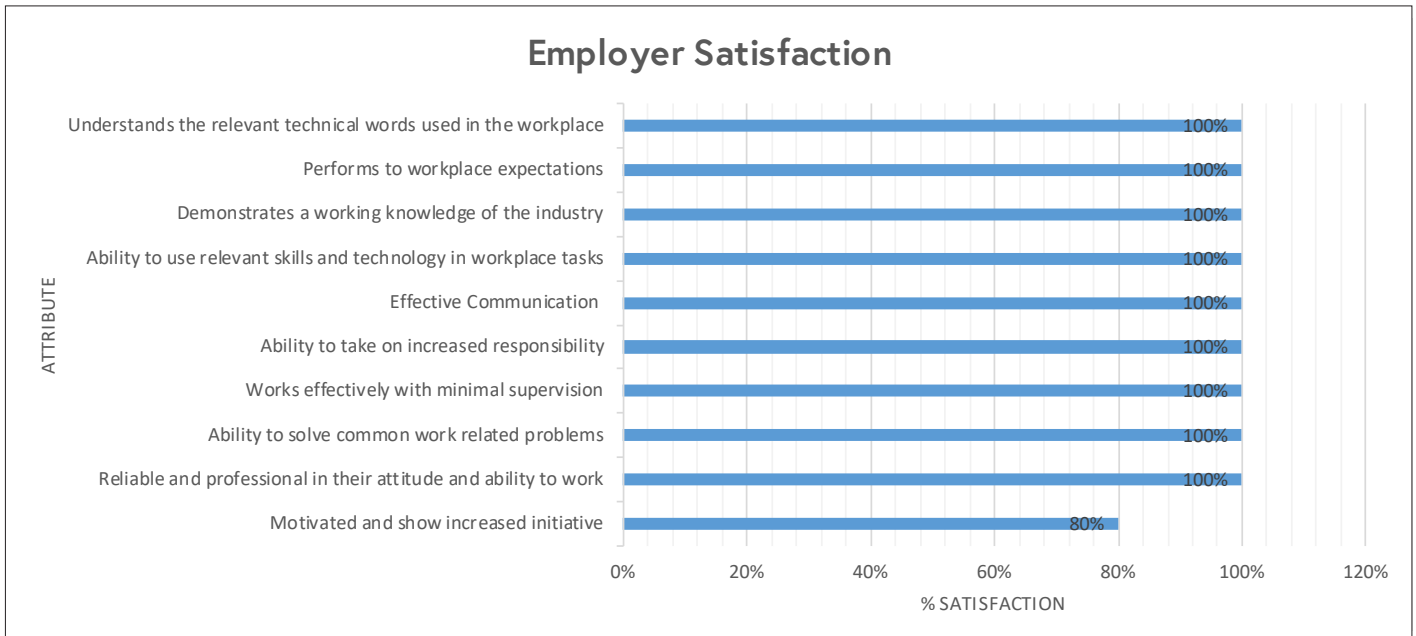
Based on the 2019 Graduate tracer survey<sup>1</sup>, 100% of our graduates reported they are employed either as full time, part-time or both full and part-time. Of these graduates, 20% reported to be in a higher role than before studying with APTC. A further 1% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

100% of employers<sup>2</sup> responding to our 2019 employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 20 Nauru citizens (70% female).

<sup>2</sup> Employer Engagement survey was administered to 12 Nauru employers, 5 responded (45% response rate)

Figure 3: Employer Satisfaction with APTC graduates



Under End of Program Outcome 2 -Co-investment in skills training increases - preparatory discussions were held in October 2019 for the APTC-Nauru long-term partnership. The aim is to support small-scale reforms relating to institutional capability development, which includes TAE qualifications and upgrades for trainers. This transcended into the formal drafting of the Partnership Agreement with Nauru TVET by December 2019, which will also provide an opportunity for APTC to offer Certificate II in Foundational Skills for Work and Vocational Pathways (Engineering) by Semester 1, 2020.

Furthermore, co-investment in skills development occurred in three qualification areas: Certificate IV in Community Services, funded by HOST International; International Skills Training, funded by Nauru TVET, and Certificate IV in Leadership and Management, funded by DFAT for the Government of Nauru. In 2020, APTC is partnering with TAFE Queensland International to tender for an ADB training package with the Nauru Ports Authority, and anticipates greater industry engagement through tailored delivery modalities.

## ■ Spotlight:

### Towards a gradual introduction of co-investment – Government of Nauru invests in Leadership and Management development



One of APTC's intermediate outcomes is for governments to set skill development priorities and allocate resources. This is a key outcome as far as making progress toward the investment's End of Programme Outcome 2 – Co-investment In Skills training increases.

The government of Nauru has taken up this challenge managed to gain funding from DFAT to invest in its human resources. From November 2019 to March 2020, APTC is delivering Certificate IV in Leadership and Management to senior officers and managers in the Nauruan public service.

Funded by DFAT, this program is designed to support the Government of Nauru's implementation of the National Sustainable Development Strategy, in which the development of human resources is a crosscutting theme. Chief Secretary Bernard Grundler, who urged students to seize the learning opportunity to enhance efficiencies in the public service, opened the training program. He stated the importance of being a Nauruan, working for the public service and having the privilege of this training opportunity, which is the first time ever for APTC to provide on-island.

DFAT has been acknowledged for its partnership with the Nauru Government and for generously co-investing in this opportunity. The course approach is one of applied learning, delivered through a block-training model that enables students to take their classroom learning directly into the workplace. The course enables students to learn and apply better management practices for their workplace needs and offers strategies for growing leadership practice.





A key component of our work under EOPO 3 – Selected TVET partners demonstrate quality TVET has been the preparatory work to for a workshop with key stakeholders to understand 'how change happens' in the TVET sector. This will be one of the foundational pieces in the development of the Nauru country strategy. The workshop, agreed for quarter 1 2020, will engage with a broad range of TVET stakeholders including government, training providers, industry representatives and disabled people's organisations to identify and discuss the drivers, barriers to change and opportunities for TVET reform in Nauru. Over a 2 day period, it will unpack strategies critical to achieve TVET change, and will assist in identifying other opportunities for the TVET Systems Strengthening Platform and will inform the development of the APTC Nauru strategy also planned for 2020.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EOPO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets for Nauru		2 qualifications were delivered on Nauru with a total of <b>19</b> Pacific Island graduates for the year 2019. By Citizenship and Gender, a total of <b>20 Nauruans (11 Females &amp; 9 Males)</b> graduated in 3 Australian Qualifications across all APTC campuses. According to the Graduate Tracer Study 2019, 100% of surveyed graduates reported being employed - <b>99%</b> domestically and <b>1%</b> employed via the labour mobility track. 100% of employers responding to our employer engagement survey we satisfied with APTC graduates.
Conduct labour market assessment in Nauru		The LMA data collection was completed by December and the draft report is being finalised. As part of data collection, a LMA workshop was organised and drew attendance from several GON stakeholders, DFAT representatives and a few representatives of state-owned enterprises. Plans are in place to support additional and follow-up data collection supported by the Nauru Country Engagement and Liaison Coordinator (CELC). This activity is on track as per planned timeline.
Labour Mobility Track in Nauru		APTC made significant progress in designing the labour mobility track, which was made available to Nauru applicants for courses commencing S1 2020.
Alumni and Student support enhancement in Nauru		There are now more than 100 Nauruan APTC alumni, of which 73% are women. Despite this number, support and enhancement activities did not commence as planned, as efforts were concentrated on the recruitment of Nauru CELC. With the post now recruited, we anticipate that there will be more activities in this area come 2020.
<b>EOPO 2: Increased co-investment in skills training</b>		
Re-branding APTC in Vanuatu		Ongoing stakeholder engagement emphasized APTC's re-branding in Nauru, with the official opening of the APTC Nauru Desk at the Nauru TVET Centre on 19 December 2019. The latter served to emphasise APTC's on-island presence. We continued to place emphasis of APTC's new brand through communication products and through on-island workshops such as the LMA. All signage has been replaced to reflect the new brand.
Stakeholder engagement in Nauru		During the reporting period, APTC conducted three in-country missions, as well as recruited a Nauru CELC to provide day-to-day representation on-island. In-country missions progressed discussions with Nauru Ports Authority and TQN regarding a training tender; recruitment of the Nauru CELC; PLMA workshop and delivery of CIV Leadership and Management Block 1 training. The 2019 graduation ceremony held on 15 October also reached out to a range of stakeholders, including DFAT.
<b>Enabling Activities</b>		
Conduct workshop and document the Nauru 'How Change Happens' in Nauru		This workshop is being planned for the first week of March 2020. This activity will create a space for dialogue and debate unpacking barriers, drivers and opportunities for TVET reform and systems strengthening amongst key stakeholders. The set of findings will be one of the foundational inputs to the development of the Nauru country strategy also planned for 2020.

Table 1.1: Nauru Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course					Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course	
Certificate IV in Community Services	8				8
International Skills Training	11				11
<b>Total</b>	<b>19</b>				<b>19</b>

Table 1.2: Nauru Campus: Detailed breakdown of Graduates by Course (Citizenship &amp; Gender)

Campus Plan 1 Jan - 31 Dec - Completions by Citizenship & Gender				
Campus/Course	Tuvalu		Other	Annual Total
	F	M	M	
Certificate IV in Community Services	6	1	1	8
International Skills Training	3	8		11
<b>Grand Total</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>19</b>

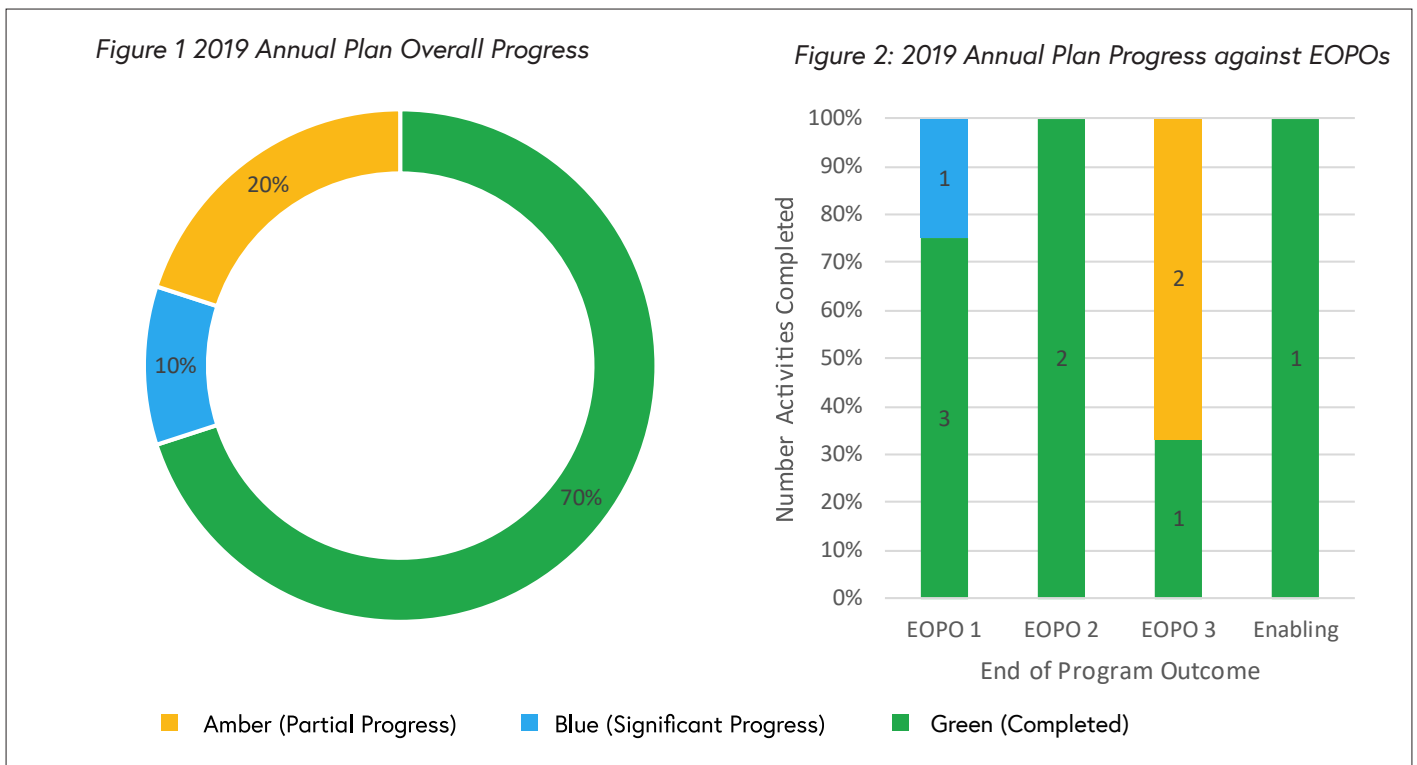


**PNG**

# 1. Introduction

This Annex covers APTC operations in Papua New Guinea (PNG) and complements the narrative in the main report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned 10 core activities in PNG. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we completed seven (70%) activities, made significant progress in the other one (10%) and partial progress in two (20%). For these latter activities, APTC Country Director and Executive team are paying particular attention and working towards shifting progress towards 'Blue' or 'Green' categories. Figures 1 and 2 provide a graphic summary, while Table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes - we delivered 12 Australian recognised qualifications to 346 Pacific Island citizens, 25% of whom are women. The gender ratio for graduates is significantly lower when compared with other APTC campuses.

By Citizenship and Gender, a total of **361 Papua New Guineans (100 Females & 261 Males)** graduated in 20 Australian Qualifications across APTC campuses. A detailed breakdown is presented in Tables 1.1 and 1.2 below.

Based on the 2019 Graduate tracer survey<sup>1</sup>, 74% reported to be employed either as full time, part-time or both full and part-time. Of these graduates, 41% reported to be in a higher role than before studying with APTC. 19% of those reporting this employment status are women. Only 1% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

100% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels for 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 337 Papua New Guineans citizens (43% female).

<sup>2</sup> Employer Engagement survey was administered to 132 Papua New Guinea employers, 32 responded (24% response rate)

Figure 3: Employer Satisfaction with APTC graduates



Under end of program outcome 2 – Co-investment in skills training increased, we focused on getting a robust contribution agreement to address our co-investment goals a fit for purpose with our long-standing partner - Port Moresby Technical College (POMTECH). Through a brokered partnership, process between APTC and POMTECH successfully signed a contribution agreement and a partnership framework on 22/08/2019. The partners have identified the shared goals and objectives.

Shared Goal	Shared Objective
<b>Develop Quality, Empowered Professionals who demonstrate the Skills Required to Contribute to Productivity and Prosperity in the Papua New Guinea.</b>	Training aligns with current and expected job and self-employment opportunities;
	2. Graduates are highly valued by employers
	3. TVET learning environment meets required standards;
	4. Partner invest in infrastructure, equipment and learning materials;
	5. Increased quality of teaching and learning;
	6. Improved institutional governance and management;
	7. Institutional leaders actively drive TVET reform;
	8. Partners use internal and external quality assurance mechanisms.

Pending the finalisation of the co-investments strategy, we explored opportunities for co-investment with potential stakeholders in PNG, as well as through student tuition fees. With regards to the former, we applied The Edai Town model in terms of co-investment in conversation with all potential clientele pursued. We managed to get in at least AUD \$53K from two of our partnerships. We also managed to receive up to AUD \$172K in tuition fee contributions from employers sending their staff to study with APTC.

During 2019 we also advocated for and fostered greater coherence and collaboration between DFAT's regional and bilateral skills for development investments. As part of these efforts we participated in consultations for sub-national scale-up of TVET in the country. By the end of the year consultations had

reached advanced levels with ideas firming around:

- (i) APTC partnering with Mt Hagen Technical College and to embed similar modelling for TVET strengthening as we do with our partner POMTECH.
- (ii) APTC partnering with the Highlands Agricultural College as it transitions to DHERST to improve agriculture programs.
- (iii) Transforming the Manus East Longerau Refugee Transit Centre into a technical college.

Through our efforts under EOPO 3 – Selected partners demonstrate quality TVET provision- we achieved a number of key milestones. Firstly we successfully signed a partnership framework with POMTECH, details of which are covered under co-investment above. Secondly, we successfully gained the accreditation of the PNG qualification Certificate IV in Counselling, which we transferred to the International Education Agency TAFE in POM to deliver in partnership with the PNGCA (see case study below). We also successfully began implementing activities under the TVET Systems Strengthening Platform, notable achievement being support to allow PNG stakeholders to participate in the Pacific Skills summit in Fiji, and for POMTECH staff to attend the VELG Conference in Brisbane.

## Spotlight:

# Development of PNG National Qualifications: A Case Study on Counselling

One of our intermediate outcomes in the APTC investments is to increase the number of qualifications that meet agreed quality standards. To realise progress in this outcome, APTC is focused on supporting the aspiration of qualification authorities and TVET partners where our interests intersect and we can add value. Following the success of running an Australian-accredited Diploma of Counselling program, we started work to develop a PNG version of the same. Rewinding back to 2017, the Papua New Guinea Counsellors' Association (PNGCA) approached APTC about the possibility of running an Australian-accredited Diploma of Counselling program. This was driven by the PNG National Judicial System, who set a mandate for the PNGCA to ensure that appropriately qualified counsellors were members of the PNGCA. It took 12 months to negotiate the program design and to source various funding, which was eventually supported by Pacific Women and ChildFund. Another component of the project included the development of a PNG-accredited Certificate IV in Counselling, which the PNGCA asked APTC to scope.



APTC Country Director – Dr Brad Shaw and PNGCA President Mrs. Susan Setae cements the service agreement with a hand shake as the PNGCA Advisor Ms. Ume Wainetti looks on.

The delivery of the Diploma of Counselling began in September 2018 and was completed in October 2019. The program was delivered in four blocks comprising three four-week blocks and one six-week block. PNGCA contributed in-kind, availing the training delivery space. Their contribution allowed a reduced cost for the program delivery. In parallel to the Diploma of Counselling training, a PNG Certificate IV in Counselling was developed by APTC counselling expert, Thea Keane and Sandy O'Brien, qualification developer. A curriculum document had already been developed by an Australian counselling professional with Oil Search Foundation funding. The next phase of the Certificate IV in Counselling development by APTC was funded by ChildFund. The program design comprised:

- Template formatting
- Qualification strategy
- Unit descriptors
- Unit guides
- Session plans
- Delivery resources

An expert PNG counselling reference group was formed to check for relevant context at each of the six development milestones. This marked the beginning of the localisation of counselling programs that will pathway into an eventual PNG Diploma of Counselling qualification. This will be developed during 2020 in parallel to the delivery of a second Australian-accredited Diploma of Counselling. This sustainable program development model will pave the way for other program development projects in terms of its design and process, which can be rolled out across the APTC regional Country Offices. The impact on the TVET sector at country level will ensure that "barefoot" counsellors have a Certificate IV in Counselling entry-level opportunity and can become formally recognised and gain higher-end employment opportunities within the broader PNG counselling sector. Additionally, these counsellors will be able to pathway into the PNG Diploma of Counselling, which will demonstrate that a sustainable model of program development in this sector can be achieved both in PNG and across the Pacific region.





To support all our efforts across the End of Program Outcomes and to realise the wider program strategic shifts, we successfully developed our PNG Country Strategy. The strategy drew from many processes, a significant one being the work to understand how change happens. To gain this understanding, we engaged with a broad range of TVET stakeholders, including government, training providers, industry representatives and disabled people's organisations. The stakeholders identified the drivers of change as: conducive and supportive policy environment capable of supporting TVET reform; clarity of leadership for regulation and standard-setting processes under DHERST; interested industry willing to engage; community resilience with potential for skills development; young people and their aspirations, as well as donor support and resourcing, which could assist with further development of the sector.

On the other hand, the barriers to change were identified as: geography, which can make quality assurance difficult, particularly at sub-national level; insufficient progress on accreditation and standards; insufficient data around about graduate outcomes, which in turn undermines advocacy with government and industry; cultural and gender barriers, especially perceptions about suitable roles for women; insufficient political will to provide resources for







policy follow-through, and inadequate coordination between donor programs, training providers and industry, which undermines progress towards reform of the TVET system.

From these drivers and barriers, a number of opportunities were identified including, major projects (existing or planned) where there might be opportunities for prevocational training in communities; partnerships between POMTECH and APTC, and between APTC and other stakeholders, which provide models of how to draw on different and respective strengths and interests to achieve mutually beneficial outcomes; regional networks that can be harnessed to influence some of the wider debates and openings for labour mobility across the region, and innovation driven a range of interested stakeholders and supporters who are looking for innovation and further development in the sector.

Based on this analysis of these drivers, barriers and opportunities the stakeholder group identified a set of strategies, a subset of which has been the basis of developing the APTC Papua New Guinea Country strategy. A summary of the 'how change happens' findings are presented as Appendix 1 below.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EOPO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets		<p>12 qualifications were delivered on PNG Campuses with a total of 346 Pacific Island graduates for the year 2019. 95% of graduates (<b>81 female and 249 male</b>) were PNG citizens. Breakdown of graduates for the PNG campus is presented as table 1.2.</p> <p>By Citizenship and Gender, a total of <b>361 Papua New Guineans (100 Females &amp; 261 Males)</b> graduated in 20 Australian Qualifications across APTC campuses.</p> <p>According to the Graduate Tracer Study 2019, for those graduates that were employed - <b>99%</b> of our graduates are employed domestically while 1% have been hired overseas including via the PLS. 121 Employers responded to the Employer Engagement survey and 98% we satisfied with APTC graduate performance in the workplace and noted graduates have had a positive impact on their businesses.</p>
Conduct labour market assessment		<p>Planning for the PLMA had reached advanced levels by end of 2019, having been fully communicated to key stakeholders. Data collection is scheduled to proceed and planned in quarter 1, 2020. Following the PNG scoping missions under our bilateral engagement work, plans for an additional LMA covering Manus and Highlands were under discussion.</p>
Support for Labour Mobility		<p>The PLF POM team are in constant communication with the PNG Office. In 2019 hosted many Australian employers on campus who have conducted interviews with APTC Alumni candidates for the PLS.</p>
Alumni and Student support and enhancement		<p>Alumni have their meetings on campus and we have a dedicated APTC staff member who coordinates Alumni activities.</p> <p>From a teaching and learning perspective, our students are supported by the 3-6-9 learning benchmark process and those at risk have the support of our Student Services team and learning support staff members.</p> <p>From a social perspective, our Student Support team conduct weekend activities and Wednesday afternoon activities to ensure there is a balance of learning and social activity.</p>
<b>EOPO 2: Co-investment in skills training increases</b>		
Implement Memorandum of Agreement with LBL Holdings Ltd in Western Province		<p>We successfully negotiated and reached an agreement with LBL Holding for skills training. Under the service agreement, training is now scheduled to commence in February 2020. The Service Agreement has been signed and a trainer allocated.</p>
Using existing results of current co-investment activity with EDAI town and Porgera APTC will actively seek other training partnerships in the mineral resource and oil and gas sectors as well as other companies.		<p>The Edai Town model in terms of co-investment is being applied in conversation with all potential clientele. Models where co-investment has been successful are:</p> <ul style="list-style-type: none"> <li>• Motu Koita Assembly – they contributed 50,000PGK for the delivery of the Certificate II in Skills for Work and Vocational Pathways. The program ran over 20weeks.</li> <li>• PNG Counsellor's Association – contributed in-kind for the delivery of the Diploma of Counselling Qualification and Certificate IV in Counselling Train-the-Trainer program.</li> <li>• Porgera/Barrick Joint Venture Gold Mine (through the iPi Group) – contributed 72,000PGK for the delivery of the Certificate III in Commercial Cookery.</li> <li>• CIV Leadership and Management program for the Brian Bell Group</li> <li>• Cheshire Disability Services: (for APTC Alumni to do voluntary work with them. Also for a pre-vocational program to be developed for Cheshire clientele).</li> </ul>






EOPO 3: Selected TVET partners demonstrate Quality TVET provision		
<p><b>Gain accreditation of the PNG qualification Certificate IV in Counselling</b></p>		<p>This is completed and the program has been allocated to the International Education Agency TAFE in POM to deliver in partnership with the PNGCA.</p>
<p><b>Embedding the Certificate IV Training and Assessment qualification into the University of Goroka (UoG) Bachelor of TVET program</b></p>		<p>This is still a work in progress. We continue to liaise closely with stakeholders to ensure we manage key interdependencies crucial to the delivery of this work. This work is now linked to the APTC Scale-up in PNG, where TVET teacher training will form part of the proposal with DHERST.</p>
<p><b>Expand the existing POMTECH / APTC partnership to include the Kumul Petroleum Academy (KPA)</b></p>		<p>This is still work in progress and politically difficult. The next step will be to speak engage at the Provincial Governor level to find workable approaches to realise the planned work.</p>
<p><b>Roll-out of the TVET Sector Strengthening Platform</b></p>		<p>We started using the TSSP for POMTECH activity and resourcing and this is mostly allocated for year one. We also used the platform to support participation of key PNG officials to the Pacific Skills summit as part of our TVET partnership efforts. Furthermore three POMTECH staff members attended the VELG Conference in Brisbane under the TSSP part of the Contribution Agreement, as part of our Institutional capability Development objective.</p>
EOPO 3: Selected TVET partners demonstrate Quality TVET provision		
<p><b>Development of the PNG Country Strategy</b></p>		<p>This has been successfully completed. The success of the PNG country strategy is attributed largely to the consultative process with a broad range of stakeholders from TVET providers, industries and government and disabled people's organisations to discuss and capture how change happens in PNG. This process managed to convene stakeholders to consider drivers, barriers and opportunities in the TVET space.</p>

Table 1.1: PNG Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course							Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course	Annual Total		
Certificate I in Construction	25					25	
Certificate II in Construction	30					30	
Certificate II in Skills for Work and Vocational Pathways	15					15	
Certificate III in Carpentry	27					27	
Certificate III in Commercial Cookery	43					43	
Certificate III in Engineering - Fabrication Trade	29					29	
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	31					31	
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	29					29	
Certificate III in Hospitality	32					32	
Certificate III in Light Vehicle Mechanical Technology	32					32	
Certificate IV in Leadership and Management	35					35	
Diploma of Counselling	18					18	
<b>Grand Total</b>	<b>346</b>					<b>346</b>	

Table 1.2: PNG Training Profile as at 31 December 2019

Campus/Course	Campus Plan 1 Jan - 31 Dec - Completions by Citizenship & Gender							Annual Total
	Tuvalu		Solomon Is.		Other			
	F	M	F	M	F	M		
Certificate I in Construction	7	18					25	
Certificate II in Construction	3	27					30	
Certificate II in Skills for Work and Vocational Pathways	7	8					15	
Certificate III in Carpentry		27					27	
Certificate III in Commercial Cookery	7	29	5	2			43	
Certificate III in Engineering - Fabrication Trade	4	24		1			29	
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)		27		4			31	
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)		29					29	
Certificate III in Hospitality	19	13					32	
Certificate III in Light Vehicle Mechanical Technology	1	28		3			32	
Certificate IV in Leadership and Management	21	14					35	
Diploma of Counselling	12	5				1	18	
<b>Grand Total</b>	<b>81</b>	<b>249</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>346</b>	

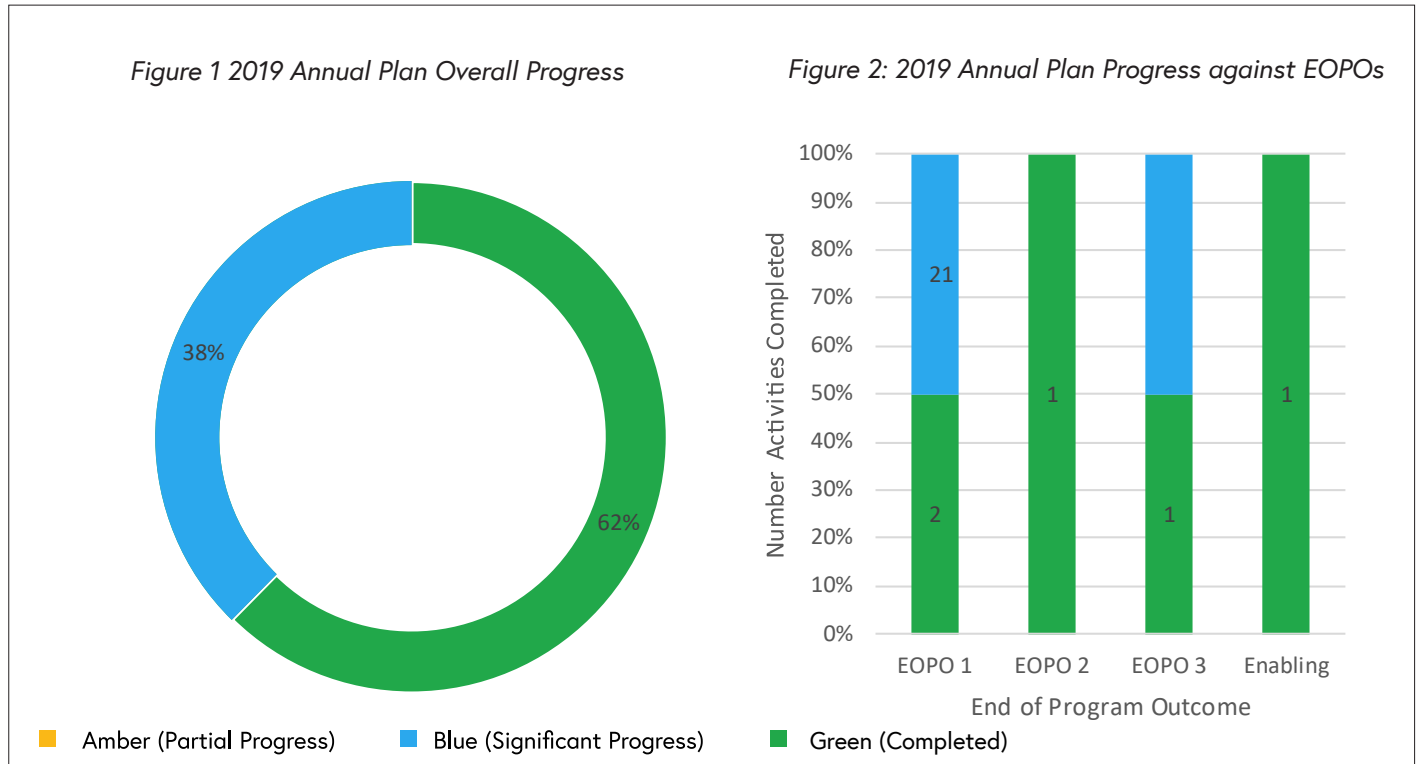


**SAMMOA**

# 1. Introduction

This Annex covers APTC operations in Samoa and compliments the narrative in the main Report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned eight core activities in Samoa. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we completed five activities (63%) and made significant progress in three (38%) activities. Figures 1 and 2 provide a graphic summary, while Table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes - we delivered six qualifications in Samoa to 156 Pacific Island citizens, 49% of whom are women and 42% of which are Samoa citizens. The balance of our graduate and course participant count was to citizens of other Pacific countries, demonstrating the far-reaching impacts of our country work to building skills in the region.

By Citizenship and Gender, a total of **76 Samoans (41 Females & 35 Males)** graduated in 11 Australian Qualifications across APTC campuses **and two** participated in two courses. A detailed breakdown is presented in Tables 1.1 and 1.2 below.

Based on the 2019 Graduate tracer survey<sup>1</sup>, 94% reported to be employed either as full time, part-time or both full and part-time. Of these graduates, 18% reported to be in a higher role than before studying with APTC. 8% of those reporting this employment status are women. A further 5% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

96% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels for 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 182 Samoa citizens (54% female).

<sup>2</sup> Employer Engagement survey was administered to 98 Samoa employers, 92 responded (97% response rate)

Figure 3: Employer Satisfaction with APTC graduates



Under End of Program outcome 2 - Co-investment in skills training increases - we focused on getting a robust contribution agreement to address our co-investment goals with the National University of Samoa (NUS). After a brokered partnership process, APTC and NUS signed a partnership Framework on 24/05/19 and a Contribution Agreement on 14/10/19. The partners agreed the to the following as co-investment contribution from NUS:

- i. Human resources
- ii. Information and data
- iii. Facilities and administration support
- iv. Benchmarking of programs
- v. National networks and relationships
- vi. TVET Strategy
- vii. Maintenance of joint facilities

Pending the finalisation of the co-investments strategy, we explored opportunities for co-investment with potential stakeholders in Samoa as well as through student tuition fees. With regards to the former, we pursued two opportunities, leading to the delivery of two commercial programs with our key partner the Australia Federal Police (AFP) Regional Police Development Program in Samoa, valued at just over AUD \$82K. Student tuition fees came to approximately AUD \$22K.

Under EOPO 3 – Selected TVET partners demonstrate quality TVET - Under the TVET Systems Strengthening Platform (TSSP), we supported key stakeholders and implementing agency representatives from Samoa's Education Sector to attend the Pacific Skills Summit in 2019. This involvement catalysed a strengthened awareness amongst the supported representatives of skills development issues and collaboration on potential intervention approaches to take forward in Samoa. Coordination with Bilateral programs has seen progress in 2019, including closer collaborative work with the PLF such as established joint planning and initiatives to progress together in 2020.

Another key activity aimed at improving TVET quality was the delivery of the International Skills Training. This continued to add value to TVET strengthening, with two cohorts supported by the Samoa Qualification Authority and another two by the AFP Development Program. APTC is working with the Samoa Qualification's Authority to nationally recognise the course and further support TVET trainer capabilities.

## ■ Spotlight:

# Samoa TVET Providers and APTC Collaborate for Quality Training Delivery

One of the highlight milestones for the Australia Pacific Training Coalition (APTC) in Samoa for 2019 was a collaboration with vocational centres in Savai'i, Samoa, to provide learning resources and tools for quality technical and vocational education and training (TVET) delivery.

APTC's Country Director for Samoa and Tonga, Cheri Robinson Moors, said this was part of efforts to improve TVET pathways, employment outcomes and workplace productivity by collaborating with national TVET providers.

The work was part of the TVET Advocacy Initiative – Strengthening Business and Industry Engagement with Samoa TVET Training Providers – funded through APTC's TVET System Strengthening Platform (TSSP) Incentive Fund.

A critical part of the Incentive Fund is ensuring that APTC collaborates with stakeholders to ensure co-investment by reform partners – financially and in kind – in supporting and incentivising TVET reform initiatives that are locally led, owned and driven.

The collaboration was informed by APTC's consultations in March this year with the Uesiliana Vocational Centre, Don Bosco College and Vocational Centre, Vaiola College and the Congregational Christian Church of Samoa (CCCS) Vocational School in Savai'i. From these consultations, limited access to learning resources was identified as a key challenge.

Six months later, and with consideration of how best to address this issue, APTC returned to Uesiliana Vocational Centre and the CCCS Vocational School with tools and textbooks to help address the identified challenges. Ms Moors stressed the importance of resource sharing among TVET providers, and affirmed the need for collaborative initiatives and shared commitment from all stakeholders.

"We feel privileged to be in a position to share these resources with Savai'i TVET providers, and to know that these resources and tools will contribute to enhance training opportunities for students and communities," she said.

Reverend Sione Malau, Vice Principal of Uesiliana Vocational Centre, expressed his gratitude for APTC's contribution of textbooks for fabrication, cookery and plumbing courses.

Echoing similar sentiments Namulauulu Tavita Leaulmoana, Principal of CCCS Vocational School, acknowledged APTC for the provision of plumbing textbooks that will add value to student learning.

Ms Moors reaffirmed that APTC looks forward to collaborating with other TVET providers in the near future.



Vocational Training Manager, Andrew Colquhoun and Namulauulu Tavita Leaulmoana, Principal of CCCS Vocational School after contribution of training text books for CCCS Plumbing program





To support all our efforts across the End of Program Outcomes and to realise the wider program strategic shifts, we successfully developed our Samoa Country Strategy. The strategy drew from many processes, a significant one being the work to understand how change happens. To gain this understanding, we engaged with a broad range of TVET stakeholders including government, training providers, industry representatives and disabled people's organisations. The stakeholders identified the drivers of change as being: the National development policy, which has elevated the role of TVET; leadership through the Samoan Qualifications Authority for supporting TVET providers; industry engagement, especially around course development and advocating to their employees for the benefits of training and qualifications; a large youth population, as well as donor support and resourcing, which provides resources that could assist with further development of the sector.






On the other hand the barriers were identified as insufficient Government investment in TVET, as the Government of Samoa allocates around 1% of its recurrent budget for TVET and 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.

From these, a number of opportunities were identified, including increasing political will around national development and TVET; the revival of the Samoan Association of Technical Vocation and Training Institutes (SATVETI); which could play an active role in driving improvements in the sector, information, communications and technology opening up possibilities to reach more students, particularly those in the rural areas, at lower cost; potential for more scholarships to be targeted to TVET students, and regional initiatives, which provide another platform to improve TVET outcomes in Samoa, as well as to influence TVET reform nationally and regionally.

Based on this analysis of these drivers, barriers and opportunities, the stakeholder group identified a set of strategies, a subset of which has been the basis of developing the APTC Samoa Country Strategy. A summary of the 'how change happens' findings are presented as Appendix 1 below.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EPOO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets		<p>6 qualifications were delivered at the Samoa campus with a total of <b>156</b> Pacific Island graduates for the year 2019. Of these <b>42% (30 women, 36 male)</b> were Samoan citizens. By Citizenship and Gender, a total of <b>76 Samoans (41 Females &amp; 35 Males)</b> graduated in 11 Australian Qualifications across APTC campuses, <b>2</b> participated in 2 short courses. Challenges were encountered in semester 2 with the State of Emergency declared for Samoa following a Measles outbreak on 16 November, requiring 45 students to continue and complete training in Fiji.</p> <p>According to the Graduate Tracer Study 94% of surveyed graduates reported being employed and of these – 95% of our graduates are employed domestically while 5% have been hired overseas including via the PLS. 96% of employers responding to our employer engagement survey we satisfied with APTC graduates.</p>
Labour Mobility Track in Samoa		The labour mobility will commence in semester 1, 2020. In preparation for delivery LSF/WSF, trainers for the campus have received training on the international track package. Progress with the international track has been communicated to national DFAT post and with PLF Labour Mobility Employment Manager.
Alumni and Student support enhancement		<p>Our approach to student activities and alumni engagement included a focus on community service and involvement. Where possible, joint activities were sought which brought together APTC staff, alumni as well as current students. Some key highlights for year include</p> <ul style="list-style-type: none"> <li>• Samoa Tourism Authority Clean Up Day</li> <li>• Ministry of Natural Resources, Plant 1 million trees initiative</li> <li>• South Pacific Games 2019 student participation in event activities</li> <li>• Community Service work at Mapuifagalele</li> <li>• Samoa Events Wednesday Fun runs.</li> </ul>
Conduct labour market assessment		Planning for the PLMA had reached advanced levels by end of 2019, having been fully communicated to key stakeholders. Data collection is scheduled to proceed and planned in quarter 1, 2020. Preliminary data collection on national job advertisements to support this work had commenced by end of year. APTC will work in close consultation with the Ministry of Commerce, Industry and Labour as well as with other key partners to support this work.
<b>EPOO 2: Increased co-investment in skills training</b>		
Stakeholder engagement, communication and demonstration of APTC3 value		<p>Brokered partnership discussion resulted in renewal of partnerships with TVET partners and champions in Samoa. A partnership framework and contribution agreement is now in place with the National University of Samoa. An agreement with an investment component was established with Samoa and Water Sanitation Sector, MNRE for APTC to deliver plumbing training to 10 Nationals. We also successfully convened a partnership workshop with Nuanua o le alofa (NOLA) Persons, to progress our plans on disability advocacy in Samoa. Other than partnership we work, we also engaged with a number of stakeholders and made presentations as follows:</p> <ul style="list-style-type: none"> <li>• Samoa Chamber of Commerce Industry presentations.</li> <li>• Samoa Qualifications Authority PSET Conference presentation.</li> <li>• NUS Open Day – first time APTC has participated in event.</li> <li>• SQA National Career Day – first time APTC has participated in event.</li> <li>• Samoa Tourism Authority Tourism Career Promotional Roadshow.</li> <li>• APTC Industry Cocktail with key Government ministries and private sector.</li> <li>• Consultation and involvement in Samoa's Tourism Workforce Development Plan 2020-2025.</li> </ul>




		<p>Furthermore, through national level engagement, we successfully achieved - an observer status in Samoa Education Advisory Committee and membership in Tourism Training Taskforce. This engagement will be invaluable in helping us make progress towards our planned end of program outcomes</p>
<b>EOPO 3: Quality TVET provision demonstrated by selected TVET partners</b>		
<p><b>Roll-out of TVET System Strengthening Platform</b></p>		<p>TSSP supported the inclusion of key stakeholder and implementing agency representatives from Samoa's Education Sector in the Pacific Skills Summit. The involvement catalysed a strengthened awareness of skills development issues and collaboration, amongst the supported representatives, on potential intervention approaches to take forward in Samoa. One of these approaches included the Samoa Skills Workshop. The Samoa Skills Workshop, held in Sept 2019, demonstrated the power and collective action of key national stakeholders and implementing agencies of the Education Sector in engaging private sector and business community. In partnership with APTC, and with support of the TSSP, the Samoa Qualifications Authority, National University of Samoa, Ministry of Education, Sports and Culture, Ministry of Women, Community and Social Development as well as the Ministry of Commerce, Industry and Labour delivered the event. A report on the success and findings of the event is expected in 2020. Furthermore, engagement and work has been carried in country in alignment with roll out of TSSP. Engagement with stakeholders has including scoping of current national governance mechanisms to inform national TSSP proposals. Identification of a national TSSP forum and steering committee is expected to confirm in 2020.</p>
<p><b>Coordination with Bilateral Programmes</b></p>		<p>Engagement has been ongoing throughout 2019 with key outcomes to be progressed further in 2020: Closer coordination and collaboration with PLF established joint planning and initiatives to progress together in 2020. In harmonising DFAT bilateral programs, a coordination and information-sharing meeting was scheduled for 2020, which will bring together the leads for DFAT development programs in Samoa. Meeting is scheduled for January 2020.</p>
<b>Enabling Activities</b>		
<p><b>Development of the Samoa Country Strategies</b></p>		<p>This has been successfully completed, with the strategy's first significant application being to inform the 2020 Samoa Annual Plan. The success of the Samoa country strategy is attributed largely to the consultative process with a broad range of stakeholders from TVET providers, industries, government, and organisations supporting people living with a disability (PLWD) to discuss and capture how change happens in Samoa. This was a first for Samoa as the process managed to convene this stakeholder group to consider drivers, barriers and opportunities in the TVET space.</p>

Table 1.1: Samoa Training Profile as at 31 December 2019

Campus/Course	Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course					Annual Total
	Full Award	IST	Skill Set	Short Course		
Certificate III in Commercial Cookery	29					29
Certificate III in Education Support	36					36
Certificate III in Engineering - Fabrication Trade	27					27
Certificate III in Hospitality	25					25
Certificate III in Plumbing	24					24
International Skills Training	15					15
<b>Grand Total</b>	<b>156</b>					<b>156</b>

Table 1.2: Samoa Campus: Detailed breakdown of Graduates by Course (Citizenship &amp; Gender)

Campus/Course	Campus Plan 1 Jan - 31 Dec - Completions by Citizenship & Gender																Annual Total		
	Tuvalu		Kiribati		PNG		Samoa		Solomon Is.		Tonga		Tuvalu		Vanuatu			Other	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Certificate III in Commercial Cookery			3	1			5	7	3	1					3	4	1		29
Certificate III in Education Support	2		1		6	1	15	4	7										36
Certificate III in Engineering - Fabrication Trade	1	19		1			4		1		1								27
Certificate III in Hospitality			4				10	2	5	1					3				25
Certificate III in Plumbing		8	2	3		3	4		3							1			24
International Skills Training							6	9											15
<b>Grand Total</b>	<b>3</b>	<b>27</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>36</b>	<b>30</b>	<b>15</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>156</b>	

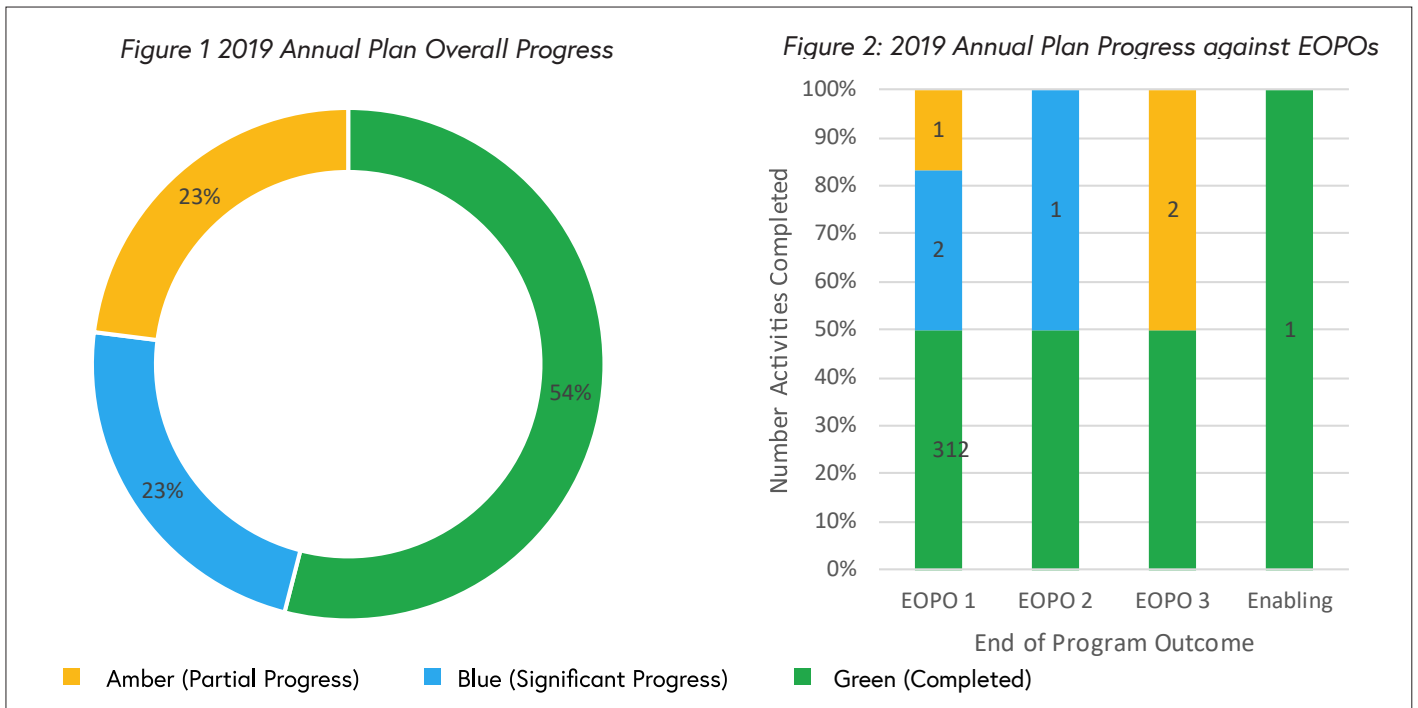
The image features a close-up, slightly blurred view of the flag of the Solomon Islands. The flag consists of a blue field with a white five-pointed star in the upper left corner and a diagonal band of yellow and green. A circular logo is centered on the flag, containing the text "SOLOMON ISLANDS" in white, uppercase letters. The logo also includes a small white five-pointed star on the left side, mirroring the star on the flag.

SOLOMON  
ISLANDS

# 1. Introduction

This annex covers APTC operations in Solomon Islands and compliments the narrative in the main report. It provides a progress update on the activities proposed to DFAT in the 2019 annual plan.

In 2019, we planned 13 core activities in Solomon Islands. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we completed 7 (54%) activities, made significant progress in 3 (23%) and partial progress in 3 (23%). For these latter activities, APTC Country Director and Executive team are paying particular attention and working towards shifting progress towards 'Blue' or 'Green' categories. Figures 1 and 2 provide a graphic summary, while table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes; we delivered 4 qualifications and two short courses to 129 Solomon Islands citizens, 42% of whom are women. Of these 78% (100) graduated with an Australian recognised qualification and 23% attended a short course. 53% of those graduating with an Australian recognised qualification were women. Solomon Islands has the highest female graduate ratio across the APTC platform.

By Citizenship and Gender, a total of **186 Solomon Islanders (104 Females & 82 Males)** graduated in 18 Australian Qualifications across APTC campuses and 31 participated in three courses. A detailed breakdown is presented in Tables 1.1 and 1.2 below

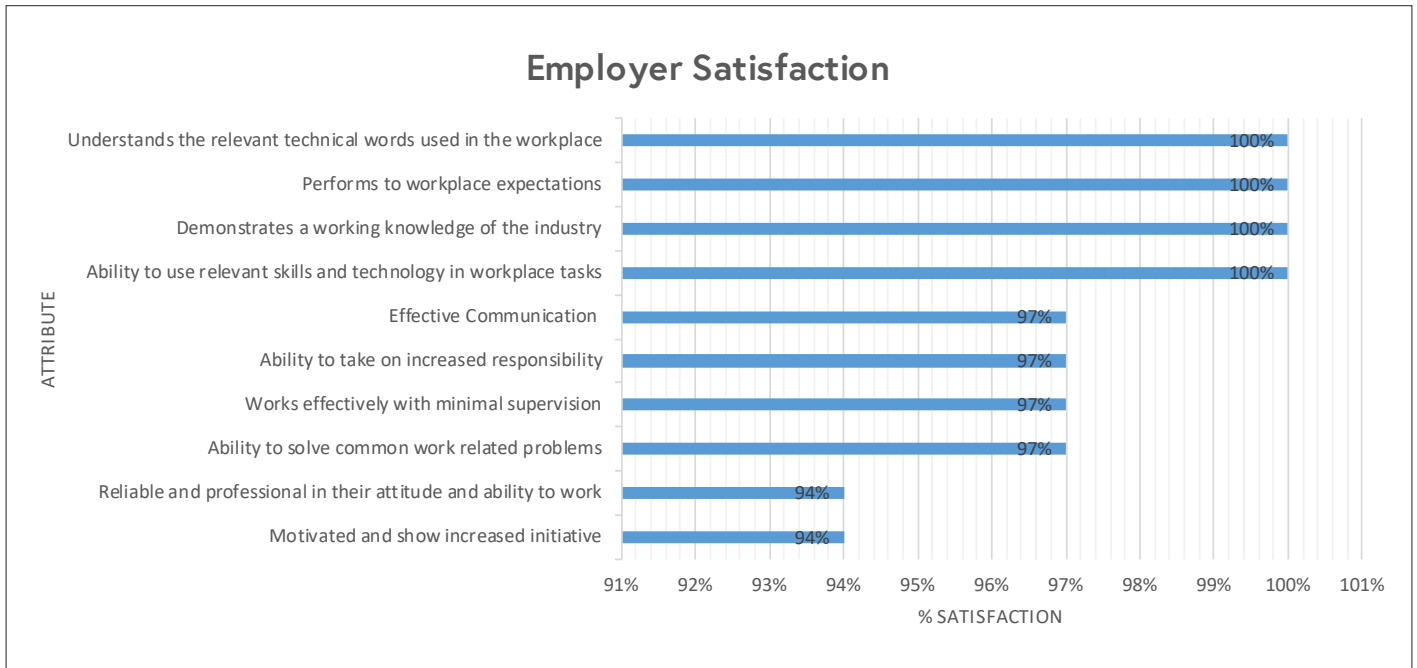
Based on the 2019 Graduate tracer survey<sup>1</sup>, 83% reported to be employed either as full time, part-time or both full and part-time. Of these graduates, 34% reported to be in a higher role than before studying with APTC. 16% of those reporting this employment status are women. A further 2% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

100% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 279 Solomon Islands citizens (43% female).

<sup>2</sup> Employer Engagement survey was administered to 110 Solomon Islands employers, 39 responded (35% response rate)

Figure 3: Employer Satisfaction with APTC graduates



## ■ Spotlight: APTC Alumnus helps transform Children's lives through literacy and Sports

Transforming children's lives through a social club in South Malaita, Solomon Islands, has spread a sense of optimism and given a new meaning to Mr Grayham Bercy Tahu's life. An Australia Pacific Training Coalition (APTC) graduate from the Solomon Islands, Grayham initiated the Children's Writing and Reading Social Club in 2018 to engage children with learning difficulties. The 40-year-old is a passionate community worker from the remote Afio community in South Malaita, about 117 kilometres from the country's capital of Honiara. He joined APTC in 2015 to study Certificate III in Community Services (CHC32015) and graduated in 2016. Grayham realised the need to support the learning development of children in Afio as a longstanding issue due to the lack of professionals in social work in the area.



Mr Grayham Bercy Tahu, an Australia Pacific Training Coalition (APTC) graduate from the Solomon Islands

In response, Grayham devotes his time to assisting the children in his community, who have shown significant improvements physically, psychologically and academically. He says the program also improves social unity among peer groupings, and benefits the Afio community as a whole. "I started a social club with children to improve their reading and writing. They are mostly primary school students who come to learn in the weekends. "As part of this program, students also play football as a platform to promote gender equality, professional development, safety talks and the importance of a healthy balanced diet," Grayham says.

The social club has enabled children to understand and acknowledge their importance as members of society and their reliance on each other despite differences in their family backgrounds. "Having spent more than 15 years on working and learning, it is reassuring and rewarding to help rehabilitate children so that they realise their full potential," he adds.

The APTC graduate says the community service program has increased his motivation and built his self-confidence to work effectively within his remote community. "APTC training has not only complemented my existing knowledge and skills but also inspired me to work with disadvantaged children and youth who continue to struggle with the lack of opportunities."

Meanwhile, the Children's Writing and Reading Social Club is expanding its network with organisations such as the Solomon Islands Football Federation (SIFF), the Just Play program, and the Leaders Education Authority Project (LEAP) of the Ministry of Education and Human Resource Development. According to Grayham, this is a clear demonstration of effective networking skills learned from APTC and previous formal education almost 20 years ago. "I had joined the Vanga Rural Training Centre (RTC) in Kolombangara, Western Province, where I graduated with a certificate in Traditional Carpentry and Building in 2002.

"The challenges faced by the Afio community in remote South Malaita are gaps in knowledge and skills, lack of personnel in the areas of community services and resources like good reading materials," Grayham adds. He emphasises that APTC has contributed largely to his holistic personal development and increased confidence in the area of counselling. "It is a new area for me and I am appreciative of the opportunities given to me to bring about positive changes in others' lives. Whatever I have learnt through the courses, I share the skills and knowledge with my family and other needy children.

"It also changed my perception about life as a whole and I now have a deeper sense of humility towards those who are less fortunate," Grayham says





Under End of Program Outcome 2 – Co-investment in skills training increased - we focused on getting a robust contribution agreements to address our co-investment goals with our two partners with Don Bosco Technical Institute (DBTI) and the Solomon Islands National University (SINU). Our SINU discussions are still ongoing, while the brokered partnership process between APTC and DBTI led to the successful signing of a contribution agreement on 19/09/2019 and a partnership framework on 20/09/2019. APTC-DBTI have agreed co-investment in-kind contribution from DBTI to the partnership as follows:

- Training space and conducive learning space for APTC
- Open day [Skills Demo]
- Opportunities APTC students to gain practical work experience from DBTI projects.

Pending the finalisation of the co-investments strategy, we explored opportunities for co-investment with potential stakeholder in Solomon Islands, as well as through student tuition fees. From a commercial perspective we reached advanced levels of negotiation with ChildFund NZ and the Solomon Islands Royal Police Force (RSIPF). Details are covered in Table 1 below. We also managed to get students to pay in tuition fees of close to AU\$13K.

In 2019, we also advocated for and fostered greater coherence and collaboration between DFAT's regional and bilateral skills for development investments. As part of these efforts, we successfully negotiated with DFAT to add the Solomon Islands Bilateral Skills Initiative (Solomon Islands Skills Investment Programme) to APTC's portfolio of work. We are expecting between 50-100 graduates annually and the actual target will be articulated in an interim annual plan for this initiative to be submitted by January 30, 2020. We have also managed to agree a new course funded bilaterally in 2020 – Certificate IV in Youth to enrol up to 14 students.

While getting partnership frameworks in place were a key to our work under EOPO 3, we additionally invested our efforts in supporting the qualification authority – Solomon Islands Tertiary Education and Skills Authority (SITESA) on TVET quality matters, began exploring the right initiatives under the TVET systems strengthening Platform (TSSP) and convened a Work Skills Forum. While progress was partial in

our TSSP work, the Work Skills forum was a success, bringing together approximately 400 students in attendance,. Guest speakers were: Frances Do'oro, (fashion designer and owner of Proton Creations); Andrew Joe Wate, (private Construction contractor and APTC Alumni Representative), and Julie Haro, (Managing Director Premier Real Estate and Solomon Islands Women in Business Association (SIWIBA)) Chair.

APTC's key partnership in Solomon Islands is with Don Bosco Technical Institute (DBTI), and we continued to delivery Certificate II in Hospitality in alternate semesters as a component of the DBTI tourism and hospitality program. Our partnership framework and renewed contribution agreement initiated an increase in joint professional development activities for APTC and DBTI training staff through regular joint professional development workshops and combined staff meetings. In our partnership with SINU, we supplied an advisor with expertise in the area of individual support and aged care to review the programs at the university. In addition, two SINU trainers from the School of Nursing were included in the Semester 2, 2019 intake for Certificate III in Individual Support and successfully completed this program in Fiji. This area of training is of particular interest to SINU due to the opportunities for labour mobility potentially available to graduates.

To support all our efforts across these End of Program Outcomes and to realise the wider program strategic shifts, we successfully completed a key foundational step towards developing the Solomon Islands country strategy by convening stakeholders in a 'How Change Happens' workshop. Through the workshop, we engaged with a broad range of TVET stakeholders including Government, training providers, industry representatives and disabled people's organisations. The stakeholders identified the drivers of change as being: the National Development Plan and the Education Strategic Framework, which are setting a clear direction for TVET reform; active civil society; a large youth population; a cohort of skilled Solomon Islander professionals; Provincial level development, and increasing donor support and resourcing, especially in the areas of skills development.

On the other hand, the barriers were identified as: geography, which make the cost of public service delivery high; economic and political challenges; level and focus areas for Government investment, wherein

the SIG was noted to have limited funding for education and training; limited standards and regulation of the TVET sector; capacity and management limitations; lack of coordination between TVET stakeholders, and poor perception of TVET.

From these, a number of opportunities were identified including: Labour mobility with the landscape opening up for Solomon Islanders to international labour markets; establishment of SITESA and course accreditation to provide systematic quality assurance of TVET; major projects and industry demand, which might create opportunities to tailor and deliver TVET courses that result in employment outcomes; improved ICT, which will improve internet services and conversely, potential for more online learning and promotion of the value of TVET through social media; improved allocation of scholarships, and emerging relationships which will give SIG and businesses access to substantial loans









Based on this analysis of these drivers, barriers and opportunities, the stakeholder group identified a set of strategies, a subset of which will be the basis of developing the APTC Solomon Islands strategy in 2020. A summary of the 'how change happens' findings are presented as Appendix 1 below.

From these a number of opportunities were identified including Labour mobility with the landscape opening up for Solomon Islanders to international labour markets, establishment of SITESA and course accreditation to provide systematic quality assurance of TVET, major projects and industry demand which might create opportunities to tailor and deliver TVET courses that result in employment outcomes, improved ICT which will improve internet services and conversely potential for more online learning and promotion of the value of TVET through social media, improved allocation of scholarships and emerging relationships which will give SIG and businesses access to substantial loans

Based on this analysis of these drivers, barriers and opportunities the stakeholder group identified a set of strategies, a subset of which will be the basis of developing the APTC Solomon Islands strategy in 2020. A summary of the 'how change happens' findings are presented as Appendix 1 below.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EOPO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets for Solomon Islands		<p>4 qualifications were delivered on Solomon Is. campus with a total of <b>100</b> Pacific Island graduates for the year 2019. All graduates were Solomon Islanders. Apart from these, 2 short courses were also conducted in English Language Development Program and Labour Mobility Workshop. Detailed breakdown is presented in table 1.1 below.</p> <p>By Citizenship and Gender, a total of <b>186 Solomon Islanders (104 Females &amp; 82 Males)</b> graduated in 18 Australian Qualifications across APTC campuses &amp; <b>31</b> participated in 3 courses.</p> <p>According to the Graduate Tracer Study 2019, 83% of graduates reported being employed and of these <b>98%</b> are employed domestically while <b>2%</b> have been hired overseas including via the PLS.</p> <p>39 Employers responded to the Employee Engagement survey and were all satisfied (100% satisfaction rate) with APTC graduate performance in the workplace and noted graduates have had a positive impact on their businesses.</p>
Development of 2019, Semester 2 training profile for Solomon Islands		The training profile was completed resulting in the delivery of 4 courses & 2 short courses (refer to Table 1.1). A total of 48 students graduated in 3 courses i.e. Certificate III in Carpentry, Certificate II in Hospitality & Certificate II in Skills for Work and Vocational Pathways.
Alumni engagement in the Solomon Islands		There were 4 alumni events in 2019, which included the Alumni Chapter Annual General Meeting; a forum for guest speakers, which included speakers from the Ministry of Education and RTCs, a CV writing and interview skills workshop and an information session on labour mobility. Mobile phone text blasts were introduced to alumni on vacancies arising in carpentry and hospitality with APTC/partners.
Conduct labour market assessment in the Solomon's		The Pacific Labour Market Survey consultations was undertaken in conjunction with the Solomon Islands Chamber of Commerce and Industry in December. A country report will be finalised in Quarter 1, 2020.
Labour Mobility track for Solomon Islanders		APTC made significant progress in designing the labour mobility track, which was made available to Solomon Islands applicants for courses commencing S1 2020. A Labour Mobility Short course was piloted in December with 20 students from the Solomon Islands Government Labour Pool.
Alumni and Student support enhancement for Solomon's		The Alumni Facebook for Solomon Islands is under development with a planned launch in Semester 1, 2020.
<b>EOPO 2: Co-investment in skills training increases</b>		
Partnership with Industries, NGOs, Government Departments in Skills training		A tuition fee agreement was signed with Child Fund NZ for the training of 20 participants in Cert IV Youth Work to be conducted in Semester 1, 2020 with the support of the Honiara City Council. Plans were concluded with DFAT and the Royal Solomon Islands Police the delivery of Certificate IV in Leadership and Management for two cohorts comprising of 40 sergeants and staff sergeants in February 2020, with the RSIPF covering the full cost of the training.
Partnership with DFAT projects/programs in the Solomon Islands		DFAT awarded APTC the contract to deliver Australia's bilateral skills programme (Solomon Islands Skills Investment Programme) to commence January 2020. A transition plan operationalized in December to commence operations in January and recruit personnel for this programme with partnerships planned for commencement in Quarter 1, 2020.

**EOPO 3: Quality TVET provision demonstrated by selected TVET partners**






<p><b>APTC – SINU Partnership</b></p>		<p>Partnership agreement ceased in June 2019, with difficulty with renegotiations. Discussions resumed with CEO APTC and country team visit with VC in December. Partnership brokering activity to commence in Semester 1, 2020.</p>
<p><b>APTC – Don Bosco Partnership in Solomon Islands</b></p>		<p>A partnership framework and contribution agreement was endorsed on September 20, 2019. Two partnership meetings held with capability building activities for training staff undertaken in "Providing Learning Support" and "Professional Development Planning". In Semester 2, 2019, DBTI Hospitality trainer worked alongside APTC Hospitality trainer during delivery of the Certificate II in Hospitality.</p>
<p><b>Roll-out of the TVET Sector Strengthening Platform in Solomon Islands</b></p>		<p>TSSP opportunities were identified during the scoping mission for the bilateral skills investment for both partnership and coalition activities. Proposals and plans will be prepared and submitted in Semester 1, 2020 once the programme commences and partnership agreements in place</p>
<p><b>Work Skills Forum</b></p>		<p>The bi-annual Work Skills Forum was held for APTC and Don Bosco students on 20 November. Approximately 400 students attended, with guest speakers: Frances Do'oro, (fashion designer and owner of Proton Creations); Andrew Joe Wate, (private Construction contractor and APTC Alumni Representative); and Julie Haro, (Managing Director Premier Real Estate and Solomon Islands Women in Business Association (SIWIBA)) chair.</p>
<p><b>Enabling Activities</b></p>		
<p><b>Conduct workshop and document 'How Change Happens' in Solomons</b></p>		<p>We successfully convened a broad range of TVET stakeholders to explore how TVET change will/is likely to happen. This activity created a space for dialogue and debate unpacking barriers, drivers and opportunities for TVET reform and systems strengthening. The findings will be one of the foundational inputs to the development of the Solomon Islands country strategy planned for 2020.</p>

Table 1.1: Solomon's Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course						Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course		
Certificate II in Skills for Work and Vocational Pathways	37					37
Certificate II in Hospitality	14					14
Certificate III in Carpentry	30					30
Certificate IV in Leadership and Management	19					19
Sub-Total	100					100
Short Courses						
English Language Development Program				10		10
Labour Mobility Workshop				19		19
Sub Total				29		29
Grand Total	208					208

Table 1.2: Solomon's Training Profile as at 31 December 2019

Completions by Citizenship & Gender						Annual Total
Campus/Course	Solomon Is.					
	F	M				
Certificate II in Hospitality	12	2				14
Certificate II in Skills for Work and Vocational Pathways	34	3				37
Certificate III in Carpentry		30				30
Certificate IV in Leadership and Management	7	12				19
Sub-Total	53	47				100
Short Courses						
English Language Development Program	1	9				10
Labour Mobility Workshop		19				19
Grand Total	54	75				129

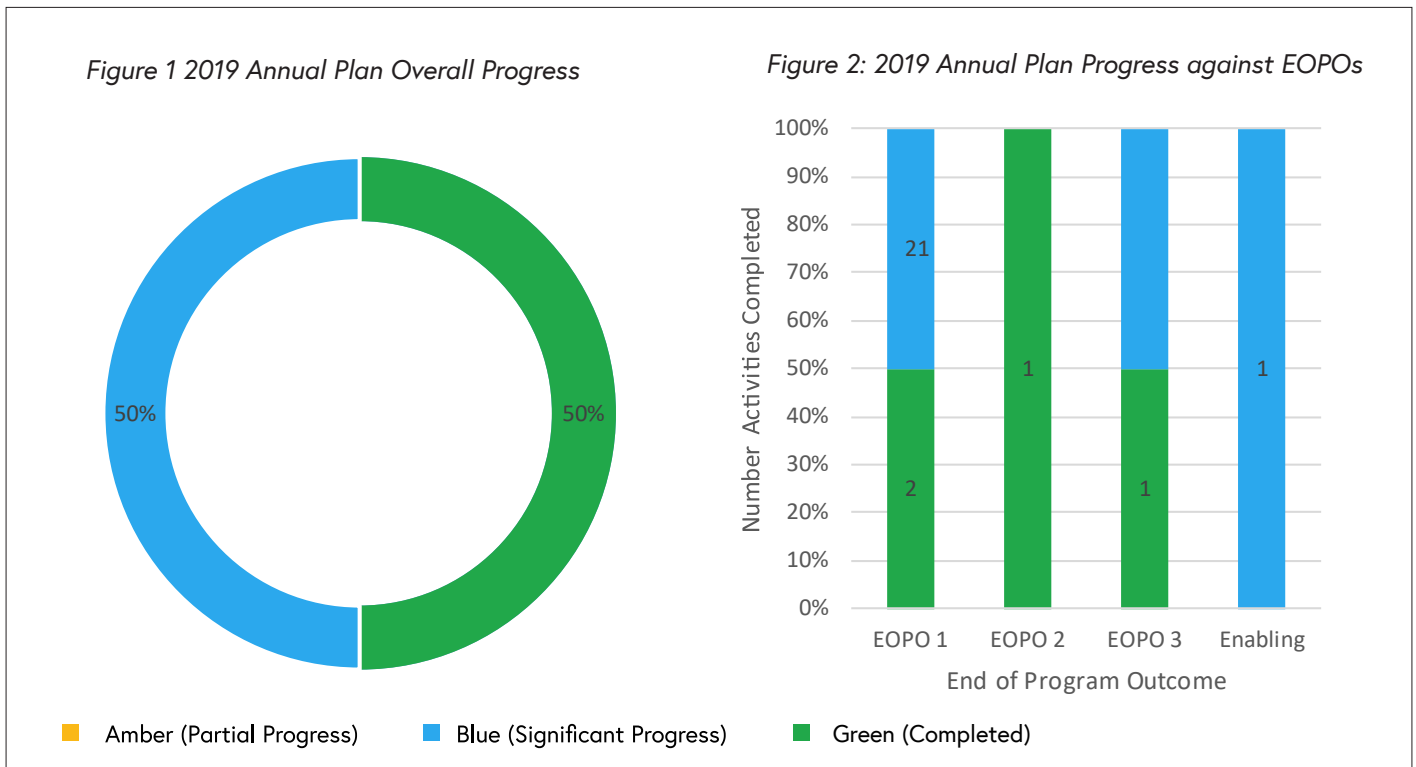


**TONGA**

# 1. Introduction

This Annex covers APTC operations in Tonga and complements the narrative in the main Report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned eight core activities in Tonga. Measured against the timelines proposed in the Annual Plan and the quality of the deliverable, we completed four activities (50%) and made significant progress in four (50%) activities. Figures 1 and 2 provide a graphic summary, while Table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes – we delivered two qualifications in Tonga to 57 Pacific Island citizens, 40% of whom are women and 96% of which are Tonga citizens. The balance of our graduate and course participant count was to citizens of other Pacific countries, demonstrating the far-reaching impacts of our country work to building skills in the region. We celebrated our 15,000th graduate during our Tonga graduation.

By Citizenship and Gender, a total of **64 Tongans (26 Females & 38 Males)** graduated in eight Australian Qualifications across APTC campuses and one participated in a short course. A detailed breakdown is presented in Tables 1.1 and 1.2 below.

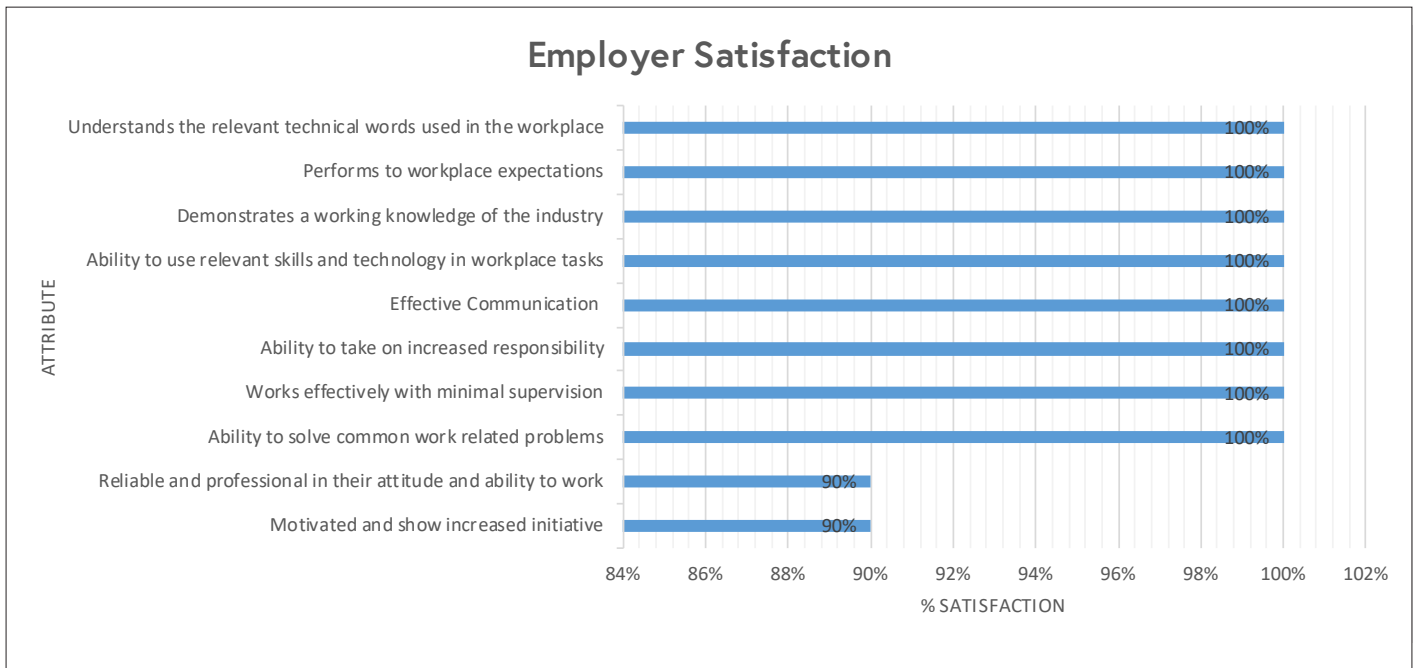
Based on the 2019 Graduate tracer survey<sup>1</sup>, 95% reported as being employed either as full time, part-time or both full and part-time. Of these graduates, 16% reported to be in a higher role than before studying with APTC. 33% of those reporting this employment status are women. A further 6% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

100% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels for 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 26 Tonga citizens (38% female).

<sup>2</sup> Employer Engagement survey was administered to 14 Kiribati employers, 13 responded (93% response rate)

Figure 3: Employer Satisfaction with APTC graduates



Under end of program outcome 2, Co-investment in skills training increased, we largely focused on partnership workshop with Tonga Institute of Science and Technology (TIST). The partnership framework is in draft form the partners have been agreed and drafted as follows:

- i. Human resources
- ii. Information and data
- iii. National networks and relationships
- iv. Facilities and administration support

Pending the finalisation of the co-investments strategy, we explored opportunities for co-investment with potential stakeholder in Tonga. One of the opportunities we pursued was with the Australia Federal Police (AFP) Regional Police Development Program, delivering one commercial program, which imparted significant skills development in leadership and management and skills training that will enhance participant employment opportunities and the capability of police services in the Pacific. The success of the training in Tonga has impelled additional demand for the APTC Certificate IV Leadership and Management with a further training cohort anticipated for 2020. We also delivered an International Skills Training (IST) to the Tonga Maritime Polytechnic Institute as part of their requirements to upskill trainers in preparation for 2020 delivery of their national programs.

A key component of our work under EOPO 3 – Selected TVET partners demonstrate quality TVET was the support Aged Care program and training developments in Tonga. We also started exploring concepts that are to be progressed in 2020 under the TVET Systems Strengthening Platform to include the National Skills Summit and collaborative opportunity between Tonga National Qualifications and Accreditation Board and Samoa Qualifications Authority.



## ■ Spotlight:

### Engaging and coordinating for greater impact; establishing sector level and project specific committees in Tonga.

Tonga demonstrated leadership in setting clear expectations for stronger donor partner and Government coordination, governance and accountability of development projects and aid management through the establishment of sector level and project specific committees. The main objective of these committees is to support and inform the Government's decision-making and directive setting on donor investments in Tonga.

With a view to supporting this mandate and enhancing development effectiveness, APTC invited key external skills development partners to come together to explore ways to advance greater coherence and coordination against Tonga's development agenda. Supported by the Ministry of Education and Training, this eventuated in a Skills Development Partners group meeting held in November, which brought together leads and country representatives from a range of bilateral level skills investment programmes, namely, Tonga Skills, the Pacific Labour Facility, the Department of Foreign Affairs and Trade, the World Bank Skills and Employment for Tongans (SET) Project and APTC.

The meeting was hosted by the SET team, at the Ministry of Internal Affairs and co-facilitated by APTC's Country Director and Development Effectiveness Advisor. Objectives of the group meeting included sharing and awareness of individual agencies' projects as well as initial scoping of opportunities for new and strengthened collaboration in specific skills for development priorities in Tonga. Highlights of the meeting included the potential for collaboration and synergistic nature of the programmes, projects and priorities in Tonga.

The leadership of the Ministry of Education and Training provided guidance and recommendations for skills development partners in their approach and work in coordination and collaboration with the Ministry. There was recognition of the potential to develop shared objectives amongst the skills development partners that could enhance outcomes in areas of labour mobility, employment and quality TVET provision. There was opportunity to progress targeted work together and strategically, optimise individual agency effort while maximising impact for Tonga.

A key action from the meeting was the mapping of the skills development process in Tonga and for skills partners to identify where in the process their project investments were most suited or were currently supporting. With this appreciation, the Skills Development Partners have planned to reconvene to identify synergies in the skills development process and where collaboration could best be achieved in support of Tonga's National Development priorities.



Sally Bannah pictured far left, of Tonga Skills sharing her thoughts with other skills development partner representatives at the Tonga development agenda meeting supported by the Ministry of Education & Training.



We successfully conducted the workshop to understand and document 'how change happens' in Tonga TVET. To gain this understanding, we engaged with a broad range of TVET stakeholders including government, training providers, industry representatives and disabled people's organisations. Content from consultation is currently being analysed before write up for validation by stakeholders. In line with other write-ups, the findings will draw out drivers, barriers, opportunities to facilitate change. Based on this analysis of these factors, APTC will identify a subset of strategies where it best adds value and these will inform the development of the APTC Tonga country strategy.

In line with other write-ups the findings will draw out drivers, barriers, and opportunities to facilitate.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities








Activity	Status	Commentary
<b>EOPO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets		2 qualifications were delivered in Tonga with a total of <b>57</b> Pacific Island graduates for the year 2019. 96% of graduates were Tongans (22 female and 33 male). APTC 15000 Graduate was celebrated in Tonga where 13 Tongans graduated with APTC qualifications. Detailed breakdown is presented in table 1.2 below. By Citizenship and Gender, a total of <b>64 Tongans (26 Females &amp; 38 Males)</b> graduated in 8 Australian Qualifications across APTC campuses and <b>1</b> participated in a short course. According to the Graduate Tracer Study 2019, 95% of surveyed graduates reported being employed – <b>94%</b> domestically while <b>6%</b> have been hired overseas including via the PLS. 100% of employers responding to our employer engagement survey we satisfied with APTC graduates.
Labour Mobility Track in Tonga		In 2019, access to the Labour Mobility Track became available to Tongan applicants for courses commencing S1 2020.
Alumni and Student support enhancement		Engagement is ongoing with Tonga Alumni Chapter. Alumni also provide support during APTC Recruitment and Engagement activities. The placement of Tonga Engagement and Liaison coordinator on the ground in Tonga has provided enhanced support for information sharing and mobilisation for students taking up courses.
Conduct labour market assessment		The Pacific Labour Market Assessment was completed in July with draft report completed by third quarter. More work was needed to ensure the report aligns with the TOR for this work and a second draft is due for submission by quarter 1, 2020.
<b>EOPO 2: Increased co-investment in skills training</b>		
Stakeholder engagement, communication and demonstration of APTC3 value		Engagement in Tonga remains a priority with several activities progressed including the Tonga Theory of Change, partnership workshop with Tonga Institute of Science and Technology (TIST) and partnership with Ministry of Education, Tonga where newly appointed Tonga Engagement Liaison and Coordinator is placed. APTC also ensured efforts to attend meetings in Tonga including the PLF TVET Provider Roundtable meeting, Tonga Skills Technical Working Group meeting and SET Project Technical Working Group meeting.
<b>EOPO 3: Quality TVET provision demonstrated by selected TVET partners</b>		
Roll-out of the TVET Sector Strengthening Platform		A proposal was submitted through the TSSP Incentive Fund to support Aged Care programme and training developments in Tonga. Additional concepts that are to be progressed in 2020 include the National Skills Summit and collaborative opportunity between Tonga National Qualifications and Accreditation Board and Samoa Qualifications Authority. Under TSSP component 1, a brokered partnership workshop was conducted with TIST and a partnership framework is currently in draft as an outcome.
Coordination with Bilateral Programmes		A skills Development Partner Group meeting was held in November. Throughout the year, there were ongoing engagements with Tonga Skills, PLF and World Bank SET Project.
<b>Enabling Activities</b>		
Conduct workshop and document the Tonga 'How Change Happens' in Tonga		We successfully conducted the workshop to understand and document 'how change happens' in Tonga TVET. To gain this understanding, we engaged with a broad range of TVET stakeholders including government, training providers, industry representatives and disabled people's organisations. This foundational work will help shape the Country Strategy for Tonga.

Table 1.1: Tonga Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course						Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course		
Certificate IV in Leadership and Management	21					21
International Skills Training	36					36
<b>Total</b>	<b>57</b>					<b>57</b>

Table 1.2: Tonga Campus: Detailed breakdown of Graduates by Course (Citizenship &amp; Gender)

Campus Plan 1 Jan - 31 Dec - Completions by Citizenship & Gender																			
Campus/Course	Tuvalu		Kiribati		PNG		Samoa		Solomon Is.		Tonga		Tuvalu		Vanuatu		Other		Annual Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Certificate IV in Leadership and Management	1	1	11	8	21		5	7	3		1		1		3	4	1		29
International Skills Training			11	25	36	1	15	4	7										36
<b>Total</b>	<b>1</b>	<b>1</b>	<b>22</b>	<b>33</b>	<b>57</b>	<b>4</b>	<b>30</b>	<b>15</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>1</b>			<b>156</b>

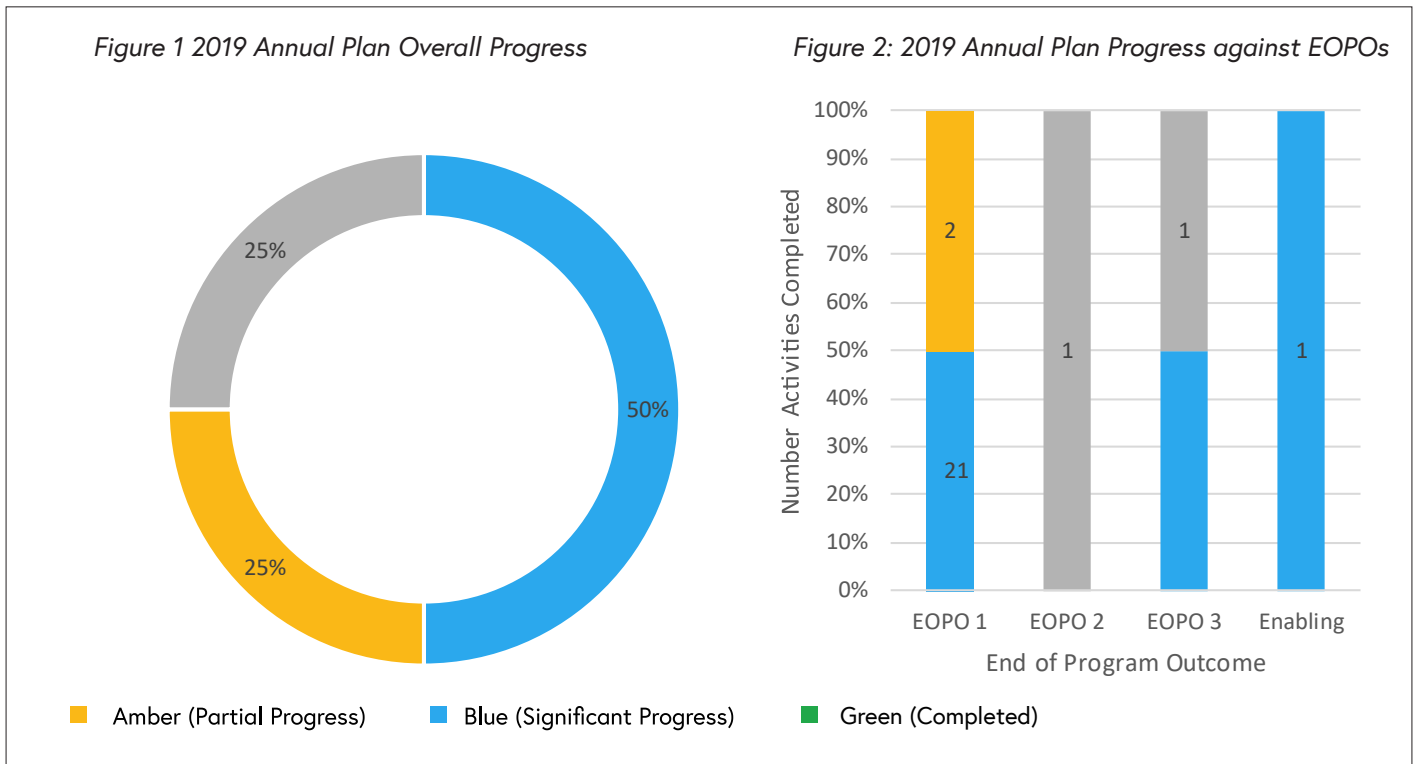


TUVALU

# 1. Introduction

This annex covers APTC operations in Tuvalu and compliments the narrative in the main report. It provides a progress update on the activities proposed to DFAT in the 2019 annual plan.

In 2019, we planned 8 core activities in Tuvalu. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we made significant progress in 4 (50%) activities, made some progress in 2 (25%) and not started in 2 (25%) activities. Figures 1 and 2 provide a graphic summary, while table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes - we delivered two qualifications in Tuvalu to 14 Pacific Island citizens, 50% of whom are women and all of which are Tuvalu citizens. The balance of our graduate and course participant count was to citizens of other Pacific countries, demonstrating the far-reaching impacts of our country work to building skills in the region.

By Citizenship and Gender, a total of **31 Tuvaluans (12 Females and 19 Males)** graduated in eight Australian Qualifications across APTC campuses. A detailed breakdown is presented in Table 1.2 below.

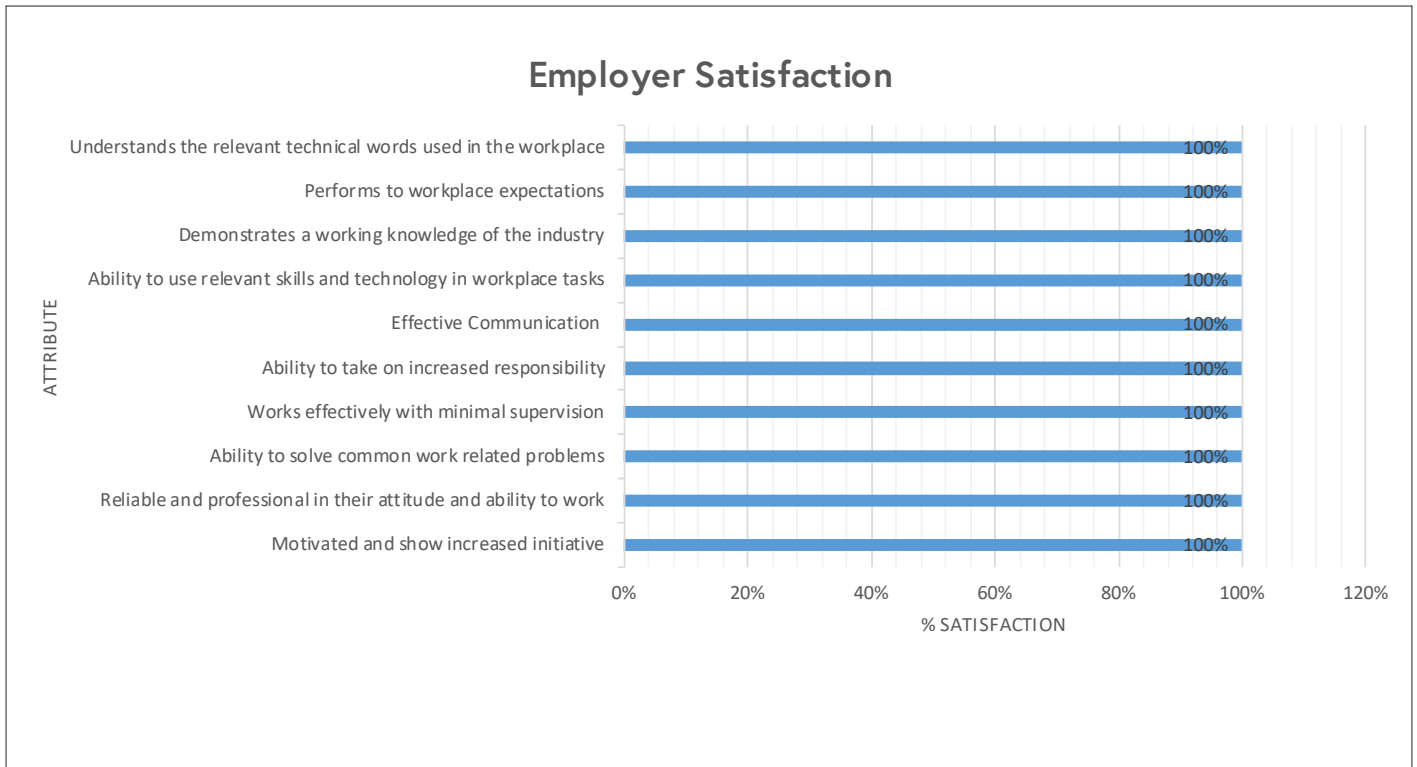
Based on the 2019 Graduate tracer survey<sup>1</sup>, 67% reported as being employed either as full time, part-time or both full and part-time. Of these graduates, 33% reported to be in a higher role than before studying with APTC. 8% of those reporting this employment status are women. A further 1% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

One employer<sup>2</sup> responding to our employer engagement survey we satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 4 Tuvalu citizens (75% female).

<sup>2</sup> Employer Engagement survey was administered to 1 Tuvalu employer who also responded to the request (100% response rate)

Figure 3: Employer Satisfaction with APTC graduates



## ■ Spotlight:

# Pathways to High Education through Recognised Prior Learning (RPL) in Tuvalu

The CPC10111 Certificate I in Construction Recognition of Prior Learning (RPL) is the outcome of the Tuvalu Labour Mobility Skills Development Program.

The objective of the CPC10111 Certificate I in Construction RPL is to support identified Tuvalu citizens who are skilled in basic construction techniques to the Australian standard and are preparing to apply for labour mobility opportunities.

It is part of three training programs delivered in Tuvalu during 2018 and 2019 designed to boost the employability skills of Tuvalu citizens and to prepare them for future employment opportunities in Australia.



Tuvaluan students, who undertook Certificate I in Construction RPL, were part of the APTC graduation held in Funafuti in October 2019

As a primary signatory to the Australian Pacific Labour Scheme (PLS), the Government of Tuvalu requested assistance from the Australian Department of Foreign Affairs and Trade (DFAT) and APTC to ensure that citizens of Tuvalu interested in applying for work and visas through the PLS have the required skills and capacity to be successful. DFAT and APTC, in collaboration with the Tuvalu Labour Sending Unit, the University of the South Pacific (USP) and the Tuvalu Maritime Training Institute (TMTI), implemented three training programs that commenced in November 2018 that included:

- Three short courses in Work Readiness and Skill Development
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- CPC10111 Certificate I in Construction Recognition of Prior Learning (RPL)

The CPC10111 Certificate I in Construction qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. Students that undertook this course last year now enjoy pathway opportunities for further training in the CPC30211 Certificate III in Carpentry. The RPL program also involved a review of participant skills against the Australian CPC10111 Certificate I in Construction.





Under End of Program Outcome 2, Co-investment in skills training increases - there were no activities conducted. We postponed plans around convening and brokering agreement with key TVET Institutions in Tuvalu for two main reasons. Firstly, we re-invested our effort into ensuring APTC structures in Tuvalu are fully operational including the new role of Country Engagement and Liaison Officer. We also faced significant delays to strategic engagement work due to elections in Tuvalu.

A key component of our work under End of Program Outcome 3 – Selected TVET partners demonstrate quality TVET - is enhancing our engagement with the Government of Tuvalu. As a result we have enjoyed a strong relationship, exemplified by the presence of the Prime Minister of Tuvalu as keynote speaker at the 2019 Tuvalu-APTC graduation. This relationship will be further strengthened with the recruitment of the APTC In-Country Coordinator, who is currently being hosted at the Ministry of Public Works, together with the Tuvalu Labour Sending Unit and Labour Department.

By the end of the year, we had made significant progress on foundational work to develop the Tuvalu Country Strategy, which is already underway with the completion of the 'how change happens' workshop held in Funafuti. To gain this understanding, we engaged with a broad range of TVET stakeholders including Government, training providers, private sector representatives and disabled people's organisations, to understand better how change happens in Tuvalu.

Content from consultation is currently being analysed before write up for validation by stakeholders. In line with other write-ups, the findings will draw out drivers, barriers and opportunities to facilitate change. Based on this analysis of these factors, APTC will identify a subset of strategies where it best adds value and these will inform the development of the APTC Tuvalu strategy.

## 2. Summary Progress against Annual Plan

Table 1: Summary Progress Against Planned Activities









Activity	Status	Commentary
<b>EOPO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets		2 qualifications were delivered in Tuvalu with a total of <b>14</b> Pacific Island graduates for the year 2019. All graduates were Tuvaluans. Detailed breakdown is presented in tables 1.1 and 1.2 below. By Citizenship and Gender, a total of <b>31 Tuvaluans (12 Females &amp; 19 Males)</b> graduated in 8 Australian Qualifications across APTC campuses. Like other countries, Tuvalu is still struggling to recruit women in traditionally male dominated training. A plan is in place to address this better in 2020 through targeted marketing. According to the Graduate Tracer Study 2019, 60% of respondents reported being employed - <b>99%</b> domestically and 1% migrated to another region for employment.
Conduct labour market assessment in Tuvalu		Data collection for the LMA is complete and a draft report is expected in quarter 2020.
Support for Labour Mobility in Tuvalu		APT works very closely with the Tuvalu Labour Sending Unit located in the Ministry of Public Works. APTC provide regular update on alumni information as relevant to the labour mobility recruitment in Tuvalu. The APTC Tuvalu Country Coordinator is based at the Tuvalu Ministry of Public Works Department of Labour. This will ensure effective collaborations between APTC, Labour Department and the Tuvalu Labour Sending Unit. The Tuvalu Labour Sending Unit is responsible for all PLF Labour Mobility recruitments. A Cert II in Skills for Work and Vocational pathways course was delivered to 8 Tuvaluans in 2019 that would assist workers that opt for the labor mobility track.
Alumni and Student support and enhancement in Tuvalu		Tuvalu only has 101 alumni and do not meet the quota of 200 to form a chapter as required in the Alumni Charter. However, a Committee was formed in October with a Chair, Secretary and Treasurer. Even though the committee has not formalised a plan, there has been regular alumni get together and participation at a clean-up campaign.
<b>EOPO 2: Co-investment in skills training increases</b>		
Convene and broker agreement with key TVET Institutions in Tuvalu		There was no broker agreement activities in Tuvalu in 2019 and in light of the Tuvalu General Elections in September 2019. With the development of a Tuvalu Country Strategy currently underway, this is prioritised for 2020.
<b>EOPO 3: Selected TVET partners demonstrate quality TVET provision</b>		
Enhanced engagement with the Government of Tuvalu		APT enjoys a strong relationship with the Government of Tuvalu. The APTC In-Country Coordinator is located at the Ministry of Public Works together with the Tuvalu Labour Sending Unit and Labour Department. The Tuvalu Theory of Change workshop was driven by the Ministry of Public Works and supported by the Ministry of Foreign Affairs, Ministry of Education Youth and Sports and Ministry of Finance. The Prime of Tuvalu was the also the Keynote Speaker at the 2019 Tuvalu Graduation.
Roll-out of the TVET Sector Strengthening Platform in Tuvalu		This did not commence, as effort was directed and setting up strong foundation for APTC in Tuvalu in particular recruiting the APTC In-Country Coordinator and establishing APTCs presence.
<b>Enabling Activities</b>		
Development of the Tuvalu Country Strategies		In November, we successfully convened a broad range of TVET stakeholders to explore how TVET change will/is likely to happen in Tuvalu. This activity created a space for dialogue and debate unpacking barriers, drivers and opportunities for TVET reform and systems strengthening. A draft write-up is currently undergoing further consultations with stakeholders. The findings will be one of the foundational inputs to the development of the Tuvalu country strategy planned for February 2020.

Table 1.1: Tuvalu Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course					Annual Total
Campus/Course	Full Award	IST	Skill Set	Short Course	
Certificate I in Construction	6				6
Certificate II in Skills for Work and Vocational Pathways	8				8
<b>Total</b>	<b>14</b>				<b>14</b>

Table 1.2: Tuvalu Campus: Detailed breakdown of Graduates by Course (Citizenship &amp; Gender)

Campus Plan 1 Jan - 31 Dec - Completions by Citizenship & Gender			
Campus/Course	Tuvalu		Annual Total
	F	M	
Certificate III in Air-conditioning and Refrigeration		6	6
Certificate III in Applied Fashion Design and Technology	7	1	8
<b>Grand Total</b>	<b>7</b>	<b>7</b>	<b>14</b>

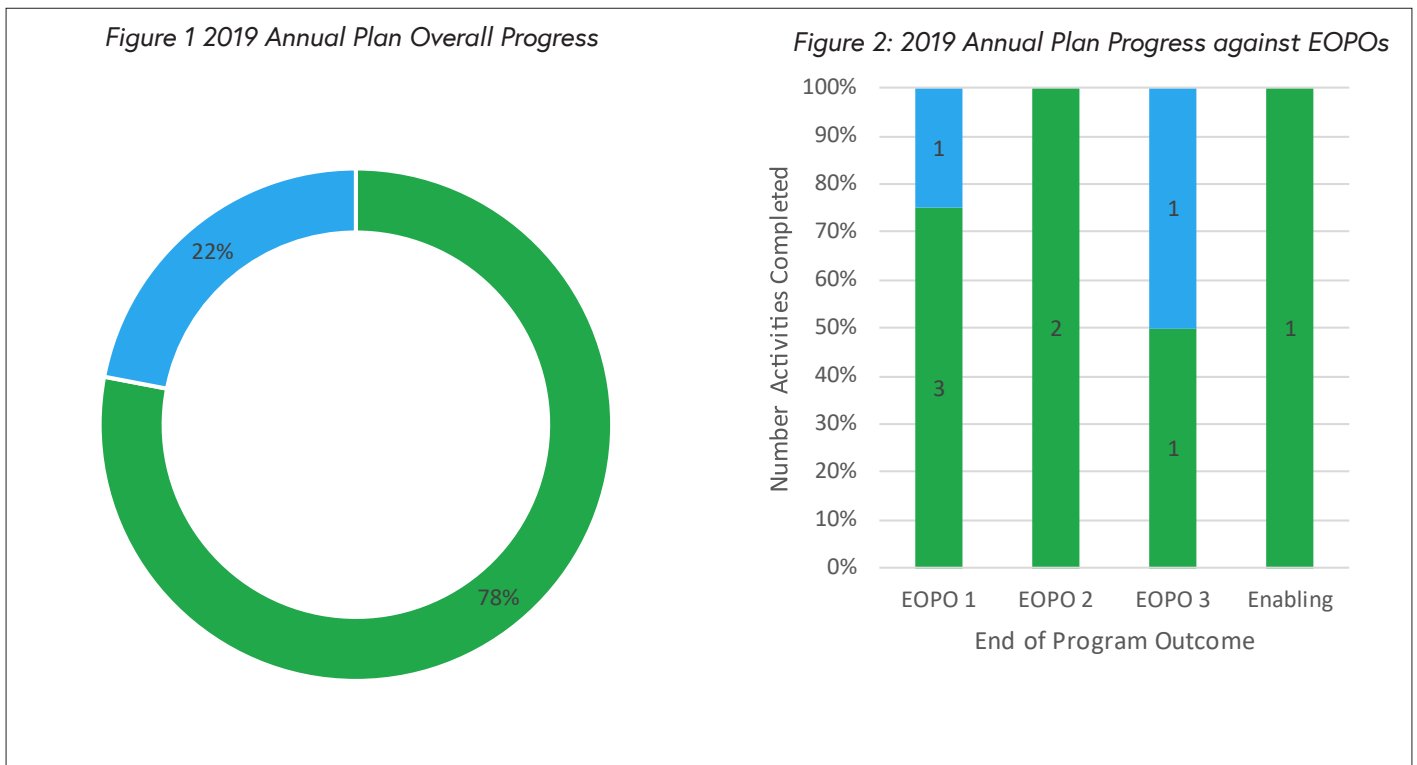
The background is a stylized, wavy representation of the Vanuatu flag, featuring diagonal stripes of red, black, and green, with a yellow emblem on the left. A white circular graphic is centered over the flag, containing the word "VANUATU" in white capital letters.

**VANUATU**

# 1. Introduction

This Annex covers APTC operations in Vanuatu and complements the narrative in the main report. It provides a progress update on the activities proposed to DFAT in the 2019 Annual Plan.

In 2019, we planned nine core activities in Vanuatu. Measured against the timelines proposed in the annual plan and the quality of the deliverable, we completed seven activities (78%) and made significant progress in two (22%) activities. Figures 1 and 2 provide a graphic summary, while Table 1 below provides narrative summary of our progress against the proposed activities.



In line with End of Program Outcome 1 – Graduates have improved employment outcomes - we delivered **five** qualifications and one short course in Vanuatu to 208 Pacific Island citizens, 46% of whom are women. Of these Pacific island citizens, 155 were Ni-Vanuatuan studying in Vanuatu (43% female) and from this subset of students, 90% (139) graduated with an Australian recognised qualification and 10% (16) attended a short course. The balance of our graduate and course participant count was to citizens of other Pacific countries, demonstrating the far-reaching impacts of our country work to building skills in the region.

By Citizenship and Gender, a total of **157 Ni-Vanuatuan (79 Females and 78 Males)** graduated in 10 Australian Qualifications across APTC campuses & 19 participated in three short courses. A detailed breakdown is presented in Tables 1.1 and 1.2 below.

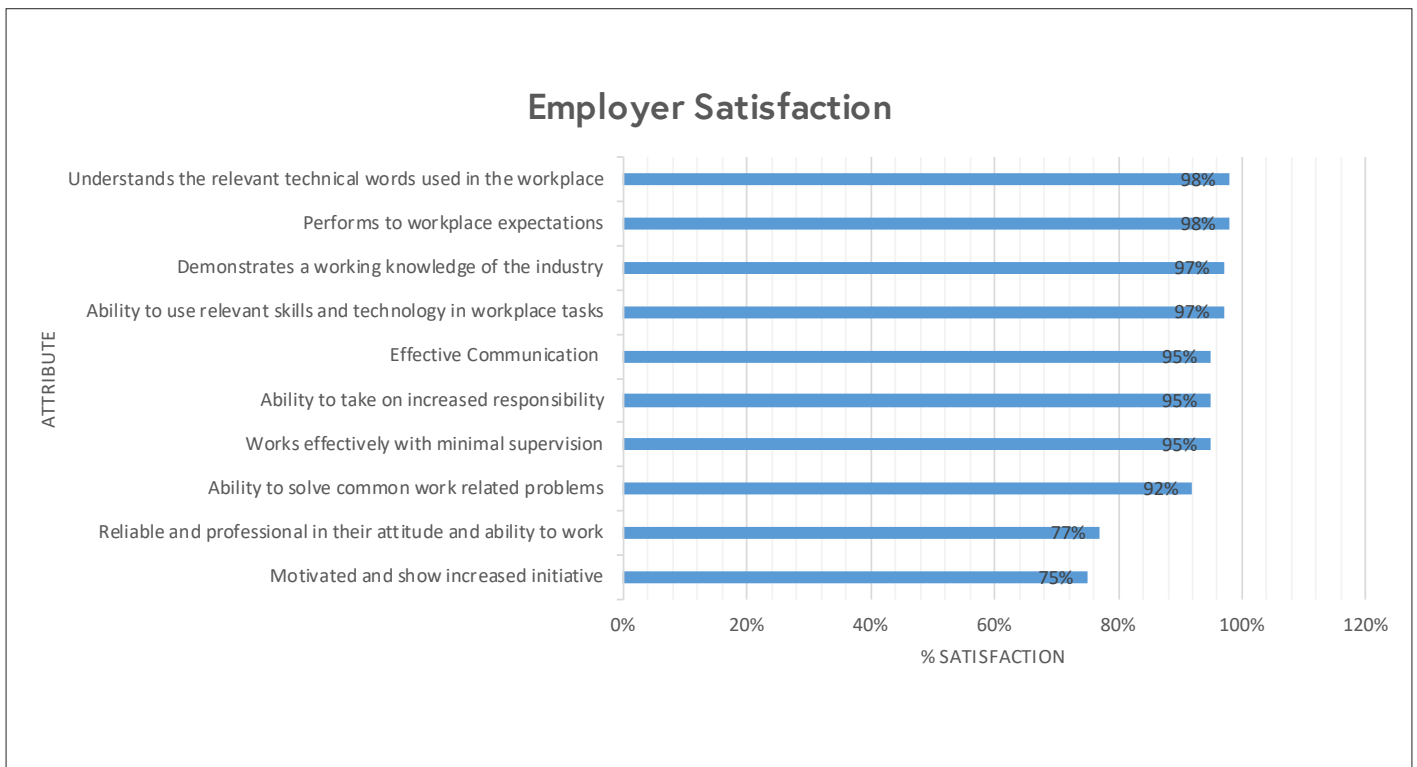
Based on the 2019 Graduate tracer survey<sup>1</sup>, 95% reported as being employed either as full time, part-time or both full and part-time. Of these graduates, 30% reported to be in a higher role than before studying with APTC. 18% of those reporting this employment status are women. A further 19% reported to have moved to another country for work (labour mobility), while the balance were employed domestically.

98% of employers<sup>2</sup> responding to our employer engagement survey were satisfied with APTC graduates. Figure 3 below provides a summary of their satisfaction levels for 10 key metrics covering technical skills in the workplace, personal and professional development.

<sup>1</sup> Graduate Tracer survey was administered to 168 Vanuatu citizens (53% female).

<sup>2</sup> Employer Engagement survey was administered to 84 Vanuatu employers, 64 responded (76% response rate)

Figure 3: Employer Satisfaction with APTC graduates



Our Alumni also play a big role in this EOPO through conducting their meetings on campus and we have a dedicated APTC staff member who coordinates Alumni activities. In 2019, the APTC Vanuatu campus embarked on an exciting partnership with Credit Corporation to foster entrepreneurship in Vanuatu through a dedicated APTC Alumni business grant scheme. Worth VT1million, Credit Corporation's sponsorship will support an initial two APTC alumni in setting up their businesses, linked to their APTC qualifications. The first successful grant recipients will be announced in March 2020.

## ■ Spotlight:

# Expanding employment pathways for ni-Vanuatu graduates – The case of Vanuatu Alumni Grant Scheme to foster Entrepreneurship

One of the End of Programme Outcomes for APTC is realising improved employment outcome for graduates. Employment outcomes can take many forms including a self-employment pathway i.e. starting one's business, which can in turn employ other skilled workers.

The Australia Pacific Training Coalition (APTC) has more than 2,000 Alumni in Vanuatu in a range of different technical and vocational qualifications. Most of these alumni returned to their former employers upon graduation, while several others have found new opportunities to progress their careers, including through labour mobility. Self-employment pathways, however, are less common.



Official MoU signing of a grant scheme sponsored by the Credit Corporation Vanuatu Limited. Signing is witnessed by DFAT representative - Ms Susan Kaltovei, Managing Director for Credit Corporation Vanuatu Ltd - Mr. Johnny Wilson, APTC'S Operation's Manager - Ms Anne Niatu and APTC Vanuatu Chapter Leadership Committee Chair - Ms Salote Abe

In 2019, APTC Vanuatu engaged in dialogue with Credit Corporation, a private financial service provider in the Pacific for over 40 years, concerning support for APTC's Vanuatu Alumni to start their own businesses. Credit Corporation, who has served numerous ni-Vanuatu labour mobility workers over the years, recognised a need for supporting small business development, and provides accompanying business planning/advisory services.

In November 2019, APTC entered into a Memorandum of Understanding with Credit Corporation to foster entrepreneurship in Vanuatu. The MoU signifies a commitment to growing entrepreneurship in Vanuatu through a business grant scheme targeted at APTC Alumni, generously financed by Credit Corporation. The emphasis is on APTC Vanuatu Alumni who have a business vision and a passion for applying their skills to growing business and building Vanuatu's economy.

Credit Corporation's sponsorship of VT1million (AUD \$12,700) will support two APTC Alumni in setting up their businesses. In improving graduate employment outcomes, pursuit of self-employment pathways through entrepreneurship has been relatively untapped for APTC Vanuatu Alumni, until now. Successful recipients will be selected through a competitive application process wherein APTC Alumni will need to submit a project proposal available from the APTC office, detailing their business vision and passion for supporting Vanuatu's economy. The two successful recipients, receiving VT500,000 each, will be announced during APTC's 2020 graduation ceremony in Vanuatu



Under End of Program Outcome 2 – Co-investment in skills training increased - we focused on getting robust contribution agreements to address our co-investment goals with our two partners – Vanuatu Institute of Technology and Vila North School, on the 23/7/2019. Central to co-investment is the contribution agreement, which has been agreed as follows:

Vanuatu Institute of Technology	Vila North School
1. Facilities and administration support	1. Facilities and administration support
2. 15 percent scholarship contribution	2. Security for shared facilities
3. Security for shared facilities	3. Information and data
4. Information and data	4. Maintenance of joint facilities

There was an increased interest from a range of industry stakeholders in Certificate IV Leadership and Management and International Skills Training, in particular. In 2019, APTC in Vanuatu delivered training to both client and individual subscriber cohorts from the Anglican Church of Melanesia Vocational Education and Training School (ACOMVETS), the Ministry of Justice and Community Services, the Vanuatu Police Force, Vanuatu National Provident Fund, Telecom Vanuatu, Oxfam, Breaks Resort, Iririki Island Resort and Port Vila Municipality. APTC Vanuatu successfully tested the market for an individual subscriber model in leadership and management training, with positive results for future delivery of short course training. Furthermore we managed to realise student co-investments in the form of tuition fees amounting to approximately AUD \$34K.






Under End of Program Outcomes 3 – Selected TVET partners demonstrate quality TVET - we progressed a number of TSSP partnerships under Component 1 with the Vanuatu Institute of Teacher Education (with a focus on inclusive education, quality reviews and mentoring) and the Anglican Church of Melanesia Vocational Education and Training School (with a focus on institutional strengthening and capability development). Under Component 3 Incentive Fund, we signed a three-year partnership agreement with the Vanuatu Skills Partnership, to support a range of initiatives in relation to course development, TVET leadership and management and Language, Literacy and Numeracy (LLN) strengthening. Also during the latter half of 2019, we collaborated with Vanuatu Qualifications Authority (VQA) as part of a review committee tasked with reviewing VIT's quality management systems and have since recommended several actions in order for VIT to retain its registration as an RTO in 2020. In December 2019, 21 trainers were transferred by the Vanuatu Teaching Service Commission to other institutions, which also signals an intense period of transition for VIT. The latter is part of our ongoing transformational partnership with VIT.

To support all our efforts across the End of Program Outcomes and to realise the wider program strategic shifts, we successfully developed our Vanuatu Country Strategy. The strategy drew from many processes, a significant one being the work to understand how change happens. To gain this understanding, we engaged with a broad range of TVET stakeholders, including Government, training providers, industry representatives and disabled people's organisations. Content from consultation has been analysed and validated by stakeholders. In line with other write-ups, the findings have drawn out drivers, barriers and opportunities to facilitate change. Based on this analysis of these factors, APTC then identified a subset of strategies where it best adds value, and these will inform the development of the APTC Vanuatu strategy.



## 2. Summary Progress Against Annual Plan

Table 1: Summary Progress Against Planned Activities

Activity	Status	Commentary
<b>EOPO 1: Improved employment outcomes for graduates</b>		
Delivery of high quality vocational training courses as required by local and international labour markets for Vanuatu		<p>5 qualifications were delivered on Vanuatu Campus with a total of <b>192 Pacific Island graduates</b> for the year 2019. Of these, approximately 72% were <b>ni-Vanuatu (67 female and 72 male)</b>. Table 1.2 provides a detailed update.</p> <p>By Citizenship and Gender, a total of <b>157 Ni-Vanuatu (79 Females &amp; 78 Males)</b> graduated in 10 Australian Qualifications across APTC campuses &amp; <b>19</b> participated in 3 short courses.</p> <p>According to the Graduate Tracer Study 2019, 95% of surveyed graduates reported being employed and of those 81% were employed domestically while 19% have been hired overseas including via the PLS. 98% of employers responding to our employer engagement survey we satisfied with APTC graduates.</p> <p>Since March 2019, 46 labour mobility recruits were trained in work ready skills by APTC in collaboration with Department of Labour/PLF; twenty of them successfully secured employment in Australia. The 2020 training profile was informed by hospitality sector training needs analysis with preparations underway for commercial cookery short courses in 2020. Additional adjustments to the training profile are anticipated pending finalisation of the Vanuatu PLMA and the GoV-led discussions about implementation of the National Human Resources Development Plan that was launched in November 2019.</p>
Conduct labour market assessment in Vanuatu		Data collection and draft report writing were completed in 2019. As part of data collection and collaboration to achieve efficiencies in delivery of our or work, the Vanuatu LMA workshop was held in partnership with the Australia-Pacific Climate Partnership. This further enable alignment of labour market assessment and climate skills audit work. Supported by the Department of Labour, the workshop has laid important foundations in mapping trends in future labour force needs in Vanuatu. The final LMA report will be completed in quarter 1, 2020.
International Track in Vanuatu		APTC made significant progress in preparing for the delivery of Certificate II Foundational Skills for Work and Vocational Pathways (Hospitality) in Semester 1, 2020. While the marketing could be improved across the board, there is a reasonable level of interest in the course.
Alumni and Student support enhancement in Vanuatu		The APTC Vanuatu Alumni Chapter has been very active during the reporting period engaging in community outreach (e.g. supporting disabilities in sport on Unity Day, November 2019) and in ongoing professional development seminars, (e.g. alumni are running short sessions on leadership, management and so forth). A new Learning Support Facilitator was recruited in August 2019.
<b>EOPO 2: Increased co-investment in skills training</b>		
Re-branding APTC in Vanuatu		<p>There was ongoing awareness raising about APTC's College to Coalition transition across all stakeholders in Vanuatu throughout the year. APTC's engagement in wider TVET sector networking to demonstrate commitment to delivering the expanded mandate of Stage 3 continued to grow during the reporting period. Some of the key efforts being undertaken as part of the rebranding include:</p> <ul style="list-style-type: none"> <li>• APTC Country Director is part of Vanuatu's Labour Mobility Taskforce and Forum 2020 Advisory Group and is an active participant in National University Bill consultations;</li> <li>• APTC Senior Trainer is Chair of the VQA Quality Assurance Committee;</li> <li>• APTC Vocational Training Manager and Learning Support Facilitator are members of the National Adult Language, Literacy and Numeracy working groups;</li> <li>• APTC Education Support training staff are members of the Vanuatu Inclusive Education working groups;</li> </ul> <p>APTC CAE Officer is a member of the Vanuatu Communications Network.</p>





<p><b>Stakeholder engagement in Vanuatu</b></p>		<p>Throughout the year, there was regular and consistent engagement through the networks listed above, as well as with the Ministries of Education and Training and Foreign Affairs, Department of Labour, TVET institutional partners (Vanuatu Institute of Technology, Vanuatu Institute of Teacher Education, ACOMVETS), DFAT regional and bilateral programs (Vanuatu Skills Partnership, Vanuatu Education Sector Program, Pacific Labour Facility), and industry partners (Vanuatu Chamber of Commerce and Industry, Vanuatu Qualifications Authority, Teaching Service Commission) and a range of NGO partners (World Vision, CARE Vanuatu).</p>
<p><b>EOPO 3: Quality TVET provision demonstrated by selected TVET partners</b></p>		
<p><b>Roll-out of the TVET Sector Strengthening Platform in Vanuatu</b></p>		<p>A number of TSSP partnerships under Component 1 were progressed with the Vanuatu Institute of Teacher Education (with a focus on inclusive education, quality reviews and mentoring) and the Anglican Church of Melanesia Vocational Education and Training School (with a focus on institutional strengthening and capability development). Under Component 3 Incentive Fund, a 3-year partnership agreement was signed with the Vanuatu Skills Partnership to support a range of initiatives in relation to course development, TVET leadership and management and LLN strengthening.</p>
<p><b>Transformational partnership with VIT</b></p>		<p>APTC signed a renewed partnership agreement with VIT in July 2019 for a period up to 30 June 2022. The agreement includes institutional capability development activities (such as International Skills Training, mentoring and coaching of trainers), site access fees, trades scholarships and a commitment to joint labour market data/marketing the value of TVET pathways. VIT is in a period of transition, with the recruitment of a new Principal conducted in the last quarter of 2019, and an announcement of the new management team pending. Also during the latter half of 2019, VQA and a review committee reviewed VIT's quality management systems and has recommended several actions in order for VIT to retain its registration as an RTO in 2020. In December 2019, 21 trainers were transferred by the Vanuatu Teaching Service Commission to other institutions, which also signals an intense period of transition for VIT.</p>
<p><b>Enabling Activities</b></p>		
<p><b>Development of the Vanuatu Country Strategies</b></p>		<p>This has been successfully completed, with the strategy's first significant application being to inform the 2020 Vanuatu Annual Plan. The success of the Vanuatu country strategy is attributed largely to the consultative process with a broad range of stakeholders from TVET providers, industries, government, and disabled people's organisations to discuss and capture how change happens in Vanuatu. The process managed to convene this stakeholder group to consider drivers, barriers and opportunities in the TVET space, and was hailed and a first for Vanuatu TVET.</p>

Table 1.1: Vanuatu Training Profile as at 31 December 2019

Campus Plan 1 Jan - 31 Dec 2019 - Completions by Course										Annual Total	
Campus/Course	Full Award	IST	Skill Set	Short Course							Annual Total
Certificate III in Carpentry	32										32
Certificate III in Education Support	35										35
Certificate III in Tourism	32										32
Certificate IV in Leadership and Management	15										15
International Skills Training	78										78
Sub-Total	192										192
Short Courses											
Certificate II in Plumbing	16										16
Grand Total	208										208

Table 1.2: Vanuatu Campus: Detailed breakdown of Graduates by Course (Citizenship &amp; Gender)

Campus Plan 1 Jan - 31 Dec - Completions by Citizenship & Gender																	Annual Total				
Campus/Course	Fiji		Kiribati		Nauru		PNG		Samoa		Solomon Is.		Tonga		Tuvalu	Vanuatu	Annual Total				
	F	M	F	M	F	M	F	M	F	M	F	M	F	M							
Certificate III in Carpentry			1	14											1	1	5	10	32		
Certificate III in Education Support	1		1		1		1				1							25	5	35	
Certificate III in Tourism	4	2	1				9	2	2		6							3	3	32	
Certificate IV in Leadership and Management																		11	4	15	
International Skills Training																		28	50	78	
Sub-Total	5	2	3	14	1		10	2	2		7				1	1	5	67	72	192	
Short Courses																					
Certificate II in Plumbing																				16	16
Sub-Total																				16	16
Grand Total	5	2	3	14	1	0	10	2	2	0	7	0	0	1	1	5	67	88	208	208	



# DFAT Annual Report

## 2019



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