

# TUVALU Skills Strategy | 2023



APTC is an Australian Government initiative in partnership with the Pacific and Timor-Leste

## CONTACT DETAILS

Labour Department  
c/- Ministry of Public Infrastructure Environment Labour  
Meteorology & Disaster (PWIELMD)  
Government Building  
Vaiaku, Tuvalu  
Phone: +688 20891

## ABOUT US

APTC is a centre for training excellence providing Australian standard qualifications in various vocational areas. APTC programs are delivered by highly regarded, qualified trainers and are relevant and aligned with current and future career opportunities for graduates – careers where skilled employees are in high demand. As Australia's technical and vocational education and training investment in the region, APTC serves ten countries: Fiji, Samoa, Vanuatu, Papua New Guinea, Solomon Islands, Timor-Leste, Nauru, Tuvalu, Tonga and Kiribati.

© 2023 Australia Pacific Training Coalition

# OUR GOAL

A more skilled, inclusive  
and productive workforce  
that enhances Pacific and  
Timor-Leste prosperity.

## Executive Summary

---

The Tuvalu Skills Strategy ensures Australia Pacific Training Coalition is well positioned to respond to the Government of Tuvalu's central planning document Te Kete, Tuvalu National Strategy for Sustainable Development 2021 – 2030. The Tuvalu Skills Strategy draws on published statistics, previous reports related to labour market analysis, and in-country consultations conducted with key stakeholders to plan the training for Tuvalu to be included in the APTC Regional Training Profile.

Due to its low-lying geography, Tuvalu is impacted by rising sea levels and faces challenges to its natural environment including coastal erosion, saltwater intrusion, and water borne diseases, all these challenges are increased by climate change. During periods of drought, water security is a critical health issue and Tuvalu's already infertile sandy, or gavel coralline soil is of poor quality and supports limited agricultural development.

Tuvalu is one of the smallest and most isolated countries in the world. The narrow production base and weak banking sector constrain private sector activity, leaving public expenditure as the main source of growth. Historically economic growth has been driven largely by externally financed infrastructure and housing projects. In recent years the government has increased efforts to build a private sector and promote trade initiatives.

Tuvalu has a long history of engagement with overseas labour migration in niche markets, including in the sectors of seafaring (although this has declined in recent years), seasonal fruit picking (New Zealand and Australia) and phosphate mining (Nauru and Ocean Island). Remittances from overseas

workers, fishing licenses, marketing of Tuvalu's domain name royalties, and dividends from the Tuvalu Trust Fund are the main government revenue streams.

Tuvalu's population is relatively stable, the growth rate in 2023 was 0.702 percent and the 2023 total population is estimated at 11,389 (5,831 males and 5,558 females). Currently, there is both high internal migration (primarily to Funafuti the capital) and international migration of Tuvaluans. Increased participation in the labour schemes of Australia and New Zealand and permanent emigration reduces population pressure, especially in Funafuti.

However, it has also caused a severe case of brain drain in Tuvalu. The loss of skilled labour has been particularly acute (from the medical profession, teachers, other professional ranks, experienced senior public servants), leaving gaps in the labour force that are becoming increasingly difficult to fill from within the remaining labour force.

In 2019 the National Business Sector Survey was undertaken, the survey revealed the highest skill needs were for cost and pricing, marketing and promotions, banking and finance, bookkeeping and accounting and stock control. Other challenges were identified relating to export and import, the most common challenges identified by businesses were transportation costs, access to finance, the limited supply and high cost of energy, gaps in bookkeeping and management skills and connectivity.

The Trade Readiness Assessment of Tuvalu undertaken in 2019 focused on examining seven key policy areas that are most relevant for

e-commerce. As part of this process an analysis of the current e-commerce situation and the identification of opportunities and barriers were undertaken. It was found that limited connectivity and a low level of trust in e-commerce translated into low use of the internet for business purposes.

In 2022 approximately 49 percent of the population in Tuvalu were internet users, making Tuvalu one of the least connected countries in the Pacific region. There is a general need to support digital adoption and literacy. Current training targets traditional ICT engineering and basic office software skills, training to develop e-commerce skills, alongside improved and stable access to the internet needs to be introduced to enhance the trade development aspirations of the Government of Tuvalu.

In 2023 Australia Pacific Training Coalition conducted workshops and administered an industry skills questionnaire in Tuvalu. At the consultations participants identified employment opportunities for plumbers and gas fitters, electricians, carpenters, hospitality workers, accountants, and development sector opportunities for project managers, GEDSI specialists, administrators, monitoring and evaluation specialists.

In discussions Technical Vocational Skills Development providers identified training to support teaching skills, to undertake curriculum development to better include practical work, and specialist trade training were needed by the sector. Support to develop and/or access training materials was also raised specifically for welding and cookery.

In addition, APTC questionnaires were distributed, and respondents were asked about the skill needs of their organisations now and in the next eighteen months. The respondents needed to drill down to the specific skills needed by their organisation for each training area. This level of detail was needed to ensure strong alignment between planned training and the skills needed to enhance graduate employment opportunities, provide capability development for existing workers and enhanced mobility opportunities. This more granular analysis of skills supports the planning of training to meet the revised APTC graduate targets in shorter accredited and non-accredited courses and micro-credentials.

A standard set of questions was used, and participants were asked to assess both the workplace and technical skill needs of their organisations. Workplace skills are the skills that support the daily activities of employees and ensure productivity in the workplace. Participants were asked to assess their workplace skill needs across three levels. Basic or entry-level skills, this is the skill level where junior or less experienced staff would be expected to operate. Intermediate skills, this is the skill level where more experienced staff would operate. Advanced skills, this is the skill level where supervisors, managers, and more senior experienced staff would be expected to operate. Similar skills may be needed across all three levels but the complexity of tasks and the ability of staff to work independently would vary as staff move through each of these levels.

At the basic workplace skill level respondents rated digital literacy and written communications as the most needed skills training, now or over the next 18 months.

At the intermediate workplace skill level digital literacy was still highly rated but not as highly as knowledge of software and preparing presentations. Also highly rated were written communication, decision making, problem solving, and organisational skills. Except for digital literacy, which was rated slightly lower, all these skills were equally rated as needed now or over the next 18 months.

At the advanced workplace skill level, the two highest rated skill needs now and in the next 18 months were proposal writing and critical thinking. Technical skill needs are the skills related to a profession or trade and reflect the specialised knowledge and expertise required to perform specific tasks and use specific tools and programs in real workplace situations. Diverse technical skills are required in every industry and without these skills, organisations lose their competitive advantage and productivity is impacted.

Across all the trades industry the need for training in workplace health and safety procedures and the ability to perform measurements, read plans and make calculations were identified as high skill needs. The other technical skill needs identified by respondents were focused on the specific skills of their industry. For this reason, the top technical skill needs have been disaggregated by industry and are detailed in Section 5. In addition, to their technical skills needs respondents from several trade industries indicated there was a need for supervisory and management skills development in their organisations.

For non-trade industries the most highly needed skills were in the financial and business sector

and included bookkeeping, administration, stock control, software applications, presentation, and budgeting skills. The skills need for the hospitality and tourism industry were also identified with e-commerce, cookery and housekeeping being the most needed skills.

Many of the identified skill needs are at certificate two level, this is an indicator of the need to build basic level skills before attempting to provide higher level skills development in Tuvalu. However, the ability to provide support for on-the-job training would be enhanced by providing access for some Tuvaluans to the higher-level training available at APTC regional campuses.

The TNSSD recognises the importance of increased access to technical vocational skills development as an alternative pathway for students and its potential to contribute to economic growth. Tuvalu has limited ongoing technical or skills training for early school leavers or students who are not suited for academic streams, or for adults who need to develop new technical or trade skills or build on existing skills. To support the Government of Tuvalu initiatives to strengthen technical vocational skills development in Tuvalu APTC will deliver training in teaching skills and support for the development of the technical skills of trainers.

Participation in labour mobility programs is a major goal for the Government of Tuvalu. APTC will continue to work with the local sending unit to support their activities and to provide training in preparation for Tuvaluans to access employment in meat processing and aged care in Australia.

# Contents

Abbreviations		
<b>Section 1</b>	<b>1</b>	
Introduction	2	
<hr/>		
<b>Section 2</b>	<b>3</b>	
Government, Society and Economy	4	
<hr/>		
<b>Section 3</b>	<b>9</b>	
APTC Regional Training Cycle	10	
3.1 Supporting employment and industry capability development	11	
3.2 Supporting TVSD Providers	12	
3.3 Supporting workplace outcomes	13	
3.4 Supporting mobility	14	
3.5 Balancing participation	15	
<hr/>		
<b>Section 4</b>	<b>16</b>	
Tuvalu Government Priorities	17	
4.1 Tuvalu National Trade Development Strategy (2022 - 2026)	18	
4.2 Tuvalu Labour Migration Policy	19	
4.3 National Climate Change Policy 2020 - 2030	20	
4.4 Tuvalu Infrastructure Strategy and Investment Plan (TISIP) 2016 - 2025 "Fakafoou - To make New"	21	
4.5 Tuvalu Agriculture Strategic Marketing Plan 2016 - 2025	22	
<hr/>		
<b>Section 5</b>	<b>23</b>	
Labour Trends	24	
5.1 National Business Sector Survey (2019)	25	
5.2 APTC consultations - May 2023	26	
<hr/>		
<b>Annex 1: APCT Partnerships and support for Strengthening the Tuvalu TVSD Sector</b>	<b>31</b>	
<hr/>		
<b>Annex 2: Priority Projects</b>	<b>33</b>	
<hr/>		
<b>Annex 3: Participants of Tuvalu consultations held in May 2023</b>	<b>34</b>	
<hr/>		

# Abbreviations

---

AIFFP	Australian Infrastructure Financing Facility for the Pacific
APTC	Australian Pacific Training Coalition
DFAT	Department of Foreign Affairs and Trade
EOPO	End of Program Outcome
GoT	Government of Tuvalu
GDP	Gross Domestic Product
LLN	Language Literacy and Numeracy
MELF	Monitoring, Evaluation and Learning Framework
ODA	Official Development Assistance
TVSD	Technical Vocational Skills Development
TCC	Telecommunication Corporation
TASMP	Tuvalu Agriculture Strategy Marketing Plan
TAPQE	Tuvalu and Australia Partnership for Quality Education
TASTTI	Tuvalu Atoll Science Technology Training Institute
TISIP	Tuvalu Infrastructure Strategy and Investment Plan
TMTI	Tuvalu Maritime Training Institute
TNCW	Tuvalu National Council of Women
TNSSD	Tuvalu National Strategy for Sustainable Development
TNTDS	Tuvalu National Trade Development Strategy
TSS	Tuvalu Skills Strategy



Section 1

# Introduction

---

The Tuvalu Skills Strategy 2023 provides the strategic thinking and evidence for the inclusion of training for Tuvalu in the Australia Pacific Training Coalition (APTC) Regional Training Profile for 2023. It also provides the preliminary planning for training in 2024. The plan reflects the outcomes and activities agreed through the APTC program logic and the Monitoring, Evaluation and Learning Framework (MELF).

Key to this process is working with industry, government, Technical Vocational Skills Development (TVSD) providers and relevant stakeholders. To ensure training delivers employment outcomes for graduates seeking work, enhanced workforce capability for those already in employment, builds the capacity of TVSD providers and supports labour mobility opportunities into Australia.

The Tuvalu Skills Strategy (TSS) ensures APTC is well positioned to respond to the Government of Tuvalu (GoT) central planning document Te Kete, Tuvalu National Strategy for Sustainable Development 2021 – 2030 (TNSSD)<sup>1</sup>.

The National Vision for the TNSSD is: A peaceful, resilient, and prosperous Tuvalu.

The five strategic priority areas are:

1. Enabling Environment
2. Economic Development
3. Social Development
4. Island and Culture Development
5. Infrastructure Development

The TSS takes into consideration the impact of COVID-19<sup>2</sup> and the Department of Foreign Affairs and Trade (DFAT) Partnerships for Recovery focus on health security, stability, and economic recovery<sup>3</sup>, and the constraints the COVID-19 pandemic continues to place on the delivery of training in Tuvalu and across the region.

Australia's development cooperation in Tuvalu strengthens economic and financial management; improves service delivery in health and education; and builds climate change adaptation and disaster preparedness and response. Recently, this has included construction of classrooms, assisting the Tuvalu government with public financial management reforms and skilling up the workforce<sup>4</sup>.

One of the major gaps across the whole of the Pacific is a lack of data collection, reporting systems and statistical information repositories. This lack of relevant data impacts the ability to employ a traditional labour market analysis approach to skill needs and the relevant training response.

The GoT acknowledges the link between skill development and economic growth. The TSS draws on published statistics, previous reports related to labour market analysis, and in-country consultations conducted with key stakeholders to plan the training for Tuvalu to be included in the APTC Regional Training Profile.

---

<sup>1</sup> Te Kete, Tuvalu National Strategy for Sustainable Development 2021-2030. Ministry of Finance. Tuvalu. 2020.

<sup>2</sup> Partnerships for Recovery: Australia's COVID-19 Development Response. Department of Foreign Affairs and Trade, Australian Government, October 2020.

<sup>3</sup> Partnerships for Recovery 2021-2022, Department of Foreign Affairs and Trade, Australian Government.

<sup>4</sup> Tuvalu | The Australian Infrastructure Financing Facility for the Pacific (AIFFP)



Section 2

# Government, Society and Economy

## Overview

Tuvalu consists of nine inhabited low-lying island atolls and is the world's fourth smallest country with a total land area of twenty-six-square kilometres. Tuvalu is located midway between Hawaii and Australia in the South Pacific Ocean. The nearest neighbor is Fiji to the south, Kiribati to the north and the Solomon Islands to the west. Two major languages are spoken, Tuvaluan and English<sup>5</sup>.

Impacted by rising sea levels Tuvalu faces challenges to its natural environment including coastal erosion, saltwater intrusion, and water borne diseases, all these challenges are increased by climate change. The average elevation of Tuvalu is less than two metres above the sea level with the highest elevation being Niulakita, which is just four and a half metres above the sea level<sup>6</sup>. Tuvalu's already infertile sandy or gavel coralline soil is of poor quality and supports limited agricultural development. Tuvalu is likely to be the first country to experience the worst effects of the rising sea levels because parts of the island could be flooded by the rising saltwater level which has the potential to destroy deep-rooted crops such as taro, pulaka, and coconut<sup>7</sup>.

In 2019, the Australia High Commission was opened in Funafuti. Australia recognises Tuvalu as an important partner and a key member of the Pacific Island

Forum. Australia is helping Tuvalu to build a skilled workforce, in addition to the training and scholarships provided through the APTC program, the Australia Awards program has provided scholarships for citizens to study public sector management, commerce, law, education, health, engineering, climate change and the environment<sup>8</sup>.

The Tuvalu and Australia Partnership for Quality Education (TAPQE) builds on the outcomes of the Australia Awards Scholarships and the Australia Support of Education in Tuvalu programs. The aim of the TAPQE is to enhance the relevance and quality of education and training pathways. The program is focused on the improvement of literacy and numeracy outcomes; improved relevance and quality of secondary school teaching and student pathways; and strengthening and integrating climate change considerations in the education system<sup>9</sup>.

## Government

In 1978, Tuvalu became a self-governing member of the United Kingdom. The government of Tuvalu is a parliamentary democracy with a unicameral legislature. The fifteen members of parliament are elected every four years. The Prime Minister is the head of government. There are no organised political parties and members usually align with informal groupings.

<sup>5</sup> Pacific Labour Market Analysis - Tuvalu. 2020. Australia Pacific Training Coalition.

<sup>6</sup> <https://www.worldatlas.com/articles/what-is-the-ethnic-composition-of-tuvalu.html>

<sup>7</sup> Tuvalu. Follow-up of the implementation of the Istanbul Programme of Action for the Least Developed Countries. 2019. Ministry of Finance. Government of Tuvalu.

<sup>8</sup> <https://www.dfat.gov.au/geo/tuvalu/tuvalu-country-brief>

<sup>9</sup> Tuvaluan leaders are creating a future of equitable education - Tetra Tech International Development (tetratechasiapacific.com)



Prime Minister, Hon. Kausea Natano was elected in 2019 and the next national elections will be held in September 2023. Members of Parliament have very close links with their island constituencies.

Falekaupule and the Kaupule<sup>10</sup> are the statutory institutions created to govern local communities through what is perceived to be the traditional way or culturally accepted practices. In recent years they have also been assisted by the Department of Local Government to promote the economic and social development of their communities.

Through the Local Climate Change Adaptive Living program, local government has been an instrumental body in advocating for climate change resilient communities and economies by increasing financing for investment in climate change adaptation at the local level<sup>11</sup>.

## Population

Tuvalu's population is relatively stable, the growth rate in 2023 was 0.702 percent and the 2023 total population is estimated at 11,389 (5,831 males and 5,558 females)<sup>12</sup>. Around 57 percent of the population live on the atoll of Funafuti, which is the capital. The remaining population lives on the outer islands. Tuvalu is inhabited mostly by Tuvaluans (86.8 percent), the next largest national group living in Tuvalu is i-Kiribati (5.6 percent)<sup>13</sup>.

The age structure of the population is very young. In 2020 almost 30 percent of the population was under the age of fifteen years (1,711 males and 1,626 females). In 2020 the early working age group was almost 18 percent of the population (1,031 males and 966 females), and the prime working age represented 37 percent of the population (2,157 males and 2,059 females)<sup>14</sup>.

<sup>10</sup> Kaupule is the local government body managing the island's affairs, essentially the executive arm of the Falekaupule.  
<sup>11</sup> [https://www.un.org/ldc5/sites/www.un.org.ldc5/files/tuvalu\\_instanbul\\_report\\_post\\_dcc\\_191219revise.pdf](https://www.un.org/ldc5/sites/www.un.org.ldc5/files/tuvalu_instanbul_report_post_dcc_191219revise.pdf)  
<sup>12</sup> Tuvalu Population (2023) (populationtoday.com)  
<sup>13</sup> <https://www.worldatlas.com/articles/what-is-the-ethnic-composition-of-tuvalu.html>  
<sup>14</sup> Tuvalu Age structure - Demographics (indexmundi.com)

● Males ● Females

**11,389**  
Total Population



● 5,831 ● 5,558

**3,337**  
Population under 15 years



● 1,711 ● 1,626

**6,213**  
Total Labour Force



2020 the early working age group

● 1,031 ● 966 = 18%

Prime working age represented

● 2,157 ● 2,059 = 37%

A distinct feature of the population pyramid is the indent of the age groups from 35 to 50 years, meaning that these age groups are much smaller than the younger and older age groups. This is a clear indication of out-migration for these working age groups, which is one of the reasons for the stable population growth experienced in Tuvalu.

### Education

In Tuvalu, primary school education is free and compulsory for all children aged six to thirteen years old. Primary school has a duration of eight years. There are nine government primary schools, one on each island and one faith based primary school located in Funafuti. The three years of secondary school education are not compulsory<sup>15</sup>.

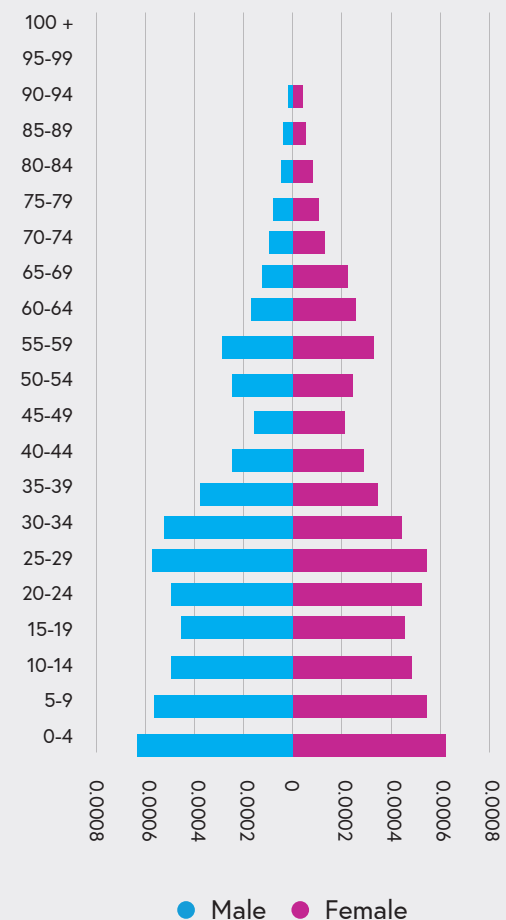
The main secondary school is located on the island of Vaitupu, students board at school during term. The Tuvalu Maritime Training Institute is focused on

training Tuvaluans to enter the seafaring industry but in recent years has struggled to meet the requirements of the industry. Tuvalu Atoll Science Technology Training Institute (TASTTI) is the main provider of TVSD training.

Community Training Centres provide technical training for students who do not pass entry examinations for secondary school. In recent years, forty percent of students who apply for secondary school do not meet the entry requirements<sup>16</sup>.

This is creating a situation in which students attend primary school but often do not progress to secondary school. Due to the small population and specialised economy, options are limited for these students. Intervention to raise pass rates is needed to develop the economy and find employment for the increasing working age population.

Age pyramid by gender - 2020



<sup>15</sup> Tuvalu Education Sector Plan III (TESPIII) 2016-2020. Ministry of Education, Youth and Sport. Government of Tuvalu.

<sup>16</sup> <https://borgenproject.org/education-in-tuvalu/>

The TAPQE program is working to support an increase in access to secondary school. It aims to enhance the relevance and quality of education and training pathways. The program will focus on all levels of education, strengthening inclusive teaching delivery and the use of an evidence-based approach to the assessment of outcomes.

Improvement of numeracy and literacy outcomes from the middle years through to secondary school and a review of the Tuvalu Maritime Training Institute to support TVSD pathways for Tuvaluan youth are key strategies. Also, there is to be more promotion and strengthening of TVSD pathways in both primary and secondary school. There will be a review of the curriculum to achieve a better alignment with labour market priorities. Support for TVSD providers, professional development for teachers and administrators will be a focus for APTC, these activities will be harmonised with the TAPQE program.

The Tuvalu Ministry of Education, Youth and Sport have commenced working on the Technical Vocational Skills Development Policy and Action Plan. The draft policy has the following goals:

- Improve TVSD program quality in schools to meet local and regional employment opportunities.

- Increase equitable access to TVSD programs for all students seeking technical skill development for employment.
- Promote renewed stakeholder engagement to support sustainable growth of the TVSD program.
- Improve TVSD management and governance<sup>17</sup>.

These goals align with the outcomes of the TAPQE and APTC programs.

### Economy

Tuvalu's remoteness, narrow production base and weak banking sector constrain private sector activity, leaving public expenditure as the main source of growth. Historically economic growth has been driven largely by externally financed infrastructure and housing projects. In recent years the GoT has increased efforts to build a private sector and promote trade initiatives.

Most of Tuvalu's population is involved in subsistence fishing and agriculture. Remittances from seafarers working on overseas vessels are a significant (but declining) source of income for many families. Fishing licenses and marketing of Tuvalu's domain name royalties, and remittances are the main government

revenue streams. Disasters triggered by natural hazards increase economic volatility and can substantially alter fiscal outcomes<sup>18</sup>.

In 1987, the Tuvalu Government established a publicly owned investment fund to provide a safety net against fluctuations in government income. The earnings of the Tuvalu Trust Fund are used to help the government finance the gap between its annual budgeted revenue and expenditure.

The Governments of Australia, New Zealand and the United Kingdom have made major contributions to the Tuvalu Trust Fund, with smaller grants coming from Japan and the Republic of Korea. Australia is a member of the Trust Fund Board. Revenue from the Trust Fund has enabled the government to undertake development programs, including upgrading outer island schools and fisheries centres<sup>19</sup>.

---

<sup>17</sup> Technical Vocational Skills Development (TVSD) Policy and Action Plan (Draft) 2021. Ministry of Education Youth and Sport. Government of Tuvalu.

<sup>18</sup> Asian Development Bank Member Fact Sheet. April 2023.

<sup>19</sup> <https://www.dfat.gov.au/geo/tuvalu/tuvalu-country-brief>

Tuvalu faces significant contemporary economic challenges; the constraints Tuvalu faces are common to other small island states. These include small size, remoteness, and limited natural resources outside fisheries. The impact of climate change is particularly acute, and Tuvalu is likely to be the first country to experience the worst effects of the rising sea levels.

The World Bank reported Tuvalu's 2021 GDP to be USD63,100,962 with a GDP per capita of USD5,632 which is relatively high by Pacific standards. Tuvalu's GDP growth rate for 2021 was 3 percent a 1.5 percent increase from 2020<sup>20</sup>. In 2022 the inflation rate was 11.7 percent; this is a significant jump from the 2021 figure of 6.7 percent<sup>21</sup>. The continuing growth rate is largely due to the implementation of infrastructure projects co-funded by development partners. Australia is a significant donor partner, for 2023-2024 Australia's development program will provide an estimated A\$17.1 million total ODA<sup>22</sup>.

In 2018 half the population was economically active (employed or unemployed), and half were inactive (studying, in school, retired, engaged in household duties, not wanting to work). The unemployment rate was relatively high at 29 percent, but this was a

decrease from 39.6 percent. Many sectors of the labour force are stratified by gender, with for example, men occupying 100 percent of jobs in agriculture, fisheries, and the trades, while women occupy 100 percent of jobs as secretaries, tailors, and childcarers<sup>23</sup>.

Tuvalu has achieved 100 percent access to electricity but despite achieving universal access Tuvalu is heavily reliant on imported petroleum products for transport and electricity generation. The recent increases in petroleum prices have impacted the Tuvalu budget. These fluctuations will be better managed as Tuvalu executes plans to move electricity generation from 100 percent diesel to 100 percent renewable energy by 2030<sup>24</sup>.

In 2022 approximately 49 percent of the population in Tuvalu were internet users, making Tuvalu one of the least connected countries in the Pacific region, the government owned Telecommunication Corporation (TCC) manages mobile and internet services. TCC is a very small entity with limited business, marketing and service delivery competencies, and low international and national access capacity. Poor communications technology has the potential to limit Tuvalu's ability to expand trade and economic development<sup>26</sup>.

<sup>20</sup> <https://data.worldbank.org/country/tuvalu>

<sup>21</sup> Central Statistics Division, Ministry of Finance, Government of Tuvalu.

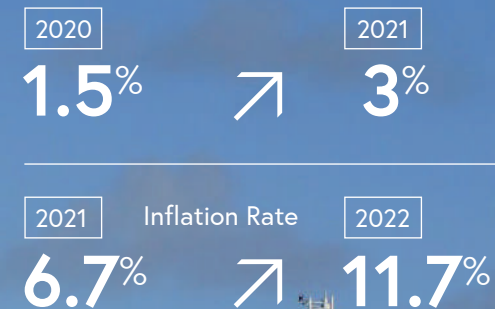
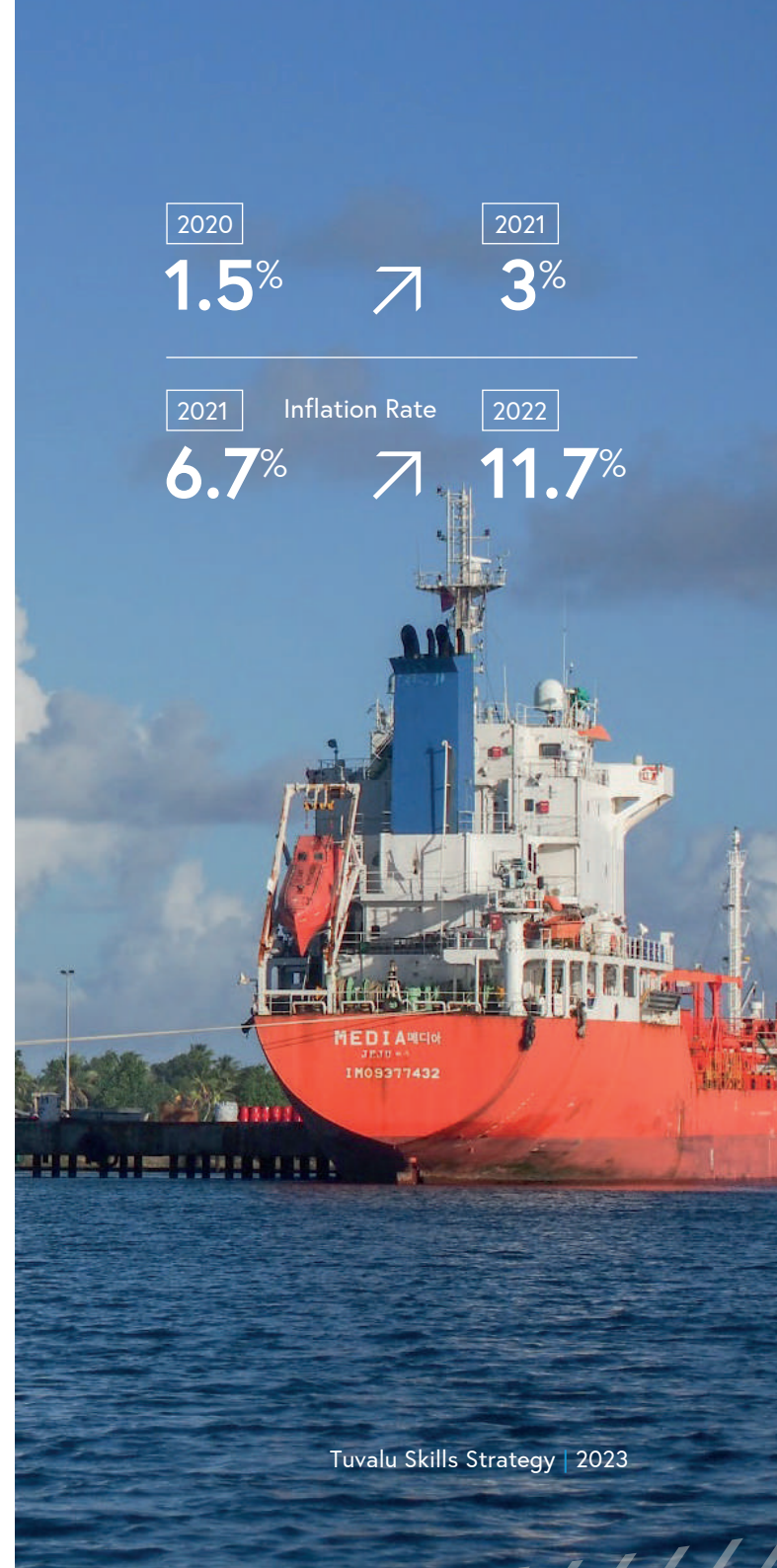
<sup>22</sup> <https://www.dfat.gov.au/sites/default/files/development-cooperation-fact-sheet-tuvalu.pdf>

<sup>23</sup> [https://www.un.org/ldc5/sites/www.un.org.ldc5/files/tuvalu\\_instanbul\\_report\\_post\\_dcc\\_191219revise.pdf](https://www.un.org/ldc5/sites/www.un.org.ldc5/files/tuvalu_instanbul_report_post_dcc_191219revise.pdf)

<sup>24</sup> [https://prdrse4all.spc.int/sites/default/files/review\\_of\\_the\\_tnep\\_081019.pdf](https://prdrse4all.spc.int/sites/default/files/review_of_the_tnep_081019.pdf)

<sup>25</sup> <https://datareportal.com/reports/digital-2022-tuvalu>

<sup>26</sup> [https://www.un.org/ldc5/sites/www.un.org.ldc5/files/tuvalu\\_instanbul\\_report\\_post\\_dcc\\_191219revise.pdf](https://www.un.org/ldc5/sites/www.un.org.ldc5/files/tuvalu_instanbul_report_post_dcc_191219revise.pdf)





---

## Section 3



# APTC Regional Training Cycle

The alignment of training with employment opportunities is critical to support improved economic recovery and development in Tuvalu. The APTC Training Planning Process is the tool currently used by APTC to plan training across the Pacific. The process commences with external and internal scans and analysis of relevant information and data. The development goals for each country set the priorities for the training profile. Consultations are conducted with industry, government, TVSD providers, APTC management, trainers, and relevant stakeholders. Outcomes from

past training are a key element considered at the commencement of the planning process.

The end-of-program outcomes (EOPO) and the activities agreed through the APTC program logic and MELF guide the APTC Training Planning Process. The success of EOPO 1 – Graduates have improved employment outcomes relies on the ability to link skill needs with training and employment for graduates. In addition, there are training activities linked to EOPO 2 – Co-investment and EOPO 3 – Selected TVSD partners demonstrate quality training provision.

The diagram illustrates the APTC Training Planning Process. The outcomes of the activities undertaken in Steps 1 and 2 provide the foundation for the Country Skills Strategy. The Country Skills Strategy is the evidence-base for the APTC Regional Training Profile.

Sections 3.1 to 3.5 provide more detailed information on the overarching elements considered in the APTC Training Planning Process activities and the data used to guide decision-making.



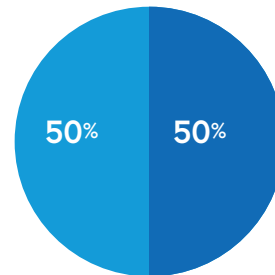
### 3.1 Supporting employment and industry capability development

Skills to support employment and capability development is a key focus for APTC. To determine what new skill training and capability development is needed APTC works with government departments, Chamber of Commerce, not-for-profit organisations, and other stakeholders to determine the need for new skills and the modification of current skill training. The knowledge gained through these consultations determines what, how, where and to whom APTC delivers training that is linked to employment outcomes.

APTC outcomes data provides an evidence-base to determine if past training has delivered improvements in employment outcomes for graduates. For the period 2018 to 2022 at the completion of their studies students were asked: "Will you have employment after you graduate from APTC?" Fifty percent of graduates answered "Yes". Of these, seventeen percent indicated they had found a new employer after studies and eighty-three percent indicated they had employment with the same employer.

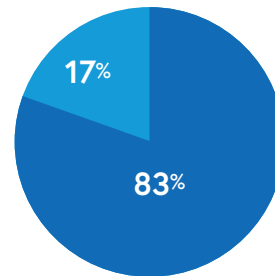
The course profile for Tuvalu has been impacted by the travel restrictions during the COVID-19 pandemic. The smaller, more limited employment

market in Tuvalu may also be limiting employment opportunities post studies. However, this limitation can be in part mitigated by a closer alignment of training with identified skill needs. APTC is working closely with local employers to better understand their specific skill needs. The outcomes of these consultations are detailed in Section 5.



**Employment Post Studies**

- No
- Yes



**Employer Post Studies**

- Found new Employer
- Retained Same employer



## 3.2 Supporting TVSD Providers

---

Aligned with EOPO 3, the APTC planning process includes strategies for strengthening TVSD in the Pacific. One of the two major components of the training provided for EOPO 3 is the strengthening of local TVSD qualifications. The TVSD sector in Tuvalu is small, there are three main providers: Tuvalu Atoll Science Technology Training Institute (TASTTI), Tuvalu Maritime Training Institute (TMTI) and the University of South Pacific - Pacific TAFE who are mainly offering tertiary qualifications. The small size of the sector in Tuvalu limits the ability to sustain the development of a local qualifications authority.

The other major component of EOPO 3 is working with local TVSD providers to support the capability development of staff. Capability development includes technical skills, training skills and leadership and management skills.

Given the small size of the workforce and the high cost to deliver TVSD programs forming partnerships which support the local TVSD sector to access qualifications and teaching resources that have been developed regionally and can be customised for local use will support the expansion of access to TVSD training in Tuvalu.

In May 2021 APTC undertook a Quality Review of the TASTTI facilities and teaching resources<sup>27</sup> and in May 2023 APTC undertook a scoping activity with TASTTI. As an outcome of these activities APTC will work with TASTTI to provide capability development, curriculum development and upgrade learning resources<sup>28</sup>. Annex I listing of the support APTC has provided for TVSD providers and other stakeholders.

---

<sup>27</sup> Tuvalu Atoll Science and Technology Training Institute. Quality Review, May 2021. APTC.

<sup>28</sup> Tuvalu Country Visit Report. May 2023. APTC – Fiji Tuvalu Country Office.



### 3.3 Supporting workplace outcomes

Access to APTC training and the successful completion of training require language, literacy and numeracy (LLN) skills. Strong support for the development of these skills is included in the content of APTC certificate qualifications.

For some industry sectors language, literacy and numeracy skills may be a barrier to entry into training and employment. The work being undertaken as part of the TAPQE program will support the improvement of LLN skills for Tuvaluans.

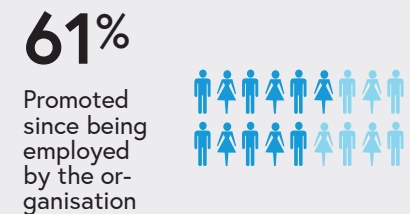
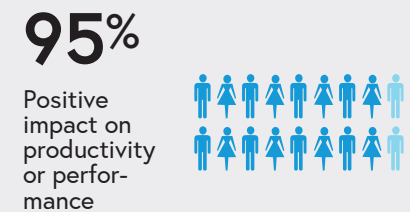
APTC full certificate courses include training in workplace skills and this training delivers excellent student outcomes. The following outcomes from the most recent Employer Engagement Survey show these skills are recognised by employers of APTC graduates. Employers were asked to provide their assessment on the personal and professional development of their employees after completing training with APTC. Across all responses 81 percent of respondents were satisfied with the personal and professional development of APTC graduates. This is an increase from the 77 percent rating in the previous survey.

Employers were given a scale: Strongly Agree, Agree, Disagree, and Strongly Disagree, and asked to rate the APTC graduates employed with the organisation. The responses received on employers' assessment of graduates are provided in the diagram.

Compared with non-APTC graduates, employers rated APTC graduates on personal and professional development. Eighty two percent of employers reported that APTC graduates were motivated and show initiative, and 80 percent said graduates had a reliable and professional attitude and ability to work<sup>29</sup>.

Feedback from recent industry consultations have highlighted the need for training in workplace skills. The recommendations from these consultations are detailed in Section 5.

#### Employer assessment of graduates



**98% OVERALL SATISFACTION WITH APTC GRADUATES**

<sup>29</sup> Employer Engagement Survey 2022. APTC.

### 3.4 Supporting mobility

The delivery of training to support labour mobility and skills in demand in both the Pacific and Australia will continue to be a focus for APTC. The ongoing research and implementation of pilot programs for the delivery of training in new skill shortage areas such as Aged Care will continue.

Tuvalu has a long history of engagement with overseas labour migration in niche markets, including in the sectors of seafaring, seasonal fruit picking (New Zealand and Australia) and phosphate mining (Nauru and Ocean Island).

Tuvalu is unable to create sufficient work opportunities for the population and the GoT has seen migration as a central plank in their employment strategy. The National Labour Migration Policy and Action Plan for Tuvalu sets out the opportunities available from working abroad and how to manage a growing labour force experiencing high levels of under-employment<sup>30</sup>.

Accessing data on the number of APTC graduates who have mobilised is difficult because participants do not always disclose this information and APTC does not receive detailed information from the local sending unit. To overcome these difficulties APTC is collaborating closely with the Alumni network to compile data.

---

<sup>30</sup> Tuvalu National labour Migration Policy. Ministry of Foreign Affairs, Trade, Tourism, Environment and Labour. Government of Tuvalu.



### 3.5 Balancing participation

The APTC Gender Equity, Disability and Social Inclusion (GEDSI) Framework guides outcomes for women, people with a disability, citizens from small island states and remote maritime locations and is an important part of the decision-making in the APTC planning process.

To help meet the growing demand for trained counsellors, APTC has been liaising with Tuvalu Women for Change to assess the viability of introducing the remote delivery of an accredited counselling program for an initial group of up to 25 Tuvaluan women.

APTC has focused on establishing partnerships with local GEDSI champions to promote equitable educational and employment opportunities. Targeted marketing outreach activities to promote the participation of Tuvaluan women in vocational training courses has been conducted. More work continues to be planned to reverse the low percentage of women (12 percent) who completed the recently delivered training for mobilisation to work in the meat industry in Australia.

Since the commencement of providing training in Tuvalu APTC has received 785 applications, of these 492 applications were from women (58.5 percent) and 23 applications were from people with a disability (2.7 percent).

A total of 472 applications from women were accepted (60.1 percent) and 23 applications from people with a disability or 2.9 percent were accepted. A total of 696 students have graduated, of these 413 were women (59.3 percent) and 22 people with a disability (3.2 percent).

In 2022, there were 142 APTC Tuvalu graduates or 65.5 percent less than one year earlier. Out of these graduates, 31 or 21.8 percent were female, which is a large decline on the previous five-year average of 59.3 percent. In 2022, there was one graduate with a disability or 0.7 percent.





Section 4

# Tuvalu Government Priorities

The Te Kete – Tuvalu's National Strategy for Sustainable Development 2021-2030 (TNSSD) is the high-level planning document for Tuvalu<sup>31</sup>. The national vision for the TNSSD is a peaceful, resilient, and prosperous Tuvalu. The TNSSD has five strategic priority areas and each of these have specific key outcomes. The strategic priority areas and associated key outcomes are:

## STRATEGIC PRIORITY AREA 1 Enabling Environment



- Harnessing the digital transformation to improve lives.
- Strengthening partnerships.
- Good governance is strengthened.
- Climate change and disaster resilience increased.
- Environment, meteorology, land and waste management strengthened.

## STRATEGIC PRIORITY AREA 2 Economic Development



- Macroeconomic resilience increased.
- Fisheries contribution to socio-economic development and quality of life increased.
- Agricultural productivity increased.
- Develop, improve, and strengthen private sector.

## STRATEGIC PRIORITY AREA 3 Social Development



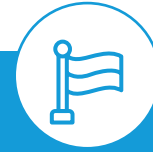
- Health and wellbeing improved.
- Quality education for sustainable living improved for all.
- Civil society, youth, women, men, and people with disabilities participation improved.

## STRATEGIC PRIORITY AREA 4 Island and Culture Development



- The capacity and resilience of Falekaupule increased.
- A devolution policy framework improved for the Falekaupule.
- Culture and traditional knowledge enhanced.
- Traditional economic model of reciprocity and distribution of wealth strengthened.

## STRATEGIC PRIORITY AREA 5 Infrastructure Development



- Resilient housing and national building facilities upgraded.
- Improve shipping, networking, and harbour facilities.
- Quality and affordable energy supply.
- Access to clean water and sanitation achieved.

There is a clear objective to ensure that all sector plans are aligned to the TNSSD. The national planning directorate plays a pivotal coordination and facilitation role across all ministries and local community planning. The following sections provide details of the key sector plans linked to the TNSSD.

<sup>31</sup> Te Kete, Tuvalu National Strategy for Sustainable Development 2021-2030. Ministry of Finance. Tuvalu. 2020.

## 4.1 Tuvalu National Trade Development Strategy (2022 - 2026)

The Tuvalu National Trade Development Strategy (TNTDS)<sup>32</sup> is designed to provide a set of strategies and prioritised actions to guide the development of trade in Tuvalu. The TNTDS has the following objectives:

- Mainstreaming trade into national strategies.
- Build a conducive environment for domestic and international trade.
- Build policy coherence set up structures needed to coordinate the delivery of trade-related technical assistance.
- Build capacity to trade focusing on priority sectors.
- Strengthen support for trade promotion and marketing activities in the island.
- Build capacity, engagement, and coordination of stakeholders in trade-related programs.
- Strengthen capacity to access Aid for Trade programs.

The TNTDS aims to complement existing strategies, ensuring it does not replicate any work that is being implemented or is in the pipeline. The policy lists agriculture, fisheries, tourism, e-commerce, and labour mobility as priority sectors for the development of exports and domestic markets.

The priority sectors are to be supported with trade promotions and marketing, improvements to build the Tuvalu brand and increase market access, the utilisation of existing trade agreements and the development of new agreements. In addition, the GoT acknowledges the need to build the capacity of the Department of Trade workforce and to underpin the plan with a strong monitoring and evaluation framework.

---

<sup>32</sup> Te Kete, Tuvalu National Strategy for Sustainable Development 2021-2030. Ministry of Finance. Tuvalu. 2020.



## 4.2 Tuvalu National Labour Migration Policy

Tuvalu has a long history of engagement with overseas labour migration in niche markets, including in the sectors of seafaring, seasonal fruit picking (Australia and New Zealand) and phosphate mining (Nauru and Ocean Island).

Within the broader context of generating productive and decent employment opportunities for all Tuvaluans the National Labour Migration Policy is designed to provide a coherent strategy for promoting overseas employment and protecting the welfare of Tuvaluan citizens abroad.

Since the Global Financial Crisis in 2008 there has been a steady decline in the number of Tuvaluans working in other countries in and outside the Pacific region. Developing new opportunities for work (temporary and long-term) in other countries as well as re-establishing openings for employment of Tuvalu's seafarers on overseas shipping lines is a major priority for the GoT.

Currently, there is both a high internal migration (primarily to Funafuti) and international migration of Tuvaluans. Internal migration trends in Tuvalu are like other Pacific Island countries involving movement of people from outer islands to urban centres driven by the search for better employment and lifestyle opportunities.

As a result of internal migration from the outer islands, Funafuti atoll has become increasingly urbanised. The combination of increasing urbanisation coupled with environmental change risks has the potential to result in increased poverty or hardship.

This situation fuels international migration, the pull towards the labour schemes of Australia and New Zealand, results in higher emigration and reduces population pressure, especially in Funafuti. However, it also has the potential to create brain drain in Tuvalu. The loss of skilled labour has been particularly acute (from the medical profession, teachers, other professional ranks, experienced senior public servants), this has created gaps in the labour force that are becoming increasingly difficult to fill from within the remaining labour force<sup>33</sup>.

The international migration pattern in Tuvalu is split between migration-for-work – often short-term (temporary), requiring workers to return home – and permanent emigration, but has mostly been dominated by temporary migration for work. For the foreseeable future, emigration which is being prompted by a lack of development, the search for greater economic opportunity, and to a lesser extent the threat of climate change and sea level rise, and the resulting loss of land is likely to continue<sup>34</sup>.

“

The policy lists agriculture, fisheries, tourism, e-commerce, and labour mobility as priority sectors for the development of exports and domestic markets.

”

<sup>33</sup> Tuvalu National Migration Labour Policy.pdf (unescap.org)

<sup>34</sup> Tuvalu National Voluntary GCM Review. Implementing the Global Compact for Safe, Orderly and Regular Migration. International Migration Review Forum 2022 and Government of Tuvalu. April – May 2022.



## 4.3 National Climate Change Policy 2020-2030

The TNSSD identifies climate change and disaster resilience as a matter of national priority. The National Climate Change Policy 2020-2030, Te Vaka Fenua a Tuvalu, addresses these priorities, there are three priority outcomes of the policy:

**Policy Outcome 1:** Strengthened access to climate finance and strategic partnerships.

- Policy Objective 1: To enhance government, private sector, and civil society access to climate finance.
- Policy Objective 2: To lead and galvanise global and regional partnerships on climate action.

**Policy Outcome 2:** Reduced vulnerability to climate change impacts through enhanced resilience.

- Policy Objective 1: To fully coordinate and integrate climate and disaster risks and adaptation actions into legislation, policies and decision-making processes at all levels.
- Policy Objective 2: To enhance household food security and climate resilient agriculture practices.
- Policy Objective 3: To protect marine biodiversity and to sustainably manage ocean resources.
- Policy Objective 4: To strengthen local community participation in water and sanitation management.
- Policy Objective 5: To strengthen and improve existing health sector planning and response to

climate induced health risks.

- Policy Objective 6: To promote and protect coastal environments from rising sea levels and the impacts of climate change.
- Policy Objective 7: To embed climate and disaster risk into land use management and infrastructure planning.
- Policy Objective 8: To strive for energy security from a sustainable mix of renewable energy sources.

**Policy Outcome 3:** Managed human mobility and protection of national sovereignty.

- Policy Objective 1: To protect the rights of Tuvaluan people and ensure their safe movement.
- Policy Objective 2: To safeguard Tuvalu's identity, cultural heritage and territorial sovereignty.

The implementation of the policy will be coordinated through the National Advisory Council on Climate Change, no progress reports are currently available, a mid-term review is planned at the end of 2024<sup>35</sup>.

At the 2021 COP26, Australia increased its pledge to spend \$700 million over five years (2020-21 to 2024-25) to strengthen climate change and disaster resilience in the Pacific. Australia is committed to working in partnership with the GoT to meet the needs and aspirations of its people to build resilience to

climate change and disaster events. Australia has provided approximately \$3.2 million in bilateral climate change and disaster resilience support to Tuvalu since 2016. This support is built into many programs, including in the infrastructure, education, and governance sector programs<sup>36</sup>.



<sup>35</sup> Te Vaka Fenua o Tuvalu. National Climate Change Policy 2021-2030. Climate Change Department. Government of Tuvalu. 2021.

<sup>36</sup> Tuvalu - Australia's commitment to strengthening climate and disaster resilience in the Pacific | Australian Government Department of Foreign Affairs and Trade (dfat.gov.au)

## 4.4 Tuvalu Infrastructure Strategy and Investment Plan (TISIP) 2016 - 2025 "Fakafoou – To Make New"

The TISIP was prepared by the Ministry of Public Utilities and Infrastructures and the Ministry of Finance and Economic Development in collaboration with other ministries and state-owned enterprises. Development activity in Tuvalu is guided by the priorities of the TNSSD and covers areas such as coastal protection, education, health, and other government buildings and takes consideration of the effects of climate change and the environment with the intent of ensuring social inclusion. The prioritised projects are detailed in Annex II<sup>37</sup>.

The Australian Infrastructure Financing Facility for the Pacific (AIFFP) is committed to supporting infrastructure needs in the Pacific region. The AIFFP forms an important part of Australia's COVID-19 recovery efforts by funding climate-resilient infrastructure projects that support sustainable economic growth and local employment<sup>38</sup>.

---

<sup>37</sup> Tuvalu Infrastructure Strategy and Investment Plan. Fakafoou-To Make New. Ministry of Public Utilities and Infrastructures. Government of Tuvalu.

<sup>38</sup> Policy framework | The Australian Infrastructure Financing Facility for the Pacific (AIFFP)



## 4.5 Tuvalu Agriculture Strategic Marketing Plan 2016 - 2025

The Tuvalu Agriculture Strategic Marketing Plan (TASMP) articulates the commitment of the GoT to reviving domestic and international trade of locally produced agricultural products and handicrafts. It is also a mechanism to increase food security in Tuvalu by boosting production of local farms, increased consumption of local foods to improve health outcomes and increasing income through trade.

Marketing local produce, both foods and handicrafts, is not a new venture, historically handicrafts were produced in large quantities and traded locally and overseas. The successful revival of trading local agricultural products is also dependent on the passing on of traditional skills for the production and preparation of local food and handicrafts<sup>39</sup>.

---

<sup>39</sup> Tuvalu Agriculture Strategic Marketing Plan 2016 – 2025. Government of Tuvalu.





Section 5

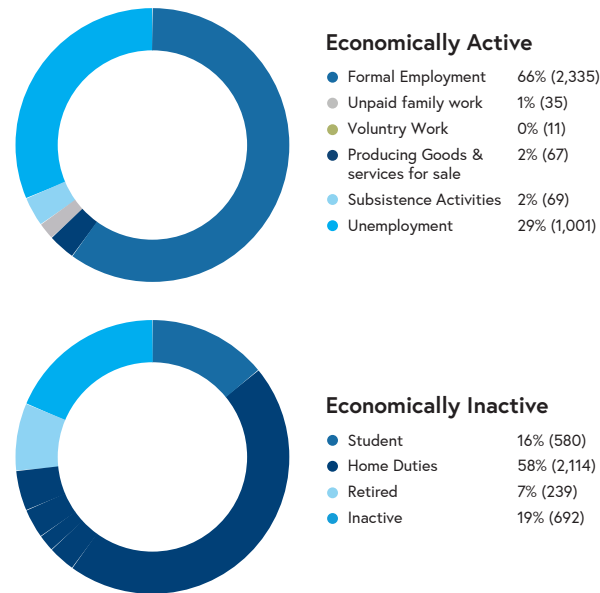
## Labour trends

The GoT has traditionally played a major role in the economy and controls many of the main economic sectors. The GoT remains the largest employer, accounting for two-thirds of paid workers in Tuvalu. But there is increasing pressure to contain, rather than expand, the numbers employed in government departments and agencies. However, as outlined earlier there are limited opportunities in the private sector.

The latest available census data is for 2017, at this time 49 per cent of the population over the age of 15 were reported to be economically active (employed or unemployed) and 51 per cent economically inactive (study, in school, retired, disabled, undertaking household duties or 'not wanting to work'). Of the economically active, 60 per cent were male and 40 per cent were female. The diagram shows a large percentage (66 per cent) of the economically active workforce is engaged in formal employment. Of the economically inactive, 58 per cent are engaged in home duties. At this time the unemployment rate was 29 per cent, this is a notable decrease from 39.6 per cent, recorded in 2012<sup>40</sup>. Current unemployment data is not available.

The primary methodology for the completion of the TSS was to use several data sources to assess skills

gaps. Where possible the analysis focuses on the priority sectors for trade development of fisheries, agriculture, tourism (aligned with increased use of e-commerce), and labour mobility. The sources used were the outcomes of the National Business Sector Survey undertaken in 2019 and APTC industry questionnaires and in country consultations conducted in 2023.



<sup>40</sup> APTC Labour Market Analysis 2020 – Tuvalu. Australia Pacific Training Coalition.



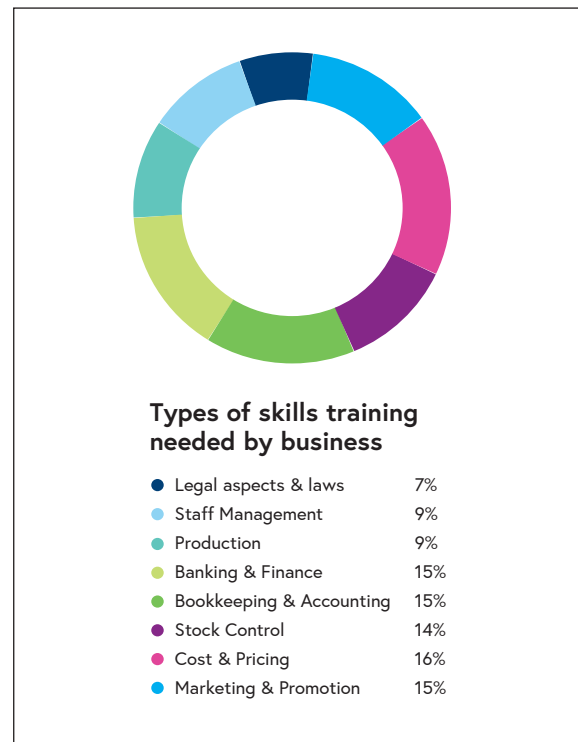
## 5.1 National Business Sector Survey (2019)

Most of Tuvalu's businesses are micro-enterprises, in 2019 the National Business Sector Survey was undertaken. The survey identified 603 businesses with over half of these being registered businesses. Approximately a third of the respondents identified they had received training. The graph below shows the top five types of training they received, much of this training is focused on how to start and manage the operations of their businesses<sup>41</sup>.



Source: Ministry of Finance, Government of Tuvalu

Skill needs were also identified in specific skill areas. As shown in the graph the identified skills needs were for cost and pricing, marketing and promotions, banking and finance, bookkeeping and accounting and stock control.



Source: Ministry of Finance, Government of Tuvalu

Other challenges were identified relating to export and import, the most common challenges identified by businesses were transportation costs, access to finance, the limited supply and high cost of energy, gaps in bookkeeping and management skills and connectivity.

The Trade Readiness Assessment of Tuvalu undertaken in 2019 focused on examining seven key policy areas that are most relevant for e-commerce. As part of this process an analysis of the current e-commerce situation and the identification of opportunities and barriers were undertaken.

In Tuvalu the assessment found that limited connectivity and a low level of trust in e-commerce translates into low use of the internet for business purposes. There is a general need to support digital adoption and literacy. Current training targets traditional ICT engineering and basic office software skills, training to develop e-commerce skills, alongside improved and stable access to the internet needs to be introduced to enhance the trade development aspirations of the GoT<sup>42</sup>.

<sup>41</sup> Tuvalu\_instanbul\_report\_post\_dcc\_191219revise (1).pdf

<sup>42</sup> Tuvalu Rapid eTrade Readiness Assessment. United Nations Conference on Trade and Development, 2019.

## 5.2 APTC consultations - May 2023

---

In May 2023 APTC conducted the following consultations in Tuvalu:

- Women in TVET forum
- Labour mobility opportunities forum
- TVSD Workshop
- One-on-one meetings with key stakeholders

All sessions were well attended and included representatives of local TVSD providers, government departments, development consultants, community organisations, the local sending unit and APTC alumni. Annex III lists the participants involved in these consultations.

Current employment opportunities were discussed, and participants listed plumbers and gas fitters, electricians, carpenters, hospitality workers, accountants, and development sector opportunities for project managers, GEDSI specialists, administrators, monitoring and evaluation specialists as skill needs areas.

In discussions TVSD providers identified a need for skills to improve teaching practice, curriculum development to better include practical work, and specialist trade training. Support to develop and/or access training materials were also raised specifically for welding and cookery.

In addition, APTC questionnaires were distributed and four private, three not-for-profit and two public sector responses were received. Respondents were asked about the skill needs of their organisations now and in the next eighteen months.

The respondents needed to drill down to the specific skills needed by their organisation for each training area. This level of detail was needed to ensure strong alignment between planned training and the skills needed to enhance graduate employment opportunities, provide capability development for existing workers and enhanced mobility opportunities. This more granular analysis of skills supports the planning of training to meet the revised APTC graduate targets in shorter accredited and non-accredited courses and micro-credentials.

A standard set of questions was used, and participants were asked to assess both the workplace and technical skill needs of their organisations. Workplace skills are the skills that support the daily activities of employees and ensure productivity in the workplace. Participants were asked to assess their workplace skill needs across three levels.

Basic or entry-level skills, this is the skill level where junior or less experienced staff would be expected to operate. Intermediate skills, this is the skill level where more experienced staff would operate. Advanced skills, this is the skill level where supervisors, managers, and more senior experienced staff would be expected to operate. Similar skills may be needed across all three levels but the complexity of tasks and the ability of staff to work independently would vary as staff move through each of these levels.

At the basic workplace skill level respondents rated digital literacy and written communications as the most needed skills training, now or over the next 18 months.

The workplace skill needs were most concentrated at the intermediate skill level. At this skill level digital literacy was still highly rated but not as highly as knowledge of software and preparing presentations. Also highly rated were written communication, decision making, problem solving, and organisational skills. Except for digital literacy, which was rated slightly lower, all these skills were equally rated as needed now or over the next 18 months.

At the advanced workplace skill level, the two highest rated skill needs now and in the next 18 months were proposal writing and critical thinking.

Technical skill needs are the skills related to a profession or trade and reflect the specialised knowledge and expertise required to perform specific tasks and use specific tools and programs in real workplace situations. Diverse technical skills are required in every industry and without these skills, organisations lose their competitive advantage and productivity is impacted.

The technical skill needs of respondents were focused on the specific skills of their industry. For this reason, the top technical skill needs have been disaggregated by industry. In addition to the skills listed in the table below, across all the trade

industries the need for training in workplace health and safety procedures and the ability to perform measurements, read plans and make calculations were highly rated (for Painting and Decorating and Welding and Fabrication these were the only top skill needs identified).

In addition, to their technical skills needs respondents from several trade industries indicated there was a need for supervisory and management skills in their organisations.

The TNSSD recognises the importance of increased access to technical vocational skills development as an alternative pathway for students and its potential to contribute to economic growth. Tuvalu has limited ongoing technical or skills training for early school leavers or students who are not suited for academic streams, or for adults who need to develop new technical or trade skills or build on existing skills.

Many of the identified skill needs are at certificate two level, this is an indicator of the need to build basic level skills before attempting to provide higher level skills development in Tuvalu. However, the ability to provide support for on-the-job training would be enhanced by providing access for some Tuvaluans to the higher-level training available at APTC regional campuses.

The following table provides a summary of the APTC response to the skill needs highlighted through the consultation and research included in the TSS.

### Top technical skills needed by industry

Industry	Top identified skills
Automotive	<ul style="list-style-type: none"> <li>Determine the causes of technical problems and find solutions</li> </ul>
Business	<ul style="list-style-type: none"> <li>Organising and maintaining records, files, and databases</li> <li>Bookkeeping</li> <li>Data entry skills</li> </ul>
Cookery	<ul style="list-style-type: none"> <li>Use basic hygienic practices</li> <li>Identify hazards, assess and control safety risks</li> <li>Safe food preparation and storage</li> <li>Basic cookery skills</li> </ul>
Construction	<ul style="list-style-type: none"> <li>Using hand tools</li> <li>Concreting skills</li> <li>Framing skills</li> </ul>
Electrical (including solar energy)	<ul style="list-style-type: none"> <li>Assemble electronic components</li> </ul>
Hospitality	<ul style="list-style-type: none"> <li>Prepare budgets</li> </ul>
Housekeeping	<ul style="list-style-type: none"> <li>Housekeeping</li> </ul>
Plumbing	<ul style="list-style-type: none"> <li>Handle and store plumbing materials</li> <li>Plumbing hand and power tools</li> <li>Install below ground sanitary drainage systems</li> <li>Install and fit sanitary fixtures</li> </ul>
Refrigeration and Air Conditioning	<ul style="list-style-type: none"> <li>Attach cords, cables, and plugs to electrical equipment for connection</li> <li>Maintain documentation</li> </ul>
Wall and Floor Tiling	<ul style="list-style-type: none"> <li>Repair wall and floor tiling</li> <li>Waterproof systems</li> <li>Basic demolition</li> </ul>

## Top technical skills needed by industry

Workplace Skills – All Industries		
Identified priorities and skills	2023	2024
Digital Literacy	<b>Training</b> – deliver introductory digital literacy micro-credentials. <ul style="list-style-type: none"> <li>• Digital Literacy Essentials</li> <li>• Cyber Security Essentials</li> <li>• Communication Technologies for Business Success</li> </ul>	<b>Training</b> – if outcomes validate ongoing demand continue training.
Workplace skills: <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> <li>• Organisational</li> <li>• Critical thinking</li> </ul>	<b>Training</b> – deliver micro-credentials. <ul style="list-style-type: none"> <li>• Workplace Resilience and Wellbeing.</li> <li>• Effective Workplace Leadership.</li> </ul>	<b>Training</b> – Customise and deliver a short course responding to industry needs.
Financial and Business Skills		
Identified priorities and skills	2023	2024
A range of financial business skills were identified by respondents: <ul style="list-style-type: none"> <li>• Bookkeeping</li> <li>• Administration</li> <li>• Basic software applications</li> <li>• Stock control</li> </ul>	<b>Training</b> – deliver the micro-credential. <ul style="list-style-type: none"> <li>• Financial Literacy</li> <li>• Effective Workplace Leadership</li> </ul> <b>Research</b> – viability of delivering Certificate II in Financial Services at a training venue in Tuvalu.	<b>Training</b> – if outcomes validate ongoing demand continue training.  <b>Training</b> – if validated by research and training venue available commence training.
Conduct Presentations	<b>Research</b> – the viability delivering accredited short course in country.	<b>Training</b> – if validated by research and training venue available commence training.
Prepare Budgets	<b>Research</b> – the viability delivering accredited short course in country.	<b>Training</b> – if validated by research and training venue available commence training.
Proposal Writing	<b>Research</b> – the viability delivering accredited short course in country.	<b>Training</b> – if validated by research and training venue available commence training.

## Hospitality and Tourism

Identified priorities and skills	2023	2024
E- commerce skills related to tourism.	<b>Training</b> – Certificate III in Tourism will be offered in Vanuatu and is available to applicants from other countries.	<b>Training</b> – if outcomes validate ongoing demand continue offering Tuvaluans places in the Certificate III in Tourism.
Cookery skills identified: <ul style="list-style-type: none"> <li>• Use basic hygienic practices</li> <li>• Identify hazards, assess, and control safety risks</li> <li>• Safe food preparation and storage</li> </ul>	<b>Research</b> – the demand and viability to deliver Food Safety Supervision course at a training venue in Tuvalu.	<b>Training</b> – if validated by research and appropriate training venue available commence training.
Basic cookery skills is broad and will be met by the APTC Certificate III in commercial Cookery.	<b>Training</b> – The Certificate III in Commercial Cookery will be offered in Samoa and PNG and is available to applicants from other countries.	<b>Training</b> – The Certificate III in Commercial Cookery will be offered in Samoa and PNG and is available to applicants from other countries.
Housekeeping	<b>Research</b> – regionally the demand for a short, accredited course in housekeeping.	<b>Training</b> – If outcome validate demand commence training in Samoa and make this course available to applicants from other countries.

## Generic Skills –All Trades

Generic skills identified across all trade areas: <ul style="list-style-type: none"> <li>• Workplace health and safety procedures</li> <li>• Perform measurements</li> <li>• Read plans</li> <li>• Make calculations</li> </ul>	<b>Research</b> – the demand to deliver in country a short, accredited course comprising of identified skills.	<b>Training</b> – if outcome validate demand and appropriate training venue available commence training.
---	--	--

## Trades

Identified priorities and skills	2023	2024
Construction skills identified: <ul style="list-style-type: none"> <li>• Using hand tools</li> <li>• Concreting skills</li> <li>• Framing skills</li> </ul>	<b>Training</b> – Certificate II in Construction will be offered in Samoa and is available to applicants from other countries.	<b>Training</b> – Certificate II in Construction will be offered in Samoa and is available to applicants from other countries.
Plumbing The range of skill will be met by the APTC Certificate II in Plumbing.	<b>Training</b> – Certificate II in Plumbing or the Drainage Short course will be offered in Samoa and is available to applicants from other countries.	<b>Training</b> – Certificate II in Plumbing or the Drainage Short course will be offered in Samoa and is available to applicants from other countries.

Air conditioning and refrigeration skills identified: <ul style="list-style-type: none"> <li>• Attach cords, cables, and plugs to electrical equipment for connection.</li> <li>• Maintain documentation</li> </ul>	<b>Research</b> – the demand to deliver in country a short accredited or non-accredited course comprising of identified skills.	<b>Training</b> – if outcome validate demand and appropriate training venue available commence training.
Automotive general The range of skill needs will be met by the APTC Certificate III in Light Mechanical Technology.	<b>Training</b> – The Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.	<b>Training</b> – The Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.
Wall and floor tiling The range of skill needs will be met by the APTC Certificate III in Wall and Floor Tiling.	<b>Training</b> – Certificate III in Wall and Floor Tiling is delivered in Fiji and is available to applicants from other countries.	<b>Training</b> – Certificate III in Wall and Floor Tiling is delivered in Fiji and is available to applicants from other countries.

### TVET Capability

Identified priorities and skills	2023	2024
Teaching and training skills.	<b>Training</b> – commence delivering of: <ul style="list-style-type: none"> <li>• IST</li> <li>• IST Advance</li> </ul>	<b>Training</b> – if outcomes validate ongoing demand continue training.
Trade qualifications for trainers.	<b>TVET</b> providers are given priority placement in APTC programs.	<b>TVET</b> providers are given priority placement in APTC programs.

### Skills for Mobilisation

Identified priorities and skills	2023	2024
Aged Care	<b>Training</b> – Deliver SSCHC0006 Working in Aged Care Preparation Skill Set.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Introduction to Meat Works	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.

## Annex I: APTC Partnerships and Support for Strengthening the Tuvalu TVSD Sector

Support for TVET Initiatives and Policy Development		
	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
Tuvalu Australia Partnership for Quality Education	APTC is working collaboratively with the newly established TAPQE.	
Tuvalu Ministry of Education	APTC performs the secretariat role of the Tuvalu's Technical and Vocational Skills Development (TVSD) workshops.	
Support for TVSD Providers		
	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
Tuvalu Atoll Science Technology Training Institute	Due to COVID and Tuvalu's COVID restrictions, capability development has been delayed.	TASTTI provides short course skills training workshops for people employed in the Tuvalu Public Works Department. Three APTC Trade graduates support the learning in the workshops. Workshops are held for PWD workers in: <ul style="list-style-type: none"> <li>• Automotive</li> <li>• Carpentry/Joinery</li> <li>• Engineering</li> <li>• Refrigeration</li> <li>• Plumbing</li> </ul>
Tuvalu Maritime Training Institute	With COVID, deregistration of qualifications and maintenance requirements, the TMTI has not been operational. A report on the status of the TMTI is being completed as part of the Tuvalu and Australia Partnership for Quality Education program.	
University of the South Pacific USP/ Pacific TAFE	Capability development for USP staff is recorded in the Fiji CSS.	USP offers a Foundation course in Tuvalu as a pre-requisite to access further higher education.
Draft agreement in process in Fiji		APTC utilises USP physical and digital infrastructure in Tuvalu to deliver training.

## Key Stakeholders

	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
Tuvalu Women Action for Change	<p>Capability development for staff:</p> <ul style="list-style-type: none"> <li>• The "communication skills and counselling framework to support the response to domestic and family violence" skills set is currently being delivered to 23 Tuvaluan women.</li> <li>• On successful completion of this course there will be discussion to gauge if the group is interested in completing the full Diploma in Counselling.</li> </ul>	<p>Australian qualifications delivered:                      APTC is delivering the Australian skill set in a blended mode with online and face to face delivery.</p>
Tuvalu Ministry of Education	<p>APTC performs the secretariat role of the Tuvalu's Technical and Vocational Skills Development (TVSD) workshops.</p>	
Tuvalu National Council of Women	<p>National consultations and future capability development planning to be conducted in 2023.</p> <p>Once the new TNCW building and their business unit is completed, APTC will be able to provide micro credentials to cohorts of women that are members of this organisation.</p>	
Pacific Labour Facility and Labour Sending Unit	<p>APTC has delivered Introduction to Meat Works training for 119 Tuvaluans for Labour Mobility Pathways. This training will continue for any future interested groups.</p> <p>Discussions have been held with PLF and LSU regarding needed training in micro credential for labour mobility candidates. This planning has included the possibility of delivering:</p> <ul style="list-style-type: none"> <li>Digital Literacy Essentials</li> <li>Communication Technologies for Business Success</li> <li>Digital Data</li> </ul>	

## Annex II: Priority Projects (in millions of Australian Dollars)

Sector	Project	Estimated capital cost*
Telecommunications	Further upgrades to satellite-based mobile and internet services on Funafuti and Outer Islands	4.0
Maritime Transportation	Upgrade of container storage and handling facilities	1.2
Energy	Additional investment in renewable energy beyond World Bank project	13.0
Land Transportation	Periodic maintenance: reseal of Funafuti roads	9.0
Waste Management	Improvements to solid waste management on all islands: landfills, equipment (including that required for pumping out septic tanks)	7.5
Energy	Sola Photovoltaic systems: battery replacements	12.0
Coastal Protection	Nukufetau costal protection	1.0
Health	Additional funding for mini-hospitals in Nanumea and Vaitupu	1.5
Water Sanitation	Development of three water reserves on each island	8.4
Coastal Protection	Coastal protection infrastructure for three islands (Funafuti, Nanumea, Nanumaga)	42.0
Air Transportation	Periodic Maintenance: reseal of Funafuti International Airport runway	13.0
Health	Additional funding for construction of Outer Island clinics	0.5

\* Including incremental costs for climate proofing.

### Annex III: Participants of Tuvalu consultations held in May 2023

Activity	Representatives
Women in TVET Forum	<ul style="list-style-type: none"> <li>• Tuvalu National Council of Women</li> <li>• Fusi Alofa (Disability Peoples Organisation)</li> <li>• Tuvalu Labour Sending Unit</li> <li>• Community representatives</li> <li>• APTC Alumni</li> </ul>
Labour Mobility Forum	<ul style="list-style-type: none"> <li>• Tuvalu National Council of Women</li> <li>• Fusi Alofa (Disability Peoples Organisation)</li> <li>• Labour Sending Unit</li> <li>• Community representatives</li> <li>• APTC Alumn</li> </ul>
Technical and Vocational Skills Development Workshop (over 2 days)	<ul style="list-style-type: none"> <li>• TAPQE</li> <li>• TMTI</li> <li>• Public Works Department</li> <li>• TASTTI</li> <li>• TNPSO</li> <li>• Social Welfare Department</li> <li>• TNPSO</li> <li>• Fusi Alofa</li> <li>• Lauanu School</li> <li>• Tuvalu Labour Sending Unit</li> <li>• Curriculum Development Specialist</li> <li>• Tourism industry representative</li> </ul>
One-on-one meetings with key stakeholders	<ul style="list-style-type: none"> <li>• Office of the Prime Minister of Tuvalu</li> <li>• Office of the Minister of Public Works, Infrastructure, Environment, Labour, Meteorology and Disaster</li> <li>• Tuvalu Labour Sending Unit</li> <li>• Ministry of Education</li> <li>• Gender Department</li> <li>• TASTTI</li> <li>• USP Pacific TAFE</li> <li>• Tuvalu Chamber of Commerce</li> <li>• Tuvalu National Council of Women</li> <li>• TMTI</li> <li>• Tuvalu Women's Action for Change</li> </ul>