



AUSTRALIA PACIFIC
TRAINING COALITION

Creating Skills For Life

APTTC SIX-MONTHLY PROGRESS AND PERFORMANCE REPORT

1 January – 30 June 2019



JAN 2019
to
JUNE 2019

685
Graduates

97%
Student
Satisfaction

38%
Female
Graduates

15
Women in 7
Non-Traditional
Trades graduates

20
Australian
Qualifications
1
International Skills
Training

2
Skillsets
24
graduates

2
Short courses
18
participants

14
Pacific Island
Countries

3%
Labor Mobility
Track

STUDENT SATISFACTION 98%
GRADUATES 159
FEMALE GRADUATES 20%

PAPUA NEW GUINEA

STUDENT SATISFACTION 100%
GRADUATES 49
FEMALE GRADUATES 43%

SOLOMON ISLANDS

STUDENT SATISFACTION*
GRADUATES 8
FEMALE GRADUATES 75%

NAURU

STUDENT SATISFACTION 100%
GRADUATES 14
FEMALE GRADUATES 50%

TUVALU

STUDENT SATISFACTION 96%
GRADUATES 84
FEMALE GRADUATES 48%

SAMOA

STUDENT SATISFACTION 100%
GRADUATES 125
FEMALE GRADUATES 48%

VANUATU

STUDENT SATISFACTION 97%
GRADUATES 219
FEMALE GRADUATES 36%

FIJI

STUDENT SATISFACTION 100%
GRADUATES 27
FEMALE GRADUATES 52%

TONGA

AUSTRALIA

*Data tracking in progress

TABLE OF CONTENTS

Our Achievements in a glance	2
Our Regional Footprint	3
Table of Contents	i
List of Tables	ii
List of Figures	ii
List of Acronyms	iii
Executive Summary	1
1. Introduction	5
2. Update to the Annual Plan	6
2.1 EOPO Progress Update	7
3. Performance against DFAT AID Quality Checks	13
3.1.1 Effectiveness by EOPO	14
3.1.1.1 EOPO 1: Graduates have improved employment outcomes	14
3.1.1.2 EOPO2: Co-investments in skills training increases	20
3.1.1.3 EOPO 3: Selected TVET partners demonstrate quality TVET	24
3.1.2 Efficiency	27
3.1.3 Gender Equality	28
3.1.4 Risk Management	31
3.2 Performance against Key DFAT Policy Priorities	33
3.2.1 Disability	33
3.2.2 Private Sector Engagement	34
3.2.3 Innovation	35
4. Expenditure Statements	36
4.1 Previous six-month period	37
4.2 Coming six-month period	37
5. Challenges and Opportunities	38
5.1 Lessons	39
5.2 Application of learning	40
6. Updates and issues relating to the future delivery services	41
7. Tasks not completed in accordance with Contract or Approved Plans	43
8. Contractor's compliance with Performance Standards	45
8.1 Performance Standard breaches	45
8.2 Actions taken to remedy and prevent re-occurrence	45
Annex 1: Graduates by Course, Citizenship and Gender	46

List of Tables

Table 1: Narrative Progress against Annual Implementation Plan	9
Table 2: Pacific Skills Summit Media Releases	24
Table 3: Progress in Partnerships to Improve TVET Quality	25
Table 4: Cost per Graduate	27
Table 5: Risk profile by EoPO	32
Table 6: Tasks not completed in accordance to contract or approved plans	43

List of Figures

Figure 1: 2019 Annual Implementation Plan Overall Progress	7
Figure 2: 2019 Annual Implementation Plan Progress against EOPOs	7
Figure 3: Graduates by Country and Gender	14
Figure 4: Graduate Perspectives post Training with APTC	15
Figure 5: Co-investment Activity (Jan - June, 2019)	21
Figure 6: APTC Media Coverage (2018vs2019)	23
Figure 7: Women Graduates in Non Traditional Trades	28
Figure 8: Staffing & Gender Profile as at June 30th, 2019	30
Figure 9: Enrolments and Graduations by Disability (PLWD) and Small Island States (SIS)	33
Figure 10: Private Sector entities engaged by Country	34

List of Acronyms

APTC	Australia Pacific Training Coalition
APTC2e	APTC II extension
APTC3	APTC Stage 3
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 Labour 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

EXECUTIVE SUMMARY

The Australia Pacific Training Coalition (APTC) is Australia's flagship Technical and Vocational Education and Training (TVET) investment for the Pacific region, with over 12 years of experience and broad expertise as a center of Technical and Vocational Education and Training (TVET) excellence and collaboration. APTC works collaboratively with national governments, development partners, private sector, disabled people's organisations, civil society organisations (CSO) 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 and interdependent 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.

Over the last 6 months APTC, has continued to cement its expanded mandate in skills development and strengthening national TVET systems while continuing to deliver quality TVET to Australian standards, employing increasingly flexible models and responding to both national and international labour market demands.

Progress against Annual Implementation Plan

Over the period January – June 2019, APTC has made notable progress against our End of Program Outcomes through a committed, engaged workforce and effective relationships. Of our 27 results areas identified, progress has been achieved against all to varying degrees.. We have worked with agility, cohesion and innovation to complete or record significant progress against 74% of our planned activities and good progress against the further 22%. Only one activity, the 'Regional Coordination Committee' activity was not progressed on advice from DFAT and has been removed from the 2019

EOPO 1: 'Graduates have improved employment outcomes'

APTC continues to deliver high quality training graduating 685 Pacific Islands Students in 20 different qualifications, with women making up 38% of graduates. We achieved a 99% satisfaction rate with students as reported from the graduate tracer survey¹. 96% of our students reported higher employment prospects after training. We have offered 684 students a place for study in Semester 2, ensuring we are on track to exceed our annual target of 1275² graduates by end of year. We continue to ensure the APTC training is optimally aligned with employer needs as well as current and likely future job outcomes or self-employment opportunities. We have improved our process for systematically gathering Pacific Labour Market data and analysis to inform our training profile or discussions with TVET partners regarding training options through an expanded Pacific Labour Market Analysis (PLMA) which has now commenced across the region.

¹ Graduate tracer follows students 6-12 months after graduation to gather insights of their work experience after studying at APTC.

² DFAT has provided finance for an additional 150 scholarships across FY2019/20 increasing the target for this reporting period to 1350.

APTC is well positioned in the labour mobility space. We have heightened our collaboration with stakeholders such as the Pacific Labour Facility (PLF), Asian Development Bank, Pacific Islands Forum Secretariat, Melanesian Spearhead Group, World Bank, MFAT, International Labour Organisation, International Organisation for Migration, ANU's Devpolicy, private sector, Lowy Institute, national TVET providers and key government departments across our operational areas. Increasing recognition of APTC's role in labour mobility is evidenced by APTC engagement in high level fora such as the Australasian Aid Conference, Pacific Women Regional Learning Forum on Women's Economic Empowerment and 2019 Pacific Update on Labour Mobility. We have made substantial progress in the development of our Labour Mobility track. In addition to providing qualifications in areas of high labour market demand in Australia and other international markets, the track will provide additional critical skills for work readiness and employability to prepare for working abroad. These additional programs include interview skills, greater information about different temporary and circular migration pathways, English language training, financial literacy skills, work health and safety, general emergency response, and cultural orientation for life outside their home country. The programs are due for piloting in Semester 2.

A brokered partnership was agreed with the Pacific Labour Facility which set out success criteria, principles, objectives, contributions, and agreed ways of working. This has culminated in increased exchange of information, regular meetings occurring at Head Office level across the leadership and functional teams, as well as increasing contact and collaboration between our Country teams, the PLF country mechanisms and National Labour Sending Units. Our training profile for Semester 2 includes additional training focused on supporting demand information provided by the Pacific Labour Facility to enable access to the Pacific Labour Scheme, made possible by an additional \$1.5m allocation from the Australian Government.

Finally, with significant staff time and effort, APTC successfully participated in the largest ever Australian Skills Qualifications Authority (ASQA) re-registration audit of any TAFE in Australia, to renew TAFE Queensland's registration to deliver Australian qualifications under its RTO scope of operation. The audit involved 18 auditors over 3 weeks conducting 55 educational audits as well as specific audits of APTC work including marketing, program compliance and the student journey. Of the total number of qualifications audited under the TQ RTO status, twelve of these included offerings by APTC. At the exit meeting with the lead auditors, special mention was made of the enthusiasm and commitment of the APTC trainers. Results of the audit are expected in quarter 3, and once produced will trigger a process to address any rectifications within 21 days.

EOPO2: *'Co-investment in skills training increases'*

We deepened our drive to be agile, innovative and flexible in our offerings to meet the specific needs of employers for job-ready staff in the training delivery space. Five of the seven planned activities were delivered according to plan. We leveraged co-investments from industry and government partners to support 18% of our graduate count through 14 fee for service programs with an estimated revenue of AU\$710,000. Private Sector partnerships continue to grow, particularly in PNG and Fiji where employers are contributing significant amount towards tuition fees through co-investment and bursary support to students. APTC has advocated for and fostered greater coherence and collaboration with DFAT's regional and bilateral skills for development investments. We made an 'institution wide' submission to DFAT for development of the Australia Infrastructure Financing Facility; provided consolidated programmatic and technical inputs to the mid-term review report of the Solomon Islands skills for development bilateral program and the Kiribati Facility as well as provided technical and programming input into the future skills support programs in Papua New Guinea and Nauru. Significant progress has been made on completing the co-investment literature review and research activity, and APTC's co-investment strategy is now in advanced drafting stages, under the leadership of the Chief Academic Officer.

EOPO3: team and partner Group. *'Selected TVET partners demonstrate quality TVET provision'*

APTC's key mechanism to support for EOPO3 - the TVET System Strengthening Platform (TSSP) is now designed and operational. The TSSP is designed to support partnerships, enable access to APTC technical expertise by our partners and other TVET stakeholders, provide catalytic support to initiatives poised to drive reform in the sector, and to encourage co-investment in TVET. The first allocations from the TSSP incentive fund were disbursed in support of national and regional initiatives, such as advocacy for inclusive education in Vanuatu and the inaugural Pacific Skills Summit.

For many of our existing partners, APTC3 presents the opportunity to transition from a transactional partnership to a more transformational partnership. Over the reporting period we made significant progress in the development of transformational partnerships that are locally owned, driven and led, pursuing TVET reform at the regional and national level. The work has been intensive, interactive and drew heavily on the partnership brokering approach. Through this work we successfully signed partnership frameworks with National University of Samoa (NUS), Fiji National University (FNU) and University of the South Pacific (USP) with brokered partnering processes close to completion with Port Moresby Technical Institute (POMTECH) and Don Bosco Technical Institute (DBTI) underway in all others.

In support to quality TVET, APTC continued to engage with and support regulatory authorities across our operational areas through shared expertise and advisory services. We are closely working 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).

At a regional level APTC continues to engage effectively in supporting regional skills policy and priorities. Together with Pacific TAFE and SPC we jointly presented a proposal to the Pacific Heads of Education Systems (PHES) during the 23rd PHES Meeting, to pilot developing 'regional occupational standards' as a means to improve the quality and relevance of TVET across the region and ensure TVET is responsive to industry needs. This proposal was accepted and we will be working with SPC-EQAP and USP Pacific TAFE develop a pilot proposal for the consideration of Ministers at the 2020 Forum Education Ministers' Meeting (FEEdMM).

The most significant achievement for this period was APTC's co-hosting of the inaugural Pacific Skills Summit with the University of the South Pacific. Over two days in June APTC and USP, under the support of a multi-stakeholder working group convened more than 300 policy makers, practitioners, private sector, youth and civil society to explore the challenges and opportunities we face in skills development. For the first time the region collectively considered what future skills will be needed to adapt to the political, economic, technological and environmental shifts, experienced across the Pacific today.

The Summit delivered several key messages and actionable recommendations 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-positioning 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 to Pacific government's regional and national priorities for national economic growth and skills development.

In support of APTC's end of program outcomes, we also progressed many of the key enabling activities which are the bedrock of success in all that we do. This included several key activities including the finalising the APTC academic framework, which provides oversight of the student experience, quality of learning and teaching and training innovation. It also included systems to integrate Political Economy Analysis (PEA) into the preparatory work for brokering partnerships with national TVET institutions. Our monitoring, evaluation and learning framework is now operational, launching a series of intensive country level engagements to understand how TVET reform might happen across the different Pacific Island contexts. We also began laying some foundational work for the development of the APTC Strategic Plan and Gender Equality and Social Inclusion (GESI) strategy to be finalised this year.

Our communications strategy is being implemented across the region. Our rebranding across APTC is now complete, 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.

APTC continues to strengthen its learning and reflection mechanisms. The APTC leadership team, at its mid-year face to face meeting, undertook a rapid review of the current regional theory of change. This was both an opportunity to trial the 'strategy testing' approach as proposed in the MELF as well as to build continued ownership by the leadership group. Through this reflective exercise the 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, there is a need to clarify/quantify the extent of the problem. The PLMA will be a key source of evidence to meet this need.

The extent and depth of the ASQA audit process was seen by APTC staff as invaluable professional development and has supported the development of strong relationships across APTC locations and teams as well as strengthening bonds with TAFE Queensland staff. Through reinforcing continuous improvement as an active component of APTC processes, the re-registration audit although a huge undertaking by TAFE Queensland and APTC, has ensured that across the organisation, a strong understanding and support from all levels that APTC is working in a compliant, knowledgeable and effective way with a clear continuous improvement program.

Lastly we note that the current political support at the highest level for labour mobility raises expectations for DFAT, APTC, PLF and bilateral employment and skills programs to deliver labour mobility outcomes. With the increased attention, resourcing, and expansion of labour mobility opportunities, it has become a crowded and complex space. The proactive engagement with industry in relation to APTC's role (and capacity for flexible delivery) in labour mobility is essential for mitigating any negative perspectives.



INTRODUCTION

The Australia Pacific Training Coalition (APTC) is Australia's flagship Technical and Vocational Education and Training (TVET) program for the Pacific region. APTC delivers internationally-recognised Australian skill sets and qualifications for a wide range of vocational careers for skilled workers across the region while at the same time strengthening regional and national TVET systems in the Pacific. APTC is currently in its third phase running from July 2018 to June 2022. As a center of training excellence and collaboration, APTC has over 12 years of experience and broad expertise that it brings to Pacific TVET. From a solid base of a quality TVET training provider model, APTC has shifted towards an approach that seeks greater alignment with and support for country TVET systems, driven by industry/market demands and partnership with Pacific TVET providers.

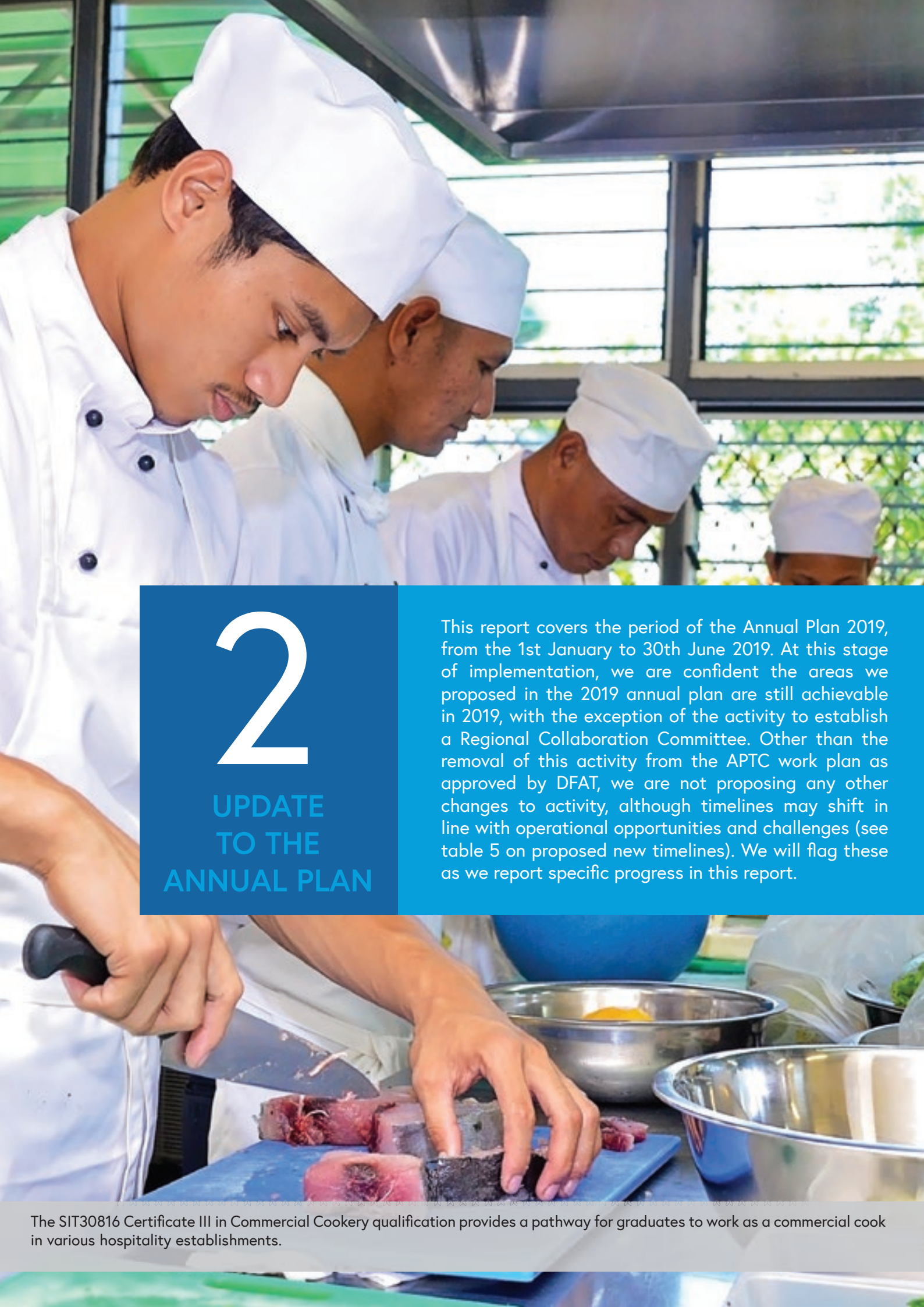
The program is implemented through country offices in nine Pacific countries – Fiji (which also hosts the Regional Head Office), Samoa, Vanuatu, Papua New Guinea, and Solomon Islands and through hosting arrangements in Nauru, Tuvalu, Tonga and Kiribati. Together with national governments, development partners, 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"³.

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 three inter-related and interdependent 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.

Our work to ensure '*Graduates have improved employment outcomes*' (EOPO1) targets both female and male graduates whether intending to remain working in their home country or to engage in labour mobility programs to work overseas. All APTC delivered training is aligned with employer needs as well as current and likely future job outcomes or self-employment opportunities, the former which is being made possible by our work on systematically gathering Pacific Labour Market data and analysis to inform our training profile and in discussions with TVET partners. With regards to co-investment (EOPO 2), APTC's efforts are to ensure all stakeholders (individuals, Pacific governments, enterprises/industry, and other donors) understand this work as primarily investment in Pacific TVET, not as investment in APTC. Through employing increasingly innovative and flexible training delivery models, co-investment is taking the form of both monetary and/or in-kind contributions in different ways and to different levels in response both national and international labour markets demand.

While APTC's training continues to deliver high quality Australian qualifications where they are required by national, regional and international labour markets, a key focus of achieving EOPO 3 is on supporting local TVET partners' provision of high-quality qualifications benchmarked to standards that are appropriate for local contexts. This attention to requirements both locally and abroad will ensure that employers' demands for skills are met across a wide range of industries and occupations, while providing Pacific Islander workers with varied opportunities to access employment to support their families' and communities' economic development. To achieve all its end of program outcomes APTC is increasingly working through collaborative processes, which take significant time and effort but are the only way to make progress towards issues that are too complex to address in isolation.

³ Pacific Regional Education Framework 2018-2030 p.8



2

UPDATE TO THE ANNUAL PLAN

This report covers the period of the Annual Plan 2019, from the 1st January to 30th June 2019. At this stage of implementation, we are confident the areas we proposed in the 2019 annual plan are still achievable in 2019, with the exception of the activity to establish a Regional Collaboration Committee. Other than the removal of this activity from the APTC work plan as approved by DFAT, we are not proposing any other changes to activity, although timelines may shift in line with operational opportunities and challenges (see table 5 on proposed new timelines). We will flag these as we report specific progress in this report.

The SIT30816 Certificate III in Commercial Cookery qualification provides a pathway for graduates to work as a commercial cook in various hospitality establishments.

2.1 EOPO Progress Update

In our first 6 months of 2019, we have made notable progress towards our three end of program outcomes, spurred by a motivated and engaged workforce as demonstrated through our staff survey as well as a positive first DFAT Partner Performance Assessment for the period to December 2018. The latter rated our efforts highly across all the assessment areas – scoring on aggregate either 5 (Good; satisfies criteria in almost all areas) or 6 (Very Good; satisfies criteria in all areas). This is a mammoth achievement for a complex regional investment. Our teams now are almost at full capacity with the remaining key positions having been filled in the last half of this first six months period. Our Strategy and Effectiveness team now includes a full staff complement in all its sub-teams and is able to extend its support to country and other functional team as needed. For example, country-based Communications, Alumni and Events Officers are now enabling APTC to develop more contextualised content to both promote and contribute to towards our end of program outcomes. The Office of the Academic Services has also been nimble with staff movements to ensure trainers are available across our operational platform for professional development purposes and to meet industry demand for skills provision. A total of 26 training staff had the opportunity of a secondment to an APTC country, ranging from 1 week to 22 weeks to provide essential training support. The team also successfully prepped for and participated in the TAFE Queensland (TQ) Australian Skills Quality Authority (ASQA) reregistration audit.

We continued to refine our efforts to ensure that APTC activity is focused on the areas that will provide greatest impact in terms of progress toward our EOPOs. This includes the work on national level Theories of Change to ensure we are incorporating perspectives from across our national stakeholders in the discussion on how our efforts should be contextualised. During the reporting period workshops in Fiji, Samoa and PNG were completed.

As far as the key activities driving progress towards our end of program outcomes are concerned, we have managed to complete or record significant progress in 20 (74%) activities in line with the proposed timelines in the Annual plan, attaining a rating of 'green'. 6 (22%) are rated 'Amber' implying currently underway, although we missed the due date for these activities as proposed in the annual plan and 1 (4%) had not been commenced, on advice from DFAT to halt the activity until further notice. Figures 1 and 2 provide a graphic summary, while table 1 below provides narrative summary of our progress against the proposed activities using the three point traffic light system. Detailed country level achievement are presented as a separate set of annexes, accompanying this report.

Figure 1: 2019 Annual Implementation Plan Overall Progress

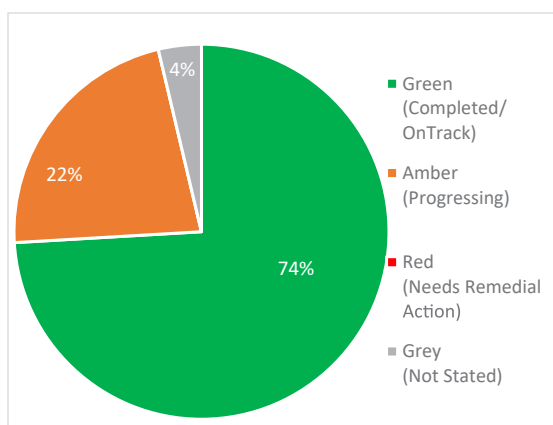
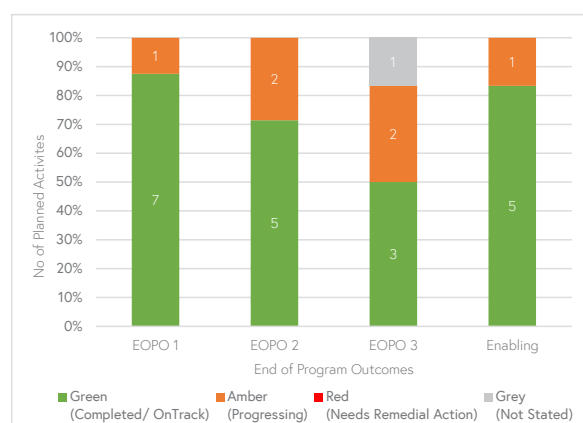


Figure 2: 2019 Annual Implementation Plan Progress against EOPOs



Our activities towards EOPO 1- Graduates have improved employment outcomes is largely on track. 7 of the 8 planned main activities started on time as planned and are on track to be completed by end of year. The area rated 'amber' relates to expanded Labor Mobility, which had a late start as we navigated the complexity of undertaking the Pacific Labour Market Assessment (PLMA).

The PLMA commenced in May and is a significant undertaking to determine labour market needs across APTC's nine partner countries. The intent is for this exercise to serve as both key body of research to support decision-making across the region. Additionally, with the participation of partner agencies such as ILO, IOM, PIPSO, and local agencies such as the Ministries of Labour and Chambers of Commerce, it will serve as an opportunity to build regional capacity to take this important component of quality training delivery into the future. Initial field work in Kiribati, Tonga, Fiji and the initial capability workshop in Fiji have been completed.

With regards to EOPO 2 – 'co-investment in skills training increases' progress has been in line with plans with 5 key activities largely on track and two having missed their completion dates (i.e Co-investment Strategy and Marketing Strategy), however all underway. Notable successes include delivering 14 fee for service programs with an estimated revenue of AU\$710,000 and through which 123 Pacific Islanders obtained an international qualification.

We also undertook significant work to advocate for and foster greater coherence and collaboration within DFAT's regional and bilateral skills for development investments through such as activity 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.

A key mechanism for APTC progress in EOPO3 is the TVET System Strengthening Platform (TSSP). The TSSP is designed to support 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.

We have experienced delays in the start or completion of few critical initiatives such as getting traction on Gender Equality and Social Inclusion (GESI) due to recruitment challenges, the longitudinal tracer study due to shifting priorities, and country plans as we work on the building blocks for these, such as the national ToCs. The co-investment strategy though delayed is now under development following significant work on a framework for this and feedback from the APTC Board. The Labour Mobility track is current planned for pilot in S2 2019, rather than fully implemented, informed by intelligence from the PLF and based on current employer demand.

At this stage we note there is scope to improve how we report our progress using the traffic light system that serves to provide a quick overview to our audiences. The current approach does not enable us to nuance our progress. We will be testing reporting formats in discussion with DFAT over the next few months in time for the 2019 annual report due in February 2020.

Table 1: Narrative Progress against Annual Implementation Plan

RAG Status Key: **G** Completed/On Track **A** Progressing **R** Need Remedial Action **NS** Not Started

EOP	Activity	Indicative Timing	Status	Commentary
EOP 1: Graduates have improved employment outcomes	1200 Graduates	Dec 2019	G	We have graduated 685 students (38% female) in Semester 1, and have offered 684 students a place for study in S2. We are on track to achieve at least 1275 ⁴ graduates by end of year.
	Employer engagement system	Sep 2019	G	A review of the industry engagement system is at an advanced stage, with plans to introduce an improved data collection and analysis process in S2, 2019.
	Expanded Labour Market Analysis	June 2019	A	The expanded Pacific Labour Market Analysis (PLMA) commenced in May. To date, country visits have been undertaken in Tonga, Fiji and Kiribati and a capacity building workshop convened in Fiji.
	Partnership process with PLF	Jan 2019	G	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.
	Training delivery for the international track	S2 2019	G	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 mobility track programs. In addition, APTC and Pacific Financial Inclusion Programme (PFIP) are collaborating to integrate and strengthen Financial Education (FinED) within the APTC to Work and 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. Pilot is set for Semester 2, 2019.
	Training innovation	Ongoing	G	Ongoing innovative training options has included the development of fully on-line delivery models for Certificate IV programs. 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.
	Training Profile development	Ongoing	G	The development of the APTC training profile continues to be based on available data for demand in skills for employment. As the availability of data improves, the training profile is expected to change to accommodate this demand and allow for greater flexibility in offerings.
	Continuous improvement plan	Ongoing	G	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.

⁴ DFAT has provided finance for an additional 150 scholarships across FY2019/20 increasing the target for this reporting period to 1275.

RAG Status Key: **G** Completed/On Track **A** Progressing **R** Need Remedial Action **NS** Not Started

EPOO	Activity	Indicative Timing	Status	Commentary
EPOO 2: Co-investment in skills training increases	Co-investment Strategy	Aug 2019	A	APTC completed the literary review and research activity, which are essential to informing the strategy. Strategy development is underway with plans to complete by August 2019. 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
	Design of bilateral skills programs	Ongoing	G	We have provided technical and programming input to several reviews and design consultations of bilateral skills programmes in Papua New Guinea, Solomon Islands and Kiribati. 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.
	Fee-for-service activity	Ongoing	G	18% of the graduate count (123 graduates) come from our fee for service work. We ran a total of 17 programs either as co-investment (5), co-investment subsidised (4), full cost recovery (5) or as subsidised program (3). A further 124 students who commenced their programs during this reporting phase will complete their studies later this year, with the last cohort scheduled for June 2020.
	Marketing Strategy	Mar 2019	A	The plan will be largely informed/influence 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	G	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 training profile.
	Donor Engagement	Ongoing	G	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.
	Leverage partnerships for co-investment	Ongoing	G	APTC's co-investment strategy is under development following significant work on a framework for this and feedback from the Board. It is expected to be completed in the second half of the year. In anticipation of this, the Partnership Frameworks negotiated with FNU, NUS, POMTECH, and USP are being leveraged for the development of contribution agreements which set out the financial and in-kind contributions of partners to begin the valuing of co-investment in its many forms.

RAG Status Key: **G** Completed/On Track **A** Progressing **R** Need Remedial Action **NS** Not Started

EOP	Activity	Indicative Timing	Status	Commentary
EOP 3: Selected TVET partners demonstrate quality TVET	Partnership with USP	Ongoing	A	APTC and USP successfully coordinated the inaugural Pacific Skills Summit under the Pacific Skills Partnership and collaborated in support of the Pacific Regional Education Framework (PacREF) including joint submission to the Pacific Heads of Education Systems (PHES). Work at operational level with collaboration on Early Childhood Education and on joint management of the Pacific Fusion Restaurant is progressing well. The second Partnership Management Committee meeting in March this year, identified only one area of the collaboration as needing attention - time and attention to joint planning and the management of the partnership relationship, particularly around changes to key personnel. This recognised the internal changes as a new Vice-Chancellor commenced and instituted a review of Pacific TAFE and its role and position in the University. Outcomes of this review are pending.
	Implementation of the TVET System Strengthening Platform	Feb 2019	G	The TVET Systems Strengthening Platform (TSSP) was approved by Executive in May 2019. The platform is made up of three components – (i) Institutional Partnerships, (ii) Staffing and (iii) Incentive Fund. To date, implementation has commenced on all three components of the TSSP
	Support Qualifications Authorities	Ongoing	G	We continued our engagement and support to TVET regulatory authorities across our operational areas through shared expertise and advisory services. We are closely working 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).
	Transformational Partnerships with national TVET providers	June 2019	A	Some good progress has been recorded across our operational platform on both the development of partnership frameworks and contribution agreements. Four partnership frameworks were signed with Fiji National University (FNU), National University of Samoa (NUS) and University of the South Pacific (USP). 2 partnership agreements are now in place Vanuatu Institute of Technology (VIT) and Vanuatu Skills Partnership (VSP).
	Pacific Skills Summit	June 2019	G	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. Key messages and actionable recommendations from the Summit are being submitted to the Pacific Islands Forum's series of Officials, and Ministerial level meetings, culminating in its consideration at the Smaller Islands States Leaders Meeting and wider Forum Leaders meeting to be held in Tuvalu in August.
	Regional Collaboration Committee	Apr 2019	NS	On advice from DFAT, this is on hold until further notice.



EOPO	Activity	Indicative Timing	Status	Commentary
Enabling Activities	Academic Quality Team and Academic Committee	Feb 2019	G	APTC has 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.
	Enhanced APTC Planning process	July 2019	A	Though some processes that contribute to planning at APTC have been established, such as annual performance planning, reflection processes and labour market information to support development of the training profile, the re-establishment of a holistic planning process is at an early stage with initial analytical work completed to inform development of a high level strategy.
	Strategy development	Nov 2019	G	Development of the APTC Strategic Plan, Co-investment Strategy and GESI strategy are all in train and on track for completion by November.
	Monitoring, Evaluation and Learning Framework (MELF)	Feb 2019	G	The MELF 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. 3 large PICs – Fiji, Samoa and PNG have completed the country workshops, with plans to consolidate findings in the second half of the year. Additional plans for the remaining two large PICs were at advanced stage to complete July before launching into undertaking the small island countries before the end of the year.
	Political Economy Analysis	Mar 2019	G	Beginning in February, PEA has been integrated into the preparatory work for brokering partnerships with national TVET institutions, to give APTC an understanding of the history and complexities of each partnership. The partnership PEAs have drawn on the knowledge of partners from various APTC staff – Country Directors, Vocational Training Managers, trainers and Executive Management. APTC now has a repository of PEAs that provide a deeper understanding of partners, key actors and their operating contexts to inform ongoing engagement with partners. PCU recognises the need to continue to update PEAs as changes in the context occur. A PEA was also conducted with APTCs broader Leadership Team in June to inform the Pacific Labour Market Assessment.
	Communications Strategy Implementation	Ongoing	G	Communications strategy 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.



3

PERFORMANCE AGAINST DFAT AID QUALITY CHECKS



MoA Signing Ceremony (L to R): APTC PNG Country Director, Dr. Brad Shaw, Australia High Commission Counsellor Development – Education, Janelle Denton, Motu Koita Assembly Chairman, Dadi Toka Jr.

3.1.1 Effectiveness by EOPO

APTC made substantial progress across its 3 end of program namely (i) Graduates have improved employment outcomes, (ii) Co-investments in skills training increases and (iii) Selected TVET partners demonstrate quality TVET. Progress is highlighted in turn below:

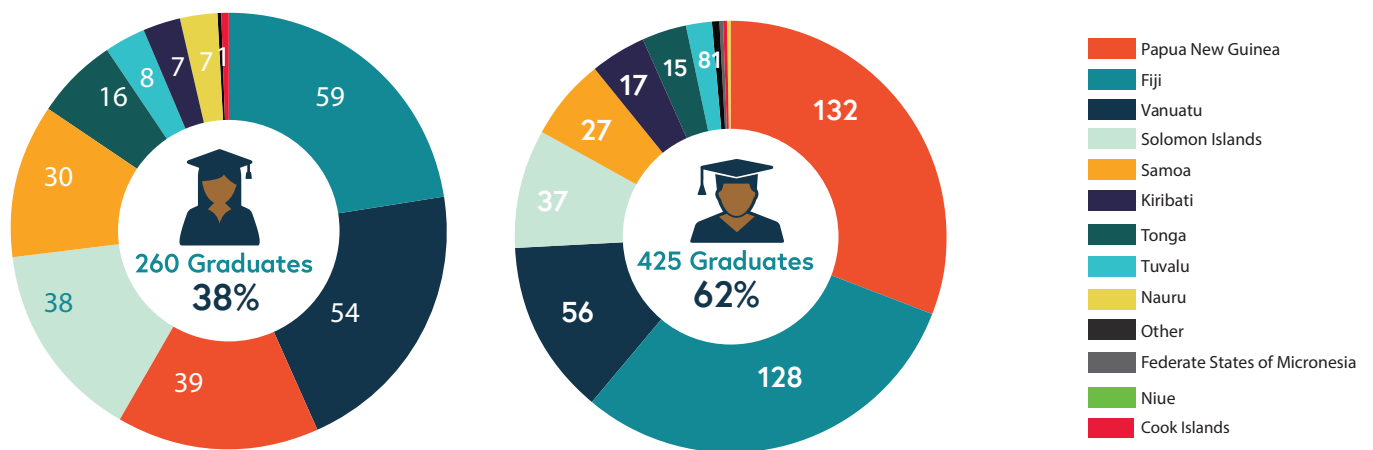
3.1.1.1 EOPO 1: Graduates have improved employment outcomes

Amidst a busy period of RTO re-registration audit which drew a lot of human resources for preparation and participation in the actual exercise, we made substantial progress against the 7 key activities contributing to this end of program outcome. 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, developed a fit for purpose training profile to inform our S2 – 2019 and S1 2020 training. We began a substantive and critical expanded Labour Market Analysis and employer engagement system, while at the same time working to develop our Labour Mobility training. In preparing the landscape for the latter, we also developed our partnership process with Pacific Labour Facility.

In the first half of the year, we successfully delivered 20 Australian qualifications, 1 International skills training and 2 skillsets to citizens from 14 Pacific Island countries. 685 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 to 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.

Figure 3 below provides a summary of graduates by country and gender, while Appendix 1 provides a detailed breakdown by citizenship and qualification.

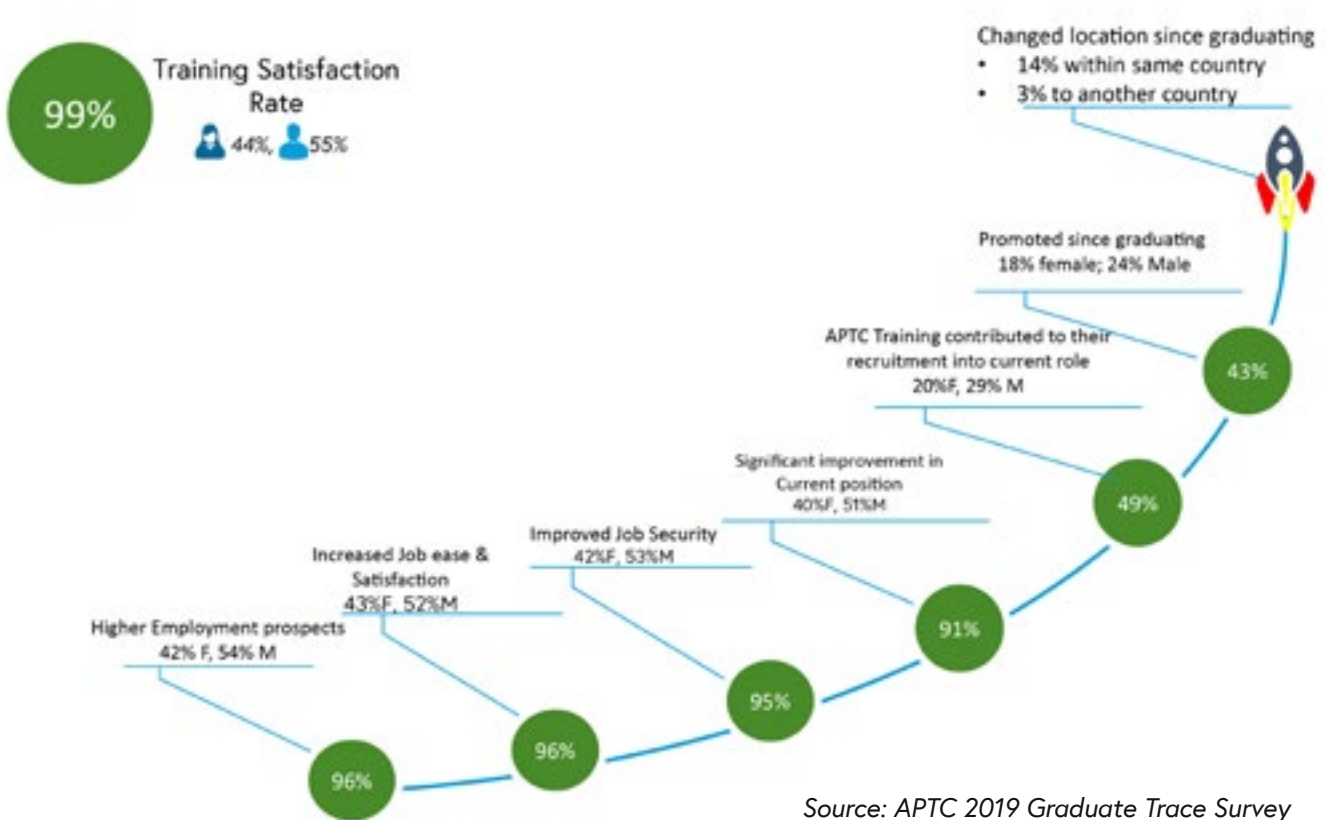
Figure 3: Graduates by Country and Gender



On course completion, 97% of the students were satisfied with the training received. 79% indicated they were confident the skills they gained through studying with APTC will enable them to get a higher position in their field of work in the next couple of years. These end of course learner views are further confirmed by insights from most recent graduates in industry below.

The 2019 graduate tracer survey findings 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. Furthermore 43% stated they have since been promoted following their training. Our plans to undertake our annual employer engagement survey in September 2019 are at an advanced stage, and this will give us an additional and up to date 2019 pulse check on our graduates. Figure 4 below outlines respondent views on employment, income and job satisfaction post training with APTC from the latest graduate tracer survey.

Figure 4: Graduate Perspectives post Training with APTC



We also worked closely with our partners to support development and delivery of international and national qualifications in identified areas of labour market need. For example, in Vanuatu, through a partnership with the Vanuatu Skills Partnership, we supported the development and delivery of Vanuatu Qualifications Authority (VQA) accredited plumbing training to a cohort of 16 students. In PNG we primed the way for a new course - CII in Skills for Work and Vocational Pathways, following a request to meet local skills demand and interest in the Pacific Labour Scheme (see box 1).

⁵Graduate tracer follows students 6-12 months after graduation to gather insights of their work experience after studying at APTC.

Box 1: Responding to Local Skills Demand : Motu Koita Assembly – CII in Skills for Work and Vocational Pathways

APTC has formed a partnership with the Motu Koita Assembly (MKA), which represents at government level, the traditional landowners of the Port Moresby and surrounding areas.

Assembly Chair, the Honourable Dadi Toka Jnr. approached the APTC PNG Office to see if there was a program on offer that would enable his constituents to gain employment locally and also in Australia through the Pacific Labour Scheme (PLS).

The program APTC suggested was the Certificate II in Skills for Work and Vocational Pathways qualification. This program is designed for individuals who require further foundation skills development to prepare for entry to the workforce or vocational training pathways.



MoA Signing Ceremony (L to R): APTC PNG Country Director, Dr. Brad Shaw, Australia High Commission Counsellor Development – Education, Janelle Denton, Motu Koita Assembly Chairman, Dadi Toka Jnr.

The program delivers reading, writing, numeracy and oral communication and learning skills at Australian Core Skills Framework Level 3. The MKA and APTC signed a Memorandum of Agreement that cemented current and longer term objectives to attain a sustainable project that can eventually include APTC's institutional partner, POMTECH. These objectives include:

- *Working towards the establishment of a tripartite coalition between POMTECH, MKA and APTC to achieve the following objectives:*
 1. Identifying people from the Motu Koita community to be trained and mentored in foundation skills.
 2. Mentoring POMTECH trainers to develop suitable PNG foundation skills programs.
 3. Aligning the Certificate II in Skills for Work and Vocational Pathways with POMTECH's National Certificate 1 and National Certificate 2 pre-vocational qualifications in collaboration with the PNG Department of Education.
- *Exploring possible study pathways as another option for graduates as follows:*
 1. Into other APTC full qualification or skill-set based programs.
 2. Into PNG National Certificate programs at POMTECH.

The partnership is also based on a training co-contribution model with MKA committing to a significant financial contribution to the program. The course will commence in semester 2, with 18 students (50% female).

In line with our new mandate to support local efforts to improve the quality of TVET that meets labour market demand thereby ensuring graduates have improved employment outcomes, 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. To that end, together with Pacific TAFE and SPC we jointly presented a proposal to the Pacific Heads of Education Systems (PHES) during the 23rd PHES Meeting, to pilot developing 'regional occupational standards' as a means to improve the quality and relevance of TVET across the region and ensure TVET is responsive to Industry needs. This proposal was accepted and we will be working with SPC-EQAP and USP Pacific TAFE develop a pilot proposal for the consideration of Ministers at the 2020 Forum Education Ministers' Meeting (FEdMM).

APTC is now well positioned in the labour mobility space following our increased attention on Labour mobility, ensuring that our effort would result in a net skills gain. Over the reporting period APTC together with our partner Pacific Island Country governments welcomed the Australian government's expansion of the Pacific Labour Scheme to cover all countries we operate in. This complemented our efforts to foster our renewed efforts on labour mobility and develop an Labour Mobility track, which has been now rebranded as the Labour Mobility track.

To guide APTC's approach to fostering its renewed emphasis on labour mobility, we completed a labour mobility policy brief that will guide APTC's strategic positioning and analysis, training profile development – especially the labour Labour Mobility track, collaboration with the Pacific Labour Facility (PLF), high level representation, advocacy and stakeholder engagement, building country ownership, gender and social inclusion, risk monitoring and management, co-investment, communications and research." Under the direction of the policy brief, we heightened our collaboration with stakeholders such as the Pacific Labour Facility (PLF), Asian Development Bank, Pacific Islands Forum Secretariat, Melanesian Spearhead Group, World Bank, MFAT, International Labour Organisation, International Organisation for Migration, ANU's Devpolicy, 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, understanding of Pacific Island Country positions, and support for APTC's role in labour mobility.

One significant undertaking has been the commissioning of an expanded Pacific Labour Market Analysis (PLMA). The PLMA 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 does not cause "brain drain". Over the reporting period we engaged a Pacific Labour Market Analysis (PLMA) team of Consultant Analysts to undertake the first of its kind qualitative and quantitative labour market assessment. A phased data collection and analysis has been established with the first set of three countries - Kiribati, Fiji and Tonga at advanced stage by end of this reporting period. Other country reports will be completed sequentially between July 2019 and February 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. Similar workshops are planned in all nine countries with the possibility of a final regional meeting in quarter 1 2020.



Other key successes to note as far as labour mobility work is concerned include:

- Substantial progress in the development of a Labour Mobility track. This is set to provide additional critical skills for work readiness and employability to prepare for working abroad. Informed by our learning in sending graduates to Australia and New Zealand, the track includes interview skills, information about different temporary and circulation migration pathways, additional English language proficiency at the level relevant to the job, financial inclusion skills, work health and safety, general emergency response, and cultural orientation for life outside their home country.
- Increasing recognition of APTC's role in labour mobility was evidenced by engagement in high level fora such as this year's Australasian Aid Conference held on 18-20 February 2019. The APTC representative and Labour Mobility Adviser chaired and spoke on working in partnership to help "Realize a Net Skills Gain for the Pacific" in a panel discussion on Pacific Labour Mobility. APTC representatives also chaired and spoke at the labour mobility session at the Pacific Women Regional Learning Forum on Women's Economic Empowerment, 27-30 May and the Labour Mobility Workshop attached to the 2019 Pacific Update.
- A brokered partnership with the Pacific Labour Facility which set out success criteria, principles, objectives, contributions, and agreed ways of working. This has culminated in increased exchange of information, regular meetings occurring at Head Office level across the leadership and functional teams, as well as increasing contact and collaboration between Country teams, the PLF country mechanisms and National Labour Sending Units.
- Being key advocates and partners on national level Labour policies and engagements. For example, the Nauru Labour sending unit is advocating for the development of a Labour Mobility Policy and there is potential for APTC to provide support in data provision and training. In Tonga, the Ministry of Internal Affairs is progressing its first Labour Mobility Policy with a draft finalised in March of this year. Of particular note within the policy paper, is the recognition of APTC as a stakeholder in supporting labour supply and re-integration training.
- Development of a country level labour mobility profile template. APTC will, in collaboration with the PLF and countries, prepare country-owned labour mobility profiles which outline the country's priorities for labour mobility, constraints and challenges, and the role of APTC. The profiles will be evidence based, reflect local context and be developed in consultation with key stakeholders.

Over the reporting period we participated in a re-registration audit conducted by the regulator, the Australian Skills Qualifications Authority (ASQA) to renew TAFE Queensland's registration to deliver Australian qualifications under its RTO scope of operation. This audit was the largest undertaken by ASQA of any TAFE in Australia and involved 18 auditors over 3 weeks conducting 55 educational audits as well as specific audits of APTC work including marketing, program compliance and the student journey.

In preparation for the re-registration audit, we worked closely with TAFE Queensland through an extensive planning process including the establishment of Audit squads to review in detail all regulatory components of the qualifications, identified as being most likely to be selected by ASQA for targeted auditing. We implemented extensive monitoring of compliance against the 2015 Standards of RTO which form the basis of all ASQA auditing models and in the lead up to the audit, reported monthly to TAFE Queensland on set compliance performance indicators. The Office of Academic Services implemented an audit preparation plan to ensure that for APTC each section of the Standards were

checked, evidence available to support and rectification implemented where required. The extent of this preparation plan involved audit teams in each campus location, a key audit hub based at RHO and alignment to TAFE Queensland academic compliance summaries.

We invested heavily in additional preparedness training at each campus involving all delivery staff, Country Directors, Vocational Training Managers and administration officers. We successfully undertook an ambitious targeted professional development activity to ensure all our training staff from all locations were compliant through upgrading their qualifications to align with these changes. APTC trainers from the Training Delivery Innovation team planned and managed this activity which was finalised by end of April 2019, earlier than required so our trainers were fully prepared for the re-registration audit. This professional development, although a regulatory requirement was highly regarded by staff to confirm contemporary proficiency in TVET, supporting relevant educational skills.

For the length of the re-registration audit by ASQA, the APTC CAO, Registrar and Compliance officers attended all audits along with APTC training staff, VTM's and CDs. APTC training staff attended audit meeting remotely through the use of technology and were able to respond effectively to all questions asked by the Auditors. At the exit meeting with the lead auditors, special mention was made of the enthusiasm and commitment of the APTC trainers. Of the total number of qualifications audited under the TQ RTO status, twelve of these included offerings by APTC. It is anticipated that the final ASQA report from the audit will be provided to TQ in the third quarter of 2019. It is a regulator requirement that any audit non-compliances contained in the report are to be addressed within twenty working days after receipt of the ASQA document. Since the audit was conducted, APTC has been working with all regions of TQ to update anomalies noted at the audit in anticipation of the final report. Systemic issues identified in this process will form part of continuous improvement activities in the second half of 2019.

The extent and depth of the audit process was seen by APTC staff as invaluable professional development and has supported the development of strong relationships across APTC locations and teams as well as strengthening bonds with TAFE Queensland staff. Through reinforcing continuous improvement as an active component of APTC processes, the re-registration audit although a huge undertaking by TAFE Queensland and APTC, has ensured that across the organisation, a strong understanding and support from all levels that APTC is working in a compliant, knowledgeable and effective way.

3.1.1.2 EOPO2: Co-investments in skills training increases

During the reporting period we have experience exceptional progress in the focal areas we proposed in the 2019 annual plan namely (i) fee for service work including leveraging partnerships to prioritise co-investment (ii) development of a co-investment strategy, (iii) designing processes for bilateral TVET and skills development programs (iv) industry engagement, (V) donor engagement and (vi) marketing strategy.

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 skill sets, short courses and more flexible modes of delivery. As far as skillsets are concerned, 21% (147 graduates) of the S1 graduate total is through delivery of skillsets, while the flexible models used in the delivery of certificate IV in Leadership & Management produced 12% (57 graduates) of the graduate count. Furthermore by leveraging investments from industry and government partners through our fee for service approach, 18% (123 graduates) of the S1 graduate count have gained an internationally recognised qualification. As far as short course are concerned, we completed two courses⁶ - a course of swim wear targeting Fashion trainers and students (2 trainees), and a Certificate II-level plumbing course (16 trainees). We also enrolled 16 students (46% female) into a Short course on Counselling with Ministry of Education Heritage and Arts in April, which will run until November 2019.

Across our operational platform there has been a high interest in TVET co-investment. In PNG for example, the National Capital District local government contributed a significant amount towards tuition fees for the CII in Skills for Work and Vocational Pathways program; the Brian Bell Group contributed largely to tuition fees for the delivery of the CIV in Leadership and Management program; Edai Town continue to provide all training facilities and consumables for the CI and CII in Construction program and LBL Holdings in Kiunga, located in the Western Province, are providing accommodation, meals and all training facilities and consumables for the CII in Skills for Work and Vocational Pathways program, beginning in January 2020.

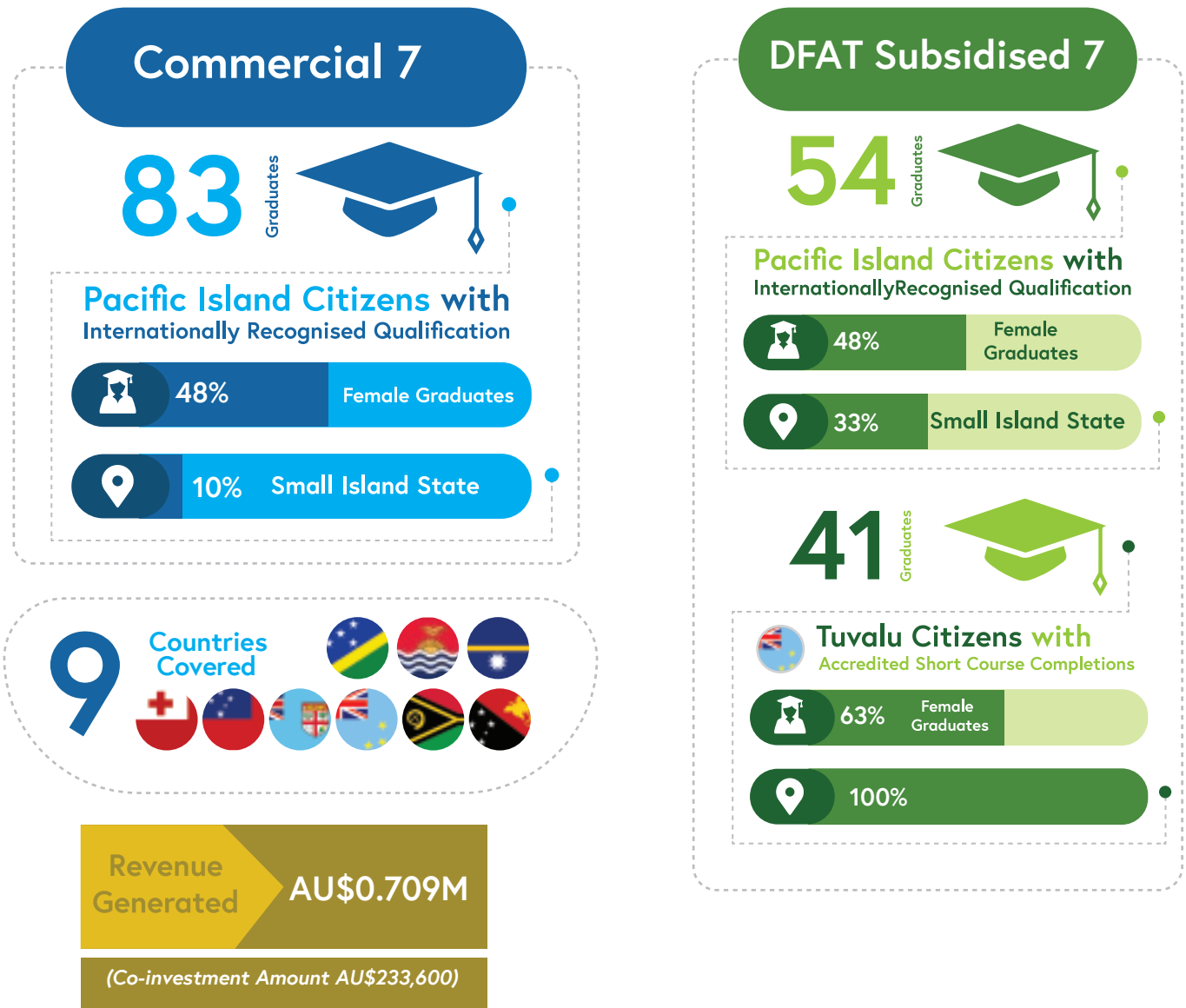
In Fiji, an MOU was signed with the Fiji Australia Business Council in support of bursary support to 9 students for Semester 2, 2019 and Semester 1, 2020. Contract agreements were also signed with a range of organisations to deliver short course and non-accredited training.

The monetary value of contributions to trainings and services by APTC partners and student cohorts amounted to AUD233.6K. Our co-investment footprint is illustrated in Figure 5 and included

- 10 FFS projects, resulting in total FFS revenue of \$399,960.
 - 5 of the 10 FFS projects featured co-investment to the estimated value of \$51,650.
- 7 Subsidised projects were in implementation January – June 2019 resulting in total Subsidised project revenue of \$309,351.
 - 4 Subsidised projects featured co-investment to the estimated value of \$181,950.

⁶ Participants are not counted as graduates and therefore are not included in the graduate count of 685.

Figure 5: Co-investment Activity (Jan - June, 2019)



In-Kind Contributions

1

Training Venue

2

Travel

3

Catering

4

Consumables

5

Accommodation

6

Internet Access

7

Administrative assistance

- ### 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



To provide a structure and framework to all this co-investment activity, 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 are working through all the components of the strategy which will be presented to APTC Executive by mid-August and then to DFAT. Country-level plans, owned by relevant Country Directors in consultation with APTC Executive will feed into the overarching strategy.

Ahead of finalising the co-investment strategy we started leveraging the Partnership Frameworks negotiated with FNU, NUS, POMTECH, and USP for the development of contribution agreements which set out the financial and in-kind contributions of partners to begin the valuing of co-investment in its many forms. 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.

In the space of development effectiveness, we worked collaboratively with other DFAT funded bilateral skills programs to ensure greater integration of approaches. 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. Still on the subject of development effectiveness at a regional level, we focused our work on scoping potential collaboration around linking infrastructure financing and skills training initiatives.

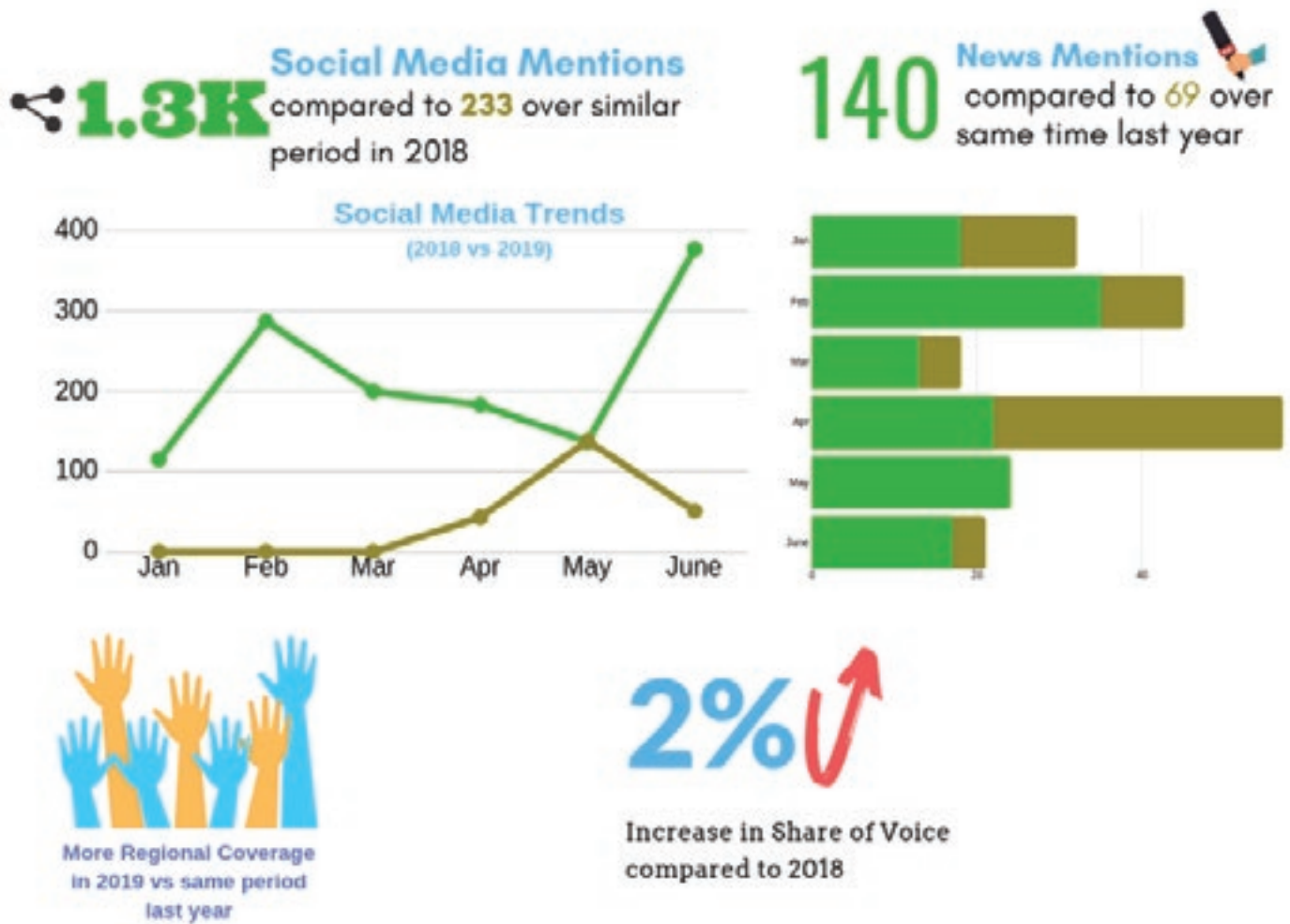
This was largely around close engagement with MFAT, World Bank, Asian Development Bank, ILO, and IOM. For example to ensure streamlined support the Pacific skills agenda, we worked closely with the World Bank, ADB and the EU on the regional skills agenda and the potential for engagement and investment 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.

We know that in order for APTC to drive co-investment there is need to increase awareness of and amplify the APTC value proposition. We were excited to have the APTC communications strategy approved by DFAT in April, 2019. It is now beginning to bear some fruit with about 1.3K social media mentions of the APTC brand in the last 6 months as well as a 2% increase in the share of voice (i.e. how much media coverage we get compared to similar organisations in the Pacific). Figure 6 below provides a snippet of our media presence during the reporting period compared to same time last year.

Our progress on strategic communication strategy will only get better supported by our drive to listen more to feedback from our key audiences. To ensure its full implementation we successfully recruited the remaining positions into our Strategic Communications team. The full team complement now includes a capable cadre of country based Communication Alumni and Events Officers (CAE), who will be instrumental in driving our marketing strategy.

At this stage we are also proposing to change the focus from a 'marketing strategy' to a marketing plan, largely sitting under the umbrella communications strategy and linked to the co-investment strategy.

Figure 6: APTC Media Coverage (2018vs2019)



Over the reporting period and as part of our marketing plan we put a particular emphasis on student recruitment activities. In line with this we supplemented traditional media advertisements with collateral and sponsored social media posts targeted geographically for maximum exposure. We successfully ran recruitment drives, booths and information sessions in Solomon Islands, Samoa, Tonga, Vanuatu and Fiji and trialed a "Try a Trade event in Fiji". Framed as a hands-on experience for members of the public to try various vocations and trades, while promoting the potential career paths possible through TVET, it was also open to partners from industry and to other TVET stakeholders including the National Employment Centre and the Technical Colleges of Fiji who were present on the day. More than 150 applications were completed at the information booth on the day, with more provided to eligible candidates.

Overall, the event was a positive engagement opportunity. Other opportunities exist across the region and efforts are ongoing to liaise with CAE Officers for marketing APTC's training offerings while lifting the profile of TVET more broadly and attracting co-investment from diverse stakeholders



3.1.1.3 EOPO 3: Selected TVET partners demonstrate quality TVET

Under APTC 3, our ambition is to become increasingly embedded in Pacific TVET systems through joint approaches with partner institutions. One of the 6 activities to drive progress is collaborating around the Pacific Skills Partnership to promote a regional skills agenda, taking forward arrangements for the first Pacific Skills Summit. The most significant achievement for this period was APTC's co-hosting of the inaugural Pacific Skills Summit with the University of the South Pacific. Over two days in June APTC and USP, under the support of a multi-stakeholder working group convened more than 300 policy makers, practitioners, private sector, youth and civil society to explore the challenges and opportunities we face in skills development. For the first time the region collectively considered what future skills will be needed to adapt to the political, economic, technological and environmental shifts, experienced across the Pacific today.

The Summit delivered several key messages and actionable recommendations 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-positioning the skills agenda within regional policy and political discussions. There was a huge media coverage to the event including the following online and offline media releases (see table 2 below).

Table 2: Pacific Skills Summit Media Releases.

Online Media Releases	Print Media Releases
<ul style="list-style-type: none"> • Enhancing collaboration: Pacific Skills Summit • Pacific skills portal to be established • Stakeholders must lift their game: Pacific Skills Summit • Gender empowerment necessary: Pacific Skills Summit 	<ul style="list-style-type: none"> • Summit focuses on labour skills (Print: Fiji Times, Wed 25 June) • People with disabilities struggle to find employment (Print: Fiji Times, Wed 25 June) • Summit platform to understand industry needs: Lockington (Print: Fiji Sun, Wed 25 June) • Summit to focus on intention, ideas and action: Nauru's President Waqa (Print: Fiji Sun, Wed 25 June)

The skills summit reiterated the message of working together. An actionable item from the Forum chair was for leaders to drive their training institutions to be involved in skills development and be responsive to the future skills of their countries and re-affirming the strategic shift for APTC 3 in a greater alignment to Pacific government's priorities for national economic growth and skills development.

We have placed a growing emphasis on transforming all other partnerships with other TVET providers. For many of our existing partners, APTC3 presents the opportunity to transition from a transactional partnership to a more transformational partnership. Over the reporting period we made significant progress in the development of transformational partnerships that are locally owned, driven and led, pursuing TVET reform at the regional and national level. The work has been intensive, interactive and drew heavily on the partnership brokering approach. Our early learning from this is that work in this space needs careful navigation and application of our Thinking and Working Politically (TWP) approach including a clear articulation of the language we use.

Through this work we successfully signed partnership frameworks with NUS, FNU and USP. Brokered partnering processes are underway in all others. Table 3 below summaries our progress.



Table 3: Progress in Partnerships to Improve TVET quality

Partner	Partnership Framework	Contribution Agreement
NUS	SIGNED	DRAFT
FNU	SIGNED	FINALISED
USP	SIGNED	FINALISED
POMTECH	FINALISED, NOT SIGNED	DRAFT
DBTI	DRAFT COPY, NOT SIGNED	DRAFT
VIT	N/A	FINALISED
VNS	N/A	FINALISED

We recorded mixed progress on our partnering work with USP to support the strengthening of the TVET sector across the region. As shown in table 6 above, we successfully signed our partnership framework and are awaiting signing of the contribution agreement. This has gone a long way in facilitating our operational engagements, Early Childhood Education work and the joint management of the Pacific Fusion Restaurant.

We commenced implementation of the TVET system strengthening platform TSSP, following executive approval in May. To support staff and partners we successfully developed some guidance and began a process of socialisation internally and externally with our collaborators. Based on this guidance, we have defined the following ways of partnering:

- i. **Partnership Agreements (PAg):** that is contractual (and largely transactional) agreements that APTC enters into with partner TVET institutions to support their ongoing partnership around the delivery of TVET training. We have to date finalised partnership for Vila North School and Vanuatu Institute of Technology
- ii. **Partnership Framework (PF):** 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. 4 Partnership Frameworks (developed based on Partnership Brokers Association's approach to sustainable partnerships) have been developed with USP, FNU and NUS, with DBTI and POMTECH at various stages towards finalisation and signing.
- **Contribution Agreement (CA):** sits under the partnership framework and articulates the contributions from each partner towards the achievement of the partnership objectives. Contribution Agreements (formerly Partnership Agreements – the legally binding contracts with APTC partners) are in train for FNU, POMTECH and NUS, with the USP in final draft stages.
- iii. **Memoranda of Understanding (MOU), Memoranda/Letters of Agreement (MOA/LOA):** covers ad-hoc and discrete partnerships with industry and other non-education stakeholders.

Lastly APTC stands ready to support the aspirations of TVET regulatory authorities. To this end we have significantly increased our engagement with national qualifications authorities on quality related matters. Details of our engagements are covered in depth in the country annexes and have included sharing technical expertise in the development of national qualifications. Box 2 below details an example of our engagement in Fiji.



Box 2: TVET Sector Strengthening Spotlight - Developing National Qualifications in Fiji

In April 2019, the Fiji National University (FNU), Construction Industry Council (CIC), Fiji Higher Education Commission (FHEC) and APTC officially signed a memorandum of understanding to support the review and development of national qualifications in Fiji. Under this MOU, APTC will provide technical assistance to FHEC staff to increase the standard of the national qualification for the student/provider and ultimately the Industry sector.

The partners have signed up to taking a "stepping stone" approach as part of the review process so as to ensure harmony between the different level of qualifications and the different providers.



Sandy O'Brien - Specialist Adviser TVET Projects (APTC), with some participants reviewing a qualification.

Reviewing a qualification is incredibly time consuming, takes research and many industry consultations before completion, an area which the partners have enjoyed sharing learning and experiences. The process has also strengthened the working relationships between FHEC as the qualifications authority, industry and training providers who need to be involved in the review process with the Industry Standards Advisory Committee (ISAC) before seeking council approval for each qualification.

To date a total of 6 national qualifications have been reviewed (8 levels in total). Of these both Cert. 1& 2 for Certificate in Baking and Patisserie and Certificate in Cookery have been completed and approved by ISAC and council. The National Certificate in Carpentry (Cert 1&2) and National Certificate (Cert 1&2) in Cabinet Making and Joinery are currently under review.

Once complete this initiative will contribute immensely to quality and value of national qualifications, helping address some negative feedback from industry regarding quality of students coming from national TVET institutions through the trades.

Drawing from its vast expertise of skills design, APTC has strongly advocated for taking a "stepping stone" approach as part of the review process so as to ensure harmony between the different level of qualifications and the different providers. Contextual experience drawn from the review and development of lower levels will enhance the next phase – reviewing and developing certificate III and beyond.

3.1.2 Efficiency

Over the reporting period, we continued to focus on effective use of time and resources allocated to this investment for achieving its end of investment outcomes. Over the last six months we have remained on track in terms of our annual expenditure of AUD \$32.94M (cumulative to 30 June 2019) against budget of \$32.95M, largely as a 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 \$32.16M, in line with annual allocated budget. A detailed breakdown is presented in section 4 of this report. Our cost per graduate for APTC3 to date is \$23,183, approximately 14% below our APTC3 minimum contract requirement. This has been achieved by pushing our graduate targets higher than our minimum contracted numbers, while at the same time delivering on our expanded purpose. We are currently developing a better methodology for calculating cost per graduate given the expanded mandate of APTC. More detail is provided in the table 4 below.

Table 4: Cost per Graduate

APTC-Cost per Graduate	Stage	Stage 2x	Stage 3			
	July 2011- June 2015	July 2016- June 2018	APTC3 Minimum Contract Requirements	July 2018- Dec 2018	Jan 2019- June 30 2019	Full Financial Year
Total DFAT claims to date (\$AUD)	139,348,016	92,627,880		14,504,980	18,437,315	32,942,295
Total Graduates	5,224	4,191	4,800	736	685	1421
Cost per Graduate	26,675	22,102	26,823	19,708	26,916	23,182

The strengthening of existing regional-level partnerships reaffirms APTC's alignment to the Framework for Pacific Regionalism⁸ 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 effectiveness 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 25th and 26th of June.

We continued to work cohesively on Bilateral and regional engagement engagements, linking up with DFAT Posts in all the countries we operate. Our work has covered scoping out partnership arrangements and pathways for graduates, discussing coordination arrangements, 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.

⁸ 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.

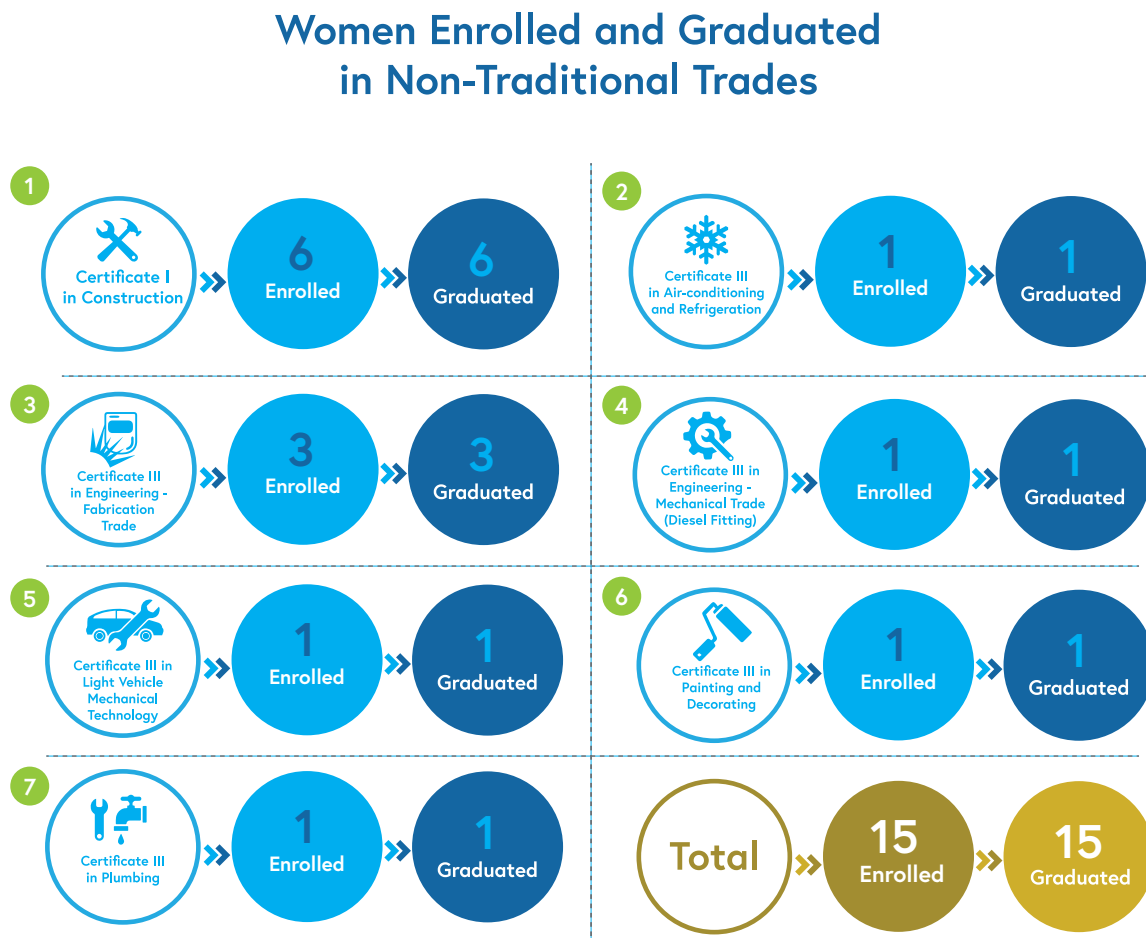
3.1.3 Gender Equality

We enrolled 266 women into our courses, of which 260 (98%) successfully completed their courses. At the end of semester 1, our women to men ratio stood at 38:62. This ratio represents a decrease of 7% from end of S2, 2018 and 12% below our target to increase the gender balance to 50% women graduating from our programs.

To address this shortfall we have put in place a number of strategies, which we believe will bear fruit in the coming semesters. These have included using women in our imagery used for student recruitments. For example in the Fiji Try a trade day done in March, we used the imagery of a woman on the main pop-up banner. We have also profiled women trainers and these will be used in local media, and our APTC website. Furthermore we have also improved our data for decision making through introduction of interactive dashboards. The dashboards will enable teams to interact with our applications in progress data to spot opportunities and challenges in recruitment with a special focus on women, PLWD, rural urban and small island states.

As part of our women empowerment agenda, we provided 15 women access to participation in non-traditional courses, graduating 100% at the end of the reporting period. To date this brings the cumulative APTC 3 achievement to 3% women graduates in non-traditional trades. Figure 7 below summarises our S1 achievements in this area.

Figure 7: Women Graduates in Non Traditional Trades



Cognizant of the importance of communicating positive messages of encouragement, our graduation ceremonies had a strong message and acknowledgement of women graduates. For example in the PNG graduation, the Australian High Commissioner particularly acknowledged the 12 women who graduated as qualified tradespersons in traditionally male dominated trades. In his keynote address, Mr. Bruce Davis said that the Australian government recognises that gender equality and women's empowerment are essential to Papua New Guinea's economic and human development and will continue to engage with the Government of PNG through the PNG-Australian Partnership to promote gender equality.

In the Fiji APTC graduation ceremony, the Interim Director of the Fiji Higher Education Commission, Dr. Nikhat Shameem, made a special mention to the 69 women graduates who placed importance on education noting that "This is a significant achievement in advancing gender equality across traditionally male dominated trades in the country. All this was made possible because you value the importance of education and how it can have a positive impact in your career progression."

Gender Spotlight: APTC is More than a Learning Institution

"Mental health problems and losing my mother while studying at Australia Pacific Training Coalition (APTC) did not deter me from achieving my dream."

Recounting her journey, Elenoa emotionally described how she went for caring for her sick mother driven by the perceived value she felt she'd get from an APTC training.

Elenoa learnt about the courses at APTC through a friend after sharing her story of taking care of her mother, who was a stroke patient. "The information he provided me stirred up the passion in my heart. I wanted to learn, study, develop my skills and gain knowledge on how to take better care of my mother. I also learnt that at APTC your skills set mattered regardless of what level of education you had completed," she said.

As a learner with bipolar disorder, she praised APTC's care and support, including counselling sessions in helping her overcome her obstacles. In her own words, APTC was more than a "learning institution but APTC was my second home". Elenoa's message to those aspiring to undertake courses at APTC is simple yet compelling. "APTC is not just about education and training, learning and developing your skills and getting a certificate."

"APTC is family-oriented; they care about you and your well-being holistically. From fellow classmates to trainers and student services staff, I was surrounded by caring people. I felt loved here and this is my second home," Elenoa stressed. She thanked God, her family, friends and the APTC team for being an important part of her life's journey. "When I graduated, I held my certificate with pride knowing that through the many ups and downs, I made it through!" Hagar Elenoa Holmes studied individual support at APTC in Suva and graduated with a Certificate III in May.



Elenoa Holmes delivers her motivational speech at the APTC Graduation Ceremony in Suva

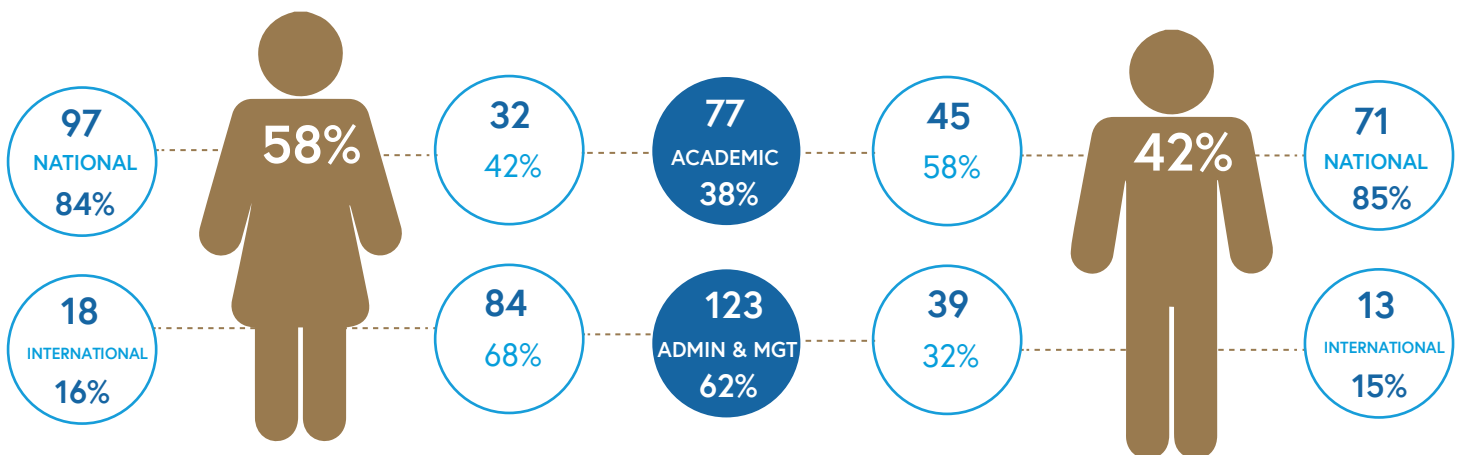


Beyond our training programs, we also have remained conscious of the need to empower women in our organisation. 58% of staff are women, an increase from the last reporting period of 51%. Women trainers in non-traditional courses are consistently progressing with their training careers with 4 women trainers since 2018. In terms of leadership team, 3 out of 5 of our Vocational Training Managers are women and 4 out of 5 of our Operations managers are women and we continue to have women making 75% of our Executive team.

Our workforce are younger this reporting period with 16% of our staff under the age of 30 years. The improvement seen in gender balance with HR can be attributed to the following strategies that APTC has put in place to empower women employees:

- i. Gender balance as a mandatory requirement when it comes to selection panel for all recruitment activities.
- ii. Participation in the external space as guest speakers in APTC events- as a platform to encourage women particularly in non-tradition work role.
- iii. Flexible working arrangements to accommodate women tending to urgent family matters, education & studies, etc.
- iv. Informal forums such as Talanoa sessions & suggestion boxes to encourage women to voice concerns and share feedback/suggestions.
- v. Investment for women to participate in Professional Development activities including expressions of interests for national and internationally held forums.
- vi. Employee Assistance Programme- 3x free counseling consultations in a year where women can access for further assistance.
- vii. Celebration of key events- Women's Day, Mother's Day at the workplace.
- viii. Health and Wellness activities – women encouraged to participate in Zumba, yoga on a weekly basis sponsored by the organisation.

Figure 8: Staffing & Gender Profile as at June 30th, 2019



As part of our efforts to accelerate our work in Gender Equality and Social Inclusion, we drew on the expertise of our associates from Strategic Development Group to undertake a rapid Social Inclusion review/ Social Inclusion Action Plan review. The review was designed to provide recommendations on how APTC can build on GESI founding documents to develop a GESI strategy that's aligned with the aspirations of the APTC3 design document. The review looked at

- o *Whether recommendations from the 2017 APTC Social Inclusion Review were addressed in the Social Inclusion Action Plan.*
- o *Identifying gaps in or misalignment of current documents that may have affected the coherence of APTC's approach to GESI.*
- o *Assessing the extent to which considerations for APTC3 such as addressing barriers to participation, fostering co-investment in skills training and integration of GESI considerations in APTC systems and processes are included in the Action Plan.*
- o *Making recommendations on how the APTC approach to GESI can be strengthened to inform policy and development of a new GESI strategy.*

What the review has demonstrated is the need to rethink the sequencing of our work, particularly looking at actions we can immediately implement in the organisation in the absence of a fully-fledged GESI strategy to take forward early activities to support GESI. In particular it has highlighted considerations we can make in our corporate/academic areas such as conducting disability training and awareness for all staff and students, including disability awareness in staff induction, assessing and documenting the accessibility of facilities as well as giving greater consideration to the intersection of vulnerabilities, i.e. women with disabilities, and particular interventions that might need to be required to increase their participation. These suggestions will provide an effective launch-pad for our incoming GESI Facilitator in this area of work.

3.1.4 Risk Management

There have been no changes to design of the Risk Management plan as reported in the 6 monthly report to December 2018. 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 risk management model includes seven key steps including: Establishing the context, Risk identification, Risk identification, Risk evaluation, Risk treatment, Monitoring and review and Communication and consultation.

The risk profile was jointly reviewed by the Leadership Team during the June 2019 reflection meeting in Suva. An updated profile is presented as Table 5 below.

Table 5: Risk profile by EOPO

APTC Strategic Risk Category	Risk Summary	Controlled Risk Rating		Target Rate	Residual Risk	Mitigation Approach	June 19 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	4	Low	Industry engagement strategy developed and executed with training profile aligned to labour / industry needs.	In progress	CEO
						Labour market analysis drives timely training profile decisions	In progress	CEO
						Development of the labour mobility track for APTC students who are seeking opportunities for labour mobility	In progress	
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	6	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
						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	CAO
						Training innovation and delivery options to meet the needs of industry and governments	In progress	
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 standard	Possible	Moderate	6	Medium	Implementation and management of an information system (CRM) to record and manage our understanding of TVET Partner Quality	In progress	EMT
						Locally led reform and strategies to advance TVET quality and reputation	In progress	CAO
	Employers, both domestic and international, prefer APTC (TQ) qualifications over those delivered by TVET partners.	Unlikely	Negligible	4	Low	APTC consider joint communications and employer engagement as a component of all partnership agreements.	Managed	CAO
USP Strategic partnership creates reputational and operational risk with other TVET partners	Unlikely	Negligible	4	Low	Transparent communication with other TVET partners on USP relationship and benefits to TVET sector.	In progress	CEO	
					All risks monitored as a component of the PMC as a standing agenda item.	In progress	CEO	

3.2 Performance against Key DFAT Policy Priorities

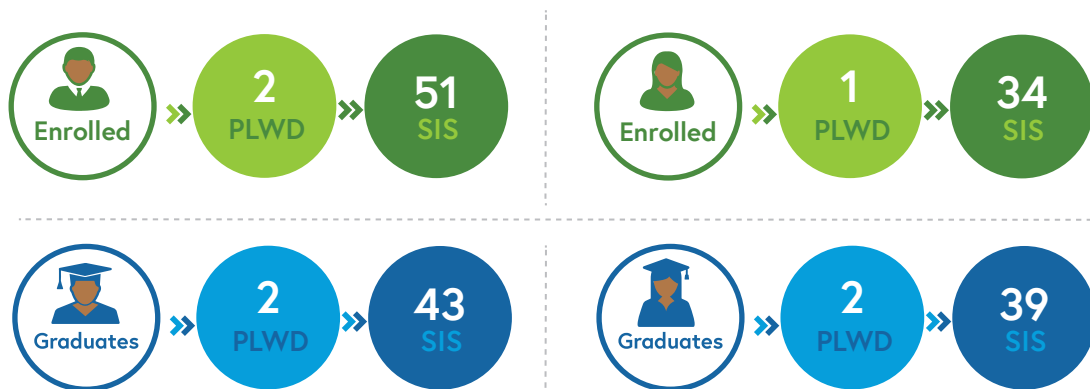
3.2.1 Disability

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 (COSP12, 11 – 13 June 2019 in New York). APTC provided commentary on (i) Technology, digitalisation and ICTs for the empowerment and inclusion of persons with disabilities; (ii) Social inclusion and the right of the highest attainable standard of health; and (iii) Inclusion of persons with disabilities in society through participation in cultural life, recreation, leisure and sports.

Other regional level activities we engaged in was conferences and opportunities to provide thought leadership. Early in the year, we took part in the 6th Pacific Disability Forum (PDF) in Nadi, 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. This initial interest led to further discussions with the PDF on the sidelines of the PHES. Discussions and agreements centered on potential areas for collaboration to support PLWD upskilling for employability and connecting their skills to employment. Understanding barriers to this and implementing measures to address them were considered areas likely to have the most impact. APTC and PDF have agreed in principle on the need to tackle PLWD participation in the skills space.

Over the reporting period, 4 people living with a disability graduated from our offerings (see figure 9 below). Though this as a positive step in the right direction, we acknowledge the inadequacy of our data on student applications and the implications this has on enabling us to monitor GESI challenges and progress. As part of realising the Social Inclusion plan action to 'Strengthen identification process (self-declaration) for students with a disability "and drawing from research finding presented at the PDF meeting around identifying types of disabilities and how the Washington group questions (WGQ) are essential, we are strengthening our application form in line with the WGQ in the second half of the year. In the meantime we managed to incorporate in the management dashboard the limited disability disaggregated data as a key analytical lens. This now gives our senior teams useful information to inform how our recruitment efforts.

Figure 9: Enrolments and Graduations by Disability (PLWD) and Small Island States (SIS).



In our campus countries we have also recorded some achievements in the disability space as follows:

- In Vanuatu, APTC trainers, alumni and partners have formed an inclusive education partnership to facilitate 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.
- In Fiji, a person living with disability is a member of the Fiji Chapter Alumni Committee.
- The PNG Office is in discussions with Cheshire Disability Services to develop a pre-vocational program for its clientele. PNG Alumni are engaged with Cheshire to conduct voluntary work related to access projects such as building ramps at its facility and more broadly, in mainstream schools where some of Cheshire clients attend.

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".

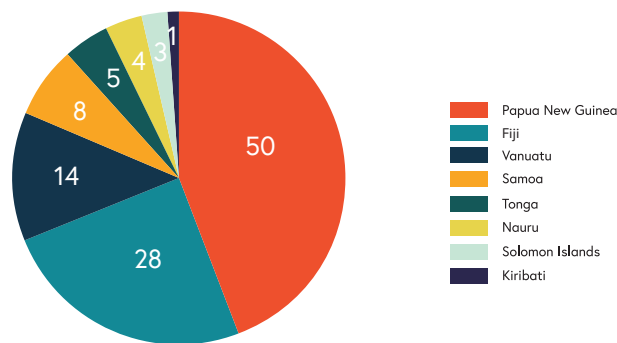
There has been no disclosures of PLWD with job applications received to date although the advertisements clearly encourage PLWD applications. Our policies and procedures ensure fairness, representation and participation of women in the workplace as well as PLWD with recruitment activities. Key provisions include:

- i. Recruitment Policy – Gender balance for selection panel, clause on encouragement of women & PLWD in applications.
- ii. Professional Development policy– encourage further training of women to keep industry currency, training and development.
- iii. Leave Provisions policy – Special Leave on the grounds of Domestic Violence for women.
- iv. Return to Work Plan policy– following rehabilitation, assistance provided to staff who have been injured/ill and supporting their back to work plan.

3.2.2 Private Sector Engagement

Private sector engagement remains a core activity of our work across the APTC operational platform including at regional and in Australia and New Zealand. Our Country Directors and other members of the leadership team in particular the Executive and our Labour Mobility Advisor were heavily involved in various engagements with the private sector. We formally engagements with 71⁹ private sector organisations in the reporting period – see figure 10 the footprint of this engagement.

Figure 10: Private Sector entities engaged by Country



⁹ This data does not represent the frequency of engagement, as most organizations were engaged over a series of discussions, activities and meetings

At the regional level we amplified engagement with PIPSO working closely to design and co-host the Pacific Skills Summit in their capacity as a founding signatory of the Pacific Skills Partnership. The address at the opening dinner of the Summit by PIPSO member and Managing Director of FMF Foods Limited, Ram Bejekal, set the stage for the rest of the proceedings with his thoughts on the importance of relevant skills for the private sector.

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

- Launch of the PNG Food Revolution project by food revolution organiser Chef Robert Oliver. PNG cookery students experience a world class mentorship under the expert eyes of Chef Oliver as they prepared the main meal for the launch event.
- 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 local hospitality industry in the Solomon Islands on vocational and employability skills (communication, problem solving, initiative and cooperative teamwork).
- Presenting and networking with industry champion in key fora such as the National Job Fair, Construction Industry Council Conference and National Trainers Conference in Fiji.

3.2.3 Innovation

APTC has embraced that entrepreneurship, innovation or creativity is the future of our training, building on the pool of job creators rather than job seekers. The relationships with partners, qualification authorities, industry and other support agencies has influenced and guided the ongoing investigation into delivery models to meet the demands of skill development for the future.

APTC has implemented the Strategic Projects Group through the APTC Academic Framework. This group includes members from the Training Delivery and Innovation team, Strategic Projects team and Chief Academic Officer. The purpose of the group is to review, develop and discuss training innovation and strategic projects directions to ensure creative solutions are recognised, developed and socialised with stakeholders. This includes the identification of learning and teaching strategies for delivery to industry sectors and target markets, and the development of training innovation models to support flexible and accessible training. This group also supports the fostering of technology enhanced learning aligned to TAFE Queensland quality requirements, industry, and government directions.

Innovative approaches have been highlighted through a blended model for delivery of the Certificate IV Training and Assessment with a program including both classroom delivery and use of technology to connect participants across the region using Skype for Business. This model has been effective in simultaneously reaching a cohort from different countries, connecting through digital technology, providing cross pollination of ideas and experience, and allowing more flexible and efficient delivery of this critical program. Participants in this program were trainers and tutors from the USP Pacific TAFE and APTC. The development of on-line delivery model for Certificate IV Leadership and Management to allow for individuals to participate without undue impact on work commitments is under development with a pilot to commence delivery in Semester 2, 2019. This program is expected to inform effective and efficient models for other training programs. Part time and evening delivery has been developed for specific industry organisations to meet their current needs without undue impact on business continuity.





5

CHALLENGES AND OPPORTUNITIES

APTC delivers quality Carpentry training to suit industry needs. The CPC30211 Certificate III in Carpentry is designed to offer students the opportunity to further their skills and experience within the construction industry.

5.1 Lessons

In line with the aspiration to be a learning organisation as articulated in the Monitoring, Evaluation and Learning framework (MELF), we trialed a reflective approach as part of our face to face leadership team meetings. The reflection process enabled the leadership 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 Labour mobility
- Review and update the organisational risk matrix
- Revisit its behavioural framework and assess/learn new ways of effectively engaging with each other.

The final exercise of the reflection involved using the 'strategy testing' approach pioneered by the Asia foundation with funding from DFAT, to review the APTC regional level theory of change. Through this reflective exercise the team concluded that the problem of mismatch between the requirements of labor 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 a key evidence source to help us and the sector start on a pathway to quantify the problem. All assumptions and strategies we still relevant and we are therefore not suggestions any changes.

The current political support at the highest level for labour mobility raises expectations for DFAT, APTC, PLF and bilateral employment and skills programs to deliver labour mobility outcomes. With the increased attention, resourcing, and expansion of labor mobility opportunities, it has become a crowded and complex space. The proactive engagement with industry in relation to APTC's role (and capacity for flexible delivery) in labour mobility is essential for mitigating any negative perspectives.

As a regional program, APTC has a valuable contribution to make to 'topping up' or leveraging additional regional resources in support of national TVET reforms, at times serving as a neutral broker to support coalition development. Industries and individual subscribers are willing to contribute to training, however, APTC must keep exploring a variety of options that reflect co-investment. In PNG, it is very apparent that communities want work-ready skills and this has been confirmed through continued dialogue with people on the ground. As a key player in TVET systems, government TVET entities are more complex and require careful engagement over time. Further internal restructuring will be required to support strategic, genuine co-investment and streamlined business.

Information sharing, adequate planning time and effective communication is critical to every aspect of our fee-for-service project implementation but especially so at the initial scoping stage where a lack of information and time can lead to poorly defined, documented and controlled projects. Projects were at risk of poor outcomes as measured against the objectives when information was not shared or not available and when the time between project scoping and implementation was short. Risks include:

- o unrealistic client expectations and damaged stakeholder relationships
- o academic compliance risk and reputational damage to APTC
- o poor project planning and control of implementation tasks
- o inappropriate course participants with low LLN or insufficient vocational experience
- o high course withdrawal numbers and low graduate numbers
- o inadequate budgets and increased project costs to APTC due to remedial activity

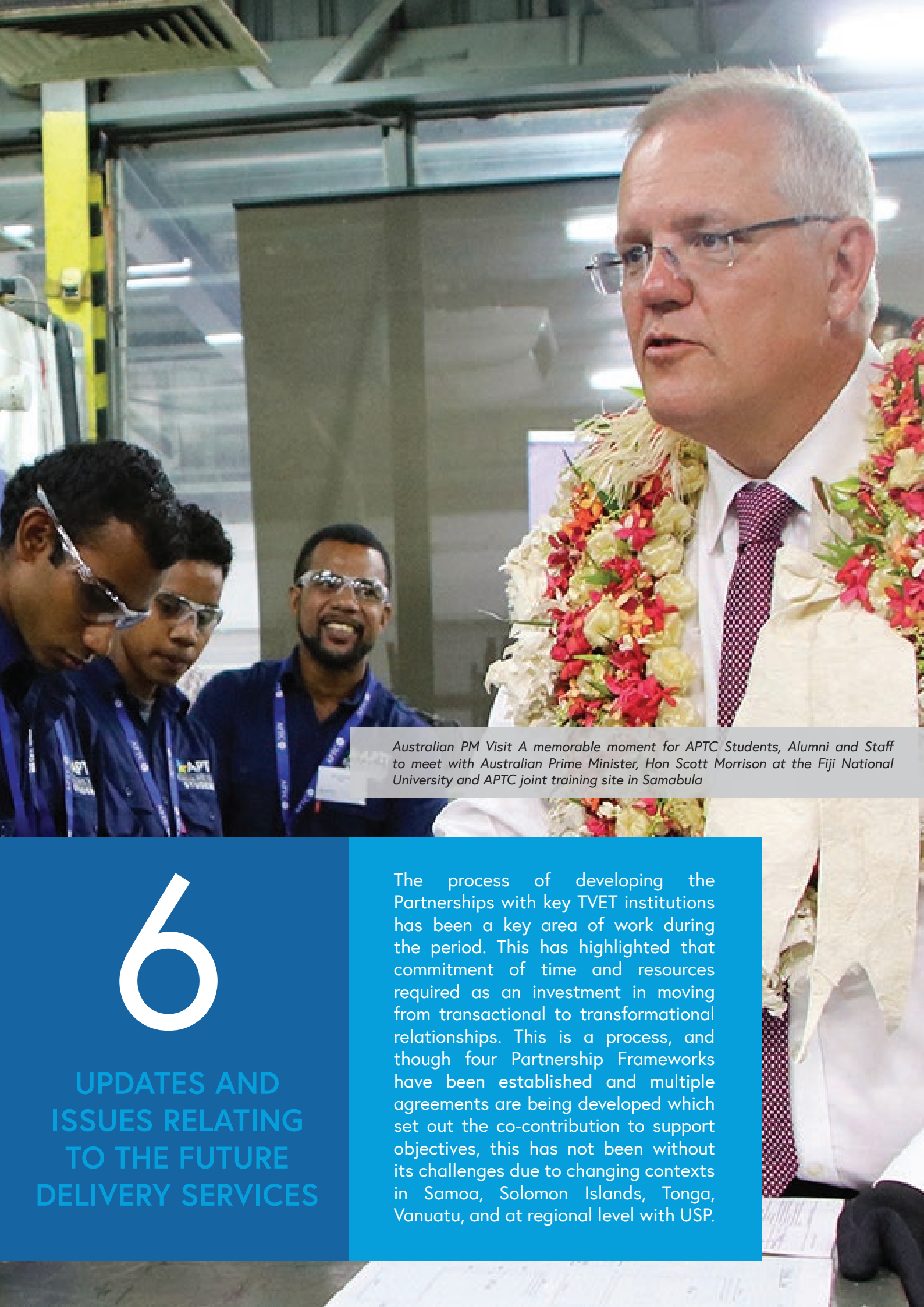
5.2 Application of learning

There is an appreciation that Pacific TVET systems may need to be conceived as an ecosystem rather than separately as it is currently perceived. There is very little data in labour market assessments by government and TVET institutions to inform work, however, the PLMA work that's 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-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:
 - o a scoping form to document project requirements
 - o a mid-program health check to monitor the project progress during implementation
 - o a team planner software system to improve information sharing
- Conducted a deep-dive training session for the APTC3 Leadership Team
- Conducted additional project implementation team meetings for all projects to coach and mentor internal stakeholders involved in projects



Australian PM Visit A memorable moment for APTC Students, Alumni and Staff to meet with Australian Prime Minister, Hon Scott Morrison at the Fiji National University and APTC joint training site in Samabula

6

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 commitment of time and resources 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 regional level with USP.



The Pacific Skills Summit brought together more than 30 speakers from 12 countries in the Pacific and beyond, and was attended by some 400 participants from the government, private sector and civil society groups.

7

TASKS NOT COMPLETED IN ACCORDANCE WITH CONTRACT OR APPROVED PLANS

As of June 30th 2019, 6 out of 27 results had not been completed according to timelines communicated at the submission of the 2019 Annual Implementation Plan. A narrative of the partial progress against these areas is presented in Table 1 of the opening section of this report. The activities in question are the enhanced Pacific Labour Market analysis, development of the co-investments strategy and marketing strategy respectively, the review of the APTC planning process, transformational partnerships with local TVET providers and partnership with USP. All these activities are now in progress, except the USP Partnership, which is on hold due to USP internal matters preventing progress on the Partnership.

Table 6 below summarises the 6 actions that were not met and some indicative proposed new timing on the completion of the activities.

Table 6: Tasks not yet completed in accordance to contract or approved plans

EOP0	Activity	Indicative Timing	Current Status	New Proposed Timing
EOP0 1: Graduates have improved employment outcomes	Expanded Labour Market Analysis	June 2019	A	Mar 2020
EOP0 2: Co-investment in skills training increases	Co-investment Strategy	Aug 2019	A	Aug 2019
	Marketing Strategy	Mar 2019	A	Dec 2019
EOP0 3: Selected TVET partners demonstrate quality TVET	Transformational Partnerships with national TVET providers	June 2019	A	Dec, 2019
	Partnership with USP	Ongoing	A	Ongoing
Enabling Activities	Enhanced APTC Planning process	July 2019	A	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.



APTIC has helped over 14,000 Pacific women and men gain internationally recognised Australian skills and qualifications for a wide range of vocational careers.



8

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.

8.1 Performance Standard breaches

There were no performance breaches in the reporting timeframe.

8.2 Actions taken to remedy and prevent re-occurrence

Not applicable as there were no breaches between Jan and June 2019.

Annex 1: Graduates by Course, Citizenship and Gender

Course	Cook Is.		FSM		Fiji		Kiribati		Nauru		Niue	Papua New Guinea		Samoa		Solomon Islands		Tonga		Tuvalu		Vanuatu		Others		Grand Total
	F	M	F	M	F	M	F	M	F	M	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Certificate I in Construction												6	7								6					19
Certificate II in Construction													14													14
Certificate II in Skills for Work and Vocational Pathways																16	3			7	1					27
Certificate III in Air-conditioning and Refrigeration				1	9								2		2		1									15
Certificate III in Applied Fashion Design and Technology				11	1							2				1										15
Certificate III in Carpentry					16		10						13				14		1				5			59
Certificate III in Commercial Cookery				6	8	1	1					5	23	2	3	2						2	3		1	57
Certificate III in Education Support				2										11	2	4						14	3			36
Certificate III in Engineering - Fabrication Trade					9							3	11		4		1									28
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)				1	13								16													30
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)					15								14													29
Certificate III in Hospitality				6	2							10	4	9	2	5						2				40
Certificate III in Individual Support (Ageing, Home and Community)				14	6											2	1									23
Certificate III in Light Vehicle Mechanical Technology					9		2					1	16		2		1		1							32
Certificate III in Painting and Decorating					12	1	1										3									17
Certificate III in Plumbing					4	2							2		2		1									11
Certificate III in Tourism				2		1						4	1	1		2						3	2			16
Certificate III in Wall and Floor Tiling					11		2						1				1									15
Certificate IV in Community Services								6	1																1	8
Certificate IV in Leadership and Management				1	1							7	8			6	11	6	2			11	4			57
First Aid and CPR Skill Set				3	5																			1		9
Key Management Skill Set				4	3	1	1							1					3		1	1				15
International Skills Training	1	1	8	4	1		1			1	1			6	10				7	11			22	39		113
Grand Total	1	1	59	128	7	17	7	1	1	39	132	30	27	38	37	16	15	8	8	54	56	1	2		685	
Short Courses																										
Swimwear Workshop for Fashion				2																						2
Short Course in Plumbing																							16			16
Grand Total	1	1	61	128	7	17	7	1	1	39	132	30	27	38	37	16	15	8	8	54	72	1	2		703	

COUNTRY ANNEXES

APTC SIX-MONTHLY PROGRESS AND PERFORMANCE REPORT

1 January – 30 June 2019





Annex 2: Country Progress ¹ Updates Against AIP Narrative

RAG Status Key:



Completed/On Track



Progressing



Need Remedial Action



Not Started

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labor markets		<p>We have graduated 219 students (36% female) in Semester 1, and have offered 217 students a place for study in S2. In S1 APTC delivered 15 Australian qualifications, and will be delivering 12 in S2. Refer to table 1.1 below for detailed breakdown by course and table 1.2 for detailed breakdown by course (Graduate Citizenship & Gender).</p> <p>In addition to the 15 qualifications; the following short/non accredited courses were delivered:</p> <ul style="list-style-type: none"> o 1 non accredited training on individual support through the Ministry of Women, Children and Poverty Alleviation o LLN Assessment with staff of Fiji Water o Short course on Counselling with Ministry of Education Heritage and Arts o Workshop on swim wear targeting Fashion trainers and students <p>APTC contributed to the delivery of the International Skills Training.</p>
b. Conduct labor market assessment in Fiji		Methodology testing and data collection has begun for this activity. Analysis and reporting writing will take place in quarter 3. A key learning from this exercise has been having a thorough understanding of the political landscape and using this awareness to inform data collection.
c. Development of the Fiji Country Strategies		Work pieces required for the development of country strategies is underway including Theory of Change work, Political Economy Analysis and the upcoming PLMA work as mentioned above. These pieces are fundamental in informing program strategies for Fiji.
d. Support for Labor Mobility in Fiji		APTC has a strong relationship with the National Employment Centre (NEC). NEC is the recruitment unit for the Pacific Labor Scheme (PLS) which also houses the Engagement Manager. During this reporting period, APTC has shared graduates information to NEC in support of the PLS recruitment. Similarly, NEC has provided information on PLS recruitment that is shared in the Alumni Network. To date, there has been very positive feedback from NEC on the quality of APTC graduates.
e. Alumni and Student support and enhancement in Fiji		A new member of staff (Communications, Alumni & Events Officer) is now in post and has supported work in this areas. The annual general meeting of the Fiji Chapter took place during this reporting period. This resulted in the election of the 2019 Committee who are now driving the activities for the Alumni. To date, 2 community activities have taken place already; cleaning campaign and providing basic landscaping support to the Father Law Home (Aged Care Facility). The recruitment of the Communications/Alumni/ Events Officer will further strengthen the work of Fiji Chapter in particular the development of a Work-plan for 2019.
EOPO 2: Increased co-investment in skills training		
a. Convene and broker agreement with key TVET Institutions in Fiji		Two partnership frameworks signed this reporting period with FNU and USP with contribution agreement signing with USP to be finalised at the end of July. Contribution agreement with FNU also signed in the same reporting period.
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. Support to Fiji Higher Education Commission (FHEC)		<p>APTC has received positive feedback from FHEC in the way we have strengthened our engagement with the institution. APTC is part of the National TVET Sector Working Group and the team directly involved in the set-up of the proposed Skills Council Fiji.</p> <p>APTC also has an MOU with FHEC together with FNU and CIC in the assessment of the national carpentry qualification and is currently in negotiation with FHEC in the development of a non-accredited workshop on the development and planning of assessment tools targeting FHEC trainers and assessors. This meaningful engagement must be maintained if we are to ring-fence the trust that has been developed by the 2 institutions.</p> <p>Key collaborative work undertaken with FHEC-FNU and the Construction Industry Council on the development of national qualifications. Programs developed to date are Patisserie, Hospitality and currently undertaking carpentry/construction development (see Box 1 for a short case study).</p>
b. Roll-out of the TVET Sector Strengthening Platform in Fiji		Engaging as part of the National TVET Sector Working Group that is responsible for actioning the recommendations of the Fiji TVET Sector Rapid Analysis. Part of the recommendation is supporting the establishment of a Skills Council Fiji whose key function is coordinate industry needs in support of the Fiji Qualifications Framework. Further, there has been significant work on the FNU partnership which was signed and supported by APTC.

¹ The annexes show the country progress rather training of citizens of country being reported against. The graduate numbers are not broken down by citizenship, this detail is provided in Annex 1 of the main report.meetings

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Table 1.1: Fiji Training Profile as at 30th June 2019.

Campus Plan S1 2019 – Graduates by Course				Draft S2 2019			
Campus/Course	Full Award	IST	Skill Set	Course Type	# of Seats	Est. Grads	Study Track
Certificate III in Air Conditioning and Refrigeration	16			Full Award - Cert III	16	14	Domestic
Certificate III in Applied Fashion Design and Technology	15			Short Course	15	14	Domestic
Certificate III in Carpentry	16			Full Award - Cert III	16	14	Domestic
Certificate III in Commercial Cookery	14			Full Award - Cert III	16	14	Domestic
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	13			Full Award - Cert III	14	13	Domestic
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	15			Full Award - Cert III	14	13	Domestic
Certificate III in Hospitality (Food Beverage)	15			Full Award - Cert III	18	16	Domestic
Certificate III in Individual Support (Ageing Home and Community)	23			Full Award - Cert III	48	42	Domestic
Certificate III in Light Vehicle Mechanical Technology	15			Full Award - Cert III	14	13	Domestic
Certificate III in Painting and Decorating	17			Full Award - Cert III	16	14	Domestic
Certificate III in Wall and Floor Tiling	15			Full Award - Cert III	16	14	Domestic
Certificate III in Engineering - Fabrication Trade	9						
Key Management Skillset			15	Not Offered			
International Training and Assessment Courses (International Skills Training)		21		Not Offered			
First Aid & CPR Skill Set			9	Not offered			
Diploma of Counselling (continuing)				Full Award - Dip.	14	13	Domestic
Total	174	21	24		217	194	

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Table 1.2: Fiji Campus: Detailed breakdown of S1 Graduates by Course (Citizenship & Gender).

CAMPUS AND COURSE	CITIZENSHIP AND GENDER																						Grand Total	
	Cook Is.	FSM	Fiji		Kiribati		Nauru		Niue	Papua New Guinea		Samoa		Solomon Islands		Tonga		Tuvalu		Vanuatu		Others		
Fiji	F	M	F	M	F	M	F	M	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Certificate III in Air-conditioning and Refrigeration			1	9							2		2		2									16
Certificate III in Applied Fashion Design and Technology			11	1						2				1										15
Certificate III in Carpentry				16																				16
Certificate III in Commercial Cookery			6	8																				14
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)			1	12																				13
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)				15																				15
Certificate III in Hospitality			6	2										5							2			15
Certificate III in Individual Support (Ageing, Home and Community)			14	6										2	1									23
Certificate III in Light Vehicle Mechanical Technology				9		2							2		1		1							15
Certificate III in Painting and Decorating				12	1	1									3									17
Certificate III in Wall and Floor Tiling				11		2					1				1									15
First Aid and CPR Skill Set			3	5																		1		9
Key Management Skill Set			4	3	1	1						1				3		1	1					15
International Skills Training	1	1	8	4	1		1		1	1			1				1				1			21
Total	1	1	54	113	3	6	1		1	3	3	1	5	8	8	3	2	1	1	3		1		219



TUVALU

Annex 2: Country Progress ¹ Updates Against AIP Narrative

RAG Status Key: ● G Completed/On Track ● A Progressing ● R Need Remedial Action ● NS Not Started

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labor markets	● G	We have graduated 14 students (50% female) in Semester 1, and have not offered any courses at the moment in S2. In S1 delivered 2 Australian qualifications. Refer to table 2.1 below for detailed breakdown by course and table 2.2 for detailed breakdown by course (Graduate Citizenship & Gender). Both trainings have enabled participants to follow a pathway to a higher level training or gain employment through the Pacific Labor Scheme. Given the high volume of employment activities in Tuvalu at present, commitment of students to complete the course has been difficult.
b. Conduct labor market assessment in Tuvalu	● A	Initial consultations are under way to prepare Tuvalu for the Pacific Labor Market Assessment scheduled for Sept/October 2019. Data custodians for this work has also been mapped to support this work in country.
c. Development of the Tuvalu Country Strategies	● NS	This will take place in the last 3 months of this year.
d. Support for Labor Mobility in Tuvalu	● G	APC has a strong working relationship both with the Tuvalu Labor Sending Unit as well as the Pacific Labor Scheme Fiji and Tuvalu Office. There is regular updates provided on employment recruitment through PLS as well sharing of information by APTC on relevant Tuvaluan graduates completing programs with APTC. APTC is currently working with the Government of Tuvalu in the recruitment of an in-country coordinator who will be situated at the Tuvalu Labor Sending Unit. It is envisaged that will further strengthen the working relationship and sharing of information.
e. Alumni and Student support and enhancement in Tuvalu	● A	Apart from one meeting of Alumni, there has not been any other activity, however with the upcoming recruitment of a Communications/Alumni/Events Officer; we will build the interest of the Alumni network in Tuvalu.
EOPO 2: Increased co-investment in skills training		
a. Convene and broker agreement with key TVET Institutions in Tuvalu	● NS	There was no activity in this reporting period due to other national priorities that the Tuvalu government is currently engaged in.
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. Enhanced engagement with the Government of Tuvalu	● G	4 visits were conducted during this reporting period. The ongoing engagement with the Government of Tuvalu ensured that the key activities on labor market assessment, Tuvalu Theory of Change and Tuvalu Country Plan development were endorsed and scheduled into the next six months. Support from the Tuvalu Government in the recruitment of an in-country coordinator was an encouraging step in the right direction.
b. Roll-out of the TVET Sector Strengthening Platform in Tuvalu	● NS	No activity took place on the TSSP. This was mainly due to the short timeframe within which to submit a proposal as required.

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Table 2.1: Tuvalu Training Profile as at 30th June 2019

Campus Plan S1 2019 – Anticipated graduates by course			Draft S2 2019			
Campus/Course	Full Award	Skill Set	Course Type & Funding	# of Seats	Est. Grads	Study Track
Certificate I in Construction	6		Not Offered		30	
Certificate II in Skills for Work and Vocational Pathways	8	2	Not Offered			
Total	14	2				

Table 2.2: Tuvalu Campus - Detailed breakdown of S1 Graduates by Course (Citizenship & Gender).

CAMPUS AND COURSE	CITIZENSHIP AND GENDER																						Grand Total			
	Cook Is.		FSM		Fiji		Kiribati		Nauru		Niue	Papua New Guinea		Samoa		Solomon Islands		Tonga		Tuvalu		Vanuatu		Others		
Tuvalu	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 I in Construction																					6					
Certificate II in Skills for Work and Vocational Pathways																					7	1				
Total																					7	7				14



PNG








Annex 2: Country Progress ¹ Updates Against AIP Narrative

Activity	Proposed RAG Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labour markets.	G	<p>We have graduated 159 students (20% female) in Semester 1, and have offered 160 students a place for study in S2. In S1 APTC delivered 10 Australian qualifications, and will be delivering 13 in S2. Refer to table 3.1 below for detailed breakdown by course and table 3.2 for detailed breakdown by course (Graduate Citizenship & Gender).</p> <p>The PNG Office has been able to quickly respond to local TVET demands outside of normal full bursary programs since July 2018. Examples are:</p> <ul style="list-style-type: none"> - Edai Town (CI and CII in Construction) - iPi Group (CIII in Commercial Cookery) - Brian Bell Group (CIV in Leadership and Management) - Motu Koita Assembly (CII in Skills for Work and Vocational Pathways) - PNG Counsellor's Association (Diploma of Counselling)
b. Conduct labor market assessment	A	Initial preparatory groundwork has been completed for the expanded Pacific Labour Market assessment scheduled for February 2020. This work has included socialisation with Government and stakeholder contacts, gathering Work permit data and appointment of a PNG Office internal contact person for future liaison
c. Support for Labor Mobility	G	The PNG Office has been working with the PNG PLF people to locate APTC Alumni in the cookery and hospitality sectors. The PNG Office has made its facilities available for the PLF to conduct interviews and applications for the labor Labour Mobility Track.
d. Alumni and Student support and enhancement	G	A new member of staff (Communications, Alumni & Events Officer) is now in post and is fully engaged in assisting the PNG PLF in recruiting Alumni for labor mobility. The CD has developed an MoA with Cheshire Disability Services that involves utilising APTC Alumni carrying out voluntary work for them in the areas of building access ramps and other improvements relating to disability facilities in educational settings.
EOPO 2: Increased co-investment in skills training		
a. Implement Memorandum of Agreement with LBL Holdings Ltd in Western Province	G	A proposal to deliver the CII in Skills for Work and Vocational Pathways (Diesel Fitting focus) has been sent to LBL Holdings. Currently awaiting confirmation to visit Kiunga in the Western Province to negotiate the costs and to get support from the Ok Tedi Development Foundation, who will be the funding body for the program.
b. Using existing results of current co-investment activity with EDAl town and Porgera APTC will actively seek other training partnerships in the mineral resource and oil and gas sectors as well as other companies.	G	<p>This is a moving landscape and is an ongoing activity, with a number of projects under negotiation at the time of reporting as:</p> <ul style="list-style-type: none"> - Ginigoada Foundation (proposal sent: CIV TAE and IST programs) - Newcrest Gold Mine – Lihir Island (CIV TAE upgrade) - Madang Maritime College (CIV TAE full delivery) - University of Goroka: (for delivery of a CIV TAE or IST to form part of their Diploma of TVET Training program. To also work towards the development of a PNG-centric TVET teacher training qualification that meets the same quality benchmarks as the CIV TAE. Lastly to work towards the establishment of a joint APTC UoG Teacher Training Centre as per the APTC 3 design document) - Cheshire Disability Services: (for APTC Alumni to do voluntary work with them. Also for a pre-vocational program to be developed for Cheshire clientele)
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. Gain accreditation of the PNG qualification Certificate IV in Counselling	G	Developed a CIV in Counselling for the PNG context. The PNG Office is now working to get the program accredited through DHERST and assisting the Association to find a PNG RTO to deliver the program.
b. Embedding the Certificate IV Training and Assessment qualification into the University of Goroka (UoG) Diploma of TVET Training program.	A	<p>Engaging with the Department of Higher Education, Research, Science and Technology (DHERST) in PNG the rigor associated with educational institutions delivering TVET and Higher Education qualifications in the private institutional sector.</p> <p>This work comprises the APTC CD heading up institutional quality re-accreditation audit teams to establish if Certificate, Diploma and Bachelor level programs are meeting the breadth and depth of knowledge and skill levels required of the PNG Qualifications Framework.</p>
c. Expand the existing POMTECH / APTC partnership to include the Kumul Petroleum Academy (KPA)	A	Informal talks are still occurring between the CD and Kumul CEO who is awaiting the Kumul Board's direction before actioning anything. It is a work in progress given the political history of the facility.
d. Roll-out of the TVET Sector Strengthening Platform	A	One submission has already been completed for the Pacific Skills Summit. This enabled local TVET partners to participate in the inaugural Pacific Skills summit in Fiji. The next one will be around the University of Goroka project.



SAMOA

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labour markets.		We have graduated 84 students (48% female) in Semester 1, and have offered 114 students a place for study in S2. In S1, APTC delivered 6 Australian qualifications, and will be delivering 7 in S2. Refer to table 4.1 below for detailed breakdown by course and table 4.2 for detailed breakdown by course (Graduate Citizenship & Gender). APTC also delivered International Skills Training to Samoa Qualifications Authority and Ministry of Police (under the Samoa Australia Police Partnership –SAPP). Samoa Water Sector have also recognized value of APTC Plumbing program and committed funds to support training of 12 participants from the various Government, NGO and Peak Body organisations under this sector.
b. Labour Mobility Track		The Labour Mobility Track has been socialised in conversation with local Labor Sending Unit (Ministry of Commerce, Industry and Labor) as well as Ministry of Finance; as part of their consultation work for the Samoa 2040 Agenda. This represents the initial work preceding establishment of the track which is currently in design.
c. Alumni and Student Support and Enhancement		APTC now has a dedicated staff member to support Alumni activities. Over the reporting period, APTC Samoa campus students have had stronger focus on community service and engagement in addition to regularly scheduled cultural extra-curricular activities. They have participated in: <ul style="list-style-type: none"> - Ministry of Natural Resource and Environment "1 million trees" planting efforts - MNRE and Samoa Tourism Authority Clean Up day - Autism Day (Cookery and Education Support Students) - Pacific Island Food Revolution Healthy Cooking Workshop in collaboration with Netball NZ - APTC Alumni membership drive and recruitment day Many of these have been recognised on Social Media as well as in the local Samoa Observer newspaper. Alumni took part alongside students Orientation day, Independence march and end of course Work Skills Forum.
d. Conduct Labor Market Assessment		Initial consultations are under way to prepare Samoa for the Pacific Labor Market Assessment scheduled for December 2019 . Data custodians for this work has also been mapped to support this work in country.
EOPO 2: Increased co-investment in skills training		
a. Stakeholder engagement, communication and demonstration of APTC3 value		There have been 76 consultations and/or engagement events undertaken during this 6 month period. There has been increased social media and newspaper presence to communicate APTC efforts and approach. This included coverage of APTC partnership framework signing with NUS. While APTC3 Launch took place in Samoa in July 2018, further efforts to support awareness included a Press Conference to reaffirm how APTC was working different in this new phase. Other events where APTC was invited to participate this period included the Life Con Fashion Design Workshop and the UN Women GBV Counselling Workshop.
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
b. Roll-out of TVET System Strengthening Platform		Stakeholder engagement has highlighted the TSSP as part of APTC efforts to support TVET System Strengthening in country. One of the first proposals under the platform supported the participation and partnership building of APTC, National University of Samoa, and Samoa Association for TVET and the Samoa Qualifications Authority at the Pacific Skills Summit in Fiji. We also increased engagement with the Samoa Qualifications Authority through trainer participation in moderation and qualification validation activities.
c. Coordination with Bilateral Programs		Initial consultations have been held with the following organizations to support enhanced coordination and synergy: <ul style="list-style-type: none"> a) DFAT Samoa Governance and Technical Assistance Facility b) DFAT Australia Volunteers Programme c) UN One d) UN Women A more strategic and structured approach to this work is expected to be completed by November 2019 .

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Table 4.1: Samoa Training Profile as at 30th June 2019

Campus Plan S1 2019 – Graduates by Course			Draft S2 2019			
Campus/Course	Full Award	IST	Course Funding	#of seats	Est. Grads	Study Track
Certificate III in Commercial Cookery	15		Bursary, Self-funded, Employer Funded	14	13	Domestic
Certificate III in Education Support	18		Bursary, Self-funded, Employer Funded	20	18	Domestic
Certificate III in Engineering - Fabrication Trade	14		Not offered			
Certificate III in Hospitality (Food Beverage)	11		Bursary, Self-funded, Employer Funded	14	13	Domestic
Certificate III in Plumbing	11		Bursary, Self-funded, Employer Funded	14	13	Domestic
Certificate II in Skills for Work and Vocational Pathways (general trade)			Bursary, Self-funded, Employer Funded	18	16	Domestic
International Training and Assessment Courses (International Skills Training)		15	Commercial – FFS	20	18	Domestic
Certificate III in Engineering - Fabrication Trade			Bursary, Self-funded, Employer Funded	14	13	Domestic
Total	69	15		114	104	

Table 4.2: Samoa Campus - Detailed breakdown of S1 Graduates by Course (Citizenship & Gender).

CAMPUS AND COURSE	CITIZENSHIP AND GENDER																						Grand Total			
	Cook Is.	FSM		Fiji		Kiribati		Nauru		Niue	Papua New Guinea		Samoa		Solomon Islands		Tonga		Tuvalu		Vanuatu			Others		
Samoa	F	M	F	M	F	M	F	M	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Certificate III in Commercial Cookery					1	1								2	3	2						2	3		1	15
Certificate III in Education Support			1											11	2	4										18
Certificate III in Engineering - Fabrication Trade				9											4		1									14
Certificate III in Hospitality														9	2											11
Certificate III in Plumbing				4	2							2			2		1									11
International Skills Training														6	9											15
Total			1	13	3	1						2	28	22	6	2						2	3		1	84

The image features the national flag of Tonga, which consists of a red field with a white cross. The flag is shown with a realistic, wavy texture. In the center, there is a circular inset that provides a magnified view of the flag's design. The word "TONGA" is printed in white, bold, uppercase letters across the center of this circular inset.

TONGA

Annex 2: Country Progress ¹ Updates Against AIP Narrative

RAG Status Key:



Completed/On Track



Progressing



Need Remedial Action



Not Started

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labor markets.	G	We have graduated 27 students (52% female) in Semester 1, and there are no offers for study in S2 at the moment. In S1 delivered 2 Australian qualifications. Refer to table 5.1 below for detailed breakdown by course and table 5.2 for detailed breakdown by course (Graduate Citizenship & Gender). Graduates for the two course were drawn from the following: 1. International Skills Training course, requested by Tonga Skills, for TVET trainers from across various providers Certificate IV in Leadership and Management , requested by Australia Federal Police, for Tonga Ministry of Police
b. Labour Labour Mobility Track	A	There are currently no training profile programs delivered for Tonga. However, this Labour Labour Mobility Track has been discussed, as part of APTC program developments, in anticipation of support and information needed for Labor Mobility aspirations in country.
c. Alumni and Student Support and Enhancement	G	Engagement with Alumni is undertaken regularly in-country and through the Tonga Alumni Chapter with support from the Samoa Communications Alumni and Events Officer. Country Director and campus staff have met with: <ul style="list-style-type: none"> Alumni Executive Certificate II Community Services Alumni group It is anticipated that enhancement of Alumni engagement and student support activities will be further supported following recruitment and establishment of APTC Tonga Engagement and Coordination Liaison
d. Conduct Labor Market Assessment	A	Preparations for the Pacific Labour Market Assessment anticipated for Tonga in July was undertaken during this period. There was strong support received for this activity and recognised as a need for Tonga.
EOPO 2: Increased co-investment in skills training		
a. Stakeholder engagement, communication and demonstration of APTC3 value	G	There have been 59 consultations and/or engagement events undertaken during this 6 month period. This has been supplemented also by the following activities: <ul style="list-style-type: none"> Participation in the Tonga Skills Technical Working Group Vavau Recruitment Drive 2 x Tongatapu Recruitment Drives First APTC Tonga Industry Cocktail
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. Roll-out of TVET System Strengthening Platform	G	Stakeholder engagement has highlighted the TSSP as part of APTC efforts to support TVET System Strengthening in country. Building the working relationship and partnership potential with the Tonga National Qualification and Accreditation Board. This work is still in the initial stages Discussions and initial TSSP concepts have included: <ul style="list-style-type: none"> National Skills Summit Tonga National Qualification and Accreditation Board work placement at Samoa Qualifications Authority
b. Coordination with Bilateral Programs	G	Initial consultations have been held with the following organisations to support enhanced coordination and synergy: a) Tonga Skills b) World Bank Skills and Employment for Tongans project A more strategic and structured approach to this work is expected to be completed by November 2019.

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Table 5.1: Tonga Training Profile as at 30th June 2019

Campus Plan S1 2019 – Graduates by course			Draft S2 2019				
Campus/Course	Full Award	IST	Course Type	Course Funding	# of Seats	Est. Grads	Domestic/Labour Labour Mobility Track
Certificate IV in Leadership and Management	10			Not Offered			
International Training and Assessment Courses (International Skills Training)		17		Not Offered			
Total	10	17					

Table 5.2: Tonga Campus - Detailed breakdown of S1 Graduates by Course (Citizenship & Gender).

CAMPUS AND COURSE	CITIZENSHIP AND GENDER																				Grand Total			
	Cook Is.	FSM	Fiji		Kiribati		Nauru		Niue	Papua New Guinea		Samoa		Solomon Islands		Tonga		Tuvalu		Vanuatu		Others		
Tonga	F	M	F	M	F	M	F	M	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Certificate IV in Leadership and Management			1	1												6	2							10
International Skills Training																7	10							17
Total			1	1												13	12							27

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 circular graphic overlay is centered on the flag, containing the word "VANUATU" in white capital letters. The circle is divided into three segments: red at the top, black in the middle, and green at the bottom, matching the flag's colors.

VANUATU

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Activity	Proposed RAG Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labour markets for Vanuatu	G	<p>We have graduated 125 students (48% female) in Semester 1, and have offered 56 students a place for study in S2. In S1 delivered 5 Australian qualifications, and will be delivering 5 in S2. Refer to table 6.1 below for detailed breakdown by course and table 6.2 for detailed breakdown by course (Graduate Citizenship & Gender).</p> <p>The planned short course in Certificate III in Commercial Cookery was not delivered due to staff transitions, highlighting a need for further attention to workforce planning for short courses/delivery of skill-sets. The planned delivery of Certificate IV in Training and Assessment also did not occur due to a shift in Vanuatu demand for International Skills Training based on its adaptability to national, non-Australia contexts.</p> <p>APTC's also supported vocational training courses delivered by training partners in response to local labour markets. In May 2019, through a partnership with the Vanuatu Skills Partnership, APTC supported the development and delivery of four units as a pilot VQA-accredited Certificate II-level plumbing course.</p>
b. Conduct labour market assessment in Vanuatu	G	<p>In March and April 2019, the country office conducted a training needs analysis for the tourism and hospitality industry in Vanuatu to determine industry needs to inform APTC's training profile. A decision was taken in June 2019 to re-commence Vanuatu-based delivery of Certificates III in Hospitality and Commercial Cookery in Semester 1, 2020. Regular, structured training needs analyses that work closely with industry and key partners are essential for APTC's labour market alignment. The Vanuatu component of the PLMA will commence in July 2019, with a planned in-country workshop with key stakeholders in August. Labour market assessment is being conducted in close consultation with the Labour Mobility Adviser, Department of Labour, Vanuatu Chamber of Commerce and Industry, National Statistics Office, as well as DFAT programs such as the Australia-Pacific Climate Action Partnership.</p>
c. Labour Mobility Track in Vanuatu	A	<p>Strategy in place for developing a cohort for delivery of Certificate II Foundational Work Skills and Vocational Pathways (Hospitality), with delivery now planned for Semester 1, 2020.</p>
d. Alumni and Student support enhancement in Vanuatu	G	<p>A new member of staff (Communications, Alumni & Events Officer) has enhanced alumni engagement and support, with a 2019 alumni activity plan developed following the election of a new alumni chapter in April 2019. Recruitment for a new Learning Support Facilitator undertaken in May and June 2019.</p>
EOPO 2: Increased co-investment in skills training		
a. Re-branding APTC in Vanuatu	G	<p>Continued to raise awareness about APTC's College to Coalition transition across all stakeholders in Vanuatu. The recruitment of a Communications, Alumni & Events Officer in March 2019 has greatly assisted in this area, together with APTC's engagement in wider TVET sector networking to demonstrate commitment to delivering the expanded mandate of Stage 3. These include:</p> <ul style="list-style-type: none"> • APTC Country Director is part of Vanuatu's Labour Mobility Taskforce; • APTC Senior Trainer is Chair of the VQA Quality Assurance Committee, and • APTC has also been invited to be a member of the National Adult Language, Literacy and Numeracy and Inclusive Education working groups.
b. Stakeholder engagement in Vanuatu	G	<p>Regular engagement with diverse stakeholders including Ministry of Education and Training, Ministry of Foreign Affairs and External Trade, Ministry of Health, Ministry of Justice and Community Services, the Department of Labour, DFAT bilateral programs (Vanuatu Skills Partnership, Stremem Rod Long Jastis and the Vanuatu Education Sector Program), NGOs including Youth Challenge Vanuatu, World Vision Vanuatu and faith-based groups such as ACOMVETS (Anglican Church of Melanesia Vocational Education and Training Service).</p> <p>Co-investment during the reporting period was leveraged through several DFAT-funded programs.</p>
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. Roll-out of the TVET Sector Strengthening Platform in Vanuatu	G	<p>Following finalisation of TSSP design, opportunity identified under the TSSP for an inclusive education advocacy activity in partnership with schools, APTC alumni and the DFAT-funded Vanuatu Education Sector Program. Going forward, there are opportunities for an expanded partnership with the Vanuatu Skills Partnership (including LLN strengthening). A National Skills Summit will also be pursued.</p> <p>APTC also supported the Vanuatu Qualifications Authority's (VQA) Quality Assurance Working Group through shared expertise and advisory services to the VQA Board and RTOs.</p> <p>Piloting a VQA-accredited Certificate II Plumbing Program, wherein we developed and delivered 8 units of competency to pilot approach for supporting national qualifications for partners. This is the first program of its nature to be offered through Vanuatu's TVET providers and 16 graduates are expected to come out of it.</p>
b. Transformational partnership with VIT	G	<p>APTC brokered a renewed partnership agreement with VIT through a series of storians between February and April 2019; the key elements of which are captured by a traditional partnership agreement, with plans to develop a deeper partnership framework when timing is appropriate for VIT. There is considerable current uncertainty for VIT's future institutional status within a Ministry-led reform to amalgamate all training institutions under a single national university. APTC's brokering role has emerged in relation to using APTC partnership events to facilitate between VIT and the Ministry about the implications of the national university for TVET reforms.</p>

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Table 6.1: Vanuatu Training Profile as at 30th June 2019

Campus Plan S1 2019 – Graduates by course			Draft S2 2019				
Campus/Course	Full Award	IST	Course Type	Course Funding	# of seats	Est. Grads	Study Track
Certificate III in Carpentry	16		Full Award – Cert III	Bursary, Self-funded, Employer Funded	16	17	Domestic
Certificate III in Education Support	18		Full Award – Cert III	Bursary, Self-funded, Employer Funded	20	18	Domestic
Certificate III in Tourism	16		Full Award – Cert III	Bursary, Self-funded, Employer Funded	20	16	Domestic
Certificate IV in Leadership and Management	15		Full Award – Cert IV	Bursary, Self-funded, Employer Funded		17	Domestic
International Training and Assessment Courses (International Skills Training)		60				18	Domestic
Total	65	60			56	67	

Table 6.2: Vanuatu Campus - Detailed breakdown of S1 Graduates by Course (Citizenship & Gender).

CAMPUS AND COURSE	CITIZENSHIP AND GENDER																							Grand Total	
	Cook Is.	FSM	Fiji		Kiribati		Nauru		Niue	Papua New Guinea		Samoa		Solomon Islands		Tonga		Tuvalu		Vanuatu		Others			
Vanuatu	F	M	F	M	F	M	F	M	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Certificate III in Carpentry						10											1					5			16
Certificate III in Education Support			1																		14	3			18
Certificate III in Tourism			2		1					4	1	1		2							3	2			16
Certificate IV in Leadership and Management																					11	4			15
International Skills Training																					21	39			60
Total			3		1	10				4	1	1		2			1				49	53			125

The image features a background of the Nauru flag, which consists of a blue field with a white star in the center and a yellow horizontal band. A circular graphic overlay is positioned in the center, containing the word "NAURU" in white capital letters on a yellow band, with a white star below it.

NAURU

Annex 2: Country Progress ¹ Updates Against AIP Narrative

RAG Status Key:



Completed/On Track



Progressing



Need Remedial Action



Not Started

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labor markets for Nauru		We have graduated 8 students (75% female) in Semester 1, and have offered 59 students a place for study in S2. In S1 delivered 1 Australian qualification, and will be delivering 3 in S2. Refer to table 7.1 below for detailed breakdown by course and table 7.2 for detailed breakdown by course (Graduate Citizenship & Gender). APTC's training profile for Semester 2, 2019 includes International Skills Training, Certificate IV in Leadership and Management and Certificate III in Community Services. The current emphasis on fee-for-service-based delivery will need to be reconsidered in light of planned TVET sector reforms, particularly in relation to institutional capability development. Consideration of labor market needs will also inform future planning of on-island training delivery, including short courses and skill-sets.
b. Conduct labor market assessment in Nauru		In April 2019, APTC reviewed a training needs analysis of the Nauru Rehabilitation Corporation which identified a range of skills development priorities for one of the larger state-owned enterprises. The Nauru component of the PLMA will commence in late 2019/early 2020 and will be conducted in close consultation with the Labour Mobility Adviser, Chief Secretary and Labour Sending Unit.
c. Labour Mobility Track in Nauru		Recruitment of an APTC Nauru representative is pending approval from the Government of Nauru as hosting entity. Request for approval was submitted in April 2019, with delays due to short-staffing within the Department of Education. In-country presence will greatly assist with development of Labour Mobility Track training. APTC's training profile for Semester 1, 2020 should include delivery of Certificate II Foundational Work Skills and Vocational Pathways (Trades), based on consultations to date with the Labour Sending Unit and the PLF.
d. Alumni and Student support enhancement in Nauru		Recruitment of a Communications, Alumni and Event Officer in March 2019 has yet to build alumni engagement with the Nauru Chapter, Recruitment of an in-country APTC representative will greatly assist in this area. Student support has been provided by trainers directly during delivery (e.g. Community Services training).
EOPO 2: Increased co-investment in skills training		
a. Re-branding APTC in Nauru		Raising awareness about APTC's college to coalition transition was conducted as part of APTC's in-country consultation missions and reinforced through communication products.
b. Stakeholder engagement in Nauru		During the reporting period, two consultation missions were conducted in Nauru which progressed engagement with diverse partners in the Learning Village (NSS, Nauru TVET and USP), industry (Nauru Rehabilitation Corporation, Egigu Solutions Corporation, HOST International, and Ports Authority). In addition, remote engagement with partners (e.g. TAFE North, DFAT bilateral education design) as well as bilateral meetings with the Nauruan President, Minister of Education and senior officials in the margins of Pacific regional meetings has assisted to identify opportunities for partnership and co-investment.
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. Roll-out of the TVET Sector Strengthening Platform in Nauru		Recruitment of an APTC Nauru representative (currently pending approval from the Government of Nauru as hosting entity) will be key to identifying opportunities for roll-out of TSSP in Nauru.

The image features a background of the Solomon Islands flag, which consists of a blue field with a white seven-pointed star in the upper left corner and a diagonal band of yellow and green. A circular inset is centered on the flag, containing a white seven-pointed star and the text "SOLOMON ISLANDS" in white capital letters.

SOLOMON
ISLANDS

Annex 2: Country Progress ¹ Updates Against AIP Narrative

RAG Status Key: ● G Completed/On Track ● A Progressing ● R Need Remedial Action ● NS Not Started

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labor markets for Solomon Islands	G	We have graduated 49 students (43% female) in Semester 1, and have offered 48 students a place for study in S2. In S1 delivered 3 Australian qualifications, and will be delivering 4 in S2. Refer to table 8.1 below for detailed breakdown by course and table 8.2 for detailed breakdown by course (Graduate Citizenship & Gender). The Hospitality course has been located to the Don Bosco site. The delivery of the Certificate II Hospitality will start in Semester 2 2019 from the new location.
b. Development of 2019, Semester 2 training profile for Solomon Islands	G	Training profiles completed and updated.
c. Alumni engagement in the Solomon Islands	A	A new member of staff (Communications, Alumni & Events Officer) has enhanced alumni engagement and support.
d. Conduct labor market assessment in Solomon Is.	A	Necessary groundwork and plans are in place for the PLMA team to undertake the Labor Market Survey/Analysis from August- October 2019.
e. Labour Mobility Track for Solomon Is.	A	This is in progress with Certificate III Carpentry and Certificate II Hospitality courses. Plans are in place to include Cert III Individual Support with SINU.
f. Alumni and Student support enhancement for Solomon Is.	G	Alumni Strategic Plan and Alumni Face book for Solomon Islands and Kiribati being developed.
EOPO 2: Increased co-investment in skills training		
a. Partnership with Industries, NGOs, Government Departments in Skills training	A	Initial discussions taking place but needs follow up to maintain stakeholders' contributions and participations in Skills training and development in the Solomon Islands.
b. Partnership with DFAT projects/programs in the Solomon Islands	A	One meeting conducted so far in the reporting period and DFAT to take the lead role in this engagement.
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. APTC – SINU Partnership	A	Initial discussions held between the two parties. Follow-up plans in place as part of the work towards development of this partnership
b. APTC – Don Bosco Partnership in Solomon Islands.	A	Partnership discussions has reached the final stage where the Partnership Contributions need to be agreed by both parties. These partnerships discussions will also include a mutual agreement on a partnership that is transformational.
c. Roll-out of the TVET Sector Strengthening Platform in Solomon Islands.	G	Supporting the Solomon Islands Tertiary Education and Skills Authority (SITESA) to develop the National Curriculum for Bridging Program with a focus on Language Literacy and Numeracy. Providing a Skills for Work expert to provide advice on development of Solomon Islands National Qualification – Solomon Islands 20119 Cert II in Workplace and Vocational Preparation program, working with the Solomon Islands National University (SINU/S4EG).
d. Work Skills Forum	A	Plans are in place for the National Work Skills forum to take place in October –November and will involve the industries and TVET providers as well.



KIRIBATI

Annex 2: Country Progress ¹ Updates Against AIP Narrative

Activity	Status	Progress Update
EOPO 1: Improved employment outcomes for graduates		
a. Delivery of high quality vocational training courses as required by local and international labor markets for Kiribati	NS	There were no courses delivered in Semester 1, but have offered 20 students a place for study in S2. Although there were no Australian qualifications offered in S1, we will be delivering 1 in S2. Refer to table 9 below for detailed breakdown by course. Plans to deliver Hospitality at the KIT/Marine Training Centre did not materialize due to issues of conflict of Interest. APTC and KIT are working to address this issue. Plans for APTC to deliver Cert III in Individual Support (Certificate IV in Training and Assessment) is on the drawing board.
b. Development of 2019, Semester 2 training profile for Kiribati	G	Completed, but with only one course on offer.
c. Recognition of Prior Learning development project at Kiribati Institute of Technology	A	This is an on-going process involving APTC, TQ and another Australian RTO.
d. Alumni engagement in Kiribati	A	A new member of staff (Communications, Alumni & Events Officer) has enhanced alumni engagement and support. A working plan is now in place and guiding engagements going forwards.
e. Conduct labor market assessment in Kiribati	G	The PLMA commenced in June and progressing. Draft report is expected at the end of August/early May. To ensure efficient use of resources, PLMA activity was aligned with similar work for KIT reducing the cost of in country data collection for the PLMA team.h
f. Labour Mobility Track for Kiribati	A	This is still under discussion and consideration by APTC, DFAT and the Government of Kiribati and should be included in the new APTC-KIT Partnership Agreement.
g. Alumni and Student support enhancement in Kiribati	G	Alumni Strategic Plan and Alumni Facebook for Solomon Islands and Kiribati being developed.
EOPO 2: Increased co-investment in skills training		
a. Partnership with Industries, NGOs, Government Departments in Skills training	A	Initial discussions held but needs follow up to maintain stakeholders' contributions and participations.
b. Partnership with DFAT projects/prtograms in Kiribati	A	Progressing, with several meeting with POST employed as a means for achieving alignment of activity.
EOPO 3: Quality TVET provision demonstrated by selected TVET partners		
a. APTC – KIT Partnership	G	Progressing as planned. A brokered partnership exercise is on the cards for August 2019.
b. Increased quality in Hospitality and Tourism training at the Kiribati Marine Training Centre	NS	Although APTC was to deliver this, it was decided to put on hold due to issues of conflict of interest. Need to address the potential issue of Conflict of Interest.
c. Roll-out of the TVET Sector Strengthening Platform in Kiribati	NS	This is yet to be discussed with potential partners in Kiribati.
d. Work Skills Forum	A	In planning stage and to be discussed with RHO and partners in Kiribati.

Table 9: Kiribati Training Profile as at 30th June 2019

Campus Plan S1 2019 – Graduates by Course		Draft S2 2019				
Campus/Course	Full Award – Cert. I	Course Type	Course Funding	# of seats	Est. Grads	Study Track
Certificate IV in Training and Assessment	Not offered	Full Award - Cert IV	MoU	20	18	Domestic
Total				20	18	

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