

Contents

Acronyms and Abbreviations	vi
Glossary and Definitions	viii
Preface	ix
Acknowledgments	xi
Highlights	xiv
Chapter Summary	xvii
INTRODUCTION	
Overview	1
Rationale for Skills Development	1
Background	3
Scope, Audience, and Financing	5
Organization of the Study	5
Uniqueness of the Review	5
Limitations	5
Key Questions	7
Organization of the Report	7
CHAPTER 1. SOCIOECONOMIC BACKGROUND: COUNTRY TYPOLOGIES	
Overview	9
Introduction	9
CHAPTER 2. SKILLS GAPS IN THE PACIFIC	
Overview	19
Emigration	19
Skills Gaps by Country Group	22
CHAPTER 3. LANDSCAPE AND ARCHITECTURE OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN THE PACIFIC	
Overview	31
Organization and Administration	31
Prevocational Education	34
Vocational Training	36

Postsecondary Technical Training Institutes	39
Apprenticeship and Enterprise-Based Training	42
Maritime and Fisheries Training	44
Private Training Providers	46
Trade Testing	49
Rural and Informal Sector Training	50
TVET Costs, Financing, and Expenditures	51
CHAPTER 4. ANALYSIS OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING SYSTEMS IN THE PACIFIC	
Overview	62
Analytical Framework	62
Economic Relevance	62
Quality of Skills Provision	73
Equity	88
Organizational and Management Effectiveness	98
Finance and Internal Efficiency	104
CHAPTER 5. PRIORITIES AND STRATEGIC OPTIONS	
Priorities	113
Strategic Options—A Guide for TVET Decision Makers	116
CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS FROM THE ANALYSIS	
Overview	125
Relevance to Economic Requirements	126
Quality and Effectiveness of Training Provision	128
Standards, Outputs, and Monitoring	129
Equity	130
Organization and Management	130
Changing Management Incentives	131
Finance and Internal Efficiency	132
Priorities by Country Group	133
Strategic Interventions	134
CHAPTER 7. REGIONAL TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROJECT PROPOSALS	
Priority Interventions	137
Project 1: Strengthening TVET Organization and Management	138

Project 2: Creating a Capital Development and Innovation Fund	142
Project 3: Expanding Service Delivery through Open and Distance Learning	145
Project 4: Strengthening TVET Programs in Rural Areas	147
Project 5: Developing Outreach Training in Atoll Economies	152
APPENDIXES	
Appendix 1. Socioeconomic Background: Country Groups	159
Appendix 2. Methodology of Employer and Employee Surveys in Pacific Island Countries	172
Appendix 3. Labor Markets and Skills Shortages by Country Group	176
Appendix 4. Training for the Rural and Informal Sector	186
Appendix 5. Donor Funding for Pacific TVET	200
Appendix 6. Summary of Country Priorities and Projects	220
Appendix 7. Summary of Main Points from the Final Workshop	224

Acronyms and Abbreviations

A\$	Australian dollar
ADB	Asian Development Bank
AusAID	Australian Agency for International Development
CBT	competency-based training
CMI	College of the Marshall Islands
COM	College of Micronesia
DMC	developing member country
€	euro
EFTS	equivalent full-time student
EU	European Union
F\$	Fiji dollar
FIT	Fiji Institute of Technology
FSM	Federated States of Micronesia
GDP	gross domestic product
GNP	gross national product
HDI	Human Development Index (UNDP)
IATP	Integrated Agriculture Training Program (PNG)
ICT	information and communications technology
ILO	International Labour Organization
JICA	Japan International Cooperation Agency
K	kina (PNG)
km ²	square kilometer
MIRAB	migration, remittances, aid, and bureaucracy
MOE	Ministry of Education
MTI	maritime training institution
NATTB	National Apprenticeship and Trade Testing Board (PNG)
NDOE	National Department of Education (PNG)

NGO	nongovernment organization
NQAB	National Qualifications and Accreditation Board (Tonga)
NQF	national qualification framework
NTC	National Training Council (PNG, RMI)
NUSIOT	National University of Samoa, Institute of Technology
NZAID	New Zealand's Agency for International Development
ODL	open and distance learning
PATVET	Pacific Association of Technical and Vocational Education and Training
PHS	Palau High School
PIC	Pacific island country
PIFS	Pacific Islands Forum Secretariat
PNG	Papua New Guinea
PRIDE	Pacific Regional Initiatives for the Delivery of Basic Education
RMI	Republic of the Marshall Islands
RMP	Regional Maritime Program of SPC
RTC	rural training center (Solomon Islands, Vanuatu)
SI\$	Solomon Islands dollar
ST	tala (Samoa)
SICHE	Solomon Islands College of Higher Education
SPC	Secretariat of the Pacific Community
SQA	Samoa Qualifications Authority
T\$	pa'anga (Tonga)
T3	trades, training, and testing (FSM)
TA	technical assistance
TIST	Tonga Institute of Science and Technology
TMTI	Tuvalu Maritime Training Institute
TPAF	Training and Productivity Authority of Fiji
TTI	Tarawa Technical Institute
TVET	technical and vocational education and training
UNDP	United Nations Development Programme
US	United States
USP	University of the South Pacific
Vt	vatu (Vanuatu)
VIT	Vanuatu Institute of Technology
VNTC	Vanuatu National Training Council
WAM	Waan Aelon in Majel (RMI)

Note:

In this publication, "\$" refers to US dollars.

Glossary and Definitions

Competency	Skill
Education	Acquiring knowledge
Formal training	Organized training as part of the formal system of education and training
Informal sector	Nonwage (or unregistered, nontax-paying enterprises)
Informal training	Acquisition of skills through ad hoc means, such as from parents, elders, or by observing and practicing on the job
Modern sector	Registered enterprises, wage paying
Nonformal training	Organized training outside the education and training system
Prevocational	Providing basic skills-oriented subjects as part of a general secondary curriculum
Skills development	Acquiring practical competencies, know how, and attitudes necessary to perform a trade or occupation in the labor market
Training	Preparing for an occupation
Training provider	One who delivers training
TVET	Technical and vocational education and training, i.e., training supply

Preface

Development of skills is an area of concern highlighted repeatedly by Pacific ministers of education. Leaders of the Pacific region are worried about the implications of burgeoning youth populations and lack of opportunities to earn livelihoods in many countries. Developing skills is a key element both for private sector development and for creating more income-earning opportunities for the poor, the latter of which is one central focus of the overall Pacific strategy of the Asian Development Bank. However, the international knowledge base in this area is much weaker than that for basic education.

In April 2004, the leaders of the Pacific Islands Forum endorsed in the Auckland Declaration the development of a Pacific plan for “deeper and broader” regional cooperation. The wide-ranging plan, which Pacific governments subsequently adopted in 2005, sets out four core areas: economic growth, sustainable development, good governance, and security. It emphasizes the importance of strengthening vocational and technical training and its links with the labor market. It also reinforces the earlier (2001) Forum Basic Education Action Plan in which the education ministers covered a broad range of areas in formal and informal education, including skills development. The Pacific plan has a specific mandate to investigate the potential for expanding regional technical and vocational education and training programs. This study, *Skilling the Pacific*, has answered this mandate. The study was designed to analyze issues of supply and demand for vocational skills, develop responsive and effective country and regional strategies for skills development, and identify investments necessary to implement these strategies. Given this context and the importance of skills development, the Pacific Islands Forum Secretariat was pleased to be the executing agency for this major study.

All countries provide technical and vocational education and training (TVET) in one form or another. Yet it has been a neglected area in terms of research, especially in the Pacific. This study helps fill that gap. It shows issues that need to be addressed of relevance, quality, equity, and organizational effectiveness in providing TVET.

All 13 countries covered by this study have skills shortages in different areas. Employers have noted that the skills gap is a huge constraint to the development of the private sector in the region.

TVET has significant political appeal and it is often regarded as something that will solve all youth and unemployment problems. It is clearly not that miracle solution, but it can offer opportunities for earning either a livelihood in the formal—or more important—informal sector of the Pacific economies. TVET is costly, so it is vital that it be delivered in a cost-effective manner that ensures the best possible outcomes.

This study has highlighted many good practices from around the region, which provide excellent case studies. Clearly, policy makers and others need to learn from each other what works and what does not in the Pacific context. It is crucial to avoid repeating the same costly mistakes.

This study does not provide a single model that will suit all countries, but it does provide a set of constructive strategies and recommendations for reform that, if acted on, could lead to significant improvements. We sincerely hope that the recommendations for projects, which could lead to the development partners providing support for TVET, would be implemented.

There was a high level of participation in this study from a wide range of people and organizations from the region, which has led to what is, we believe, a quality report.

We would like to thank the Government of Japan for funding this study through the Japan Special Fund. We are also grateful to the many people from the 13 countries who gave freely their time to make this an important document on which future policies and practices can be based.



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Acknowledgments

The title for this synthesis publication, *Skilling the Pacific*, had its inspiration from a program entitled *Skilling New Zealand*. The title was suggested at the initial consultative workshop held on 31 May–1 June 2006 that launched the work.

The publication is the result of collaboration among a number of consultants of the Asian Development Bank (ADB) under the direction of Kowsar P. Chowdhury, Education Specialist, Pacific Department. She was instrumental in launching it as one element in the implementation of ADB's *Better Learning, Better Future: Education and Training Strategy for the Pacific*, of which she was the principal author.

Richard Johanson is the main author of this publication, assisted by Paul Brady, Alex Gorham, and Carmen Voigt-Graf. Helen Tavola, Social Policy Adviser of the Pacific Islands Forum Secretariat—the executive agency for this study—supervised project operation, including providing technical support. Diane Barr, Project Manager, provided administrative support and coordinated the day-to-day activities of a large number of experts producing this study.

Under the guidance of Indu Bhushan, Director, Pacific Department; Kiyoshi Nakamitsu, Education Specialist; Ophie Iriberry, Senior Programs Officer; and Susan Francisco, Operations Officer; and Cecil Caparas, Assistant Knowledge Management Analyst; ADB, completed the document for publication. Tara Mehretab, Operations Assistant, ADB, provided administrative help during various phases of the implementation of this study and organized a web posting for comments.

The publication consolidates the findings of six in-depth country reports and seven background country reports, a literature review, and surveys of employers and employees, all produced under the regional technical assistance 6268 for the Implementation of the Pacific Education Strategy: Skills Development. The individual authors of the in-depth reports on technical and vocational education and training (TVET) are Paul Brady, Alex

Gorham, Richard Johanson, and Eci Naisele (Fiji Islands); Paul Brady, Temaia Ereata, and Alex Gorham (Kiribati); Beno Boeha, Paul Brady, Alex Gorham, and Richard Johanson (Papua New Guinea); (iv) Paul Brady, Alex Gorham, Ben Graham, and Richard Johanson (Republic of the Marshall Islands); (v) Richard Johanson and Valisi Tovia (Tuvalu); and (vi) Paul Brady, Alex Gorham, Richard Johanson, and Henry Vira (Vanuatu). Authors of the background country reports on TVET were Teresa Manarangi-Trott (Cook Islands); Augustina Takashy (Federated States of Micronesia); Bernard Grundler (Nauru); Augustina Takashy (Palau); Perive Tanuvasa Lene (Samoa); Louisa Fakaia (Solomon Islands); and Nonga-'i-Saione Soakai (Tonga). Carmen Voigt-Graf prepared the literature review, and the employer and employee surveys.

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The publication was reviewed and improved following a workshop in Nadi, Fiji Islands on 8–10 May 2007. The following TVET stakeholders were represented in the workshop: manager, Department of Human Resources Development, Cook Islands; director, Federated States of Micronesia Association of Nongovernmental Organizations; deputy secretary, Ministry of Labour, Papua New Guinea; director, National Training Council, Republic of the Marshall Islands; president, Pacific Association of Technical and Vocational Education and Training, Samoa; director general, Ministry of Education,

Vanuatu; chief executive officer, Training and Productivity Authority of Fiji, Fiji Islands; education officer, Ministry of Education, Fiji Islands; head, Community Education Training Center, secretariat for the Pacific community), Tonga; head, Institute of Education, University of the South Pacific, Solomon Islands; and head, Department of Education, University of the South Pacific, Fiji Islands.

ADB and the Pacific Islands Forum Secretariat thank the governments of the Pacific island countries, especially the stakeholders in TVET, for their generous cooperation and support throughout the implementation of this regional technical assistance project.

1 The attendees were: Pacific Association of Technical and Vocational Education and Training (PATVET) representative, Cook Islands; chief educational officer (Technical and Vocational Education and Training [TVET]), Fiji Ministry of Education; deputy chief of mission, Federated States of Micronesia (FSM) Embassy, Suva; former principal, Tarawa Institute of Technology, Kiribati; assistant director, Ministry of Education, Nauru; chief, Division of Labor, Palau; chief of labor and industrial relations, Republic of the Marshall Islands; head of school of engineering, National University of Samoa; project manager, European Union TVET project, Solomon Islands; acting principal, Institute of Science and Technology, Tonga; acting director, Ministry of Education and Sports, Tuvalu; director general, Ministry of Education, Vanuatu; education adviser, Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE); and a representative from the New Zealand's Agency for International Development.

2 The steering committee members included the Community Education Training Center, secretariat for the Pacific Community; chief educational officer (TVET), Fiji Ministry of Education and PATVET; deputy director, Fiji Institute of Technology and PATVET, Fiji Islands; Fiji Chamber of Commerce; International Labour Organization (ILO), South Pacific Board of Educational Assessment, and University of the South Pacific.