

APTC SKILLS FOR CLIMATE AND DISASTER RESILIENCE STRATEGY

2024-2025



APTC is an Australian Government initiative in partnership with the Pacific and Timor-Leste
APTC is implemented by TAFE Queensland (RTO 0275)

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Acronyms

AIFFP	Australian Infrastructure Financing Facility for the Pacific
APCP	Australia Pacific Climate Partnership
APTC	Australia Pacific Training Coalition
DFAT	Australian Government Department of Foreign Affairs and Trade
DRR	Disaster Risk Reduction
EOPO	End-of-Program Outcome(s)
EQAP	Education Quality and Assessment Program
ILO	International Labour Organisation
PacREF	Pacific Regional Education Framework
PNG	Papua New Guinea
RHO	APTC Regional Head Office
TQ	TAFE Queensland
TVET	Technical and Vocational Education and Training
UNDRR	United Nations Office for Disaster Risk Reduction
UNFCCC	United Nations Framework Convention on Climate Change
VIT	Vanuatu Institute of Technology

Glossary of Terms

Climate change	A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods (UNFCCC Article 1).
Climate change adaption and disaster risk reduction	Systems to anticipate and respond to geohazards (tsunami, earthquake, landslides and volcano) as well as weather related hazards (tropical cyclones, droughts, floods, coastal inundation and erosion). Climate Change is intensifying weather related hazards and driving sea level rise and ocean acidification. Enhancing climate change adaption and disaster risk reduction involves assessing the associated impacts and taking steps to cope more effectively with climate-related risks.
Disaster	A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts (UNDRR).
Resilience	The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management (UNDRR).
Green jobs	ILO define Green Jobs as those that:

	<ul style="list-style-type: none"> - Improve energy and raw materials efficiency - Limit greenhouse gas emissions - Minimise waste and pollution - Protect and restore ecosystems - Support adaptation to the effects of climate change
Green Campus ¹	Reducing carbon and environmental footprint of a TVET Campus. Creating a Green Campus involves promoting environmentally friendly practices to reduce the campus carbon footprint.
Green Curriculum	The integration of climate change and the environment into learning and teaching throughout academic programs
Green Community	The engagement with the community to act on climate change and for the environment and the invitation to members to share local and indigenous knowledge of care for the environment
Green Culture	The cultivation of values and attitudes that foster climate change action and care for the environment

¹ The definitions of the Green Campus, Green Curriculum, Green Community and Green Culture have been adapted from the Vanuatu Institute of Technology Climate Change and Environmental Awareness Action Plan, that was developed by partnership with VIT, APCP and APTC.

1 Executive Summary

The Pacific and Timor-Leste region in which APTC operates is highly vulnerable to the effects of climate change and natural disasters. To this end, Pacific leaders and international partners including the Australian Government have been increasingly focused on progressing action in this area, with the need for further climate-related skill development in the region now well established. These needs are embedded in the climate-related global frameworks as provided through the UN Sustainable Development Goals, a range of Pacific-based declarations and strategies as well as key Australian Government documents, including the recently released International Development Policy and the Climate Change Action Strategy.

Since the commencement of APTC Stage 3 (APTC3), APTC has contributed to addressing the impacts of climate change and disaster resilience through a range of mechanisms including providing support following natural disasters, funding infrastructure to support the environmental sustainability of our TVET partners and inclusion of 'green' content into select courses. This year, our efforts have increased with the delivery of an Introduction to Climate Change and Disaster Resilience module to APTC students and our partners. We have also increased our focus on adapting our training products to include a greater emphasis on environmental sustainability.

This Strategic Framework has been developed to support APTC to enhance our own contribution as well as that of our partners and the broader TVET sector to respond to climate challenges and reduce the risks and impact of disasters. It incorporates three key commitments, each linked to our End-of-Program Outcomes (EOPO) and a number of key partnerships have been identified that will be central for effective implementation. These commitments are:

[Commitment 1: Greening APTC and its TVET Partners' Facilities, Operations and Culture](#)

APTC will work to develop the environmental sustainability of our own facilities, operations and culture as well as seek to influence and support our TVET partners across the region to this end. As far as practicable, we will model best practice green principles in the management and operation across the organisation and work to enhance our own, and our TVET partner's, resilience to natural disasters.

[Commitment 2: Supporting Skills Development in Climate Change and Disaster Resilience](#)

APTC will work to improve the skills of students, staff, alumni and the broader community in climate change and disaster resilience. We will also work with our partners at country and regional levels to identify and respond to climate skill needs and integrate these skills into new and existing TVET training products. In some cases this may involve a regional approach, such as by offering micro-credentials, in other cases this may involve a country-specific approach based on meeting the needs of local employers, utilising local experts and traditional knowledge.

[Commitment 3: Increasing the influence of the TVET Sector in Climate and Disaster Resilience Initiatives](#)

APTC will work with our TVET partners to increase the impact and contribution that the TVET sector makes in response to climate change and building disaster resilience. By engaging with the wider TVET community on disaster and climate resilience, not only will skills and knowledge be shared, but the TVET sector will build credibility and reputation amongst the local community..

Key stakeholders that will be important to support the realisation of this Strategy include the Pacific Regional Education Framework, The Pacific Community, the Secretariat of the Pacific Regional Environment Programme, the University of the South Pacific, Vanuatu Institute of Technology (VIT) and the Australia Pacific Climate Partnership. The value of leveraging support from TAFE QLD as the managing contractor for APTC has also been recognised, as has the importance of establishing the Vanuatu Country Office as the APTC Climate and Disaster Resilience Hub to focus the higher-level activities. The Hub will serve as a focus for skills development, coalitions and research that APTC progresses in collaboration with our partners and other stakeholders

The implementation plan contains a range of activities to be progressed across the organisation. Rather than being the responsibility of one team, it is intended that actions will be progressed through each country office with the intent that efforts to respond to climate change and disaster resilience will become mainstreamed and embedded throughout APTC. Monitoring and reporting of our achievements will also be key and as such, select indicators have been identified through the implementation plan.

This Framework will guide APTC's activities in the area for the remainder of the APTC3 contract until March 2025.

2 Introduction

2.1 Background

The Australia Pacific Training Coalition (APTC) is the Australian Government's major investment in Technical and Vocational Education and Training (TVET) in the Pacific and Timor-Leste region. It was established in 2007 and its programs are implemented across ten countries: Fiji, Kiribati, Nauru, Papua New Guinea (PNG), Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu and Vanuatu. The goal of the program is: *A more skilled, inclusive and productive workforce that enhances Pacific and Timor-Leste prosperity.*

This region is highly vulnerable to the effects of the rapidly changing climate and the increasingly frequent and severe natural disasters. In fact, it is recognised that climate change is the single greatest threat to the livelihoods, security and wellbeing of people of the Pacific². To this end, climate change adaption and disaster risk reduction has become both a major driver for collaboration between Pacific leaders and for international development investment into the region, notably from the Australian Government. The importance of quality provision of training products to contribute to this agenda cannot be understated. APTC aims to work with its partners to support Pacific island countries to be as equipped as possible to adapt to climate related challenges and be resilient in the face of natural disasters.

Whilst APTC has made meaningful contributions to responding to the needs associated with climate change and natural disasters throughout our history, in order to maximise our impact for the remainder of the current stage we will be doing more in this space, leading by example and providing coordinated, impactful support in collaboration with our TVET partners, key stakeholders and the broader TVET sector.

2.2 Purpose

This document provides the framework for how APTC can practically support the development of skills for climate and disaster resilience, build the capability of our TVET partners to operate in a climate responsible manner and enhance the collaboration and impact that the broader TVET sector has in country and regional level climate initiatives. The framework is designed to guide APTC's actions in this area for the remainder of this third phase of the contract (end of March 2025).

This Framework has been developed in consideration and alignment with other key APTC frameworks and strategies, notably complementing the four pillars of sustainability as captured in APTC's Sustainability Strategy, the GEDSI Framework, the Labour Mobility Strategy and the Planning, Monitoring, Evaluation and Learning Framework.

² The Pacific Leaders Boe Declaration of 2018. Available at: <https://www.forumsec.org/2018/09/05/boe-declaration-on-regional-security/>

2.3 Principles

The following principles have guided the development of this Strategic Framework:

Alignment with APTC's Program Logic and EOPO

This Strategic Framework is integrally aligned with EOPO as articulated in the APTC3 Program Logic. Further detail as to how they aligned is provided against each of the three key commitments below.

Working in partnership

APTC's approach to all our work is through partnerships with organisations with shared objectives. In addition to working with our TVET partners, APTC will work in partnership with regional forums including the Pacific Regional Education Framework (PacREF), Secretariat of the Pacific Community (SPC), Secretariat of the Pacific Regional Environment Programme (SPREP) and Pacific TAFE at University of the South Pacific (USP) as well as key stakeholders such as Australia Pacific Climate Partnership (APCP).

Building the capability of TVET partners

APTC will develop the capability of TVET partners including training centres and national TVET regulators in the development and review of curriculum, capability development of trainers, and the registration of new qualifications and micro-credentials addressing climate change and disaster resilience in accordance with the APTC EOPO 3.

Mainstreaming climate and disaster resilience into APTC activities

APTC will ensure that considerations of climate change and disaster resilience is mainstreamed into APTC activities wherever relevant, including staff capability development, infrastructure projects and curriculum development.

Monitoring and evaluation of expenditure and outcomes

APTC will monitor the expense of activities specific to building skills for climate and disaster resilience and will measure the outcome of activities, with learning incorporated into future plans.

Leveraging TAFE Queensland (TQ) resources and expertise

APTC will engage with TQ to identify best practices, access resources and share innovations. We will participate in the Social and Environmental Sustainability Committee around embedding sustainability in curriculums and enhancing the environmental sustainability ratings of TVET campuses.

Activities are localized and incorporate traditional knowledge

Drawing on knowledge from key partners and existing documents such as the Pacific Regional Education Framework, APTC will ensure that activities incorporate traditional knowledge and country specific practices of climate change and disaster resilience. Activities will be relevant to each country that APTC works in.

3 Context

3.1 The Imperative to Act

Global climate is changing at a rate significantly faster than anticipated and the impacts of this are being felt around the world. In the Pacific, research compiled by the [Australia Pacific Climate Partnership](#) (APCP) notes that key impacts include: increasing temperatures, more extreme cyclones with stronger winds, floods and sea surges; more rain; sea level rise; and the regular breaking of heat records. It also notes that a number of islands across the Pacific will experience compromised habitability by 2050³.

The global frameworks provided by the Paris Agreement and the United Nations Sustainability Development Goal Number 13 provide a foundation for APTC's action on climate change and disaster resilience. Both policy visions are based on bottom up approaches of country driven implementation processes that are aligned with Australian Government policies for International Development and the Climate Change Action Strategy.

The Sustainable Development Goal No 13 is to take urgent action to combat climate change and its impact. A key target of this goal (Target 13.3) is to improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning. The indicator for this target is "Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment."⁴

The Pacific Countries played a key role in the development of the Paris Agreement and were among the first to ratify it in 2015. This indicated their collective intentions to deploy ambitious climate policies, necessarily requiring the support of their international donors. Pacific Leaders and communities have continued strong climate leadership and dedication since this time that intrinsically link to climate skills development, notably including:

- The 2022 [Kioa Climate Emergency Declaration](#) that was launched by representatives of the Pacific and Oceania, in the lead-up to the 27th United Nations Climate Change Conference in Egypt. The declaration calls for urgent and decisive climate action through a range of strategies, including support for community led initiatives aimed at climate adaptation.
- The release of the [2050 Strategy for the Blue Pacific Continent](#) in 2022 that includes action to combat climate change as one of ten key commitments and one of the seven thematic areas;
- The 2019 Pacific Islands Forum Leaders [Kainaki II Declaration for Urgent Climate Change Action](#) which outlined ten key priorities for climate change action requiring international support.
- The 2018 [Boe Declaration on Regional Security](#) that elevated climate change and noted it as the single greatest threat to the livelihoods, security and wellbeing of the peoples of the Pacific and re-affirmed the commitment to progress implementation of the Paris Agreement
- The 2017 [Pacific Resilience Partnership](#) was supported to advance the Framework and inclusive, multi-sectorial approach to resilient development in the Pacific

³ Further information on Climate impacts in the Pacific, go to:

<https://climatewise.apclimatepartnership.com.au/apex/f?p=208:1:9751393181222:::>

⁴ United Nations Sustainable Development Goal No 13 <https://sdgs.un.org/goals/goal13>

- The 2016 endorsement of the [Framework for Resilient Development in the Pacific](#), a regional framework to guide an integrated approach to responding to climate change and disaster risk management from 2017-2030.

The importance of education and training and the development of climate related skills to enhance environmental sustainability, adaptability and disaster resilience is embedded intrinsically throughout these Strategies, Frameworks and Declarations. This is aptly emphasized by the below quote from the keynote speech by Mr Henry Puna, Secretary General – Pacific Islands Forum to the Inaugural Conference of Pacific Education Ministers in March 2023⁵.

.. The placement of education at the heart of the 2050 Strategy (for the Blue Pacific Continent) is no accident. It is there because our Leaders recognise that education will be the most critical long-term factor in our achievement of the Strategy.

...Without curricula that draw on the best of our traditions and cultures, we will never have the people to build climate resilient, Pacific-relevant, societies and communities.

Without focused education, we will not have the scientists and technicians to develop the approaches we need for a just and equitable transition away from fossil fuels and toward renewables-based economies – something which a number of our Pacific Ministers called for in cyclone-struck Port Vila last week.

3.2 Australian Government Policy Directives

There are two key Australian Government Policy's also particularly relevant to this Strategic Framework:

Australia's International Development Policy, Commonwealth of Australia, DFAT⁶,

The recently released International Development Policy outlines the new phase in the approach that the Australian Government is taking to its international development program. Guided by the objective to 'advance an Indo-Pacific that is peaceful, stable, and prosperous', the Policy emphasizes, amongst other areas: the building and importance of partnerships and collaborative action; supporting local leadership and locally-led change; increasing focus on gender equality, and disability equity and rights; and increasing climate-related investment.

Appendix 1 provides the Policy Overview.

DFAT's Climate Change Action Strategy 2020-2025⁷

⁵ Speech available at: <https://www.forumsec.org/2023/03/20/remarks-sg-puna-keynote-to-2023-pacific-education-ministers-meeting/>

⁶ Department of Foreign Affairs and Trade (2023) Australia's International Development Policy. Accessed at: dfat.gov.au/sites/default/files/international-development-policy.pdf on 16/8/23

⁷ Department of Foreign Affairs and Trade (2019) Climate Change Action Strategy 2020-2025. Accessed at: climate-change-action-strategy.docx (live.com) on 16/8/23.

This Strategy provides the basis for investments made by DFAT relating to climate change. Its aim is that *‘Australian development assistance supports the goals of the Paris Agreement to address climate change and strengthens socially inclusive, gender-responsive sustainable development in our region’*.

The Strategy emphasizes a close working relationship with regional partner countries with a focus on increasing investments into renewable energy and targeted climate change investments, as well as providing support for climate and disaster risk reduction initiatives through integration into the development program. It also notes the balance of addressing the risks of climate change whilst also looking to ways to support climate-resilient economic growth, jobs and technologies.

Appendix 2 provides the overview of the Strategy.

3.3 APTC Climate and Disaster Resilience Initiatives

Throughout its history, APTC has contributed to building climate related skills, enhancing environmental sustainability and assisting in the recovery following natural disasters.

As part of disaster response efforts after various tsunamis and cyclones since 2009, APTC has played a role by delivering increased construction training and assumed responsibility for the rebuilding of a significant number of shelters, houses and community facilities. An overview of this contribution has been included as **Appendix 3**.

From an infrastructure perspective, APTC has also supported solar installation at the Sub-National Growth Investment (SNGI), PNG sites in Mt Hagen and at the Navuso Agriculture Training Institute in Fiji. APTC supported solar installation at the VIT in Vanuatu with significant savings made on electricity bills. Water tanks were installed at the Vatawaqa campus in Fiji.

More recently, APTC has commenced action to further develop its contribution to building skills in climate change and disaster resilience across its country offices. To this end, we developed the ‘Introduction to Climate Change and Disasters’ training module in partnership with APCP. The module introduces climate change concepts to raise awareness and develop resilience. We are delivering this module as part of our full qualifications across all our courses. In 2023, 524 (266 female and 258 male) completed the module from 9 countries.

Other efforts to build skills and TVET partner capability in Climate and Disaster Resilience include:

- In 2022, VIT, APTC and the APCP collaborated to develop the *VIT Climate Change and Environmental Awareness Policy and Action Plan 2022-2026*. Now that it has been endorsed, APTC and APCP are supporting VIT with its implementation. This will include activities such as establishing a VIT ‘Green Committee’; identifying required operational budget and resources; and engaging with stakeholders to collaborate on projects that help position VIT as a ‘Green Institute’.
- Similar activities to the VIT collaboration have been proposed in the PNG context, such as a ‘green audit’ and creation of a ‘green committee’ at the Port Moresby Technical College.
- In 2023, APTC delivered the Certificate II in Sustainable Energy to 32 students across Fiji and PNG.
- Planning for delivery a Resilient Building Short Course/Resilient Roofing Short Course in Vanuatu
- Environmentally sustainable and resilient work practices have already been incorporated into some APTC training programs, such as:

- The addition of training on hybrid vehicles into the Certificate III in Light Vehicle Mechanical Technology (in Fiji and PNG); and
- The addition of a module on home solar system design, installation and maintenance into the Certificate II in Construction that was delivered as a Green Construction Course for women in the Solomon Islands in partnership with the Solomon Islands Infrastructure Program and the Solomon Islands National University.
- Other climate-related content is also being added to Certificate III in Carpentry (Fiji, Nauru, PNG, and Vanuatu).⁸ Where possible, the course content is contextualised for the Pacific region.
- As noted in the 2023 Annual Plan, APTC is undertaking better tracking of its investment in training programs linked to climate resilience objectives, such as electro-technology and solar short courses. These are, in turn, factored into the calculation of Australia’s climate financing commitments under the United Nations Framework Convention on Climate Change. APTC will continue to report on this type of expenditure in consultation with DFAT.

APTC’s contribution to building skills in climate change and disaster resilience across the Pacific complements the work of other training providers in the region. In addition to the TVET sector, there are a number of key climate organisations working in this space along with Universities, secondary schools and other not-for-profit organisations.

3.4 APTC’s Climate Skill Needs and Priorities in the Pacific

In 2021 the Australia Pacific Climate Partnership (APCP) conducted broad ranging *Climate Skills Audits* in nine Pacific Island countries to better understand the existing and forecast climate skills needs in each country and across the region⁹. The findings of the Climate Skills Audits were intended to inform the design of future Australian education and skills development investments to address the shortage of climate skills in the Pacific.

Several key recommendations were relevant to all or most of the nine countries:

1. Integrate relevant climate change and disaster resilience-related content into vocational training and assessment in both accredited and non-accredited training.
2. Adapt innovative and flexible options to deliver climate change and disaster resilience training and information.
3. Support vocational training providers to design and deliver training that integrates traditional knowledge and practice in support of national climate response.
4. Strengthen climate change and disaster response leadership capacity and capability with senior government officials at national and provincial levels.

⁹ The APCP’s Climate Skills Audits Full Reports and Factsheets for each of the nine Pacific countries are available via: https://climatewise.apclimatepartnership.com.au/apex/f?p=208:18:15047572295725:::18:P18_EDUCATION:Y&cs=1SHSjBp_Ej-8F4jZRNj0NSOVaiEWpG00O6x-264NR4m2NH1uVNnelo1BMbWJ2mN7SPaMqHO2IWOQJpdTHk0huXQ

5. Support increased involvement of the private sector in climate response initiatives through skills training.

The Australia Pacific Climate Partnership is currently funded until June 2024.

These Regional Pacific Climate Skills Audit Summary Reports for each country have been included as **Appendix 5**.

4 The Strategy

4.1 Theory of Change and Priority Areas

Through the implementation of a strategic and coordinated approach, APTC will enhance our own contribution as well as that of our partners and the broader TVET sector in developing skills for climate change and disaster risk resilience. The Theory of Change is that through this approach, Pacific and Timor-Leste communities will be better able to adapt to climate change, be more resilient following geohazards and weather related hazards, and demonstrate a heightened level of environmental stewardship in the face of a rapidly changing climate

Priority areas that are the basis for the three commitments outlined below relate to:

- The way in which APTC and its TVET partners integrate environmental sustainability and Green Campus considerations into facilities, operations and organisational cultures;
- The array of training products, including accredited and non-accredited courses and microcredentials, available in the region to meet established and emerging climate skills needs, whilst also incorporating Green Curriculum content into existing academic programs as appropriate; and
- The extent to which the broader TVET sector contributes towards, and is integrated into, climate change and disaster resilience efforts in the Pacific and Timor-Leste.

Whilst each of the commitments relate to more than one of the EOPO's and are cross cutting, there is a predominant one that aligns to each commitment as outlined below.

4.2 APTC Commitments to Skills for Climate and Disaster Resilience

Commitment 1: Greening APTC and its TVET Partners – Facilities, Operations and Culture

APTC will work to develop the environmental sustainability of our own facilities, operations and culture as well as seek to influence and support our TVET partners across the region to this end. As far as practicable, we will model best practice green principles in the management and operation across the organisation and work to enhance our own, and our TVET partner's, resilience to natural disasters.

Alignment to EOPO	Nature of linkage
EOPO3 Selected TVET Partners demonstrate quality TVET Provision	Quality TVET provision includes the ability to adopt and implement best practice climate and disaster resilience measures. This is also increasingly becoming embedded into contractual requirements and as such, there is an added incentive for our TVET partners to maximise their engagement against this commitment. Strengthening disaster risk resilience is also imperative as a means of enhancing training delivery continuity following geohazard and climate disasters.

Commitment 2: Supporting Skills Development in Climate Change and Disaster Resilience

APTC will work to improve the skills of students, staff, alumni and the broader community in climate change and disaster resilience. We will also work with our partners at country and regional levels to

respond to climate skill needs and integrate these skills into new and existing TVET training products. In some cases this may involve a regional approach, such as by offering micro-credentials, in other cases this may involve a country specific approach based on meeting the needs of local employers, utilising local experts and traditional knowledge.

Alignment to EOPO	Nature of linkage
EOPO1 APTC and Partner Graduates have improved employment outcomes	APTC will continue to integrate 'green' content into its training products where possible. It will also support its partners to enhance climate and disaster resilience content in their training offerings, supporting the growth of 'green jobs' and the disaster preparedness of Pacific communities. In turn, this will improve the employment outcomes of graduates in recognition of the noted skill needs to address climate change and the designation of disaster resilience as a top regional priority.

Commitment 3: Increasing the influence of the TVET Sector in Regional Climate Change and Disaster Resilience Initiatives

APTC, together with our TVET partners, will work to increase the impact and contribution that the TVET sector makes to responding to climate change and building disaster resilience regionally and within each country. By engaging with the wider community on disaster and climate resilience activities, not only will skills and knowledge be shared, but the TVET sector will build credibility and reputation amongst the local community, which will further enhance the reputation of the TVET sector.

Alignment to EOPO	Nature of linkage
EOPO2 Coinvestment in skills training increases	APTC will increase the level of collaboration between the TVET sector and other stakeholders in relation to climate and disaster resilience. Through the enhanced collaboration, the needs of the sector to support more effective training response will be more evident, resulting in greater awareness and appreciation of co-investment requirements. This will also progress efforts to support sustainable TVET sector involvement in disaster planning and response and may include advocacy or support for the delivery of additional training products as part of disaster recovery funding initiatives

4.3 Key Partnerships and Determinants of Success

In addition to working with our TVET partners, there are a number of key stakeholder organisations and forums that may support the success of this Strategy:. Further, a partnership with TAFE QLD's Sustainability Unit and the focusing of the more high-level activities of this Strategy through the designation of the Vanuatu Country Office as the Skills for Climate and Disaster Resilience Hub are components for this Strategy.

Key Strategic Partnerships

Pacific Regional Education Framework (PacREF)

PACREF is a regional initiative that is designed to support the building of the regions capacity in the delivery of quality education services. Its action is centered around enhancing collaboration and regionalism across the Pacific and APTC is one of five implementing agencies. In regards to this Strategy, APTC's involvement will be to collaborate to ensure that action progressed is aligned with the Framework and does not duplicate alternate efforts.

The Pacific Community (SPC)

The Pacific Community (also known as the Secretariat for the Pacific Community) is the principal scientific and technical organisation in the Pacific region. It plays an important role in the development of Climate related skills through producing qualifications and course content that may then be implemented by national TVET providers. Qualifications and Courses produced are approved through the Educational Quality and Assessment Programme (EQAP) under the Pacific Qualifications Framework, and as such, may be delivered across the Pacific by National Providers. The SPC will play a key role in the development and delivery of any further climate related training products developed through this Strategy.

Secretariat of the Pacific Regional Environment Programme (SPREP)

SPREP was established in 1993 to protect and manage the environment and natural resources of the Pacific. Its mandate is *'to promote cooperation in the Pacific region and provide assistance in order to protect and improve its environment and to ensure sustainable development for present and future generations'*. One of its key priorities is as the coordinator of Pacific climate change action, which it does through hosting the [Pacific Climate Change Centre](#) in Samoa. Further, it offers training, knowledge brokerage and hosts the [Pacific Climate Change Portal](#). The SPREP is also an accredited entity to the Adaption Fund and the Green Climate Fund and as such can support its members to access climate change finance.

University of the South Pacific (USP)

USP is the premier higher education institution in the Pacific, operating across the region. It is a major provider of climate change and disaster resilience courses ranging from vocational qualifications through the Pacific TAFE arm of USP through to tertiary qualifications. It is also the host of [the Pacific Centre for Environment and Sustainable Development](#) that works under the goal to *'empower the people of the Pacific with the knowledge to be able to adapt to the impacts of climate change and pursue sustainable development'*. The Centre collaborates with a broad range of multi-sectoral stakeholders and plays an advisory role with regional governments on matters relating to climate change and disaster resilience.

Vanuatu Institute of Technology (VIT)

VIT is the largest TVET provider in Vanuatu, offering a broad range of vocational qualifications including Climate Resilience. It has recently considerably increased its efforts around climate change and disaster resilience, partnering with the Climate Partnership and APTC to develop and implement a Climate Change and Environmental Awareness Action Plan. It will also be the beneficiary of a significant Asian Development Bank funded program to modernize its campus and activities, including the adoption of a particular focus on climate and disaster resilience.

[Australia Pacific Climate Partnership \(APCP\)](#)

The APCP is tasked with supporting the Australian Government to integrate climate and disaster resilience in Australia's aid program in the Pacific and Timor Leste. It brings together climate experts, policy makers and community leaders and provides technical advice, expertise, and resources to program managers and implementing partners on climate change, disaster risk reduction and gender, disability and social inclusion. It has also established the Australia Pacific Climate Alumni Network, a network of climate change experts from across the region that may be able to support actions associated with this Strategy along with APCP itself.

Other Determinants of Success

The APTC Hub for Skills for Climate and Disaster Resilience

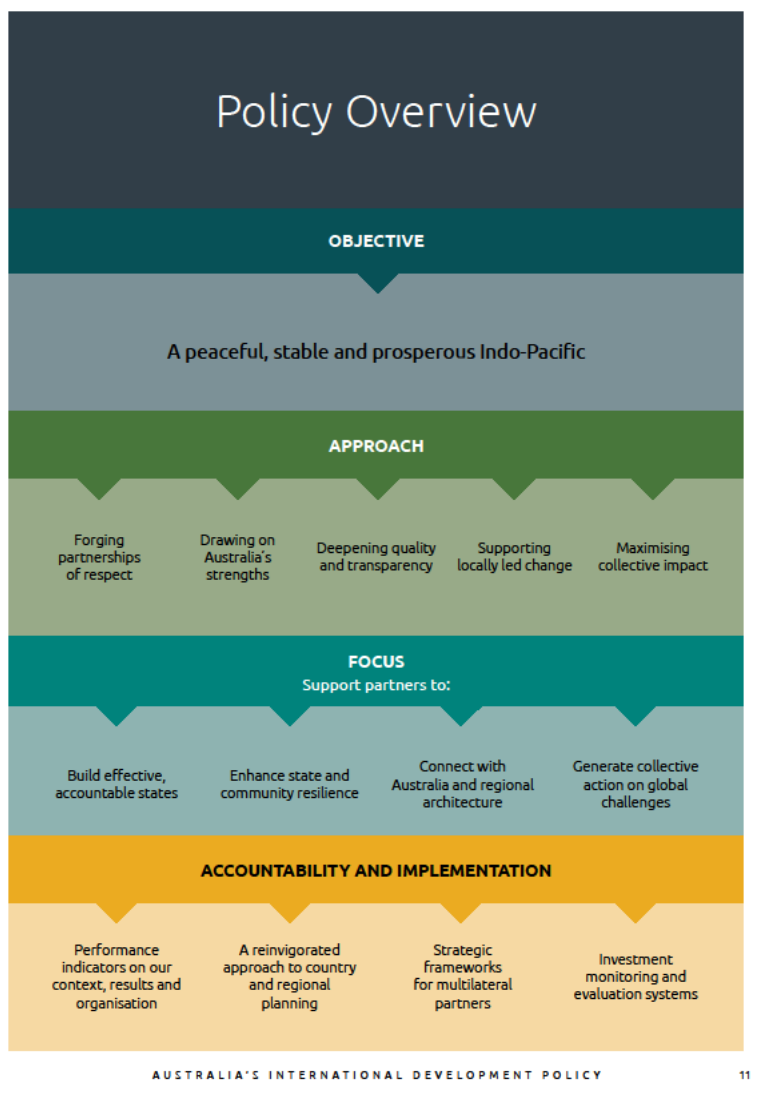
Whilst Regional Head Office and all the Country Office's will be responsible for implementing components of this Strategy, a Skills for Climate and Disaster Resilience Hub has been designated for the Vanuatu Country Office. This will serve as a focus for skills development, coalitions and research that APTC progresses in collaboration with its partners and other stakeholders.

Support from TAFE QLD Sustainability Unit

TAFE QLD as the managing contractor for APTC is in the ideal position to be able to share information in support of this Strategy. The organisation are currently in the process of incorporating a sustainability component into all course curricula, presenting the opportunity for APTC to be able to leverage these resources and expertise. Further, it has established a Social and Environmental Sustainability Committee and there is a Connect module for educators about embedding sustainability in the curricula. Lastly, as a number of TVET partners have expressed interest in becoming registered as STARS (Sustainability Tracking, Assessment and Rating System) institutes to affirm their 'Green' status, TAFE QLD guidance to them on this process may be of benefit.

5 Appendices

Appendix 1: Australia's International Development Policy – Policy Overview

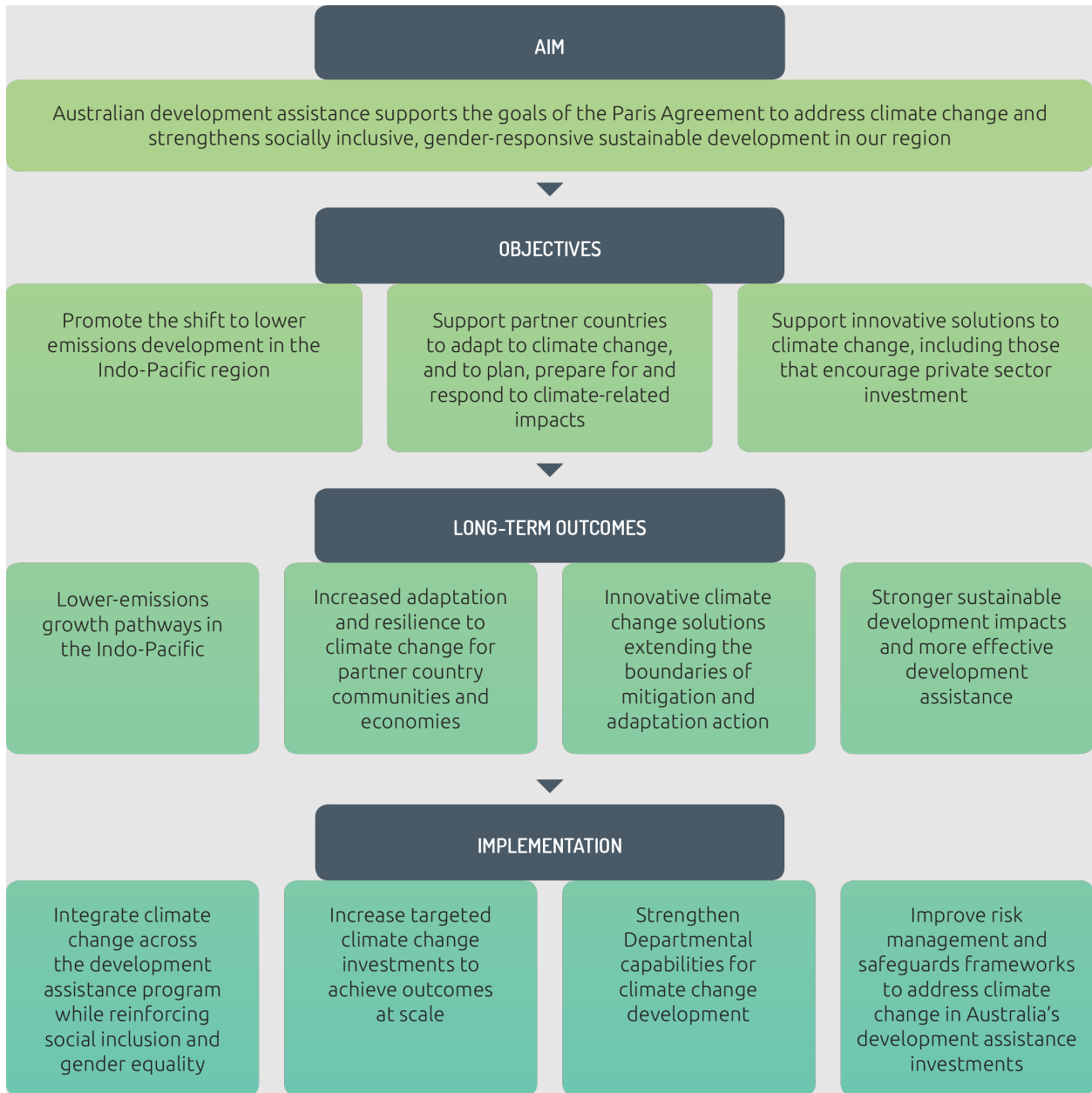


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Commonwealth of Australia, DFAT, Australia's International Development Policy, August 2023¹⁰

¹⁰ Available via: <https://www.dfat.gov.au/sites/default/files/international-development-policy.pdf> . Accessed 25 August 2023

Appendix 2: DFAT Strategy for Climate Change Action in Australia’s Development Assistance



Department of Foreign Affairs and Trade - Climate Change Action Strategy, November 2019¹¹.

¹¹ Available via: <https://www.dfat.gov.au/sites/default/files/climate-change-action-strategy.pdf>. Accessed on 25 August 2023.

Appendix 3: APTC's Contributions to Rebuilding Efforts Following Natural Disasters

APTC has played a role in building skills for climate and disaster resilience through delivery of construction training as part of the disaster response efforts after the tsunami in Samoa (2009) and after Cyclones Evan (2012 in Samoa) and Winston (2016 in Fiji). Outcomes of these projects includes:

2009 Tsunami in Samoa

- 16 fales built
- 15 graduates in Certificate II in Construction (2010)

2012 Cyclone Evan in Samoa

- 40 shelters built
- 16 graduates in Certificate II in Construction (2013)

2016 Cyclone Winston in Fiji

- 70 houses (Cyclone-Resilient Core Shelters) built
- 20 houses (Build Back Safer Program) built
- 72 graduates in Certificate II in Construction (2017)
- Habitat for Humanity Partnerships

2023 Cyclones Judy and Kevin in Vanuatu

- APTC Carpentry students in Vanuatu will support the rebuilding of the Vanuatu Womens' Centre as part of the students' live work activities.

Appendix 4: ACPC's Climate Skills Audits - Fact Sheets for Pacific Countries
(External fact sheets available from APCP website)

<https://climatewise.apclimatepartnership.com.au/apex/f?p=208:1:6365677342882:::>