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Review of the New Zealand In-Country Awards: Tonga



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LIST OF ACRONYMS

AMF	Activity Monitoring Framework
APTC	Australia Pacific Technical College
ATI	Ahopanilolo Technical Institute
GOT	Government of Tonga
HAC	Hango Agriculture College
HRD	Human Resource Development
HRM	Human Resource Management
ICA	In-Country Awards
ICT	In-Country Training
MCCTIL	Ministry of Commerce, Consumer, Trade, Innovation & Labour
M&E	Monitoring & Evaluation
MET	Ministry of Education and Training
MFAT	Ministry of Foreign Affairs and Trade
MOH	Ministry of Health
MOTEYS	Ministry of Training, Employment, Youth and Sports
NZPS	New Zealand Pacific Scholarships
NZRDS	New Zealand Regional Development Scholarships
PHTC	Public Health Training Centre
PSC	Public Service Commission
QSSN	Queen Salote School of Nursing
RDS	Regional Development Scholarships
RPL	Recognition of Prior Learning
SDP	Strategic Development Plan
SJBC	St Joseph Business College
STTA	Short-Term Training Attachment
STTS	Short-Term Training Scholarship
TAFE	Technical and Further Education
TBEC	Tonga Business Enterprise Centre
TDB	Tonga Development Bank
TCCI	Tonga Chamber of Commerce & Industries
TIHE	Tonga Institute of Higher Education
TIOE	Tonga Institute of Education
TIST	Tonga Institute of Science and Technology
TMPI	Tonga Maritime Polytechnic Institute
TNA	Training Needs Analysis
TNQAB	Tonga National Qualifications and Accreditation Board
TSA	Tonga Study Awards
TTI	Tonga Tertiary Institute
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific

Executive Summary

This report is the outcome of the review of the New Zealand In-country Awards (ICA), commissioned by the New Zealand Ministry of Foreign Affairs and Trade (MFAT). The ICA is funded by the New Zealand Government through the MFAT and is managed by the New Zealand High Commission in Tonga. The review looks at the performance of the ICA, in its latest phase, 2014-2016 and assesses the **impact, efficiency** and **effectiveness** of the ICA and whether it has influence on the desired **outcomes** and has **relevance** to the MFAT's strategic objectives for Tonga. Whether ICA has generated 'value for money' and 'cost effectiveness' in return for the investment made by the New Zealand Government in funding the ICA is also ascertained.

The review finds that the alignment of the ICA to the needs in key areas for investment by the New Zealand Government and priority sectors for Tonga has been weak, although it has provided support for the delivery of quality training. Hence, it would be unclear whether ICA has made any **impact** on improving overall skills development and responding to the needs of the industry and labour markets, although it has made a significant one on the performance of ICA students and their organisations. The ICA is also weak in supporting an inclusive approach to providing access to training opportunities and facilitating effective learning through the appropriate 'student support'. This undermines the **effectiveness** of the ICA. However, the ICA has potential to complement and supplement other national human resource development initiatives and programs, by redesigning its scope and allowing collaboration among the key agencies and stakeholder in its management.

This report shows that the ICA has been very **effective** in generating benefits for students, employers and training institutions, during the period being reviewed. The data from the survey of ICA students shows that 20% have continued to undertake further studies overseas, while 19% were given higher level responsibilities and another 18% were promoted, after their training. A further 28% were given special awards to reward good performance. Students without financial means have been awarded an ICA and 54% of ICA students continuously received them during 2014 to 2016. There is evidence that they have been able to transfer skills and knowledge to the workplace which have made impact on their performance and the quality of the outputs of their organisations. In this regard, '**value for money**' has been gained, where 643 ICAs have been funded with approximately NZD\$587,272 during the period under review.

The ICAs are awarded to students on conditions that enable them to perform well academically and for the training institutions to focus on providing accredited quality training. These have made good **impact** on lifting the profile of the training institutions and encouraging interaction with their stakeholders on maintaining the appropriate quality standards and 'monitoring' of students under the ICA. However, the ICA does not have sufficient visibility to attract a wider audience of students who would have otherwise be seeking the opportunity for an award.

The New Zealand Government has so far provided through the ICA a **cost-effective** scholarship program which provides more Tongan nationals, with recognised qualifications and improved training opportunities, than any other local or overseas scholarship scheme. Given the benefits it has generated, value for money and cost effectiveness, and therefore a fair **return on the investment** in ICA have been obtained. The purpose of the New Zealand Aid Programme, as part of the delivery of MFAT's strategic intention, is to 'develop shared prosperity and stability' and will invest in delivering sustainable development and poverty reduction. The investment is made in 12 priority areas including renewable energy, agriculture, fisheries,

tourism, trade & labour mobility, education and health, which are important also for Tonga's development. The development of skills and a knowledge base in these key priority areas has been important for both New Zealand and Tonga for sustainable economic development and poverty reduction.

However, the ICA has not been responsive to this, thereby undermining its **relevance** to MFAT's strategic objectives and **enabling** the achievement of the desired outcomes is hindered. The analysis in this report will show that 71% of ICAs for 2014 - 2016, have been awarded to students undertaking academic training, mainly graduate and post-graduate training. The ICA selection and assessment process is not informed by the needs assessment in the priority sectors for New Zealand and for Tonga, nor receive advice from the key agencies and stakeholders. Since its inception, it has focused on paying for the tuition fees, on a refundable basis, of students who perform academically well in courses that have been accredited for established training institutions and delivered on site. This has excluded from ICA support, training needs that are delivered through other modalities but recognised by the industry as well as the provision of assistance and support for students to enable effective learning. There is no support program for those who are geographically remote or the disabled.

The **efficiency** in the administration of the ICA has been affected by lack of capacity within the New Zealand High Commission, where there is only one Scholarship Officer to administer all the New Zealand scholarship programs including the ICA. An overloaded Scholarship Officer will not perform all the required activities efficiently, especial monitoring of ICA students in collaboration with the training institutions and employers, the updating and maintenance of database information critical for measuring progress, ensuring that selection of ICA students is undertaken on a cost-effective basis and so on.

Given the foregoing, the **preferred delivery option** is now outlined. This report proposes the **outsourcing** of the routine activities in the administration of the ICA, leaving a dedicated ICA Scholarship Officer, (within a dedicated scholarship unit to manage all scholarships programs), to focus on coordination, monitoring and oversight of the management of the ICA. A formal **partnership** and **collaboration** arrangement (through documented processes) should be put in place so that the dedicated ICA Scholarship Officer can work with the training institutions, the private sector peak bodies and key public-sector agencies on defining priority areas for training where needs could be funded by the ICA.

To ensure transparency, integrity and informed decision making, an advisory '**selection panel**' of key stakeholders should be put in place to advice on planning and prioritisation of the ICAs, review the recommendations on the distribution of the ICAs across the priority needs and confirm recommendations. The panel also reviews reports on progress and performance of the ICA and provide advice. The approval authority still remains with the High Commissioner.

The ICA should be made more **inclusive** and be **re-designed** by widening its '**scope**' from tuition fee-paying to allowing recognised training delivered through different modalities, other than classroom-based learning, and 'resource assistance support' and 'learning support' for students to qualify for ICAs. The ICA should also cover special programs for students in the outer islands and for the disabled.

Monitoring and evaluation of the ICA students should be undertaken under a **framework** that is linked clearly to the ICA 'activity monitoring framework' (AMF). New instruments should be designed for monitoring and the AMF should be revised so that it is aligned strongly to the

‘results framework’ of MFAT. Monitoring must also be accompanied by risk mitigation and a risk mitigation strategy should be designed.

The ICA must be **aligned** to the priorities defined in the high-level documents guiding the New Zealand aid assistance to Tonga and those that relate to Tonga’s social and economic development. Operational level documents for the ICA including the ‘ICA Operational Guidelines’ and the ‘ICA Timeframe’ should be revised to reflect upon the priorities and processes to be followed. The selection criteria should also be revised to reflect upon the need for inclusiveness, cost effectiveness, value for money and return on investment in the administration and management of the ICA.

Given the foregoing, this report makes the following broad recommendations:

Efficiency of the ICA

1. Consideration should be given to improving efficiency through:
 - (a) ‘outsourcing’ the routine management and administration activities of the ICA to a service provider/managing contractor
 - (b) creation of a dedicated scholarship unit to manage the New Zealand scholarship program for Tonga with a dedicated ICA Scholarship Officer within it to oversee, monitor and coordinate ICA-related activities of the service provider/managing contractor, training institutions and employers
 - (c) developing partnership and collaboration with stakeholders in the entire process of managing the ICA and ICA students, from application to performance monitoring and evaluation, and using online systems

Effectiveness of ICA

2. An advisory ‘selection panel’ of key stakeholders should be established to provide an advisory role on the planning, prioritisation of needs, informing sector needs as well as making recommendations on the awards after consideration of applications on merit
3. The ICA should be re-designed and its scope widened, with selection criteria revised, to make it more inclusive of training needs delivered through other modalities and the need to provide resource and learning support for students in need of assistance to make their learning effective, and giving due regards to financial hardship, equity and access

Impact of ICA

4. A monitoring and evaluation (M&E) framework should be designed for the ICA and jointly implemented with the key stakeholders, to provide data and information for monitoring the ICA and student performance, addressing risks, managing transition from training to work and ensuring that goals are met
5. Collaboration with key Government agencies and the private sector to define key priority areas of focus for the ICA should be strengthened

Policy Level Consideration

6. Realign the ICA with critical needs and priorities as determined and reflected in the high-level policy frameworks of the New Zealand Government and the Tonga Government and ensuring complementarity and supplementation of efforts by donors and key agencies in the public sector and private sector
7. Consideration must be given to value for money, cost effectiveness and return on investment in the management and administration of the ICA

Detailed recommendations will be made throughout the report and are tabulated in Schedule 3.

Part 1: Policy Context

1.1. New Zealand's Role in National Human Resource Development

1.1.1. The Training Sector

Over the last three decades, New Zealand has played a pivotal role in national human resource development in Tonga. Annex 1 provides a historical overview of the involvement of the New Zealand Government in providing support and assistance in developing the education and training sector, since the 1970s.

The emphasis had not only been placed on developing academic training but also on the skills important for Tonga's economic development. These were reflected in Tonga's national plans as well as the intentions of the New Zealand aid program. The focus on the public service was as important as that on the private sector. Training needs assessments and delivery of training programs on the ground became a feature of the aid assistance to education and training. This was important so that the need for skills and expertise were fulfilled.

Provision of scholarships had been a permanent feature of New Zealand's assistance. Its scholarship programs have been reviewed to ensure that not only needs are met through concerted efforts with the aid donors and utilising more the regional educational institutions, but also pertinent issues such as equity and access are addressed. The idea for an ICA scheme, was conceived as a way of providing access to educational opportunities on an equitable basis.

Reforming the vocational and technical training sector became important. The **Tonga National TVET Framework 2013-2017** was then formulated (GOT, 2012) to continue the reforms to ensure quality, competency-based, demand-driven training. This is also allied to the **Tonga Education Policy Framework 2004-2019** with goals relating to equitable access and quality and improvement in education administration. Now, the **New Zealand Aid Programme Strategic Plan 2015-2019** identifies 12 priority areas for investment – renewable energy, agriculture, ICT, fisheries, tourism, trade & labour mobility, economic governance, law & justice, health, education, resilience and humanitarian response. The Mission stated in the Plan is to 'support sustainable development in developing countries, in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.' The purpose of the aid is to 'develop shared prosperity and stability in (the Pacific) region' and hence will invest in 'knowledge and skills to deliver sustainable development and poverty reduction in partner developing countries.'

In December 2016, the **Tonga and New Zealand Joint Commitment for Development 2016 – 2018**, was signed and it outlines the commitment of New Zealand to skills and workforce development, especially scholarships for tertiary qualifications and workforce skills training and for Tonga, and to identify labour market needs to inform prioritisation of workforce training. These are also reflected in Tonga's **Strategic Development Framework, 2015-2025**.

1.1.2. Scholarships

The New Zealand Government, through MFAT now provides scholarship awards to Tongans under its global scholarships portfolio through the New Zealand Pacific Scholarships (NZPS) (undergraduate and postgraduate training in New Zealand), the New Zealand Regional Development Scholarships (NZRDS) (undergraduate and postgraduate training in a Pacific

regional university) and the New Zealand Commonwealth Scholarships (post-graduate training only in a Commonwealth country). In addition to the scholarships, the New Zealand Government is also funding the Short-Term Training Scholarships (STTS) (training, attachments and technical qualifications in New Zealand for up to one year) and the ICA (local tuition fees only scholarships). The scholarships are intended to assist Tonga in developing the capacity for effective and sustainable economic development

The evaluation of the New Zealand Aid Assistance to Tonga in 2016 shows a large investment in scholarships. Between 2011 and 2015, around NZD\$13.8 million was invested in scholarships including the NZRDS and the NZPS (MFAT, 2016). The MFAT in Wellington sets the policy direction and strategic objectives for the New Zealand scholarships globally, and for Tonga, the scholarships are administered by the New Zealand High Commission.

1.1.3. The ICA

Objectives

The purpose of the ICA is to ‘address skill shortages, identified by the Government of Tonga (GOT), as being priority human resource development (HRD) requirements.’. The objectives of the ICA include improving access for students of merit for post-secondary and postgraduate education, support for formal technical and vocational and wider range of courses, and support for outer island participation in tertiary education, private sector business development and further studies for students without financial means and increase access by women and the disabled to tertiary education.

The ICA is guided by stated guiding principles including meeting the short-term training needs of Tonga, maximise the long-term development impact on poverty reduction, provide for transparency, access and equity including disability and gender, cost effectiveness in delivery and consistency with New Zealand’s Aid Programme objectives. It is expected that there will be an increase in the number of Tongan nationals with recognised qualifications, improved opportunities for disadvantaged Tongans due to gender, disability or geographical isolation, increased number of Tongan nationals with knowledge and skills meeting Tonga’s development needs, and support the development of quality training.

The ‘ICA Operating Guidelines 2009’, explains the selection criteria, the conditions in which the ICA is made, monitoring, reporting and financial management. The ‘ICA Timeframe’ is the flowchart indicating the major activities for the administration and management of the ICA. Monitoring visits are to be undertaken in May-July or alternatively in August-September and the AMF is used to report on the outputs set out for ICA. The purpose of the monitoring visit is to check on the performance of the ICA students, discuss any issues and provide answers to queries from students or the training institutions.

Criteria and the Awards

There is an available budget of around NZD\$250,000 per annum or around TOP\$388,860 for ICA in today’s exchange rate value (0.6429). This budget funds an average of 214 awards per year (a total of 643) from 2014 to 2016.

The award is made on the condition that 50% of the tuition fee will be paid initially by the ICA and the student will pay 50%. The student will be refunded their 50% of the tuition fees for

achieving A or B grades in their courses and 25% for achieving C grades. Students must meet the entry requirements and enrol in courses accredited and delivered by the training institutions registered with the Tonga National Qualifications and Accreditation Board (TNQAB). Table 1 below shows the number of applications received per year, the number of ICAs awarded between 2014 and 2016 and actual expenditure.

Table 1: Number of ICA Awards 2014-2016

Year	No of Applications Received	No of Awards Offered	% of Awards Offered	Actual Expenditure NZD
2014	441	202	45.8	2014/15 \$131,389
2015	363	183	50.4	2015/16 \$227,043
2016	466	258	55.4	2016/17 \$228,840
Total	1270	643	50.6	\$587,272

Source: New Zealand High Commission, Nuku'alofa

The number of ICAs per year varies depending on the quality of the applications received and the cost for each ICA, which also depends of the tuition fees for the courses being funded.

For the period 2014 to 2016, Table 2 shows the number of ICAs awarded to candidates by training institutions, qualification areas and levels of qualification:

Table 2: Number of ICAs by Training Institution and Qualification 2014-2016

Institutions	No of ICAs					Qualification Areas	Level
	2016	2015	2014	Total	%		
Ahopanilolo Technical Institute (ATI)	5	8	3	16	2	Hospitality	Certificate 4
Hango Agricultural College (HAC)	2	4	4	10	2	Agriculture	Certificate 4 Diploma
Queen Salote School of Nursing (QSSN)	3	0	0	3	-	Nursing	Diploma
St Joseph's Business College (SJBC)	1	0	0	1	-	Secretarial	Diploma
Tonga Institute of Higher Education (TIHE)	23	8	6	37	6	Education	Diploma
Tonga Institute of Education (TIOE)	1	0	0	1	-	Accounting Agriculture	Certificate Diploma
Tonga Institute of Science and Technology (TIST)	3	0	1	4	1	Trades	Certificate 4
Tupou Tertiary Institute (TTI)	44	35	37	116	18	IT Business	Diploma Certificate 4
University of the South Pacific (USP)	176	128	151	455	71	All programs*	All levels
Total	258	183	202	643	100		

Source: Data supplied by the New Zealand High Commission, Nuku'alofa

**see Table 3 for qualifications funded under the ICA*

The students enrolled at the USP accounts for 71% of the ICAs offered between 2014 and 2016 and 18% for TTI. The rest of the 7 training institutions share the remaining 11%.

The ICAs have been spread across several types of qualification and fields of study which are accredited by the TNQAB, for the period under review, as in Table 3.

Table 3: Distribution of ICAs by Qualification 2014-2016

Institution	Qualification	2014	2015	2016	Total
USP	MBA	13	2	11	26
	MA Education	2	1	4	7
	LLM	0	1	1	2
	BA Commerce	40	37	39	116
	BA Education	18	19	30	67
	BSc	29	25	34	88
	LLB	8	5	7	20
	BA Agriculture	1	5	3	9
	BA Geography	3	3	1	7
	BA English	1	0	0	1
	BA History	1	1	0	2
	BA Accounting	0	4	0	4
	BA Environment	0	1	1	2
	BA	7	7	7	21
	Certificate+	8	1	8	17
	Diploma+	8	8	10	26
Foundation Level+	12	8	20	40	
		151	128	176	455
TTI	Diploma IT	13	1	7	20
	Diploma Business	24	34	37	95
		37	35	44	116
TIHE	Diploma Accounting	4	4	14	22
	Diploma Agriculture	1	3	7	11
	Cert Accounting	1	1	2	4
		6	8	23	37
HAC	Dip Agriculture	4	3	1	8
	Cert Agriculture	0	1	1	2
		4	4	2	10
ATI	Cert 4 Hospitality	3	8	5	16
QSSN	Diploma Nursing	0	0	3	3
TIST	Cert 4 Electrical	1	0	0	1
	Cert 4 Carpentry	0	0	2	2
	Cert 4 Fitting	0	0	1	1
		1	0	3	4
TIOE	Diploma Education	0	0	1	1
SJBC	Cert 3 Secretarial	0	0	1	1
Total		202	183	258	643

⁺In various fields. Source: Derived from data provided by the New Zealand High Commission, Nuku'alofa

Responsibilities of the Scholarship Officer

The ICA is managed within the New Zealand High Commission by a Scholarship Officer who is reporting to the Deputy High Commissioner. The responsibilities of the Scholarship Officer are explained in detailed in Annex 2. The responsibilities include the following:

- Advertise for applications
- vets and assesses applications and recommends successful candidates
- notify the successful students winning an ICA through the training institutions
- budget forecasting and organising payments to the training institutions
- undertake monitoring visits to the training institutions
- use the AMF to assess progress and the Risk Register to address the risks
- receive academic reports of ICA students for reporting the progress and a basis for refunding the ICA students
- refund the training institutions which in turn refund the students who qualify for a refund
- administer the NZRDS, NZPS and STTS

1.2. Purpose of the Review and Methodology

The Terms of Reference states the purpose of the review of ICA as follows:

“The purpose of this review is to assess the impact of the ICA scheme and how efficiently it is being managed. The review will provide recommendations for improvements to the administration of the scheme and a preferred delivery option.

The review will also consider:

The effectiveness of the ICA:

- i) compared to in-country scholarships offered by other organisations and other scholarships offered to Tongan citizens by the New Zealand Ministry of Foreign Affairs and Trade (MFAT);*
- ii) any related benefits for local education and training providers; and,*
- iii) the socio-cultural context and inclusiveness;*

The overall efficiency of the ICA, and particularly whether it is providing value for money;

Relevance to MFAT’s strategic objectives for Tonga;

The degree to which the ICA is enabling and influencing good outcomes in relation to MFAT’s strategic objectives for Tonga.”

A methodology was then designed to collect the relevant data and information to inform the review on the efficiency, effectiveness and impact of the ICA. Both qualitative and quantitative methods were used. The qualitative methods consisted of a series of consultation interviews and focus group discussions with key stakeholders using the semi-focussed in-depth interviewing technique. A Survey Questionnaire was used to collect quantitative statistical data from ICA students. The persons consulted during the review are listed in Annex A. Details on the methodology is at Annex B. The Questions for Interviews and Group Discussions used in consultation interviews and focus group discussions is attached as Annex C and the ICA Student Survey Questionnaire is attached as Annex D.

Part 2: Discussions and Findings

This Part of the report is divided into sections which follow the thematic areas to be examined in this review – policy relevance of ICA (whether the ICA contributed to the achievement of high level objectives), impact (whether ICA made any difference), effectiveness (whether the ‘right things’ were undertaken with regards to the designated purpose, objectives and roles of ICA) and efficiency (whether what had to be undertaken were ‘done right’).

2.1. The Policy Relevance of the ICA

2.1.1. Relevance to MFAT Strategic Objectives for Tonga

Emphasis on ‘skilling’ has been increasingly important for New Zealand and for Tonga as reflected in the high-level policy documents of both countries (see Section 1.1.1.). Presently, the alignment of the ICA to current policy level objectives, in which skills development for sustainable development and poverty reduction feature significantly, is weak and undermines coherence at the operational and delivery levels.

While ICA students have been able to transfer skills and knowledge to the workplace, it is not confirmed that capacity in the key sectors of the economy have been improved for ‘sustainable economic development.’ It is not clear whether the ICA has made a contribution to ‘poverty alleviation’ but it has supported students ‘without financial means’ to attend quality training.

The ICA has not addressed fully ‘skill shortages’ and ‘labour market needs’ to meet Tonga’s development needs, as the awards are not made based on assessment of critical needs in key priority areas. The needs of the private sector have not been addressed in a consistent manner. There is no clear attention and no consistent program for the needs of the private sector. The linkage between training institutions, key agencies and the industry is *ad hoc* to adequately determine training that are relevant and critical.

There are issues of inclusiveness and access that need to be reflected in the way ICA is used to provide support to those who do not have access to training and those who need various forms of recognised training (not necessarily under the accreditation regime of the TNQAB) in order to compete effectively in the labour market. A significant proportion of ICAs has been awarded to academic qualifications and less for vocational and technical training. Hence, there is no balance in the distribution of ICAs across academic versus technical and vocational training. A proper access program to training for outer island students has not been created and there is none for the disabled. Although there are more women than men holding ICAs during the period being reviewed, the issue of ‘gender balance’ needs to be further examined.

The ICA has given opportunities to 643 young people and workers, during 2014 to 2016, in a cost-effective manner. They have gained knowledge and skills in quality training which they transfer and apply in the workplace, and in key areas that are important for them and their employers. Hence, the number of Tongan nationals holding recognised qualifications have increased and thereby ‘value for money’ has been realised in this regard. It is also noted that access to quality training by students of merit and students without financial means have been created.

The view from the stakeholders expressed to this review, is that there is a need for the ICA to continue into the future with increase in the funding. The ICA still represents an opportunity to continue the support to the higher-level objectives of MFAT, as expressed in the **New Zealand Aid Program Strategic Plan 2015-2019** and the **2016 Tonga New Zealand Joint Commitment for Development** (see Section 1.1.1.). The original purpose and objectives of the ICA, as outlined in the ‘ICA Operating Guidelines’ still remain relevant to contribute to the higher-level objectives of MFAT (see Section 1.1.3).

There is still a need to look at how the ICA could improve access to training especially those from the outer islands and the disabled and support for their effective participation in training. The ICA has a role to play in building capacity in the private sector, as an area of focus. There is an opportunity to improve the involvement of the industry, key agencies and training institutions to ensure that needs are defined and are being met through the ICA. The need for inclusiveness should be mainstreamed into the process for managing the ICA.

Addressing ‘skill shortages’, ‘labour market needs’ and ‘skills development for sustainable development and poverty reduction’ must be done strategically over the medium and long-term. Hence, there is a need for the ICA to continue as a scholarship program, but it must be aligned properly at the operational level to priority policy objectives and priority needs. It needs to complement and supplement other similar schemes or programs.

The recommendations made in this report, both general and specific, are intended to deliver ICA in a more effective and efficient manner so that it makes a greater impact on the desirable outcomes.

Recommendation:

1. *The ICA should continue to exist in the medium term to contribute to skills development for sustainable development and poverty reduction and address the skill shortages and labour market needs of Tonga*

2.1.2. Alignment

Discussion

These high-level policy frameworks – the **New Zealand Aid Program Strategic Plan 2015-2019**, the **Tonga New Zealand Joint Commitment for Development 2016-2018**, the **Tonga Strategic Development Framework 2015-2025**, the **Tonga National TVET Support Program** and the **Education Policy Framework** (see Section 1.1.1. and Annex 1 for details) - are common in their focus on developing capacity in the public and the private sectors and the key priority areas that would generate economic benefits through growth, improving inclusiveness in access to economic opportunities and participating effectively in the labour market. **The alignment of the ICA with these high-level policy frameworks and the strategic objectives they pursue is currently weak.**

The demand for skills and expertise in various professional and technical areas in both the private sector and public sector are identified through training needs assessment exercises. They confirm the skill gaps and critical skills that need to be secured to improve performance. These are the basis for the industry to design training plans that should assist in guiding the training design and delivery by the training institutions.

The ICA should then be aligned with the training priorities defined in the training needs assessments and training plans and fund courses that relate to the priorities defined in the high-level policy frameworks. The training needs assessment outcomes should inform the training institutions as the link between them and the private sector (through the Tonga Chamber of Commerce and Industries (TCCI) and the public sector (through the Public Service Commission (PSC)) to deliver quality demand driven training, is important.

It should be expected that the re-alignment of the ICA will result in further improvement in the 'value for money' and 'return on investment' for the ICA, as it now focuses on critical needs and top priorities that have greater impact on economic development. The re-alignment also involves the revision of the 'ICA Operating Guidelines' and the design of an M&E framework for the ICA. It also involves close collaboration with the key Government agencies and private sector peak bodies in defining priority training needs and delivery of industry-based and demand driven training.

Findings

This review finds that the selection process for ICA has not sought advice nor have been informed by the sector training needs assessments conducted by key Government agencies and private sector peak bodies.

Supporting Demand for Skills by the Private and Public Sectors

The training system in Tonga is supply led and most often the industry is left out of the design of the relevant training for the private sector. The TCCI is now consolidating the basis for coordinating and addressing the needs of the private sector. It has requested the amalgamating of functions that are still in Public Service Ministries, such as the 'job search' and 'business development'. They align more closely with its training responsibility for the private sector. A Private Sector Training Program is being set up which will be responsible for conducting the training needs assessment and coordinate the delivery of training for the private sector, including RPL and industry work placement for students. The TCCI is also developing a National Private Sector Training Centre (which may replace Tonga Business Enterprise Centre (TBEC)) for the delivery of formal and non-formal training for the private sector. Furthermore, it is working with the industry to build the institutional capacity of industry associations so that the training needs assessment can be effectively undertaken.

The Ministry of Commerce, Consumer, Trade, Innovation and Labour (MCCTIL) is currently analysing data from its survey to define the skills needs of registered private sector businesses. **The survey shows that in some sectors, there is a mismatch between what their skill needs are and the skills that are available in the labour market.** The survey also shows that the bulk of the needs of the private is training in certificates level 3 and level 4 which are hands-on skills training. The findings will be presented to the training institutions so that they could align their courses with the skills demand in the business sector. The will also be shared with the TCCI so that the training needs of the private sector are integrated.

The PSC is responsible for training in the Public Service. Currently, it is formulating a Public Service Workforce Development Framework, which will define the broad areas of skill needs, skill gaps and critical skills required in the Public Service. The PSC runs training needs assessment exercises every two years and is currently planning to conduct another exercise soon. This will define the immediate needs for skills and expertise in the Public Service. The

PSC indicated to this review that it will work together with the training institutions to ensure that they respond to the demand for skills in the Public Service. In some areas in the Public Service, there is a need to provide opportunities for re-training and re-skilling of staff with lower level qualifications so that they can meet the standards of performance required for their levels of responsibility.

Therefore, ICA should then be aligned more strongly with the priority areas of focus of the high-level policy frameworks, through the priority sector training needs assessments undertaken by the key Government agencies and private sector peak bodies.

Supporting Quality Training

The ICA has provided effective support to quality training. The condition that students enrol in an accredited qualification is an effective leverage in ensuring quality in training for ICA students.¹ The TNQAB requires training institutions to acquire registration and obtain accreditation of their qualifications. According to the TNQAB, 19 out of 24 training institutions have been registered and 36 programs so far have been accredited, which are diplomas and certificates. The USP is an exception as a regional educational institution. All of its courses are accredited and hence qualify all students at the USP to apply for the ICA. This explains the fact that 71% of all ICAs were awarded to USP students, between 2014-2016. The ICA has an obligation to continue to align with the TNQAB to enforce quality training. New Zealand and Tonga both support quality education and training.

Recommendations:

1. *The ICA should be aligned with the high-level policy frameworks of the Tonga Government and New Zealand aid program and the training needs assessments conducted by the key Government agencies and private sector peak bodies in the priority areas identified by the high-level policy frameworks*
2. *The ICA should continue to provide the support for quality training through the condition that students enrol in an accredited qualification*

2.1.3. Complementarity

Discussion

The ICA exists in relation to other training schemes, scholarships and awards. The Government of Tonga scholarship awards, is managed by the Scholarship Committee of behalf of Government. The NZPS and NZRDS, are administered by the New Zealand High Commission and approval of awards is made by the MFAT, Wellington. They all cater for students undertaking studies for formal graduate and postgraduate qualifications in a regional university. The Japanese and Chinese Governments are also providing scholarships for study in universities in Japan and China but are not coordinated with other scholarship schemes.

The New Zealand High Commission also administers the STTS, for training, attachments and technical qualifications in New Zealand. Furthermore, the TCCI recruit students from Tonga

¹ A reference to 'ICA student' is a reference to a student who had been awarded an ICA, regardless of whether the student works or not and a reference to 'training institution' means the nine training establishments in which there are ICA students.

on behalf of APTC to study under their programs in their regional campuses in Samoa, Fiji and Vanuatu. The TDB is the only known local organisation that has a tuition-paying scholarship, similar to ICA, although very limited in numbers (see Annex 3 for details on other scholarship awards).

The ‘Tonga Skills Development for Inclusive Economic Growth Project’ will focus on equipment grant, upskilling of teaching staff and support for accreditation of programs. There is also a proposed ‘Youth Employability Program’ which will focus entirely on transitioning young people from training to work, especially in the livelihoods and employment creation areas. These projects do not provide scholarship awards to students *per se* but they will provide support to the training institutions to ensure that students are learning skills under training programs that are of quality.

Findings

Since 2015, there is no coordination on the scholarships through the Tonga Joint Selection Committee established in 2000s by the Tonga Government. Information on scholarships, training schemes and awards outlined above are not shared among the aid donors and sponsors to ensure focus on priorities and cost effectiveness. There is also no coordination at the local level and project level, as yet, of activities to build capacity in the training sector.

However, ICA is the only formal scholarship scheme that has focus on improving opportunities for students wishing to pursue a qualification locally.

Recommendations

The ICA should continue to focus on improving the access by the ‘student’ to opportunities locally. Hence, the ICA will effectively complement other skills development schemes and scholarship programs, explained above. As a local scholarship program, it complements, on a cost-effective basis, the overseas scholarship programs. While aid funded projects, focus on strengthening training institutions, the ICA maintains a focus on providing the ‘student’ with the appropriate support to undertake an accredited qualifications or recognised training, that will enable them to participate in economic activities and the labour market.

Recommendation:

1. *The ICA should continue to focus on improving access to opportunities by students to accredited qualifications and recognised training and hence complement what other scholarship programs and projects cover*

2.1.4. Supplementation

Discussion

The cost of training a student in Tonga to the required standards in the trades and vocational courses has been estimated to be between TOP\$2,400 and TOP\$3,000 per head per annum. For Government training institutions (under the Ministry of Education and Training (MET) and the Ministry of Health (MOH)), this cost of training is subsidised through the Government budget which pays for most of the expenses (facilities, teaching staff, equipment, teaching resources etc). Therefore, this effectively keeps the tuition fees lower.

The Government TVET Grant, which is provided to the non-Government training institutions only, has only been able to meet around half of the per head cost quoted above. For every training institution, the Grant is shared in half between supplementing the salaries of the teaching staff and half for funding teaching resources. Similarly, the Grant has also effectively maintained the tuition fees per semester at a low rate.

The tuition fees for six of the training institutions range from TOP\$150 to TOP\$264 per semester. The tuition fees charged by HAC and TTI are higher and based on ‘twinning arrangements’ with New Zealand based tertiary institutions. The tuition fees for USP are much higher as they are regional university-based (see Table 6 in Section 2.3.2). Some training institutions, especially the non-Government ones, also obtain resource assistance through the small project grants administered locally by the aid donors, the Parents and Teachers Association and the Alumni Associations.

Findings

The support given to the training institutions, by both the aid donors and Tonga Government, to deliver quality training has been well established. However, ‘resource assistance’ and ‘learning support’ for students, the non-fees requirements of their training, are important. They contribute to quality in the learning process and they are resources they can retain for future reference or use, when they are in the workplace. The ICA students in the focus group discussions agreed that there should be some assistance for non-fees requirements of their courses. Where the non-fee requirements are not affordable, students will seek assistance or undertake the training without the required resources, if assistance is not available.

The ICA should therefore provide supplementary support to the ‘student’ to improve the effectiveness of the learning process by providing assistance for ‘resource assistance support’ and ‘learning support’ (see Annex 4 for details). These are further discussed in Section 2.3.3. and Section 2.3.7.

Recommendation:

- 1. The ICA should supplement the ‘tuition fee’ in the award with ‘resource assistance support’ and ‘learning support’ to improve the effectiveness of the learning process for students*

2.2. The Impact of the ICA

2.2.1. Student Performance

Discussion

Academic reports have always been sent by the training institutions, on a timely basis, to the Scholarship Officer² during the year. Update is made over the telephone and internet on ICA student performance, although orientation and monitoring meetings are not regular. The Principals, in some of the training institutions, take the responsibilities of calling the ICA students for meetings on their performance. However, monitoring visits by the Scholarship

² In Section 2.4.2. the designation ‘Scholarship Officer’ will be recommended to be (dedicated) ICA Scholarship Officer. For discussion purposes, ‘Scholarship Officer’ will be used until Section 2.4.2.

Officers are important so that she is aware of the issues that the ICA students have, clarify the expectations, motivate them and point out future expectations.

Findings

The ICA has been very effective in generating benefits for a large number of ICA students. The number of Tongan nationals with accredited qualifications has therefore increased, during the period under review.

A large number of ICA students perform consistently at the top academic levels. The survey of ICA students³ shows that around 54%⁴ continuously receive their awards throughout their studies. The conditions for the award of an ICA, as explained in Section 1.1.3, are the drivers of higher level academic performance by ICA students. Training institutions encourage their students to do well, especially those who are intending to study overseas or want to progress at work.

Furthermore, the ICA provides a bridge for further studies overseas. The records show that approximately 20% of all ICA students, between 2014 and 2016, continue to undertake further studies overseas.⁵ The ICA has been useful in staircasing students from local to overseas studies. In this regard, the ICA has contributed effectively to the idea of ‘split award’ (conceived in the joint scholarship review in 2010 – see Annex 1) where students with academic capability can staircase their training from Tonga, as in the case of USP and TTI, and complete their studies in Fiji or New Zealand.

Generally, ICA students have a clear understanding of the requirements to perform academically well, the expectations of the training institutions and what the training courses cover. Their levels of knowledge and skills have improved, and they now have a better understanding of issues and principles in their fields of study.

The majority of ICA students (95%) agree that they understood the requirements to undertake their courses effectively. This review found no evidence to suggest that there is a high rate of withdrawal by ICA students from their courses. Similarly, more than 90% of ICA students state in the survey that they clearly understood the expectations of the training institutions and staff and were able to follow their courses of study. The impact has been that 94% of ICA students agree that their respective courses of study have increased their levels of knowledge and skills and now have a better understanding of the key principles and issues in their fields of study.

The ICA has created confidence to pursue further studies and work opportunities. Most ICA students (93%) attribute the success of their studies to the conditions of the award of the ICA and 89% have complied with them. The ICA has been a driver in raising their level of confidence to pursue further studies (91%) or work opportunities (83%). The same is true for all ICA students regardless of their training institutions.

Overall, there has been a very positive correlation between the quality of the services of the training institutions and their courses and the high level of professionalism that ICA students

³ A reference to the ‘survey’ or ‘survey of ICA students’ is a reference to the survey questionnaire which was administered to the students who were holding an ICA from 2014 to 2016. A reference to ‘ICA student’ is a reference to a student holding an ICA during this period, regardless of whether he or she works or not.

⁴ The percentages are rounded off to the nearest whole number.

⁵ There is no data available on their fields of study, although the training institutions or their contacts have indicated that they have enrolled in an overseas institution.

gained from their studies. These have made a very positive impact on the learning process for ICA students and for their performance at work.

2.2.2. Monitoring and Evaluation

Discussion

The 'ICA Operational Guidelines' states that ICA must be effectively monitored and that annual reports are submitted. TTI monitors ICA students voluntarily as part of the special attention given to scholarship students. The rest of the training institutions did not indicate that they did the same.

The AMF had been designed to report on the performance ICA. An examination of the existing AMF shows that it is not sufficient to make a meaningful assessment of the impact of the ICA. The goal of the AMF tends to emphasise more academic training, although the eligibility criteria do allow for technical and vocational training. The medium-term outcomes focus more on inputs. Some of the outputs are too broad focusing on '*suitably qualified Tongan students awarded scholarships*' and marginalises high potential students with strong technical background. Activities listed in the AMF need more clarification to link appropriately to results and to industry requirements and standards.

Findings

In the absence of an M&E framework for ICA, it seems unclear how far the ICA has made an overall impact on improving skills development and responding to the needs of the industry and labour markets. However, the ICA students surveyed and employers interviewed provide evidence that their performance at work has improved (see Section 2.2.3).

Monitoring of ICA student performance and provision of support services is weak. The training institutions stated during the consultations that the Scholarship Officer does not undertake monitoring visits on ICA students regularly. This is to be expected as the workload for managing the ICA and other scholarship responsibilities would be overwhelming for one single Scholarship Officer. (The volume of work for the Scholarship Officer is discussed in sections 2.4.2.).

The application form is not sufficient to collect data that will be important in monitoring and evaluating the ICA and student transition from training to work. Data collection is important for analysing the relevant factors that influence the focus, distribution and impact of the ICA. Monitoring of progress and reporting on the performance and status of ICA students during the semester and measuring performance indicators assigned for the ICA, are important in M&E. The training institutions should also be collecting current information and report them for updating the database on ICA students at the New Zealand High Commission.

There is no evidence that risks are addressed through a risk mitigation strategy or plan. The potential risks to the ICA need to be identified and dealt with under a risk mitigation plan or strategy which is linked to an M&E framework for the ICA. Therefore, it is important to revise the 'Risk Register' so that risks are also monitored and dealt with on a timely basis.

Recommendations

Student Monitoring

Student monitoring should consist of a series of visits and information sharing. An ‘orientation visit’ program for ICA students is intended to explain the conditions of the ICA, the expectations and future opportunities for further studies and employment. For ‘monitoring visits’, at Semester breaks, discussions should be based on evidence. Therefore ‘interim academic reports’ and ‘monitoring assessment forms’, to be completed by the training institutions, should be used for the evaluation sessions to update and report on progress and status of the ICA students. At the end of the Semester, an evaluation session should be conducted by the Scholarship Officer and the training institutions.

The information gathered during the monitoring visits and the evaluation sessions (using ‘interim academic performance’ and ‘monitoring assessment forms’), will feed through to the AMF for reporting at the end of the semester or of the academic year. During the Semester, the training institutions will also continue to provide a ‘formal pastoral care’ care program for the ‘wellbeing’ of ICA students (see Schedule 1 for details).

ICA Activity Monitoring

This review was briefed by the Development Manager - Scholarship, MFAT Wellington and the Deputy High Commissioner on the MFAT M&E results framework, which is based on outputs and short, medium and long-term outcomes. A results-based M&E framework, should ensure linking ‘monitoring and assessment’ to the high-level policy frameworks to ensure that the outputs and indicators are realistic and are accepted by key stakeholders.

The AMF should become an information collection tool as well that will help to identify the efficiency and effectiveness of training institutions, impact of training on performance at the workplace and so on. Part of the evaluation should come from the employers of ICA students (through the use of tracer studies) and the latter should be able to undertake a post-semester evaluation of what they experience in the training institutions. The information feeds through to the MFAT results framework and should be shared for strategic decision making on ICA.

Risk Management

Students are always on the risk of withdrawing from their courses, fail to achieve satisfactory grades or not able to complete their courses. Those from the outer islands may feel displaced as they are living away from home and need to adjust to their living and school environments. Some students may need to balance work and study or competing social obligations and their studies so that they can progress satisfactorily. Peer pressure, for some students, needs to be managed effectively.

The church-based training institutions provide some form of ‘pastoral care’ for their students whereas the Government ones do not. Therefore, training institutions should benefit from a formalised ‘pastoral care’ program, as part of addressing risk mitigation. Such programs can be adapted from model pastoral care programs used in similar training institutions in New Zealand.

Recommendations:

1. *An ICA M&E Framework, with measurable, achievable and realistic indicators, for monitoring the performance of ICA students, be designed to provide information and baseline data for strategic decision making on ICA*
2. *The current Activity Monitoring Framework be revised and linked appropriately with the proposed ICA M&E Framework*
3. *Regular monitoring visits to the training institutions by the Scholarship Officer be programmed and tracer studies used in close collaboration with employers and completed ICA students to provide information for strategic decision making on ICA*
4. *A formal pastoral care program within training institutions be established to respond to student needs, maintain performance and well-being and contribute to risk mitigation*
5. *The Risk Register be revised and a risk mitigation plan be formulated and implemented jointly with the training institutions*

2.2.3. Contribution to Work

Discussion

The employers' perspectives are important in defining the needs for the public sector and the private sector and with regards to the ICA, how it could address some of those needs. Table 4 shows where the ICA students are now working or studying.

Table 4: Where the ICA Students Are

Where ICA Students Are	Proportion
Government Ministries & Public Sector	15%
Private Sector or Self Employed	20%
Overseas Study	20%
Currently Studying Locally	30%
Unknown	15%

The records in the PSC identify that around 15% of all ICA students (for 2014-2016) are employed in Government Ministries and the public sector (public enterprises). After tracing the ICA students during this review, it is estimated that a further 20% are employed in the private sector or are self-employed. Another 20% are continuing with their studies overseas and 30% are current local ICA students. Because of lack of available data, the remaining 15% are not known. These figures show that a total of 30% are current students, who are not in employment and who may have needed the ICA to support their studies. This is a fairly large number and comparable to the 35% of ICA students who are working and still need the same assistance. They are at the middle levels of the Public Service where their salaries may not be sufficient to cater for both the needs of their families as well as their studies.

For those known to be employed in the Government Ministries, ICA students are mainly engaged in the areas of finance (especially commerce), health (especially nursing) and education (teaching). Lesser numbers are in areas such as IT and administration. The rest are spread thinly across other work areas, mainly technical.

What is clear from consulting the PSC and the Government Ministries which were available to provide information for this review, is that 'quality performance' has become an issue and performance management systems are being introduced. Quality performance is also based on 'quality staff' and it is part of build professional capacity. The PSC states that these efforts are common in Ministries and the public-sector organisations which focus on capacity building.

The TCCI does not have information on how employees that were supported by ICA in their studies have assisted their own organisations in building capacity and improving performance. However, it coordinates the recruitment, placement and monitoring of students from the private sector who are trained by the Australia Pacific Technical College (APTC). Tracer studies on their performance has shown that the graduates have contributed to raising the quality and level of performance in their own workplaces.

Findings

The Employers Perspectives

Employers have benefitted from the ICA where it has provided support for their key staff to gain the knowledge and skills that are required to improve performance.

The PSC notes that there has been a general improvement in the performance of Public Service employees over the years, especially at the middle management level, as a result of training. It is noted that the improvement in the quality of training has impact on the professional approach to work and quality of work outputs. The level of competence of staff has improved consistently over time, including those who had ICAs, and this has given them the opportunity to progress at work. The contribution of ICA in providing training opportunities for Public Service employees and the positive impact ICA students make in the workplace in filling in critical gaps, is noted.

While the TCCI does not have information to indicate how the ICA has assisted in improving performance in private sector organisations, it notes that the engagement APTC, to provide targeted training, is beneficial to the private sector. According to the TCCI, the training for the private sector have to be tailor made and the industry needs to participate in the design of training. This is important because the effectiveness of training will determine the quality of outputs of the industry. It has recently conducted training needs assessment, identifying a wide range of training needs, from short courses to formal qualifications, especially level 2 and level 3 certificate training, in key areas for the private sector. The TCCI is now consulting with the training institutions on how they could deliver some of the training activities. In this regard, the major role of the TCCI is to define the needs of the private sector and seek the appropriate support and assistance.

The ICA Students Perspectives

The effective contribution by ICA students is dependent on organisational leadership and human resource practices at the workplace. The ICA students who are working agreed in the focus group discussions (USP, TTI, TIHE, QSSN), that their effectiveness depends on

leadership and the opportunities given to them to apply knowledge and skills at work. **After graduating from their studies 19% were given higher level responsibilities and 18% were promoted, according to the survey.** Only 2% of ICA students state in the survey that they were given a special award as a result of their success in their studies but 28% indicate that they were given a special award because of their work performance.

ICA students are able to transfer skills and knowledge to the workplace. They have the ability to translate academic performance to good performance at work. Comments in the survey by a large number of ICA students (47%) show that knowledge and skills in their respective fields of study have been enhanced and applied at the workplace. Hence, they have developed confidence in their performance and their work. (See Table 3 in Section 1.1.3. for various fields of study supported by ICA).

Generally, several ICA students contribute to lifting performance. Around 75% of ICA students state in the survey that their course of study related to their work responsibilities and 79% agree that their performance has improved as a result. The same is true for all ICA students regardless of their training institutions.

The professional collaboration at the workplace of around 82% of ICA students has improved as a result and 79% appreciate that their collaboration outside the organisation has also substantially improved as well. The majority (79%) have also collaborated with their alumni members to share and improve work outputs. Most (78%) have contributed in a significant way to discussions in committees, taskforces and workgroups to improve work performance.

Efficiency and effectiveness in work performance have improved as a result of training. Around 81% of ICA students in the survey indicate that their courses have allowed them to work more efficiently and effectively and enable better performance than previously. Their employers have given them work where they train others, utilise their skills and further develop their abilities, according to 75% of ICA students. The same is true for all ICA students regardless of their training institutions.

Recommendations

It is important to sustain the progress taking place. An alumni association is a useful avenue for promoting networking current and former ICA students, so that the collaboration continues, especially among the ICA students, with the training institutions and the employers as well as with other alumni associations.

Recommendation:

1. *Setting up an ICA alumni association with resources allocated for alumni activities **be** considered to take advantage of collaboration among ICA students, employers and training institutions to promote quality performance*

2.3. The Effectiveness in the Management of the ICA

2.3.1. Transparency in the Selection Process

Discussion

Vetting and assessing the applications and recommending successful candidates is undertaken solely by the Scholarship Officer. The Scholarship Officer vets and assesses the applications and recommends the successful candidates for the award of ICAs, based on their merit and meeting the selection criteria. The list of successful candidates is then submitted to the Deputy High Commissioner for review and final checking, prior to approval by the High Commissioner.

Table 5 shows the number of known scholarships provided by scholarship donors for 2014 to 2016, based on the information provided by some of the training institutions.

Table 5: Average Number of Scholarships by Donors 2014 – 2016

Scholarship Sponsor	Known Average Number of Awards Per Year	% share
Tonga Development Bank (TDB)	50 – 60 (for 12 training institutions)	21
Kava Clubs	9 – 15 (for 3 training institutions)	5
Private Scholarships	3 (for one training institution)	1
In-country Awards	214 (for 9 training institution)	73

The scholarship sponsors apply their own criteria for selecting the scholarship awardees. However, they also prefer that selection is undertaken by a ‘selection panel’ so that it is transparent (see Annex 3). It is estimated by the training institutions that up to 20% of their student population are sponsored by scholarships, but up to 80% of the scholarships, in a given year, are ICAs. The Tonga Government does not provide local scholarships, such as the ICA, although it provides a grant per head for the number of students who have enrolled in non-Government training institutions and have paid their tuition fees.

Findings

In other scholarship schemes, applications are vetted, assessed and successful candidates recommended by a ‘selection committee’ before they are approved by the relevant authority. The Government of Tonga scholarship awards are endorsed by the Scholarship Committee, after the Scholarship Sub-committee recommends the successful candidates. The Tonga Development Bank (TDB), which also offers local scholarship awards, allows the selection of candidates for its awards to be undertaken by an ‘internal selection committee’ of the training institutions. The training institutions report to the TDB on their selection method and justify their selection. The Kava clubs use ‘selection committees’ elected from among the members to recommend the candidates for their scholarship awards to their members.

Recommendations

A selection panel is stated in the “ICA Operating Guidelines’ but it does not exist. In order to ensure **transparency** and integrity, merit-based selection and alignment to New Zealand’s and Tonga’s priorities, the selection panel should include representatives from the key Government agencies, the private sector and other key stakeholders. For informed decision making, the ‘selection panel’ has an advisory mandate to plan the prioritisation of the distribution of the ICAs across the priorities, verify the vetting and assessment of all applications, consider the recommendations candidates for ICAs based on priority areas for training and make recommendations. The role and responsibilities of the panel is outlined in Schedule 1.

The approval of ICAs for selected candidates still remain with the High Commissioner. However, in order that needs in priority areas are met, it should be considered carefully in due course whether ICA students should be ‘bonded’ to their selected fields of study.

Recommendation:

1. *The establishment of a ‘selection panel’ with an advisory mandate be considered, with representatives from the private sector, key Government agencies and other key stakeholders to ensure transparency, integrity and informed decision making in ICA*

2.3.2. Cost Effectiveness of ICA

Discussion

Table 6 below shows the tuition fees charged by the training institutions. The TTI and USP tuition fee ranges are higher than the rest of the training institutions. They are 2 to 7 times higher for TTI and 4 to 7 times higher for USP, depending on the courses.

Table 6: Tuition Fees Charged by Training Institutions – 2017

	Per Semester Fees	Per Year Fees	Per Course Fees
USP	-	-	\$400 - \$755 (blended mode) \$335 - \$640 (online mode) Per course \$1,600 - \$3,020 (blended mode) \$1,340 - \$2560 (online mode) four courses full time*
TTI	-	\$1,000 - Certificate L4 \$1,400 – \$2,790 - Dip L5& L6*	-
TIHE	\$180	-	-
ATI	\$200	-	-
HAC	\$660 (Cert) \$720 (Dip)	-	-
QSSN	\$150	-	-
TIST	\$200	-	-
TIOE	\$264	-	-
SJBC	\$215	-	-

**The figures are ranges for tuition fees, depending on particular qualifications. Source: Data provided by the Training Institutions*

If the annual budget for ICA of approximately TOP\$388,860 (NZ\$250,000), is fully utilised, it would be an average TOP\$1,817 per head for an average of 214 awards per year (total 643 over the three-year period, from 2014 to 2016) (see Table 1 in Section 1.1.3). This is significantly far lower than the cost per head for one single student studying at the USP under the NZRDS for example, which is approximately TOP\$86,280 (FJD\$82,000 approx. at 0.9504) equivalent per annum. Such an amount could cover around 47 ICAs. The ICA is then a **cost-effective** way of funding scholarships which can have significant impact on the performance and work output quality of a larger number of students.

If we give an ICA to one student at USP for a full year and provided he or she gets an A grade for all four subjects full time, which is TOP\$1,340, this is the equivalent of three ICAs for three students at ATI for a year. In other words, we are foregoing the opportunities for three students in favour of one. The opportunities foregone would be greater if the ICA is funding a student who is undertaking an MBA blended mode where the tuition fees are much higher. So, a decision has to be made whether we should fund one student undertaking a LLB degree course, for instance, or should we fund three students studying for a Certificate Level 4 in Hospitality, depending on which one we see as the priority and having the potential to generate a greater return on the investment in their studies.

The 'intrinsic value' gained for the relatively lower level of investment in the ICA, compared to the NZRDS and NZPS, is far greater than the total extrinsic value of the investment. The 'intrinsic value' gained are in terms of new knowledge and skills learned, improvement in performance and impact made on the outputs and outcomes for the organisation, which in total is far greater than the actual 'extrinsic' monetary value of the investment in ICA (see also Section 2.2.3).

This 'value for money' will be further enhanced if we re-align the ICA to the priorities, as determined by the high-level policy documents guiding New Zealand's investment in Tonga and Tonga's plans for economic development.

Recommendations

Cost effectiveness is important in managing the ICA and the funding available. In order to ensure cost effectiveness, there is a need to conduct cost analysis, as in the above examples, as part of planning how the ICAs should be distributed among the competing priorities and how many ICAs should be funded in particular year. We need to make a choice based on known and critical needs among the priority sectors. The distribution of ICAs among the priorities should be informed by the outcomes of training needs assessments in key priority sectors undertaken by sector committees, peak bodies such as the TCCI or by key Government agencies such as the MCCTIL and the PSC. The training needs assessment should guide the decision on how many ICAs should be awarded to which training needs. The entire exercise of cost analysis, will ensure that there is 'value for money' and a 'fair return' on the investment in ICA. The same cost analysis and prioritisation can be undertaken in other scholarship programs.

Recommendations:

1. *Cost analysis be undertaken as part of planning the distribution of the ICAs across the priority training needs as defined by training needs assessments in the key sectors, identified in high level policy frameworks of the New Zealand Aid Program and Tonga's key priorities*

2. *In collaboration with the key Government agencies and private sector peak bodies, training needs assessments at the sectoral level should inform the determination of key areas for the awards under ICA*

2.3.3. The Distribution of the ICA

Discussion

Academic qualifications constitute the largest proportion in the allocation of the ICA, especially at the graduate and post-graduate levels. (see Table 3 in Section 1.1.3). Overall, 71% of all ICAs, offered between 2014 and 2016, were awarded to students studying at USP, of which 57% were given to undergraduate and postgraduate students and 14% to those undertaking diploma and certificate level training. The latter are the foundation training for continuing to the undergraduate level. Around 42% of all ICAs were awarded to students undertaking undergraduate courses in commerce, education and science. This represents 60% of all the ICAs for USP.

On the other hand, only 29% of all ICAs were given to vocational diploma and certificate level training, especially in accounting, IT, agriculture and business. These ICAs were spread across the rest of the training institutions, especially TTI and TIHE, with the others having smaller numbers. Given the numbers, ICA has funded more academic training and at greater cost, especially at USP. **In this regard, there is no balance between academic qualifications and technical and vocational qualifications in the distribution of ICAs.**

Findings

The condition that students enrol in an accredited training course or qualification is an effective leverage in ensuring quality in training for ICA students, but there are exceptions, where justified, because of priority needs and different modalities of training delivery. The ICA has been supporting students studying through the traditional mode of training – on site in school attendance utilising the resources of the training institutions on a daily basis. There are other training modalities which are not taken into account within the scope of the ICA. They are not part of the accreditation regime of TNQAB, but which are accepted or recognised by the industry, profession or training establishment. Furthermore, they are part of the standard requirements to gain a qualification or to complete the requirements of a course or of a job. These include ‘workplace attachment’, ‘professional training’, ‘on-line accredited training’ and ‘recognition of prior learning (RPL).

It is clear that while students in training institutions, other than USP and TTI, take advantage of lower tuition fees, they still have to bear the cost of other resources required as part of their courses or training and other support costs to make the learning process effective. These are not covered by the ICA. Resources may be in the form of text books, special tools or equipment or working gear, as examples. For some courses, extra resource assistance may be required where the students may be remote that internet communication may be required. In some cases, the students require re-location, transport and communication support. Students may have to undertake training or courses in another training institution as part of the requirements of his or her studies.

Recommendations

There is a role for ICA to support other modalities of training because the critical needs can only be delivered through such modalities. Schedule 2 can be used as guide for re-designing the scope of the ICA. It provides the details on the components of a re-designed ICA, widening its scope to include these different modalities of training, the ‘resource assistance support’ and ‘learning support’ as components. These are summarised below.

Different Modalities of Training

Workplace attachment are relevant for some sectors where workplace practical learning experience is part of the requirements of a qualification. **Professional training** is part of pre-requisite training to meet the required performance standards in a profession or sector. Where minimum qualifications, special training or special examination has to be undertaken so that a student or employee can be accredited or certified, but not available locally, ‘**remote on-line**’ training with the appropriate overseas provider, is possible. This can be organised through a local training institute or relevant organisation. The **RPL** formally recognises the skills and competencies learned at the workplace, through a series of practical tests and classroom assessments. They allow experienced workers to formally enter the workforce or overseas labour mobility schemes.

The ICA should then be re-designed to take into account the different training modalities described above - ‘workplace attachment’, ‘professional training’, ‘online’ completion of training and ‘RPL’. ICA has a ‘student’ focus and could provide ‘resource assistance support’ and ‘learning support’ to cater for different learning needs of students to ensure the learning is effective. (See also Schedule 2).

Resource Assistance Support

Resources required by students to commence their training or to make their learning experience effective include – payment of a fee, registration, uniform, basic tools, working gear, equipment or documents/textbooks. The ‘resource assistance support’ is a supplement to the tuition fees where the cost of resources are beyond the ability of students to pay. Usually, they are not accepted to undertake the training or workplace attachment, if they do not have them.

Learning Support

‘Learning support’ facilitates and enhances the learning experience. ‘Bridging training’ (e.g. English communication) or ‘pre-requisite’ training (e.g. foundation Maths course) may be required, especially in technical training, to enable the students to comprehend their courses and enhance their learning experience. ‘Special training’ is required to enable the students to cope with their training (e.g. study skills, social skills).

Schedule 2 is a guide to widening the scope of the ICA to include the components described so far. In addition, the selection criteria and conditions for ICA should be revised to facilitate the introduction and administering the recommended components.

Recommendations:

1. *The ICA be re-designed by widening its 'scope' to include components for different modalities of training including 'workplace attachment', 'professional training', 'on-line completion of training', 'recognition of prior learning' and support in terms of 'resource assistance support' and 'learning support'*
2. *The selection criteria for ICA be revised and introduce further conditions to reflect upon the inclusion in ICA of the different modalities of training, resource assistance support and learning support for students*

2.3.4. The Refund of Tuition Fees Under ICA

Discussion

Students are experiencing difficulties in refunding their tuition fees on time under ICA.

Generally, the ICA students experience delay receiving their refund. The refund request has to go through a process that involves paperwork and application of financial procedures by the New Zealand High Commission and the training institutions. This takes time, especially for training institutions that have a large number of ICA students. However, the delay is of particular concern to some of the ICA students who use their refund for the current semester to fund the next semester's tuition fees or other expenses for their courses.

Findings

The refund seems to be an effective means of keeping financial discipline in funding ICA.

Where students do not perform to get the expected grades to qualify for a refund, the ICA has only paid for 50% of the tuition fees. The savings available can then be reallocated to fund additional ICAs in the next round of award. There is no data available, either from the training institutions or the New Zealand High Commission in order to ascertain how many ICA students withdrew from their courses and how many did not achieve the grades to qualify for a refund. As such, it has not been possible to confirm the proportion of those who were successful versus those who were not and the proportion of the ICA budget spent on each.

However, the survey indicates that 66% of ICA students are satisfied that their refund has been made on time and only 13% are not. They stated that refunding them on a timely basis, is important because it is the same money they use to help pay for their tuition fees for the next semester. While they feel that the delay is going to affect their plans on how to utilise the refund, the process should be explained clearly to them in the orientation meeting at the beginning of the semester. There is no indication in the survey and consultation with the training institutions that there is a desire to change or remove the refund condition of the ICA.

What needs to be done is to review the process for the refund to improve its efficiency.

Recommendation:

1. *The 'refund' condition of the ICA be maintained but the refund process be reviewed to ensure efficiency in refunding the tuition fees*

2.3.5. Satisfaction with the Training Institution

Discussion

All of the training institutions provide support services to the students through their ‘help desk’ (or dedicated staff) or ‘learning centres’. They also provide facilities for use by students such as libraries, computer rooms, laboratories and communal facilities. Materials on the courses are produced and tutors and lecturers provide tutorials, lectures and information to students. The TNQAB undertakes quality assurance of registered training institutions so that they maintain the minimum quality standards.

Findings

Students generally have a high level of satisfaction with their training institutions and the quality of help and advice they receive. The survey of ICA students shows that 89% have been satisfied with their experience of their training institutions, especially of the quality of their services to students, the learning environment and their interaction with the staff and other students. This shows a high level of satisfaction for most ICA students in all the training institutions.

Similarly, ICA students generally have a high level of satisfaction with the training institution facilities and quality of lectures and information provided. Around 80% of ICA students have been satisfied with the amount and quality of the assistance provided by their training institutions. **Furthermore, students generally have a high level of satisfaction with their course of study and its delivery.** The survey indicates that 90% of ICA students have been satisfied with the content of their courses, the way they are designed and the way they are delivered.

Overall, the survey suggests a very positive correlation between the high level of effectiveness of the training institutions with the very high level of satisfaction by ICA students with their services and courses. In this regard, the ICA has gained value for money in providing ICA students with quality training that are likely to have impact on their performance at work.

Recommendations

The TNQAB is of the opinion that the ICA should continue to award scholarships to students who are undertaking courses that are accredited so that the training institutions are driven to accredit their remaining qualifications. It is also part of the desired outcomes, as stated in the ‘ICA Operating Guidelines’, that ICA will support the development of high quality post-secondary education by encouraging the training institutions to accredit their courses.

Recommendation:

1. *The existing condition that the students enrol in a course accredited by the TNQAB for the award of an ICA be maintained*

2.3.6. Benefits to the Training Institutions

Discussion

The high level academic performance by ICA students has given their training institutions a good impression and lifted their profile. Their ability to translate their academic performance and improve the quality of outputs in their own organisations has given the training institutions a good reputation. Compliance by the training institutions with the TNQAB requirements, so that their students qualify for ICAs, has helped to maintain quality in training, with qualifications that are accepted locally and overseas.

Given the discussions and recommendations in Sections 2.2.2., 2.4.1. and 2.4.3, the ICA provides an opportunity for the training institutions to participate in the monitoring ICA students. In collaboration with the New Zealand High Commission, it can play a role in ensuring that the ICA is administered effectively and efficiently. This will also be a learning experience for the training institutions in monitoring and evaluating performance and ensuring successful learning experience by students. Furthermore, the intention of the training institutions is to deliver quality training for its students and the interest of the students is to be able to learn knowledge and skills that will be valuable in seeking future opportunities for further studies and work.

Findings

Consultations with the training institutions reveal that there is an opportunity that they can develop partnership and collaboration with the New Zealand High Commission in the administration of the ICA. As shown in section 2.3.5. the delivery of quality training programs which have been accredited and required as a condition of ICA has benefitted both training institutions and students. This is especially so in the development and learning of knowledge and skills that can be transferred to the workplace.

Recommendations

The recommendations in this review to realign and widen the scope of ICA (see Section 2.3.3.) will see a greater role for the training institutions in delivering training through different modalities. The training institutions represent a key component in the whole framework for national human resource development. Their role in delivering training that meets the demand of the industry, the public sector and employers, is a significant one.

Recommendation:

1. *The training institutions be allowed to partner and collaborate with the New Zealand High Commission in managing the ICA and with the key Government agencies and private sector organisations for delivery of training through the different modalities recommended*

2.3.7. Inclusiveness of ICA

Discussion

Inclusiveness involves improving the access to training opportunities and access to support. The 'ICA Operating Guidelines' specifies that there should be 'improved opportunities for those disadvantaged due to gender, disability or geographical isolation.' There

is no evidence to suggest that there is an issue with women or men having problems with access to training. However, at this stage, there is no program to facilitate the participation of the disabled or students in outer islands in the training of their choice, which may only be available in Tongatapu.

At present, there is no prioritisation in the distribution of the ICA between academic and technical and vocational training. Furthermore, the way the ICA has been designed to operate could exclude students who do not meet the conditions or those whose training do not fall within the criteria, but whose training is recognised. Because of differences in learning abilities, training needs and the support and assistance required, inequalities could be difficult to eliminate.

Findings

This review finds that the support towards inclusiveness in the provision of access to training opportunities and effective learning through the provision of resources and learning support to students, has been weak.

There are more females than males holding an ICA. Of all ICA students, only 28% are male and 72% are female. This exceeds any expectation for increased access by women to ICAs, as outlined in the 'ICA Operating Guidelines'.

The ICAs are held by more students from Tongatapu and Nuku'alofa, than from the outer islands and rural Tongatapu. The training institutions with accredited qualifications currently covered by ICA are all located in Tongatapu, except HAC which is in 'Eua. Although a small number of students in Vava'u and Ha'apai are enrolling on-line at the USP, the survey shows that 76% of the ICA students are from Tongatapu and 24% are originally from the outer islands. The latter have been residing in Tongatapu for college education. The survey also shows that 32% of the ICA students have actually come from the outer islands to Tongatapu after their college education for their training.

A large proportion of ICAs are held by students whose training is predominantly academic in nature. As previously stated, a very high proportion of the ICAs (71% of all ICAs) was awarded to students studying at the USP, whose courses are academic in nature. This review did not find information to suggest that the higher enrolment at the USP was because of the quality of its courses. The fact that all of its courses are accredited has allowed a lot more graduate and postgraduate students to apply. Those wishing to pursue a diploma or certificate mainly enrol in other training institutions, where 29% of the ICAs are placed. **Hence, there is no balance in the distribution of ICAs between academic and vocational and technical training.**

The condition that to qualify for an ICA, students must enrol in a course that has been accredited by the TNQAB, has excluded a large number of students from applying. Some training institutions raise the issue that the TNQAB has not been acting fast enough to accredit their training programs so that students can qualify to apply for the ICA. So far, only 36 qualifications have been accredited for 19 of the 24 registered training institutions. This is an average of two qualifications per institution, since 2008. While some of their qualifications are overseas accredited, there should be cross-border accreditation.

The level of tuition fees determines whether students apply for an ICA. The discussions in section 2.3.2. and 2.3.3. show that the tuition fees are lower in most training institutions and therefore students are not motivated to apply for ICAs. This may account for the lower number of ICAs in training institutions (other than USP and TTI), where only 11% of all ICAs for 2014 – 2016, are placed (see Table 2 in Section 1.1.3). No other form of support is available from ICA for students who take advantage of lower tuition fees but still feel that they need other support for their studies.

Therefore, the 'limited scope' of the ICA, as a 'tuition fee only' scholarship, has excluded students requiring other support from benefiting from the ICA. From the consultations with the training institutions, focus group discussions with ICA students and comments made in the survey, suggest that 'resources' and 'learning support' that students need may not be affordable (see Section 2.3.3.).

Comments from the students in the consultations, indicate that the parents are able to pay for the tuition fees, for example, at ATI or QSSN, but they may not be able pay for all the costs of the resources or support required for the student learning process to be effective. The tuition fees are low enough for parents to be able to pay. Similarly, the parents are also able to pay for some of the resources required and up to a certain limit. When the required resources become expensive such as textbooks, equipment or tools, then the students may have to undertake their courses without them. Students cannot seek such support from the ICA as they are not covered in the award. Hence, there is a need to introduce other eligible cost components to be included as part of ICA, as discussed in Section 2.3.3.

Training delivered through modalities, other than formal classroom tuition, accepted by the industry and professional associations, are not covered by ICA, and therefore have excluded students who need support to enable the learning of skills to participate effectively in the labour market.

Financial hardship is a strong driver in applying for an ICA by students without financial means. The ICA has been successful in providing the support for those without financial means. ICA students, in the focus group discussions, stated that the ICA is helping those who are in financial hardship and for some ICA students, especially at USP, they tend to withdraw from enrolment in a semester, if there is no ICA to support their studies.

The following statistics show the 'financial hardship' family circumstances of ICA students. Around 67% commented in the survey that ICA reduces 'financial hardship' on their families, as they also have to pay for the cost of some of the resources required to support their studies. Only 14% indicate in the survey that their parents are both working. Similarly, 60% point out that other family members who are working are assisting financially in their education. Around 49% of ICA students have dependents, 66% are single and 64% are living at home with their parents. Only 34% state that the highest qualification of their mother is a diploma or higher and only 22% for their father. Hence, they are likely to be employed in low paid jobs. It appears from the survey that the same can be observed for all ICA students regardless of their place of birth and place of residence.

Recommendations

Financial hardship has been addressed under the ICA. Section 2.3.3. has recommended widening the scope of the ICA to allow those who wish to pursue recognised training and

technical and vocational qualifications, not necessarily accredited by TNQAB, to qualify for support under the ICA.

There is a need to have a special program of assistance for those who are located in the outer islands but who wish to study a course remotely or enrol in a training institution away from home. There are costs associated with making sure that the training is accessible for them. Furthermore, the ICA has not provided support to those with a disability.

Because of the ‘imbalance’ between men and women in the distribution of the ICAs, there is a need to further examine the underlying rationale as to why there is less male students applying and awarded an ICA. There is indication from the survey that there are single mothers, who are ICA students. This needs to be explored further.

Based on the foregoing discussions, there is now a need to review the selection criteria in order to mainstream inclusiveness, gender and equity into the process.

Recommendations:

1. *The selection criteria for ICA should include inclusiveness, gender and equity, and these should be considered at all stages of assessment and implementation of the ICA*
2. *A special support program for students from the outer islands be considered*
3. *A special support program for the disabled to attend vocational training be considered*

2.4. The Efficiency in the Management of the ICA

2.4.1. Pre-Application Visit to Schools

Discussion

During the consultations, some of the training institutions stated that a large number of students do not usually find out about the ICA until their enrolment, after their first semester or at the completion of their first year. While some training institutions are notified, others are not usually aware of the advertisements. Students and Principals do not always read the newspapers, listen to the radio or visit websites.

Final year secondary school students planning to enrol in a tertiary level course are generally unaware of the ICA. For students who are full-time and who are undertaking a 1-year certificate or diploma will totally miss the opportunity. Those whose courses are of 2-year duration can only have the opportunity to apply for support for their last year.

The training institutions emphasised to this review, in their final group consultation, that there should be focus on ensuring that first year students have an opportunity to apply for an ICA.

Findings

The ICA does not have sufficient visibility to attract the attention and awareness of the students who may have otherwise applied for an ICA. While it is clear that the ICA is advertised openly and widely, it does not seem that the advertisement is getting through

to all students who intended to apply. The survey of ICA students shows that only 23% learned about the ICA from advertisements whereas 34% knew about ICA from their friends and 30% from their training institutions. Only 8% became aware of the ICA from other students and only 2% from the New Zealand High Commission (by phone, email or Facebook page). The same is true for all ICA students regardless of their place of residence, place of birth and whether they are from the outer islands or not.

Recommendations

It seems that a strategy of putting in place a formalised communication relationship with the training institutions would work effectively. This should be documented in a process to be used and shared by both in coordinating the pre-application visits (see Section 2.4.3. below).

Planned pre-application visits would result in better visibility for ICA. Visits to the high schools and colleges would make the ICA more visible, raise awareness and would attract a wider audience of secondary school students to apply for an ICA for their first year at the tertiary level. This will encourage them to move on to tertiary level training. The Scholarship Officer can work with the schools, in Tongatapu and outer islands, on a visit program.

A pre-application visit to secondary schools and training institutions would help in ensuring that students are clear on the expectations. This would help to explain what is the ICA, the conditions for offering an award, the requirements for placing a successful application, what is expected from the training institutions and the students, the selection criteria and any future opportunities. The students and the training institutions will also have an opportunity to ask questions and receive further information.

The closing date for the ICA application, should be synchronised with the release of examination results and approval of placements for students in the training institutions. Some training institutions stated during the consultations their concern that the advertisement period, January to February, precedes the release of examination results and confirmation of placement for students. As such, some students tend to miss out on the opportunity to place an application.

Recommendation:

1. *Pre-application school visit programs to secondary schools and training institutions be designed to promote the visibility of ICA, create awareness of the ICA and future opportunities and giving students sufficient time to place an application*

2.4.2. Scholarship Officer's Workload

Discussion

Table 7 below shows the volume of applications handled by the Scholarship Officer and the number of awards made in the other scholarship programmes administered by the New Zealand High Commission, Tonga.

Table 1 in Section 1.1.3. shows that, during the period 2014–2016, an average of approximately 423 applications per year are received and about 50% or an average of 214 applications are awarded ICAs. This is still a large number to be monitored effectively.

Table 7: New Zealand Scholarship Awards 2014-2016

Scholarship	No of Applications			No of Awards		
	2014	2015	2016	2014	2015	2016
NZPS	300*	400*	500*	16	14	19
NZRDS				8	8	8
STTS	30	40	30	21	21	21
Total	330*	440*	530*	45	43	48

*Approximate numbers only for both NZPS and NZRDS. *Source: New Zealand High Commission, Nuku'alofa*

Section 1.1.3 and Annex 2 describes the responsibilities of the Scholarship Officer for managing the ICA and administering the other New Zealand scholarship programs outlined in Table 7.

Findings

Students generally have a high level of satisfaction with the way in which the Scholarship Officer and the training institutions collaborate on managing the ICA but some areas need strengthening – such as orientation meetings and monitoring visits.

Overall, 89% of ICA students have been satisfied with the way the Scholarship Officer has been managing the ICA. Furthermore, 69% of ICA students indicate that the Scholarship Officer has been very helpful in organising the refund and 71% agree that she provided good support in answering queries. The training institutions have also been very helpful with their application, according to 76% of the ICA students.

However, visits to the training institutions have not been regularly made at the beginning, during and end of semesters, as a result of a heavy workload for the Scholarship Officer.

The Scholarship Officer is solely responsible for the advertisement, vetting and assessment of an average of 423 ICA applications per year, in addition to an average of 400 applications for the NZPS and NZRDS and an average of 30 to 40 under STTS. She is also responsible for monitoring an average of 214 ICAs per year (See Table 7).

The survey shows that only 66% agree that the Scholarship Officer has been able to organise an 'orientation meeting' with the ICA students at the beginning of their studies. The survey indicates that only 44% of the ICA students agree that a monitoring visit has been in fact undertaken by the Scholarship Officer, as required by the 'ICA Timeframe'.

The training institutions and ICA students stated during the consultations that the monitoring visits do not regularly occur, orientation meeting with the ICA students is not always arranged, and performance feedback are not consistently sought. Apart from the submission of academic reports, debriefing with the ICA students is not organised at the end of the semester or academic year. (See also the discussion in Section 2.2.2).

Recommendations

Given the current level of monetary investment in scholarships, to place all the responsibilities for efficiently managing the ICA and other New Zealand funded scholarships and administration responsibilities on the Scholarship Officer is unduly onerous, as she has to share her time among all the tasks required. The **efficiency** of the administration of the ICA is affected by the lack of sufficient capacity at the New Zealand High Commission to manage the scholarship programs for Tonga and the ICA.

The consultations with the High Commissioner, the Deputy High Commissioner and the Scholarship Officer show a preference for a different delivery option for the ICA, if it is to continue as a program. Therefore, as an option, a dedicated scholarship unit should be set up within the New Zealand High Commission to manage the scholarship programs for Tonga. Within the dedicated scholarship unit, a dedicated ICA Scholarship Officer should be placed.

The less complex tasks involved in the administration and management of ICA could be undertaken by outsourcing them to a service provider or managing contractor. These tasks relating to the application process, recommending awards based on needs assessments and cost analysis and so on, are outlined in Schedule 1.

The benefits of outsourcing would be that the tasks will be more efficiently undertaken by a dedicated service provider/managing contractor on contract to deliver specified outputs. Exclusive focus is given to the activities required, from advertisement to making recommendations. A service provider/managing contractor will be more visible to students and training institutions in a more informal environment that encourages interaction with students and the provision of the appropriate assistance. It is also able to provide the appropriate specialised expertise to provide the quality service required.

On the cost side, a service provider/managing contractor may charge a lump sum payment of fee inclusive of associated costs, which may be greater than the current cost of maintaining a single dedicated ICA Scholarship Officer. The New Zealand High Commission should still be employing a dedicated ICA Scholarship Officer (within the proposed dedicated scholarship unit) to perform the tasks that are not outsourced. These include oversight and quality check on the performance of the service provider/managing contractor, manage the contract of service and jointly review the recommendations made by the service providers/managing contractor with the Deputy High Commissioner before tabling them with the proposed advisory 'selection panel' (see Section 2.3.1). The dedicated ICA Scholarship Officer will also be working with the training institutions in managing the ICA students. The advisory 'selection panel' reviews the report from the service provider/managing contractor and confirm recommendations for approval by the High Commissioner.

Tonga now has a community of individual consultants and consultancy firms with the expertise and experience in the field of policy, management and administration. Hence, competitive tendering is possible to ensure that the selected firm or individual consultant meet the requirements to deliver quality services in implementing the outsourced activities.

Schedule 1 provides a basis for sharing responsibilities among the dedicated Scholarship Officer, the service provider/managing contractor and the training institutions in a different option for the delivery of ICA as a program.

Recommendations:

1. *In view of the significant investment by the New Zealand Government in its scholarship programs and the need to ensure efficiency, cost effectiveness and value for money, consideration be given to the establishment of a dedicated scholarship unit within the New Zealand High Commission (MFAT), with a clear mandate and resources to manage and administer the scholarships for Tonga*
2. *A dedicated ICA Scholarship Officer be placed within the dedicated scholarship unit (a) to oversee, monitor and coordinate the ICA and the activities of the service provider/managing contractor and report on progress and achievements and (b) work with the training institutions in monitoring ICA students*
3. *All ICA routine administrative activities associated with 'invitation to apply', 'compiling and consolidating all applications' and 'making recommendations' be outsourced to a service provider or managing contractor*

2.4.3. Assistance to Students

Discussion

Some training institutions with a 'learning centre', 'help desk' or 'dedicated' staff provide students with 'pastoral care', counselling and assistance on academic matters. They actively seek scholarship opportunities for students, with special attention to those with academic abilities but whose studies are likely to be affected by the inability of parents to pay for the tuition fees. They also provide assistance to students by notifying them of the ICA and providing letters of reference for students.

Findings

There is confusion on the part of the training institutions on what is their role but have shown a willingness to partner and collaborate in managing the ICA and ICA students. The Principals of the training institutions are of the opinion, that they could take part in the process of managing the ICA students. This is to be undertaken under a 'partnership' arrangement where they can 'collaborate' with the dedicated ICA Scholarship Officer on the tasks involved in the process of managing the requirements of the ICA and the ICA students and their performance. This partnership must be formalised and documented into an approved process so that it can be followed and so that the shared and exclusive responsibilities are clearly stated.

Presently, there is no documented process for managing the ICA and defining activities, responsibilities and accountabilities. The 'ICA Operating Guidelines' is used in administering ICA but needs revision to include a process to be followed.

The 'ICA Timeframe' is not a sufficient instrument for formalising a working relationship with attached responsibilities. It does not facilitate the need to define activities, responsibilities and accountabilities for shared management of the ICA. The 'ICA Operating Guidelines', formulated to guide the selection process and monitoring of ICA, does not facilitate this either. Schedule 1 should be used the basis for documenting the roles and responsibilities for sharing the administration and management of ICA and included in the 'ICA Operating Guidelines'.

Students are indifferent about paper versus online application, although there are advantages and disadvantages in both. Focus group discussions with ICA students indicated that while a ‘paper application’ does not pose any problem in completing it, an on-line application system would equally not be difficult.

With regards to making an application, it appears from the focus group discussions with students that they do not experience difficulties in completing their applications successfully, although some might find some of the questions difficult to answer. Only 6% of ICA students in the survey indicate and comment that they would need assistance in making the application and only 4% state that the application form is difficult to understand.

However, some ICA students stated during the focus group discussions, that those in remote locations may not be able to have on-line access and scanning of the required documents. Hence, only 67% of the ICA students participating in the survey think that ‘on-line’ application would be easier. On the other hand, 89% feel that ‘paper application’ is ‘easy to use’.

Recommendations

The ‘partnership’ arrangement with the training institutions can be utilised to coordinate applications, organise the orientation meetings with students, liaise with the dedicated ICA Scholarship Officer on issues students raise, participate in organised monitoring visits from the dedicated Scholarship Officer and provide feedback on academic performance.

The ‘ICA Timeframe’ and ‘ICA Operating Guidelines’ need to be reviewed to take into account the management process for the ICA and how the responsibilities could be shared so that the ICA can be efficiently run. Under a documented process, the training institutions can provide assistance and monitor the ICA students. The documented process should define how the Scholarship Officer is to interact with the training institutions. Schedule 1 should be used as a guide.

In an online application system, the data would be captured real time and be stored automatically. It should be ‘user friendly’ and easily accessible to students and should be designed to collect the relevant data. The MFAT is currently using a scholarship online system for managing applications, selection, institutional monitoring, notifications to students and so on of its scholarship programs. It should be examined whether this scholarship online system could be adapted for ICA.

Recommendations:

- 1. A process for managing the ICA, defining roles and responsibilities for partnership and collaboration with training institutions, be created and documented and incorporated into a revised ICA Operating Guidelines and ICA Timeframe*
- 2. The ICA application be phased over into an ‘user friendly’ on-line application system by adapting the existing MFAT scholarship online system so that the appropriate data for planning and monitoring and evaluation purposes are captured, stored and analysed*

Part 3: Recommendations and Conclusions

3.1. Recommendations

This report has discussed in detail and made recommendations for the improvement of the administration of the ICA as a scholarship program. These specific recommendations are tabled in Schedule 3. Some of the recommendations relate to continuing the ICA as scholarship program and keeping the current conditions but the monitoring and evaluation should be strengthened. Partnership and collaboration is also recommended to bring together the stakeholders for concerted efforts in efficiently and effectively managing the ICA and making the desirable impact.

It has also been discussed at length in this report, a preferred delivery option. Outsourcing to a service provider/managing contractor is recommended for the routine activities in the administration of the ICA so that a dedicated ICA Scholarship Officer can play an oversight, coordination and monitoring role. An advisory selection panel should be appointed to advice on the selection process and issues arising out of monitoring and evaluation of ICA students. The ICA is to be redesigned, by widening its scope and introducing new components for recognised training needs not under the TNQAB accreditation regime and support to student to make their learning effective. This will not only make the ICA more inclusive but also aligning it to the high-level objectives and the needs in the priority sectors. Schedule 2 provides details to guide the redesign of the ICA.

The roles and responsibilities of the major stakeholders are then re-defined – advisory selection panel, service provider/managing contractor, dedicate ICA Scholarship Officer and training institutions. Schedule 1 provides a basis for documenting the roles and responsibilities to be followed. Furthermore, an M&E framework is recommended for monitoring ICA students in their studies and transition to work.

The recommendations relating to improving the administration of the ICA in Schedule 3 should have impact on efficiency. The recommended delivery option should also result in improving effectiveness and impact for ICA, as well as the cost-effectiveness and value for money for the investment in the ICA.

The following general recommendations are made:

Efficiency of the ICA

1. Consideration should be given to improving efficiency through:
 - (d) ‘outsourcing’ the routine management and administration activities of the ICA to a service provider/managing contractor
 - (e) creation of a dedicated scholarship unit to manage the New Zealand scholarship program for Tonga with a dedicated ICA Scholarship Officer within it to oversee, monitor and coordinate ICA-related activities of the service provider/managing contractor, training institutions and employers
 - (f) developing partnership and collaboration with stakeholders in the entire process of managing the ICA and ICA students, from application to performance monitoring and evaluation, and using online systems

Effectiveness of the ICA

2. An advisory ‘selection panel’ of key stakeholders should be established to provide an advisory role on the planning, prioritisation of needs, informing sector needs as well as making recommendations on the awards after consideration of applications on merit
3. The ICA should be re-designed and its scope widened, with selection criteria revised, to make it more inclusive of training needs delivered through other modalities and the need to provide resource and learning support for students in need of assistance to make their learning effective, and giving due regards to financial hardship, equity and access

Impact of the ICA

4. A monitoring and evaluation (M&E) framework should be designed for the ICA and jointly implemented with the key stakeholders, to provide data and information for monitoring the ICA and student performance, addressing risks, managing transition from training to work and ensuring that goals are met
5. Collaboration with key Government agencies and the private sector to define key priority areas of focus for the ICA should be strengthened

Policy Level Consideration

6. Realign the ICA with critical needs and priorities as determined and reflected in the high-level policy frameworks of the New Zealand Government and the Tonga Government and ensuring complementarity and supplementation of efforts by donors and key agencies in the public sector and private sector
7. Consideration must be given to value for money, cost effectiveness and return on investment in the management and administration of the ICA

3.2. Conclusions

The ICA has provided effective support to students of merit and without financial means to pursue qualifications that are accredited. Hence, it has supported the development of quality training. The ICA is a cost-effective scholarship program which has enabled a large number of Tongans to gain accredited qualifications, during the period under review. Students have been able to transfer skills and knowledge to the workplace, which benefits their organisations. In this regard, value for money has been gained from the investment made by the New Zealand Government in the ICA.

The ICA still has relevance for the achievement of MFAT strategic objectives for Tonga provided that it is re-aligned to the high-level policy frameworks of both the New Zealand Aid Program and Tonga’s priorities, and the identified training needs in the priority sectors. The ICA has to be re-designed to ensure it is responsive to training needs in key sectors and the need for it to be more inclusive. Its efficiency has to be improved and the development of ‘partnership’ and ‘collaboration’ in the management of the ICA will be beneficial in this regard.

The recommended preferred delivery option for the ICA should have greater influence on its efficiency, effectiveness and impact as well as the cost effectiveness and value for money to be obtained.

This review makes the following detailed conclusions to assist also in the thinking about how the ICA will be administered and operate, if it is to continue as a local scholarship program:

Efficiency:

- i.** the ICA has delivered value for money for the investment made in training through providing quality training at lower cost
- ii.** the efficiency in the administration of ICA needs to be further enhanced through the improvement to the process for managing it and allowing partnership and collaboration with key stakeholders, especially training institutions and key agencies
- iii.** Outsourcing and improving capacity in the New Zealand High Commission to manage the scholarship programs for Tonga and the ICA should improve efficiency

Effectiveness:

- iv.** the ICA has been effective in ensuring the students attend quality training that have been accredited
- v.** the ICA has been a cost-effective mechanism in ensuring opportunities are available locally for those who would have otherwise unable to bear the full cost of studying overseas
- vi.** the ICA has made positive contribution to human resource development for Tonga through supporting quality training for people who are able to transfer the knowledge and skills to the workplace
- vii.** the ICA has to do more to ensure inclusiveness in providing training opportunities to those in need of support and that there is access to those opportunities
- viii.** the ICA needs to widen its focus to address needs in the industry, the private sector and public sector in a rational manner
- ix.** a transparent selection process should be put in place and is informed of key priority needs, the need to make cost effective decisions and obtain value for money for the investment in the ICA

Impact:

- x.** The ICA has been widely appreciated by employers and students in supporting training that are of quality and where students are able to transfer the knowledge and skills to the workplace
- xi.** The quality in performance of the organisation has been improved as a result of the transfer of knowledge and skills by employees whose training has been supported by ICA
- xii.** Generally, the investment in ICA has resulted in a good return on the investment through improving the quality of performance and doing so at a lower cost through training

Relevance to MFAT Strategic Objectives for Tonga and Outcomes

- xiii.** The ICA supports the objectives of MFAT for Tonga, outcomes have been realised, especially developing knowledge and skills significant for Tonga's development
- xiv.** There is a need to realign ICA to provide support to areas where there is a need to give attention to the priority concern for inclusiveness, assisting the private sector, creating access to opportunities and critical needs of the private sector, the public sector and those of the training institutions and the students

END.

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Annex A

LIST OF PERSONS CONSULTED

Key Agencies

1. Jeanett Ve'a, Deputy CEO Training, Public Service Commission
2. Pelenaise Telefoni, Scholarship Officer, Ministry of Education & Training
3. Isikeli Oko, Deputy CEO, Schools, Ministry of Education & Training
4. Kolotia Fotu, Deputy CEO, Ministry of Labour and Commerce
5. Aholotu Palu, Deputy CEO, Ministry of Finance and National Planning
6. Makeleta Siliva, Deputy Secretary – Ministry of Finance and National Planning
7. Tupou'ahau Fakakovikaetau, Principal Assistant Secretary – Women, Ministry of Internal Affairs
8. Ofa Haileni, FPA Coordinator, Ministry of Internal Affairs

Sector Organisations

9. Pauline Moa, Acting CEO, TNQAB
10. Lakai Fonua, Coordinator, Tonga Chamber of Commerce and Industries
11. Emaluisa Manarangi, Training Coordinator, Tonga Development Bank
12. Siosina Paongo, Manger HR - Tonga Development Bank
13. Dorina Kioa, CEO, Tonga Chamber of Commerce and Industries

New Zealand Ministry of Foreign Affairs and Trade

14. Elena Procuta, Deputy High Commissioner, New Zealand High Commission
15. Lupe Fe'iloaki, Scholarship Officer, New Zealand High Commission
16. Gabrielle Isaak, Development Manager, Scholarships, Ministry of Foreign Affairs and Trade, Wellington

Training Institutions

1. Dr Ungatea Kata, Principal, Tupou Tertiary Institute
2. Adelina Mafile'o, Dean Academic Support, Tupou Tertiary Institute
3. Analupe Voi, Principal, Tonga Institute of Higher Education
4. Seilose Uta, Senior Lecturer, Tonga Institute of Higher Education
5. Senitila Tutone, Senior Education Officer & Course Coordinator, Tonga Institute of Higher Education
6. Fatui Langilangi, Senior Lecturer & Course Coordinator, Tonga Institute of Higher Education
7. Sr Elisapeta Ma'asi, Principal, Ahopanilolo Technical Institute
8. Maletina Hiliate, Deputy Principal, Ahopanilolo Technical Institute
9. Dr Seu'ula Fua, Acting Director, USP Tonga Campus
10. Lisiate Nuku, Coordinator, USP Tonga Campus
11. Melefue Puloka, Accountant, USP Tonga Campus
12. Liuaki Fusitu'a, Principal, Tonga Institute of Education
13. Tilema Cama, Principal, Queen Salote School of Nursing
14. Talanoa Hafoka, Tonga Institute of Science and Technology
15. Tu'akifalelei Taufu, Principal, Hango Agriculture College
16. Soana Kauhalaniua, Principal, St Joseph's Business College

ANNEX B

METHODOLOGY

1. Consultations with the Key Stakeholders

The consultations with the key stakeholders covered Government agencies and sector organisations, as well as training institutions.

1.1. Consultations with Government Agencies

The consultations with Government agencies (see list in Annex A) were semi-focused interviews using the questions listed in Annex C as a guide and key issues on policy alignment, complementarity, supplementation, effectiveness and impact with regards to the In-country Awards and education and training and national human resource development were raised.

1.2. Consultations with the Training Institutions

All the nine (9) training institutions with students receiving the ICA (see list in Annex A) were consulted on the efficiency and effectiveness of the ICA using the list of questions listed in Annex C as a guide. Where it was not possible or convenient to undertake a face-to-face consultation, a phone interview was made.

A final focus group consultation was also made with the training institutions to discuss the issues that have emerged from the consultations with the Government agencies, employer representatives and individual consultations with the Principals.

1.3. Consultations with the Employer Representatives

Because the number of ICA students were distributed widely among the organisations in both the public sector and the private sector, consultations with the following employer representatives were conducted to see the effectiveness of training and impact made by ICA students on their performance and on their organisations:

- Ministry of Finance and National Planning
- Ministry of Health
- Ministry of Education
- Public Service Commission
- Tonga Development Bank
- Tonga Chamber of Commerce and Industries

The list of questions in Annex C was used to guide the semi-focussed interviews with the employer representatives.

2. Focus Group Discussions with Students

Focus group discussions with the ICA students were held with the following:

- TTI - a group of 16 students

- TIHE - a group of 7 students
- USP - a group of 25 students and followed by another group of 15 students
- QSSN - a group of 12 students

The focus group discussions were intended to follow up with the ICA students on some of the questions that were asked in the Survey Questionnaire.

3. Quantitative Survey

A survey questionnaire, attached as Annex D, was administered to the ICA students receiving ICAs between 2014 and 2016. The total number of students who were awarded ICAs were 643 according to the records provided by the Scholarship Officer at the New Zealand High Commission.

The list for each of the nine (9) training institutions with ICA students were sent to them for verification. The lists were cross-checked and confirmed, and it was found that 171 were still studying at TIHE (8 students), TTI (22 students) and USP (138 students) and 472 have left. These training institutions were then asked to call their ICA students together for the administration of the survey questionnaire within the school compound. One survey session was undertaken for TIHE, three sessions for TTI and four sessions for USP. After the survey sessions, a total of 114 survey questionnaires were collected, 8 from TIHE, 22 from TTI and 84 from USP. The USP also submitted records showing that 62 former ICA students have enrolled at the main campus in Fiji and at the Law School in Vanuatu.

Of the 472 ICA students who had left the training institutions, 277 were located and were requested to undertake the survey. The location of 195 ICA students were not known. Only 143 of the 277 ICA students located returned their survey questionnaires. From the records for the 472 students who had already left the training institutions, it was indicated that 80 ICA students are currently studying overseas.

In total, 257 survey questionnaires were returned, or 40% of the ICA students who were given an ICA between 2014 and 2016. This is considered to be a sufficient sample of the total number of ICA students, for statistical analysis.

The items (questions and answers) in the survey questionnaires were then coded and entered into a database in Microsoft Excel for data analysis. Two statistical analyses were made. The two statistical analyses are – frequency analysis and bi-variate analysis. The frequency analysis identifies the spread of the data related to a particular variable and where the data tend to concentrate through the use of percentage frequencies. The bi-variate analysis takes two variables and cross-tabulate the data to see if there is a positive, negative or neutral relationship between them.

The statistical results were then used where relevant in this report to provide supporting evidence to the issues or statements being made in the discussions in the various sections of this report.

ANNEX C

REVIEW OF THE NEW ZEALAND INCOUNTRY AWARDS (ICA)

QUESTIONS FOR INTERVIEWS AND GROUP DISCUSSIONS

Questions for Semi-focused Interviews and Focus Group Discussions with PRINCIPALS

1. What is the experience of students in applying for an ICA?
2. How do you manage the students holding ICAs?
3. In what way does the ICA help to meet the student's training needs and need to achieve?
4. Is there coordination or monitoring of the performance of the students holding ICAs?
5. Do you receive scholarship awards from other sources for some of the students and how do you compare them with ICAs?
6. Do you track the students when they leave and are you aware of their work or performance?
7. Do you see a need to improve the way ICA is being managed, if so, how?
8. Any other comments?

Issues for Semi-focused Interviews with Key MINISTRIES, AGENCIES AND ORGANISATIONS

1. Alignment of responsibilities with national HR objectives
2. The existence of strategies and policy frameworks on HRD
3. The existence of sector specific HR objectives
4. Relevance of the ICA to addressing Tonga's HRD at sector and organisational levels
5. Importance of scholarship awards to addressing key issues
6. Other sources of scholarship assistance and conditions
7. ICA conditions and selection process, focus and coverage
8. Any other issues identified during the discussion

Questions for Semi-focused Interviews with PRIVATE AND PUBLIC SECTOR EMPLOYERS

1. Do you know if your ICA students apply the knowledge and skills gained from their course of study in the workplace?
2. Do you give them opportunities to advance at work?
3. How well are they performing at work and are they rewarded if they do?
4. Are they active members of your organisation and making a contribution to your organisation?
5. Do they work well with others and willing to collaborate with co-workers and colleagues from other organisations?
6. How is the quality of their work outputs?
7. Do they help to encourage others to perform better and help to impart skills?
8. Has the workplace changed significantly for the better due to the application of skills and knowledge by ICA students? Can you indicate the most significant change?
9. What are your views on the ICAs and how it can better respond to the needs of the industry?
10. Are there other issues?

Questions for Semi-focussed Interview with STUDENTS

1. Did you find it easy to apply for an ICA? Or do you see the need to improve the process of making an application?
2. Did you find the tertiary training institution helpful in meeting your needs during your studies?
3. Did you find the Scholarship Office at the New Zealand High Commission helpful in meeting your needs during your study?
4. Do you think the ICA and its conditions help you to perform well in your studies?
5. Did you feel that you gained the knowledge and learn the skills that you wanted?
6. Does the school environment provide a good learning atmosphere?
7. How confident are you with your course of study that you will find employment quickly?
8. Do you see the ICA as useful in helping those in hardship or those struggling to pay fees?
9. Are there any other issue?

For those who are working only:

1. Do you have the opportunity to apply the knowledge and skills gained from your course of study in the workplace?
2. Do you feel that you have been given the opportunity to advance at work?
3. Do you feel that you are performing well at work and you should be rewarded if you do? Give examples.
4. Do you think you are making a contribution to your organisation? How?
5. Do you work well with others and willing to collaborate with co-workers and colleagues from other organisations? In what ways?
6. What is the quality of your work outputs? Give examples.
7. Do you help to encourage others to perform better and help to impart skills?
8. Has the workplace changed significantly for the better due to the application of your skills and knowledge? Can you indicate the most significant change?
9. Are there other issues?

ANNEX D

SURVEY QUESTIONNAIRE

(Pepa Savea)

For the

(Ma'ae)

New Zealand In-country Awards (ICA)

(Sikolasipi Fakalotofonua 'a Nu'u Sila)

Instructions (*Fakahinohino*):

1. The purpose of this survey questionnaire is to collect data for the review of the New Zealand In-country Awards (ICA) to determine its efficiency, effectiveness, inclusiveness and impact
(Koe taumu'a 'o e savea ko'eni ke tanaki 'a e fakamatala ki hono toe vakai'i 'oe Sikolasipi Fakalotofonua 'a Nu'u Sila, ke fakapapau'i hono lelei fakalukufua mo hono 'aonga)
2. The survey covers current and former students including those who are already working and who received an ICA during the period 2014 to 2016
('Oku kau ki he savea ni 'ae tamaiki ako lolotonga pea moe tamaiki ako kuo nau 'osi, pea 'oku nau ngaue, ka na'a nau ma'u Sikolasipi Fakalotofonua mei he 2014 ki he 2016)
3. The information you provide for this survey will be kept confidential and will only be analysed in aggregate together with information provided by other students or workers participating in this survey
(Koe fakamatala kotoa pe teke fai 'i he savea ni 'e fakapulipuli pea 'e toki analaiso fakataha pe moe fakamatala 'a kinautolu kehe 'oku kau he savea ni)
4. There are 8 parts to this questionnaire as follows: **(Koe savea ni 'oku konga 'e 8:)**
Part 1: Personal Details (*Ngaahi Fakamatala Taautaha*)
Part 2: Family Background (*Fakamatala ki he Famili*)
Part 3: Tertiary Training Institution (*'Apiako*)
Part 4: Course of Study (*Ako*)
Part 5: The New Zealand In-country Awards (*Sikolasipi Fakalotofonua 'a Nu'u Sila*)
Part 6: Work (*Ngaue*)
Part 7: Personal Development (*Fakalalakaka Taautaha*)
Part 8: Overall Comments (*Fakamatala Makehe*)
5. If you are currently a STUDENT and has received an ICA during the period 2014 to 2016, ANSWER ONLY PART 1 TO PART 5, AND PART 8

(Kapau 'oku ke LOLOTONGA AKO pea na'ake ma'u Sikolasipi Fakaloto fonua he lolotonga 'oe 2014 ki he 2016, TALI 'AE KONGA 1 KI HE KONGA 5, MOE KONGA 8)

6. If you are currently WORKING but was a STUDENT receiving an ICA during the period 2014 to 2016, ANSWER ALL PARTS

(Kapau 'oku ke LOLOTONGA NGAUE ka na'ake TAMASI'I AKO pea ke ma'u Sikolasipi Fakaloto fonua lolotonga 'oe 2014 ki he 2016, TALI KATOA 'AE PEPA FEHU'I)

7. If you are currently WORKING and also currently a STUDENT and has received an ICA during the period 2014 and 2016, ANSWER ALL PARTS

(Kapau 'oku ke LOLOTONGA NGAUE pea 'oku ke LOLOTONGA AKO, pea na'ake ma'u Sikolasipi Fakaloto fonua lolotonga 'oe 2014 ki he 2016, TALI KATOA 'AE PEPA FEHU'I)

8. Before you answer this questionnaire, think about the importance of the ICA to you and work, if you are working, and what you have experienced at the tertiary training institution and the services provided by the Scholarship Office for the ICA at the New Zealand High Commission

(Kimu'a ke ke tali 'ae pepa savea ni, fakakaukau ki he mahu'inga 'o e Sikolasipi Fakaloto fonua 'a Nu'u Sila kiate koe pea moe ngaue, kapau 'oku ke 'osi ngaue, koe ngaahi me'a na'ake a'usia lolotonga ho'o ako, pea moe ngaahi me'a na'e fakahoko 'e he 'Ofisi Sikolasipi ki he Sikolasipi Fakaloto fonua, 'i he Ofisi 'oe Talafekau Lahi 'a Nu'u Sila).

9. Please answer the questions as honestly as possible so that the data collected by this survey are correct and so that the information generated are useful for making conclusions about the ICA

(Kataki 'o tali 'aki 'ae ngaahi fehu'i 'ae mo'oni taha teke ala lava, kae lava ke tanaki ha ngaahi fakamatala 'oku tonu pea mo ma'u mei ai ha ngaahi me'a 'e 'aonga ki ha aofangatuku ki he ICA)

10. Thank you for participating in this survey. *(Malo ho'o kau mai ki he savea ni).*

PART 2. FAMILY BACKGROUND (*Fakamatala ki he Famili*)

- 1 Are both of your parents currently employed? (tick one) Yes/*Io* or No /*Ikai*
(Oku ngaue loua ho'o ongo matu'a?)(tiki e taha)
- 2 If YES, what is your mother's occupation? Write your answer here/'*ai ho'o tali heni*
(Kapau 'IO, koe ha e ngaue ho'o fa'ee?)
- 3 If YES, what is your father's occupation? Write your answer here/'*ai ho'o tali heni*
(Kapau 'IO, koe ha e ngaue ho'o tamai?)
- 4 If NO, which one is working and his/her occupation? Write your answer here/'*ai ho'o tali heni*
(Kapau 'oku 'IKAI, kohai leva 'oku ngaue pea mo'ene ngaue 'oku fai?)
- 5 Are there other members of your family working? (tick one)
(Oku ngaue mo ha toe taha he family?)(tiki e taha) Yes/*Io* or No /*Ikai*
- 6 Are your parents or other family members supporting your education financially? (tick one) Yes/*Io* or No /*Ikai*
(Oku totongi 'e he matu'a pe taha homou 'api, ha fakamole ki ho'o ako?) (tiki e taha)
- 7 If NO, who else is providing financial support for your education? Write your answer here/'*ai ho'o tali heni*
(Kapau 'oku 'IKAI, ko toe hai 'oku tokoni fakapa'anga atu?)
- 8 Are you living with your biological parents? (tick one) Yes/*Io* or No/*Ikai*
(Oku ke nofo mo ho'o ongo matu'a totonu?) (tiki e taha)
- 9 If **NO**, who are you living with? Write your answer here/'*ai ho'o tali heni*
(Kapau 'IKAI, kohai 'oku ke nofo ai?)
- 10 What is your current marital status? (tick one) Married (**Mali**)
(Koeha e tu'unga nofo 'oku ke 'iai?)(tiki e taha) Separated (**Mavae**)
Divorcee (**Vete**)
Never married (**Te'eki Mali**)
Widower (**Uitou**)
- 11 Do you have any dependents?(tick one) Yes/*Io* or No/*Ikai*
('Oku ke tokanga'i mo tauhi ha fanau pe matu'a?)(tiki e taha)
- 12 If **YES**, how many? Write your answer here/'*ai ho'o tali heni*
(Kapau 'IO, koe toko fiha?)
- 13 How many family members do you live with? Write your answer here/'*ai ho'o tali heni*
(Oku toko fiha ho famili 'oku ke nofo moia?)
- 14 What is the highest educational qualification of your parents? (tick one)
(Koeha e tu'u fakaako ma'olunga taha 'o ho'o ongo matu'a?)(tiki e taha)
- | | Father/ <i>Tamai</i> | Mother/ <i>Fa'ee</i> |
|--|--------------------------|--------------------------|
| - Primary school/college only (<i>Iautohi Pule'anga/kolisi pe</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| - Higher leaving or school certificate (<i>Lava Sivi Sikulu Sii</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| - PSSC or form 7 (<i>Foomu 6/Foomu 7</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| - Diploma (<i>Tipiloma</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| - BA or higher (<i>BA pe ma'olunga ange</i>) | <input type="checkbox"/> | <input type="checkbox"/> |

PART 3: TERTIARY TRAINING INSTITUTION (*'Apiako Ma'olunga Ange – na'ake/oku ke ako ai*) – Please tick one box as your answer to the statements (*tiki pe puha e taha ko ho'o tali ia ki he ngaahi fehu'i*)

1. Overall, how satisfied have you been/are you, with your experience of the tertiary training institution you attended/are attending while you were/are given an ICA? (*Na'ake/oku ke ongo'i fiemalie pe ki he ngaahi me'a na'e fai atu/oku lolotonga fai atu kiate koe 'e he 'apiako lolotonga ho'o ma'u ICA?*)

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Very dissatisfied</i>
(<i>Ta'e fakafiemalie lahi</i>) | <i>Dissatisfied</i>
(<i>Ta'e fakafiemalie</i>) | <i>Neutral</i>
(<i>'Ikau pau</i>) | <i>Satisfied</i>
(<i>Fakafiemalie</i>) | <i>Very satisfied</i>
(<i>Fakafiemalie 'aupito</i>) |

2. How satisfied have you been/are you, with the amount of and quality of help and advice that have been/are being provided to you by your tertiary training institution? (*Na'ake/oku ke ongo'i fiemalie ki he lahi moe lelei 'ae tokoni moe fale'i na'e/oku 'oatu 'e he 'apiako kiate koe?*)

- | | | | | |
|---|---|---|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Very dissatisfied</i>
(<i>Ta'e fakafiemalie lahi</i>) | <i>Dissatisfied</i>
(<i>Ta'e fakafiemalie</i>) | <i>Neutral</i>
(<i>'Ika'i pau</i>) | <i>Satisfied</i>
(<i>Fakafiemalie</i>) | <i>Very satisfied</i>
(<i>Fakafiemalie 'aupito</i>) |

3. The tertiary training institution provided/is providing adequate support facilities and materials for my course of study. (*Na'e/oku tu'unga lelei fe'unga pe 'ae ngaahi naunau ki he fakahoko 'o 'eku ako, 'i he 'apiako*)

- | | | | | |
|--|---|---|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
(<i>'Ika'i 'aupito tui kiai</i>) | <i>Disagree</i>
(<i>'Ika'i tui kiai</i>) | <i>Neutral</i>
(<i>'Ika'i pau</i>) | <i>Agree</i>
(<i>Tui kiai</i>) | <i>Strongly agree</i>
(<i>Tui 'aupito kiai</i>) |

4. The tertiary training institution provided/is providing lectures and information of good quality. (*Na'e/oku 'i he tu'unga lelei 'ae ngaahi lekisa moe ngaahi fakamatala nae/oku 'omai 'e he 'apiako*)

- | | | | | |
|--|---|---|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
(<i>'Ika'i 'aupito tui kiai</i>) | <i>Disagree</i>
(<i>'Ika'i tui kiai</i>) | <i>Neutral</i>
(<i>'Ika'i pau</i>) | <i>Agree</i>
(<i>Tui kiai</i>) | <i>Strongly agree</i>
(<i>Tui 'aupito kiai</i>) |

5. Do you have comments you want to make? (*'Oku 'iai ha toe me'a ke ke fakamatala?*)

PART 4. COURSE OF STUDY (Ako) – Please tick one box as you answer to the statements (*siakale pe puha e taha ko ho'o tali ia ki he ngaahi fehu'i*)

1. Overall, have you been satisfied/are you satisfied with your course of study? (*Na'ake/oku ke ongo'i fiemalie pe ki he fa'ahinga ako na'ake/pe 'oku ke lolotonga fai?*)

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Very dissatisfied</i>
(<i>Ta'e fakafiemalie lahi</i>) | <i>Dissatisfied</i>
(<i>Ta'e fakafiemalie</i>) | <i>Neutral</i>
(<i>'Ikau pau</i>) | <i>Satisfied</i>
(<i>Fakafiemalie</i>) | <i>Very satisfied</i>
(<i>Fakafiemalie 'aupito</i>) |

2. How satisfied have you been/are you with the quality in the delivery of your course of study by the tertiary training institution? **(Na'ake'oku ke fiemalie pe ki he tu'unga lelei 'oe fa'ahinga ako 'oku/na'e fakalele 'e he 'apiako?)**

- | | | | | |
|--|--|-------------------------------|------------------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Very dissatisfied</i>
(Ta'e fakafiemalie lahi) | <i>Dissatisfied</i>
(Ta'e fakafiemalie) | <i>Neutral</i>
('Ikau pau) | <i>Satisfied</i>
(Fakafiemalie) | <i>Very satisfied</i>
(Fakafiemalie 'aupito) |

3. I clearly understood what I was/is needed for my course of study, in order to study effectively at the tertiary training institution. **(Na'e mahino lelei pe kia au ia 'ae ngaahi fiema'u, kae lava keu fakahoko fakalelei 'eku ako he 'apiako)**

- | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
('Ikai 'aupito tui kiai) | <i>Disagree</i>
('Ikai tui kiai) | <i>Neutral</i>
('ikai pau) | <i>Agree</i>
(Tui kiai) | <i>Strongly agree</i>
(Tui 'aupito kiai) |

4. I clearly understood/understand the learning expectations of the tertiary training institution. **(Na'e'oku mahino lelei pe kia au ia 'ae ngaahi me'a na'e fiema'u 'e he 'apiako keu a'usia)**

- | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
('Ikai 'aupito tui kiai) | <i>Disagree</i>
('Ikai tui kiai) | <i>Neutral</i>
('ikai pau) | <i>Agree</i>
(Tui kiai) | <i>Strongly agree</i>
(Tui 'aupito kiai) |

5. I clearly understood/understand the expectations of the teachers/lecturers. **(Na'e'oku mahino lelei pe kia au ia 'ae ngaahi me'a na'e'oku fiema'u 'e he kau faiako ke a'usia)**

- | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
('Ikai 'aupito tui kiai) | <i>Disagree</i>
('Ikai tui kiai) | <i>Neutral</i>
('ikai pau) | <i>Agree</i>
(Tui kiai) | <i>Strongly agree</i>
(Tui 'aupito kiai) |

6. I found/find it easy to follow the content of my course of study. **(Na'e'oku faingofua pe keu muimui he me'a 'oku fai kiai 'ae ako, he'eku fa'ahinga ako na'e'oku fai)**

- | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
('Ikai 'aupito tui kiai) | <i>Disagree</i>
('Ikai tui kiai) | <i>Neutral</i>
('ikai pau) | <i>Agree</i>
(Tui kiai) | <i>Strongly agree</i>
(Tui 'aupito kiai) |

7. My course of study increased/is increasing the knowledge and skills I have. **(Na'e'oku tokoni e ako na'aku'oku ou fai ke fakalahi 'eku 'ilo moe poto'i ngaue)**

- | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
('Ikai 'aupito tui kiai) | <i>Disagree</i>
('Ikai tui kiai) | <i>Neutral</i>
('ikai pau) | <i>Agree</i>
(Tui kiai) | <i>Strongly agree</i>
(Tui 'aupito kiai) |

8. My course of study gave me/is giving me a better understanding of issues and principles in my field of study. **(Na'e'oku tokoni 'ae ako na'aku'oku ou fai keu mahino'inge 'ae ngaahi tefito'i 'ilo he'eku 'elia na'aku'oku ou ako ai)**

- | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
('Ikai 'aupito tui kiai) | <i>Disagree</i>
('Ikai tui kiai) | <i>Neutral</i>
('ikai pau) | <i>Agree</i>
(Tui kiai) | <i>Strongly agree</i>
(Tui 'aupito kiai) |

9. Do you have comments you want to make? (*'Oku 'iai ha toe me'a ke ke fakamatala?*)

PART 5: THE NEW ZEALND IN-COUNTRY AWARDS (ICA) **(Sikolasipi Fakalotofonua 'a Nu'u Sila)**

1. How did you know about the ICA? (*Na'ake 'ilo fefe 'ae ICA?*) (*tick the appropriate box(es)*)(*tiki 'ae puha pe ngaahi puha 'oku tonu ki ate koe*)

- Advertisement (*tu'uaki*)
- From friends (*kaungame'a*)
- From the New Zealand High Commission (*Haikomu Nu'u Sila*)
- From other students (*tamaiki kehe*)
- From the institution (*apiako*)
- From a website (*uepisaiti*)

2. How did you feel about the application form? (*Koeha ho'o ongo'i ki he foomu kole sikolasipi?*) (*Please tick one*)(*tiki e taha*)

- Easy to use (*faingofua ke fakafonu*)
- Some questions were difficult to understand (*faingata'a ke mahino e ngaahi fehu'i 'e ni'ih*)
- Needed help to fill it in (*fiema'u tokoni ke fakafonu*)

3. If you found some questions difficult to understand or needed help to fill in the application form, explain why? (*Kapau na'e faingata'a ke mahino 'ae ngaahi fehu'i, pe fiema'u tokoni ke fakafonu 'ae foomu, koeha e 'uhinga?*)

4. Do you think on-line application is easier? (Tick one) (*'Oku ke pehe 'e faingofua ange 'ae ngaue 'aki 'ae neti ke fakahu 'aki ho'o kole ICA?*)(*Tiki 'ae taha*)

Yes/*lo* or No/*Ikai*

5. Do you think the conditions of the ICA assisted/is assisting you to undertake your studies successfully? (such as the grades to be achieved)(tick one)

(*Na'e'oku tokoni atu 'ae ngaahi tu'utu'uni 'oe ICA ke ke lava'i lelei ai 'ae ako na'ake'oku ke fai?*) (*hange koe kuleiti ke ma'u*) (*tiki 'ae taha*)

Yes/*lo* or No/*Ikai*

PLEASE TICK ONE BOX as your answer to the statements (**KATAKI TIKI 'AE TAHA** ko hoko tali ia ki he ngaahi fehu'i)

6. Overall were/are you satisfied with the conditions of the ICA?

(*Fakalukufia, na'a ke ongo'i fiemalie ki he ngaahi tu'utu'uni fekau'aki moe ICA ke faipau kiai?*)

- Very dissatisfied* (*Ta'e fakafiemalie lahi*) *Dissatisfied* (*Ta'e fakafiemalie*) *Neutral* (*'Ikau pau*) *Satisfied* (*Fakafiemalie*) *Very satisfied* (*Fakafiemalie 'aupito*)

7. Overall how satisfied were/are you with the **Scholarship Office for the ICA** (in the New Zealand High Commission) managing your ICA?
(Na'ake'oku ke ongo'i fiemalie pe, 'oku tokoni lelei atu 'ae 'Ofisi Silolasipi ki he ICA ('I he 'Ofisi Talafekau Lahi Nu'u Sila, ki hono tokanga'i koe?)

Very dissatisfied *Dissatisfied* *Neutral* *Satisfied* *Very satisfied*
(Ta'e fakafiemalie lahi) *(Ta'e fakafiemalie)* *('Ika'u pau)* *(Fakafiemalie)* *(Fakafiemalie 'aupito)*

8. The **Scholarship Office for the ICA** provided good support for my ICA in providing: **(na'e lelei 'ae tokoni mai 'ae 'Ofisi Sikolasipi ki he ICA, 'i he ngaahi me'a ni):(tick one)(tiki e taha)**

8.1. an orientation meeting **(fakataha fakataukei he kamata 'ae ta'u fakaako)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

8.2. monitoring visit during the semester **(a'ahi mai kiate au lolotonga 'ae semesita)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

8.3. refunding me on time **(fakafoki taimi mai 'ae pa'anga, oku tonu ke fakafoki mai)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

8.4. answering some of my queries on the ICA **(tali 'eku ngaahi fehu'i fekau'aki moe ICA)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

9. The **tertiary training institution** provided good support for my ICA in: **(Na'e lelei 'ae poupou mai 'ae 'apiako ki he ngaahi me'a ni):**

9.1. helping me with my application **(tokoni mai ki he'eke kole sikolasipi)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

9.2. providing an orientation meeting **(fakataha fakataukei he kamata 'ae ta'u fakaako)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

9.3. counselling **(fale'i fakaako moe 'ulungaanga)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

9.4. organising my refund on time **(tokoni mai ke fakafoki taimi mai 'eku pa'anga, oku tonu ke fakafoki mai)**

Strongly disagree *Disagree* *Neutral* *Agree* *Strongly agree*
('Ikai 'aupito tui kiai) *('Ikai tui kiai)* *('ikai pau)* *(Tui kiai)* *(Tui 'aupito kiai)*

10. The ICA gave me the confidence to pursue further study opportunities (**Na'e hoko e ICA keu lotolahi ai ke toe hoko atu 'a 'eku ako**)

- | | | | | |
|---|--|--|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
(<i>'Ikai 'aupito tui kiai</i>) | <i>Disagree</i>
(<i>'Ikai tui kiai</i>) | <i>Neutral</i>
(<i>'ikai pau</i>) | <i>Agree</i>
(<i>Tui kiai</i>) | <i>Strongly agree</i>
(<i>Tui 'aupito kiai</i>) |

11. The ICA gave me the confidence to pursue other work opportunities? (**Na'e hoko e ICA keu lotolahi ai keu kumi ha ngaahi faingamalie ngaue**)

- | | | | | |
|---|--|--|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
(<i>'Ikai 'aupito tui kiai</i>) | <i>Disagree</i>
(<i>'Ikai tui kiai</i>) | <i>Neutral</i>
(<i>'ikai pau</i>) | <i>Agree</i>
(<i>Tui kiai</i>) | <i>Strongly agree</i>
(<i>Tui 'aupito kiai</i>) |

12. Do you have comments you want to make? (**'Oku 'iai ha toe me'a ke ke fakamatala?**)

6. WORK (NGAUE) – Please tick one or more as appropriate (tiki e taha pe lahi ange, ki he'ene tonu kia koe)

1. What are you currently doing now? (**Koeha ho'o me'a 'oku fai he taimi ni?**)
- | | |
|--|-----------------------|
| Still studying for my qualification
(kei hoko atu pe ako tatau) | <input type="radio"/> |
| Studying for another higher qualification
(ako ki ha toe faka'ilonga ma'olunga ange) | <input type="radio"/> |
| Self-employed (ngaue pe 'iate au) | <input type="radio"/> |
| Working in an organisation (ngaue he kautaha/Potungaue) | <input type="radio"/> |
| Unemployed (ta'e ngaue) | <input type="radio"/> |

2. If you are self-employed, what type of work do you do? Explain below
(**Kapau 'oku ke ngaue pe 'ia te koe, koe ha 'ae fa'ahinga ngaue 'oku ke fai?**)(**fakamatala i lalo**)

3. If you work in an organisation, what type of work do you do? Explain below
(**Kapau 'oku ngaue ha kautaha/Potungaue, koeha ho'o ngaue 'oku fai?**)(**Fakamatala i lalo**)

4. After I graduated I was (tick one or more): (**Il he osi 'eku ako na'e**)(**tiki e taha pe lahi ange**)

- | | |
|---|--------------------------|
| Given higher level responsibilities (omai e fatongia 'oku toe ma'olunga) | <input type="checkbox"/> |
| Promoted (hiki ki ha lakanga ma'olunga ange) | <input type="checkbox"/> |
| Given a special reward (ma'u hoku pale makehe) | <input type="checkbox"/> |
| None of the above ('ikai ha liliu) | <input type="checkbox"/> |
| Other (me'a kehe) _____ | |

5. My course of study while I was/am under ICA was/is related and relevant to my current job (Tick one box as your answer)
(Na'e'oku fekau'aki hangatonu 'ae ako na'aku'oku ou fai, lolotonga 'eku ma'u ICA ki he'eku ngaue)(Tiki e taha ko ho'o tali)

- | | | | | |
|---|--|--|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
(<i>'Ikai 'aupito tui kiai</i>) | <i>Disagree</i>
(<i>'Ikai tui kiai</i>) | <i>Neutral</i>
(<i>'ikai pau</i>) | <i>Agree</i>
(<i>Tui kiai</i>) | <i>Strongly agree</i>
(<i>Tui 'aupito kiai</i>) |

6 My course of study, while I was/am under ICA, helped/is helping me to improve my performance in my job (Tick one box as your answer) **(Nae'oku tokoni mai 'ae ako na'aku'oku ou fai, lolotonga 'eku ma'u ICA ke lelei ange 'eku fakahoko fatongia)(Tiki e taha ko ho'o tali)**

- | | | | | |
|---|--|--|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Strongly disagree</i>
(<i>'Ikai 'aupito tui kiai</i>) | <i>Disagree</i>
(<i>'Ikai tui kiai</i>) | <i>Neutral</i>
(<i>'ikai pau</i>) | <i>Agree</i>
(<i>Tui kiai</i>) | <i>Strongly agree</i>
(<i>Tui 'aupito kiai</i>) |

i. Can you state briefly examples of how knowledge and skills gained from training in your course of study has helped you improve your performance? **(Fakamatala ha ngaahi fakataataa ki he tokoni 'ae 'ilo moe poto'i ngaue na'ake'oku ke ma'u mei ho'o ako ki he tu'unga fakaako na'ake'oku ke ma'u, ki he lelei ange ho'o ngaue?)**

- (a) _____
 (b) _____
 (c) _____

ii Can you explain briefly any reasons for not being able to apply the gained knowledge and skills to improve your performance? **(Fakamatala ki he 'uhinga na'e'oku 'ikai ke tokoni ai ho'o ako ki he tu'unga fakaako na'ake'oku ke ma'u, ke lelei ange ai ho'o ngaue?)**

- (a) _____
 (b) _____
 (c) _____

7. Can you list down some of the specific knowledge and skills gained during/after the training in your course of study? **(Lisi mai ha ngaahi 'ilo mo ha poto'i ngaue na'e ma'u he lolotonga'osi ho'o ako?)**

- (a) _____
 (b) _____
 (c) _____

8. Have you received any special reward/award in recognition of your performance in your workplace? (tick one) **(Kapau 'oku ke lolotong ngaue, na'e 'iai hao pale makehe koe ngaue lelei?)(tiki e taha)** Yes/*io* ○ or No /*ikai* ○

What was the special reward/award? **(Koe ha e pale koia?)** _____

9. Do you have comments you want to make? **('Oku 'iai ha toe me'a ke ke fakamatala?)**

PART 7. PERSONAL DEVELOPMENT (*Fakalalakaka Taautaha*) –

Please tick one box as your answer to the statements (*siakale pe taha ko ho’o tali ki he fehu’i*)

1. The course of study has allowed me to increase my professional collaboration within my organisation. (*‘Oku tokoni ‘eku ako, ki he fakalahi ‘eku fengaue’aki lelei mo hoku kaunga ngaue he ngaue’anga*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

2. The course of study has allowed me to increase my professional collaboration outside the organisation. (*‘Oku tokoni ‘a ‘eku ako ki he fakalahi ‘eku feingaue’aki lelei mo hoku kaunga ngaue hoku mala’e, oku nau ‘i he ngaahi ngaue’anga kehe*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

3. The network with other students made during the course of study has enabled me to produce better work outputs. (*Ko’eku fetu’utaki moe kaunga ako lolotonga ‘eku ako, oku tokoni ia ke toe sai ange ‘ae lelei ‘oe ngaahi me’a ‘oku ou ngaue kiai, he’eku ngaue*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

4. My course of study has allowed me to contribute to the quality of discussion about how to improve our work output in my work place. (*Oku tokoni mai ‘ae ako neu fai keu kau lahi he alea ki he fakalelei’i ‘oe ngaahi me’a ‘oku mau ngaue kiai, he ngaue’anga*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

5. My course of study has allowed me to work more effectively and efficiently. (*‘Oku tokoni mai e ako neu fai keu toe ngaue lelei ange mo vave ange*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

6. Overall, my course of study has enabled me to perform better at work? (*Fakalukufua, ‘oku tokoni lelei mai ‘ae ako neu fai ke toe lele ange ‘eku ngaue*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

7. The training in my course of study has given me the opportunity to train others in my work place the skills/knowledge I have learned. (*‘Oku tokoni mai ‘eku ako ki he’eku tu’unga fakaako, keu lava ‘o toe ako’i mo tokoni’i ha taha kehe he ngaue’anga ‘o ngaue’aki ‘ae ‘ilo moe poto’i ngaue neu ma’u*)

Strongly disagree Disagree Neutral Agree Strongly agree
(‘Ikai ‘aupito tui kiai) (‘Ikai tui kiai) (‘ikai pau) (Tui kiai) (Tui ‘aupito kiai)

SCHEDULE 1

STATEMENT OF SHARED RESPONSIBILITIES IN THE MANAGEMENT OF THE ICA

Role	Responsibilities	Explanatory Notes
Advisory Selection Panel	Provide advice to the High Commissioner on the administration and management of the ICA, especially the planning, prioritisation, review and making recommendations	
<p>Membership to be selected from the following:</p> <ol style="list-style-type: none"> 1. Tonga Chamber of Commerce & Industries – oversight of private sector and sector training needs assessment 2. Public Service Commission – oversight of the Public Service and training needs assessment 3. Ministry of Public Enterprises – oversight of public enterprises and statutory bodies 4. Ministry of Commerce, Consumer, Trade, Innovation and Labour – private sector strategies and policy frameworks 5. Scholarship Office, Ministry of Education and Training – oversight of scholarship programs for Tonga 6. Employment Division, Ministry of Internal Affairs – national employment 7. Representative of the Private Sector (e.g. New Zealand Tonga Business Association, Growers Federation) – voice for the private sector 	<p>1.1. Consider training priorities based on priority sectoral training needs assessments</p>	<p>Training needs assessments are undertaken by key agencies and peak bodies for the public and private sectors. Their membership allows the selection panel to be informed of the training needs in priority areas.</p> <p>The advisory selection panel contributes to transparency and informed decision making.</p>

<p>8. Representative of the Training Institutions (eg. Tonga Association for TVET) – a voice for the training sector</p> <p>9. Representative of the Industry (e.g. Tonga Society of Accountants, Tonga Builders Association, Tonga Manufacturing Association) – a voice for the industry</p> <p>10. Deputy High Commissioner – representing MFAT</p> <p>11. Dedicated ICA Scholarship Officer – managing the ICA</p>		
	<p>1.2. Determine priority needs and likely number of awards to be funded for approval by the High Commissioner</p>	<p>Priority needs are determined after considering the training needs assessments</p>
	<p>1.3. Conduct cost analysis and determine the appropriate number of ICAs for endorsement by the High Commissioner</p>	<p>Cost analysis is based on the available budget, the priority needs and cost of each award to determine the number of ICAs to be awarded to meet which needs</p> <p>The information on the number of awards and needs to be funded is provided to the service provider/managing contractor as the basis for assessment and selection of successful applicants</p>
	<p>1.4. Review the reports and recommendations of the service provider/managing contractor</p>	<p>The service provider/managing contractor submits to the advisory selection panel a report recommending the successful applicants for the pre-determined awards</p> <p>The report is reviewed to make sure the recommended candidates met the selection criteria</p>
	<p>1.5. Recommend the ICAs to be approved by the High Commissioner</p>	<p>The High Commissioner still has the authority to approve the award of the ICAs to successful candidates</p>

	1.6. Consider the monitoring and evaluation reports on ICA and ICA students and make recommendations	The reports on monitoring and evaluation are compiled by the training institutions and the dedicated ICA Scholarship Officer. The advisory selection panel makes recommendations on issues that may arise from the reports important for the management of the ICA
2. Service Provider/Managing Contractor	Administer the designated activities on the administration of the ICA	
The service provider/managing contractor with the relevant expertise and experience, available locally, is contracted to perform the designated activities and deliver specific outputs on a timeline	2.1. Pre-application visits to secondary schools and vocational and technical training institutions	Promotes the visibility of ICA and raise awareness among the student population. The visits also provide briefings on the selection process, the conditions of the awards and the expectations to be taken into account by ICA students and training institutions
	2.2. Calling for application by advertising in a national newspaper, radio announcement, television program, notice to training institutions and facebook page advertisement	Advertisement should allow sufficient time for students to organise their applications and meet the deadline
	2.3. Receiving 'online' applications and tabulating data	The report of the review of the ICA recommends phasing over the paper application to online application. The MFAT 'scholarship on-line system' should be adapted for ICA
	2.4. Vet all applications for completeness and select successful applications	Confidentiality of applicants must be protected to ensure integrity in vetting and assessment by the service provider/managing contractor
	2.5. Assess all successful applications against the selection criteria and select qualified applications	-
	2.6. Match all qualified applications to defined needs and select candidates for the ICAs	Information on defined needs are provided by the advisory selection panel in 1.3 above through the dedicated ICA Scholarship Officer
	2.7. Recommend the selected candidates for the award of ICAs	-

	2.8. Report the recommended candidates for the award of ICAs	The report and all documents are tabled with the advisory 'selection panel' for review and recommendation for approval
3. Dedicated ICA Scholarship Officer	Oversee, coordinate and monitor the administration and management of the ICA	
The dedicated Scholarship Officer is intended to ensure focus on the efficient and effective administration and management of the ICA. The Officer is placed within a dedicated scholarship unit within the New Zealand High Commission recommended to administer and manage the other scholarship programs, leaving the Officer to exclusively focus on the ICA	3.1. Oversee the performance of the service provider/ managing contractor through planned meetings	Monitoring meetings with the service provider/managing contractor should be undertaken to keep the New Zealand High Commission and MFAT informed of progress
	3.2. Manage the contract of the service provider/ managing contractor	Ensure that the service provider/managing contractor is undertaking the activities and delivering the outputs as per contract and are reported
	3.3. Provide the service provider/managing contractor with information on approved priority needs and likely number of awards	See 1.3 and 2.6 above
	3.4. Provide the advisory selection panel with the relevant information on ICA, policy frameworks of MFAT and any available information on the strategic frameworks on Tonga's development, policy frameworks on training, training needs assessment reports etc.	The advisory selection panel should also be fully briefed on the policy frameworks of MFAT and Tonga's strategic frameworks The dedicated ICA Scholarship Officer also liaises with key agencies, peak bodies and stakeholders for the required information and documents
	3.5. Organise meetings of the advisory 'selection panel'	Reports of the work undertaken by the service provider/managing contractor should be tabled with the advisory selection panel. The Deputy High Commissioner should be kept informed by the dedicated ICA Scholarship Officer and in turn the Deputy High Commissioner briefs the High Commissioner

	3.6. Organise for approval of the ICAs to be awarded to successful applicants after review of recommendations by the advisory selection panel	The approval of the ICAs to be awarded still remains with the High Commissioner
	3.7. Communicate with the training institutions on the successful students for ICAs and payment of fees	The training institutions will then inform the successful students and will invoice the New Zealand High Commission for payment of tuition fees for the awards
	3.8. Participate in the 'orientation' meetings with the ICA students and training institutions	This is part of the 'pastoral care programs' that should be run for students to make sure that they start their studies with thorough understanding of the expectations and assistance that are available
	3.9. Organise and conduct 'monitoring visit' to training institutions mid and end of semester	This is part of joint monitoring of student performance by the dedicated ICA Scholarship Officer and the training institutions Meetings with selected employers should be organised and short surveys should also be used to provide information
	3.10. Organise and conduct 'tracer studies' of former ICA students in employment or self-employment, and unemployed	This is part of joint monitoring of student performance by the dedicated ICA Scholarship Officer and the training institutions
	3.11. Report on monitoring visits and tracer studies	The training institutions will provide monitoring reports using the 'monitoring assessment form', the 'interim academic report' and any other relevant information. The dedicated ICA Scholarship Officer will compile all reports on the 'tracer studies' and from the training institutions for review by the advisory selection panel
	3.12. Report on the ICA at the end of the financial year	The dedicated ICA Scholarship Officer completes for the New Zealand High Commission and MFAT progress reports including the 'activity monitoring assessment' form and table them with the High Commissioner and MFAT, and then with the advisory selection panel in its next meeting for information

4. Training Institutions	Partner and collaborate with the dedicated ICA Scholarship Officer in the management of ICA	
The training institutions show a willingness to partner and collaborate with the dedicated ICA Scholarship Officer, provided their responsibilities are spelled out clearly and formally documented	4.1. Announce the opening of application for ICAs	This will be done internally through students email accounts or notices on notice boards
	4.2. Assist students, where required, to make successful applications	Training institutions have learning centres, help desks or councillors who are designated to provide students with the assistance
	4.3. Notify successful students on their ICAs	-
	4.4. Host the 'orientation' meeting with ICA students and dedicated ICA Scholarship Officer	This is part of the 'pastoral care programs' to be hosted by the training institutions for their ICA students. It is the opportunity for the ICA students, training institutions and dedicated ICA Scholarship Officer to provide information, discuss issues and clarify expectations.
	4.5. Conduct pastoral care programs for ICA students	The pastoral programs include the orientation program, counselling, monitoring meetings on performance, referral services etc. Programs used by institutions in New Zealand should be adapted for use by the local training institutions
	4.6. Report during the semester on student performance using forms and progress reports	See 3.11 above
	4.7. Organise and host 'monitoring' meetings and with participation from the dedicated ICA Scholarship Officer	See 3.9 above
	4.8. Provide academic and performance reports on ICA students	This is a normal requirement and condition of the ICA for the training institutions to provide

	4.9. Lodge claims for refund on behalf of students	The training institutions lodge the claims on behalf of the Students as part of the arrangements under ICA
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SCHEDULE 2

RECOMMENDED COMPONENTS OF A REDESIGNED ICA

COMPONENT	TRAINING MODALITY	COVERAGE	CONDITIONS	RECOMMENDED SHARE OF THE BUDGET
COMPONENT 1	<u>ACCREDITED QUALIFICATIONS</u> For students and employees wishing to pursue a formal qualification, from Certificate Level 2 to Diploma Level 5, and selected graduate and post-graduate qualifications only	Tuition fees	<ol style="list-style-type: none"> 1. Enrol in an accredited qualification 2. 50% of tuition fee paid initially, student paying 50% 3. Student refunded 50% if grades A or B are achieved on courses 4. Student refunded 25% if grade C is achieved on courses 5. Training is in an approved priority area or a priority need 	40%
COMPONENT 2	<u>ONLINE ACCREDITED TRAINING</u> For employees wishing to complete a professional qualification not delivered locally, from Certificate to Diploma level only	Tuition fees Registration fees	<ol style="list-style-type: none"> 1. Enrol in an accredited qualification or recognised training 2. 50% of tuition fee paid initially 3. 50% of tuition fee refunded if training completed satisfactorily 4. Training is in an approved priority area or a priority need 	10%
COMPONENT 3	<u>WORKPLACE ATTACHMENT</u> For qualifications which require workplace attachment as part of the requirements for completion, for certificate level qualifications only	Tools Uniforms Gear Equipment Accessories	<ol style="list-style-type: none"> 1. Currently enrolled in an accredited qualification or recognised training 2. Currently employed in an organisation in an approved priority area or industry 3. Recommendation by the training institution or employer 4. Satisfactory report from workplace supervisor 	5%
COMPONENT 4	<u>RECOGNITION OF PRIOR LEARNING</u> For employees and self-employed who have skills and expertise that have not been formally recognised, for certificate level qualifications only	Assessment fees Classroom tuition fees	<ol style="list-style-type: none"> 1. Currently employed in an approved priority area or industry 2. Recommendation by the employer 3. Recommendation by the trades association if self-employed 4. Award of certificate of competency 	5%

COMPONENT	TRAINING MODALITY	COVERAGE	CONDITION	RECOMMENDED SHARE OF THE BUDGET
COMPONENT 5	<u>PROFESSIONAL TRAINING</u> For employees or workers requiring professional training to meet standards expected in the industry, for professional certificates and diplomas only	Tuition fees Registration fees	<ol style="list-style-type: none"> 1. Currently working in an approved priority area or industry 2. Recommendation by the employer 3. Recommendation by the professional association 4. Satisfactory report from the training institution 	5%
COMPONENT 6	<u>LEARNING SUPPORT</u> For 'bridging', 'pre-requisite' and 'special' training courses to allow students to undertake their 'formal' training effectively or to adjust properly to the social and learning environment	Tuition fees	<ol style="list-style-type: none"> 1. Currently enrolled in an accredited qualification or recognised training in a priority area 2. Recommendation from the training institution 3. Acceptance by the training provider 	5%
COMPONENT 7	<u>RESOURCE ASSISTANCE SUPPORT</u> For resources compulsorily required by the training institutions or workplace as part of the requirements to attend the training	Textbooks and documents Tools Uniforms Gear Equipment Accessories	<ol style="list-style-type: none"> 1. Currently enrolled in an accredited qualification or recognised training in a priority area 2. Recommendation by the training institution or workplace to be too costly for students 	10%
COMPONENT 8	<u>OUTER ISLANDS SUPPORT PROGRAM</u> For students in the outer islands to pursue a formal qualification in Tongatapu or required to undertake their training on-line from a remote location, or who want to pursue the qualifications which are delivered in another location within Tonga	Relocation Tuition fees Internet connection	<ol style="list-style-type: none"> 1. Currently enrolled in an accredited qualification or recognised training in a priority area 2. Recommendation from the training institution 	15%

COMPONENT	TRAINING MODALITY	COVERAGE	CONDITION	RECOMMENDED SHARE OF THE BUDGET
COMPONENT 9	<u>DISABLED TRAINING PROGRAM</u> For facilitation of specialised training organised for the disabled in a training institution	Tuition fees Tools Gear Uniforms Equipment Accessories	1. Recommendation from the organisation for the disabled 2. Recommendation from the training institution	5%

SCHEDULE 3

LIST OF INDIVIDUAL RECOMMENDATIONS

1. The Policy Relevance of the ICA

Recommendations:

- 1. The ICA should continue to exist in the medium term to contribute to skills development for sustainable development and poverty reduction and address the skill shortages and labour market needs of Tonga*
- 2. The ICA should be aligned with the high-level policy frameworks of the Tonga Government and New Zealand aid program and the training needs assessments conducted by the key Government agencies and private sector peak bodies in the priority areas identified by the high-level policy frameworks*
- 3. The ICA should continue to provide the support for quality training through the condition that students enrol in an accredited qualification*
- 4. The ICA should continue to focus on improving access to opportunities by the students to accredited qualifications and recognised training and hence complement what other scholarship programs and projects cover*
- 5. The ICA should supplement the 'tuition fee' in the award with 'resource assistance support' and 'learning support' to improve the effectiveness of the learning process for students*

2. The Impact of the ICA

Recommendations:

- 1. An ICA M&E Framework, with measurable, achievable and realistic indicators, for monitoring the performance of ICA students, be designed to provide information and baseline data for strategic decision making on ICA*
- 2. The current Activity Monitoring Framework be revised and linked appropriately with the proposed ICA M&E Framework*
- 3. Regular monitoring visits to the training institutions by the Scholarship Officer be programmed and tracer studies used in close collaboration with employers and completed ICA students to provide information for strategic decision making on ICA*
- 4. A formal pastoral care program within training institutions be established to respond to student needs, maintain performance and well-being and contribute to risk mitigation*
- 5. The Risk Register be revised and a risk mitigation plan be formulated and implemented jointly with training institutions*

6. *Setting up an ICA alumni association with resources allocated for alumni activities be considered to take advantage of collaboration among ICA students, employers and training institutions to promote quality performance*

3. The Effectiveness in the Management of the ICA

Recommendations:

- 1 *The establishment of a 'selection panel' with an advisory mandate be considered, with representatives from the private sector, key Government agencies and other key stakeholders to ensure transparency, integrity and informed decision making in ICA*
2. *Cost analysis be undertaken as part of planning the distribution of the ICAs across the priority training needs as defined by training needs assessments in the key sectors, identified in high level policy frameworks of the New Zealand Aid Program and Tonga*
3. *In collaboration with the key Government agencies and private sector peak bodies, training needs assessments at the sectoral level should inform the determination of key areas for the awards under ICA*
4. *The ICA be re-designed by widening its 'scope' to include components for different modalities of training including 'workplace attachment', 'professional training', 'on-line completion of training', 'recognition of prior learning' and support in terms of 'resource assistance support' and 'learning support'*
5. *The selection criteria for ICA be revised and introduce further conditions to reflect upon the inclusion in ICA of the different modalities of training, resource assistance support and learning support for students*
6. *The 'refund' condition of the ICA be maintained but the refund process should be reviewed to ensure efficiency in refunding the tuition fees*
7. *The existing condition that the students enrol in a course accredited by the TNQAB for the award of an ICA be maintained*
8. *The training institutions be allowed to partner and collaborate with the New Zealand High Commission in managing the ICA and with the key Government agencies and private sector organisations for delivery of training through the different modalities recommended*
9. *The selection criteria for ICA should include inclusiveness, gender and equity, and these should be considered at all stages of assessment and implementation of the ICA*
10. *A special support program for students from the outer islands should be considered*
11. *A special support program for the disabled to attend vocational training should be considered*

4. The Efficiency in the Management of the ICA

Recommendation:

1. *Pre-application school visits programs to secondary schools and training institutions should be designed to promote the visibility of ICA, create awareness of the ICA and future opportunities and giving students sufficient time to place an application*
2. *In view of the significant investment by the New Zealand Government in its scholarship programs and the need to ensure efficiency, cost effectiveness and value for money, consideration be given to the establishment of a dedicated scholarship unit within the New Zealand High Commission (MFAT), with a clear mandate and resources to manage and administer the scholarships for Tonga*
3. *A dedicated ICA scholarship Officer be placed within the dedicated scholarship unit (a) to oversee, monitor and coordinate the ICA and the activities of the service provider/managing contractor and report on progress and achievements and (b) work with the training institutions in monitoring ICA students*
4. *All ICA routine administrative activities associated with 'invitation to apply', 'compiling and consolidating all applications' and 'making recommendations' be outsourced to a service provider or managing contractor*
5. *A process for managing the ICA, defining roles and responsibilities for partnership and collaboration with training institutions, be created and documented and incorporated into a revised ICA Operating Guidelines and ICA Timeframe*
6. *The ICA application be phased over into an 'user friendly' on-line application system by adapting the existing MFAT scholarship online system so that the appropriate data for planning and monitoring and evaluation purposes are captured, stored an*

END.

ANNEX 1

HISTORICAL OVERVIEW OF NATIONAL HUMAN RESOURCE DEVELOPMENT IN TONGA

1. Developing the National Training System

While academic training in overseas educational institutions has been a major feature of national human resource development for Tonga, as early as the 1970s, studies (e.g. Potter, 1975) pointed out the need to put emphasis on technical and vocation skills, so that there is a balance between academic training and skills training. The scholarship assistance provided by aid donors, including New Zealand, tried to maintain this balance. This has been important for Tonga's future economic and social development, especially in areas such as agriculture, tourism, maritime, construction, the trades and so on. New Zealand became an early donor towards building the skill base for Tonga so that it is able to readily respond to the needs of the industry⁶⁶ and the changes in its economic and social environment.

The Tonga Government's plans in the 1970s and the 1980s put priority emphasis on apprenticeship schemes to enable the learning of a trade. These schemes were administered and hosted by Government agencies such as the Ministry of Works (MOW), the Ministry of Health (MOH) and the Ministry of Agriculture, Forests and Fisheries (MAFF). School leavers were allowed to enrol as trainees and promising tradesmen were able to be trained overseas in Fiji, Papua New Guinea and New Zealand.

Both the New Zealand and Australian Governments were providing support to establish the Public Service Training Centre in 1995 to provide training support to the middle management levels in the Public Service. They also funded the In-country Training (ICT) Program and Short-term Training Attachment in New Zealand (STTA) (under the Public Service Training Centre). Both training schemes catered for training needs that would build the capacity of the public sector (Public Service and public enterprises), especially in priority areas identified by both the New Zealand and Australian Governments and the Tonga Government as the priorities, especially health and education, finance and IT, management and administration and so on.

In the late 1990s, the training support was provided exclusively by the New Zealand Government. It was further extended to the non-government sector and the private sector. The national strategic development plans for Tonga required focus on key areas such as health, education, private sector development, the productive sectors and safety and security and so on. As such, the annual training needs assessment, conducted by the Public Service Training Centre, included organisations operating in these sectors. In this regard, the ICT and the STTA became the means for closing the skill gaps that existed in the key areas. In late 2000s, the ICT was reduced and the support was provided to the Tonga Business Enterprise Centre (TBEC) to be more in line with the assistance to the private sector and private sector development. The STTA was also reduced to funding training in high priority areas only.

⁶⁶ The term 'industry' is used to refer to the entities operating in the private sector including businesses of all types and organisations representing their interests.

The Helen Ware Report (1998) recommended further strengthening the technical and vocational training sector in Tonga through national policy and institutional reforms, with focus on industry needs, competency-based training and quality assurance. At the time, the training sector was at the early stages of its development. The 2006 report of the Asian Development Bank (ADB, 2006) provides an overview of the vocational training sector in the 2000s. The Government run Fokololo-‘oe-Hau (Tonga Maritime Polytechnic Institute (TMPI) and Tonga Institute of Science and Technology(TIST)) focussed delivery on New Zealand based syllabuses on trades and maritime training, with facilities built under German Government assistance. Other vocational type courses were delivered under the other Government funded vocational institutions (Tonga Institute of Higher Education (TIHE)) with syllabuses adopted from materials linked to the Australian TAFE courses. The MOH was running nursing training (Queen Salote School of Nursing (QSSN)) and public health training (Public Health Training Centre(PHTC)). It was not until late 2000s that the technical and vocational training institutions established by the Catholic Church (Ahopanilolo Technical Institute (ATI)) and the Free Wesleyan Church (Tupou Tertiary Institute (TTI), Hango Agricultural College (HAC)) were developing their own courses for accreditation. Some of these institutions began to link with mainly New Zealand-based training polytechnic institutes while others improved their current local training materials.

Responding to the need to provide quality and relevant training for Tongans, the Tonga National Qualifications and Accreditation Board (TNQAB) was established in 2008 to accredit national and regional qualifications delivered in Tonga. The training institutions were then required to prepare their establishments for registration and their courses to meet the accreditation requirements. At the time, the absence of an accreditation process means that students who wish to study at educational institutions in other countries, the recognition of their qualifications was difficult.

2. Reforming National Human Resource Development

During the 1998/1999 ‘high level consultation’ between Tonga and Australia and later New Zealand, both donor countries expressed concern over the high level of failure rate of Tongan scholarship holders, funded under their development assistance programmes. In response, Tonga, in close consultation with both the Australian and New Zealand Governments, initiated a review of the performance of Tongan scholarship holders studying abroad in 1999. The review set the basis for unifying all externally funded scholarship schemes including the Tonga Government scholarship scheme under one consolidated national scholarship program known as the Tonga Study Awards (TSA). The consolidation was an opportunity for all scholarship donors to receive a more holistic and strategic overview of the supply side and demand side of national human resource development and addressing the issue of equity in the provision of educational opportunities (GOT, 1999).

Joint selection of scholarship candidates was to be undertaken under the National Scholarship Committee, where the scholarship donors were to be represented. The question of 'access of opportunities' was raised and how best can the ‘scholarships’ consider the issue of equity by ensuring that talented students from 'poor', 'disadvantaged' or 'hardship' background can access the opportunities. The concept of an ICA was then conceived as a way of providing access to educational opportunities by those in such circumstances through the local training institutions, and at the time, it was meant to be the University of the South Pacific (USP) and its Extension Centre.

While the review implied support to academic based training providers such as the USP, it provided strategic direction that the National Scholarship Committee must ensure that allocation of scholarships would be aligning to the national priorities. It also urged Government agencies to ensure that they have human resource development plans for their sectors in order to respond effectively to future labour market needs. At the time, the New Zealand Government was supporting a Human Resource Development Project focusing on developing strategic management in the Public Service including strategic planning and human resource management.

These developments could be seen as the beginning of concerted efforts to deal with the supply-led nature of training provision in Tonga – weak responsiveness to the demand for skills by the industry. The Ministry of Training, Employment, Youth and Sports (MOTEYS) was established in 2006 to reform and build the capacity of the technical and vocational training sector so that it becomes more responsive to the needs of the industry. Reforming the training sector was also intended to have impact on employment creation, youth development and the skilling of the informal sector for income generation.

Jointly with the Ministry of Education and Training (MET), MOTTEYS oversaw the national training needs analysis (TNA) in 2008 (Catherwood, 2008) to identify critical skills in priority industries, especially tourism, fisheries, agriculture, as well as in the trades, maritime, health services, teaching and so on. The TNA recommended that the industry needs to take responsibility for the identification of its own training needs and for the development of training plans to meet those needs. The Technical and Vocational Education and Training (TVET) Support Program was introduced in 2010 and funded by the Australian Government and the New Zealand Government to further develop the training sector to ensure that technical and vocational training is industry-based, demand driven and internationally recognised so that Tongans are competitive in domestic, regional and international labour markets (GOT, 2008; GOT, 2009).

The 2011 restructuring of the Public Service resulted in the transfer of the responsibility for technical and vocational training to the MET. The TVET Support Program was suspended and a new National TVET Framework 2013-2017 was then formulated (GOT, 2012). Its focus is to: support training in industry; improve training for the informal sector; develop cost effective decision-making systems; develop quality and flexibility of public and private training providers; improve equity and participation and develop an appropriate national training system. It is expected that this will result in a more flexible and responsive training system that better meets the needs of the economy, the industry and the students.

The major reforms anticipated under the National TVET Framework include a shift from supply based training to industry demand driven quality courses; from full time/long term to a mixture of short/long and part-time courses; movement from Government funding of inputs to output/performance based providers; not only focus on new entrants but to include upgrading knowledge/skills of those already employed; qualifications to recognise skills through experience; involvement of the industry in TVET planning and implementation; and resources to both public and private providers. The Framework is now being implement.

3. Policy Frameworks for National Human Resource Development

Tonga's emphasis on education and training is reflected in its national plans. Tonga's National Strategic Development Plan 7 (SDP7 – 2000-2005) underpinned the importance of education

and training to provide the economy with the needed skills and lifelong relevant and quality education for all Tongans to become productive members of society. Likewise, the National Strategic Development Plan 8 (SDP8 - 2006-2010) also emphasised the quality of post-secondary education and vocational training to be more responsive to the labour market and cater for the abilities and needs of students (GOT, 2000, GOT, 2006).

Now, the Tonga National Strategic Development Framework II 2015-2025⁷ outlines the vision for Tonga as:

“A more progressive Tonga supporting higher quality of life for all” supported by a “more inclusive and sustainable growth and development” in the following relevant areas:

- dynamic knowledge based economy (public private sector partnership for economic growth, business enabling environment, access to employment, trade and investment, macro-economic management, public enterprise performance)*
- empowering human development with gender equality (education and training, community development, social development, health care, resilience, research and development)”*

The main aid donors of scholarships and assistance to education and training have tried to support Tonga’s interest in a more integrated and consistent manner. The joint regional review of the scholarship programmes by the Australian Government and the New Zealand Government in 2010, was in recognition that their scholarship programmes would be a significant investment in building capacity of Pacific island countries, including Tonga.⁸ This was also a response to the Cairns Compact 2009 on strengthening development coordination in the Pacific. The joint review looked at the scope and impact of their scholarship programmes, other partners providing scholarships and determine how best to use the regional educational institutions such as the USP and the University of Papua New Guinea, as well as those in Australia and New Zealand. The recommendations of the review included:

- the need to look at the issue of equitable access to scholarships and how to address gender and other equity imbalances across the aid programmes of Australia and New Zealand;
- in the interest of mutual accountability to look at ‘joint selection committees’ with Australian and New Zealand representatives participating;
- Establishment of alumni associations for former students whose studies were funded by Australia and New Zealand;
- support provided to pacific regional institutions through the Regional Development Scholarships (RDS) and also develop a new RDS in-country for students to study at home through extension centres of the USP; and
- the split site award was recommended for scholarship holders to start first year home based through the USP extension courses and then complete the award in the main campus in Fiji

These recommendations were the basis for the introduction of the In-country Awards.

The emphasis has since changed. Both Australia and New Zealand have provided support to the Tonga National TVET Policy Framework 2013-2017 and the Tonga Education Policy Framework 2004-2019⁹, whose goals are:

⁷ This plan is the continuation of its predecessor – Tonga Strategic Development Framework 2011-2015. The focus is broadly the same (see GOT, 2011).

⁸ See Australian Government & Australian Government (2010).

⁹ This document is based on the (2004) Tonga Education Policy Framework

1. *To improve equitable access to and quality of universal basic education for all children in Tonga up to Year 8 (Form 2);*
2. *To improve the access to and quality of post-basic education and training to cater for the different abilities and needs of students;*
3. *To improve the administration of education and training so that the quality of educational performance is enhanced.*

Now, the New Zealand Aid Programme Strategic Plan 2015-2019 identifies 12 priority areas for investment – renewable energy, agriculture, ICT, fisheries, tourism, trade & labour mobility, economic governance, law & justice, health, education, resilience and humanitarian response. For education i.e. improve knowledge, skills and basic education - as part of its investment priorities, the focus is on increasing literacy and numeracy, strengthening the provision education in the Pacific and providing scholarships for vocational training to support economic opportunities and in response to skills shortages. This focus on education is also common and core to the other priority areas for investment – especially in fisheries, tourism, agriculture, trade and labour mobility, ICT and economic governance.

In December 2016, the Tonga and New Zealand Joint Commitment for Development 2016 – 2018, outlines the commitment of New Zealand to skills and workforce development, especially scholarships for tertiary qualifications and workforce skills training and for Tonga to identify labour market needs to inform prioritisation of workforce training.

Tonga's national human resource development is now dictated by the scope of these policy level frameworks that need to align with one another, and for activities, such as ICA, to align with them. Furthermore, they need to be complementary and exists coherently. Development effectiveness principles of ownership, alignment, complementarity and coherence must be inherent at the policy as well as the activity level.

ANNEX 2

RESPONSIBILITIES OF THE SCHOLARSHIP OFFICER

The Scholarship Officer openly advertises In-country Awards (ICA), from January and closing in the first week of February, in at least one national newspaper circulating widely, one web-based news media outlet, radio airtime, the Facebook Page of the New Zealand High Commission and email contact with the training institutions. The paper applications, criteria and the conditions to be fulfilled, are submitted by the students to the Scholarship Officer in the New Zealand High Commission by the deadline.

The Scholarship Officer receives, vets and assesses the applications and make and recommendation. A final list of awardees is drawn up for endorsement by the Deputy High Commissioner and final approval by the High Commissioner. The training institutions are notified of the successful students winning an ICA and in turn the students are notified by the training institutions. She produces a budget forecast and organises the payments to the training institutions.

The ICA Timeframe requires the Scholarship Officer to undertake monitoring visits to the training institutions in the middle months of the year and talk to the ICA students and the training institutions. As part of the monitoring and reporting, the ‘activity monitoring assessment framework’ is used to assess progress and a ‘risk’ register is used to address the risks that may interfere with the efficient and effective management of the ICA.

At the end of the semester the training institutions forward the academic reports of ICA students to the Scholarship Officer. The reports are used by the Scholarship Officer for reporting the progress in the administration of ICA and a basis for refunding the ICA students. The training institutions then lodge the refund requests on behalf of the students with the Scholarship Officer.

The refund of tuition fees under ICA goes through a process where ICA students lodge their request for refund through their respective training institutions. The New Zealand High Commission pays in lump sum the training institutions which are responsible for refunding their respective ICA students.

She is also responsible for administering the New Zealand Regional Development Scholarship (NZRDS) and the New Zealand Pacific Scholarship (NZPS) in the same manner and also including the interview, organising any English testing, placement of successful candidates, visa processing and pre-departure briefing. For the Short-term Training Scholarship (STTS), it is a similar role as to the ICA including the advertisement, selection process (data entry, vetting, assessment and recommendation), placement, visa processing and pre-departure briefing.

ANNEX 3

OTHER SCHOLARSHIP AWARDS

The Tonga Development Bank (TDB) does not provide scholarships for students enrolling at the University of the South Pacific (USP). The Kava clubs (village based association of men) are known to provide scholarships to three only out of the nine training institutions for students from their own communities, and only one training institution is known to be given private scholarships. By far, the ICA provides the largest number of scholarships per annum.

The only consistent records that are stored are the ICA and the TDB scholarship awards. The Government training institutions are unaware of how many students are on scholarships funded by Kava clubs and private donations, as scholarship payments are made into Treasury. The church-based training institutions do not keep complete records either because the Kava clubs and private sponsors do not inform them at the time of payment they are scholarships. The scholarships are announced in village meetings rather than at school.

This review was informed that the Kava clubs and private sources would be funding more 'scholarships' for secondary school students because the fees are lower per head than the tertiary level training institutions, given their limited pool of funds available. Hence, 'cost effectiveness' is a major factor in determining how many scholarships should be funded for students at the secondary school level and how many for students at the tertiary level.

Scholarship awards are also offered by other donors and are discussed here for comparison purposes. The TDB requests the training institutions to nominate four or five students for the award of its scholarships based on academic merit and financial hardship – the parents have died or are unemployed. The condition of the scholarship expressly made to the training institution is that the student needs to pass their courses. A failure in one subject will terminate the scholarship. A formal occasion is then organised for TDB to formally award the scholarships to the winners, raise awareness of the purposes of the scholarship (including giving back to the community) and the services of TDB. The focus group discussions with ICA students indicate that awarding the ICAs in a formal occasion at school will motivate others, who are experiencing hardship but doing well academically, to apply.

Kava clubs offer full-fee paying scholarships as well on compassionate grounds only because the parents are unable to pay for the fees. They are village-based where the Kava clubs pay for the scholarships for students from their own villages. The training institutions provide them with the academic reports, but it is not compulsory. The Kava clubs are more interested in keeping the students 'in school'.

From the foregoing discussions, all local scholarships are 'tuition-fee paying' scholarships including the ICA. They are offered to students who are actually enrolled in a training institution whose qualifications have been accredited by the Tonga National Qualification and Accreditation Board (TNQAB).

ANNEX 4

DIFFERENT MODALITIES OF TRAINING AND SUPPORT

Training Modalities

In some sectors, such as construction, maritime and hospitality, there is a need for students to undertake '**workplace attachment**' in an organisation to gain work experience as part of the requirements for the award of the qualification. Similarly, in some professional areas, such as health, finance, engineering and the trades, there is a need to enrol in '**professional training**' to meet pre-requisite standards for appointment to a certain job category or for the performance of a job.

In others, there are minimum qualifications to be achieved, special training to be completed or a special examination to be passed before someone can be accredited or certified. This is common in areas such as transport, food technology, primary produce export or finance. Because they cannot be delivered locally by a training provider, they can only be undertaken **remotely 'on-line'** in partnership with an educational or training establishment, an accredited organisation or a professional association, either local or international.

Workers in several trades have learned skills and competencies in a trade or profession and have mastered them but they have not been formally recognised. **Recognition of prior Learning** (RPL) is the recognition of skills and competencies that are learned in the workplace, through a system of practical tests of core competencies in a job and achievement of corresponding classroom theoretical learning. When completed, the worker is given a certificate of competency in the set of skills or competencies required in the job.

The RPL is a one step ahead in allowing experienced workers not only to formally enter the workforce in the industry but also participate in labour mobility schemes. The Tonga Institute of Science and Technology (TIST) is now administering an RPL system and has started to provide recognition for carpenters, electricians and welders, with advice from the Manukau Polytechnic Institute. Similarly, the trend to expand participation in 'seasonal workers schemes' in the future from 'unskilled' as in the horticultural industries, in Australia and New Zealand, to semi-skilled work in other areas, would require 'special training' before they are allowed to participate in such other 'schemes'.

Resource Assistance Support

To ensure quality in the learning process and participate effectively, the students or trainees are expected to have the appropriate resources and support. They are also expected to bear the cost of the requirements to participate effectively at the workplace, in professional training or online training – such as payment of fees, registration, uniform, basic tools and equipment or documents/textbooks. If these requirements are not fulfilled, the students' learning process does not take place effectively, or the students are not accepted into the workplace.

Learning Support

'Learning support' is required to facilitate and enhance the learning experience for students or trainees. In the technical training areas, students may need 'bridging training' in the form of

special classes in English and communication skills and study skills, or literacy and numeracy programs for example. Such support will enhance the learning process for students who are willing to pursue their studies.

‘Pre-requisite training’ may be appropriate for some students. It may be a requirement at TIST, for example, that its first-year students attend the 8-week character building course at TTI or the foundation level English or Maths courses at the USP for 6 weeks in order for them to comprehend the rest of their courses. There may be a need for ‘special training’ for students to undertake study skills, social skills or behavioural adjustment short training or program, for instance, in order to cope with their courses or the demands of their studies.

END.