



**GOVERNMENT OF TUVALU
MINISTRY OF FISHERIES AND TRADE**



**LEARNING AND DEVELOPMENT
PLAN FOR THE DEPARTMENT
OF TRADE
2022 – 2026**

Contents

A. Introduction.....	2
B. The Conceptual Basis.....	2
C. Issues.....	3
D. Additional Capacity Required.....	3
E. Key Results Areas.....	3
F. Staff Development Plan.....	6
G. Evaluation.....	6
Annexure A: Capacity Issues.....	8

A. Introduction

This Learning and Development Plan (“LDP”) for the Department of Trade (“the Department”) is aimed to upskill and increase its staff for the next four years in alignment with the Tuvalu National Trade Development Strategy¹ (“TNTDS”). The TNTDS contains the overall matrix of the Department’s aspirations in which this LDP has taken into account together the capacity gaps identified from the capacity assessment. This LDP does not seek to duplicate existing processes within the Government such preparation of workforce plans and staff appraisals. It’s added value is to enable the Department to envision a clear pathway of learning and development in response to the current capacity issues.

B. The Conceptual Basis

The conceptual basis taken for this LPD is underpinned by a number of factors including:

- **TNTDS Visions:** The current developments and visions contained in the TNTDS is the pathway for the development of trade in Tuvalu;
- **Local Value:** Notably, the Department does not have branches in the outer-islands which are the beneficiaries or implementing sites of the Department’s activities. Good relations with Local Governments and communities contribute immensely to the success its activities;
- **Geography:** It is also important to encompass the restraints which the Department faces from Tuvalu’s geography which is limited in resources for trade.
- **Limited Workforce:** The population and workforce demands is also an intriguing factor with limited qualified human resources.
- **Impacts of Climate Change:** The impacts of climate change has reached the point of where the security of the people of Tuvalu is at stake. Hence, it provides uncertainty for security and welfare which directly impacts on the work of the Department as a restraint.
- **Absence of Qualifications Authority:** The Government of Tuvalu does not have a Qualifications authority that can develop short courses or certificates.
- **Public Service Arrangements:** Common cadre positions include the holders of the senior management which are the ‘next in line’ positions after the Head of Department.

¹ Government of Tuvalu – Ministry of Fisheries and Trade, *National Trade Strategy* December 2021.

C. Issues

As a result of assessing the responses from the Department's staff, the issues in attached herein as Annexure A: Capacity Issues have been identified.

D. Additional Capacity Required

The TNTDS contains important initiatives and visions to develop trade in Tuvalu. Alongside the strategies to be developed, those capacities are also required for the Department in accordance with the TNTDS.

E. Key Results Areas

There are many approaches and methods which can be used for the Department's capacity development. The Key Result Areas below is to respond o the issues outlined above.

Key Result Area	Goal	Strategies
1. Marketing and Recruitment	1.1 Market the area of trade as a first choice for individuals seeking work and as a lifetime career.	1.1.1 Generate awareness in all schools about the career opportunities in trade.
		1.1.2 Promote the Department staff (Department badges and uniforms) and their functions on various platforms including: (a) Official Government Website; (b) Social Media platforms (e.g: facebook); (c) Media outlets (radio and television); (d) other spaces (e.g: LinkedIn, tau maketi, consultations)
	1.2 Develop collaborative partnerships	1.2.1 Participate in career promotion activities
		1.2.2 Seek and articulate short-training courses or certificates with the University of the South Pacific (Tuvalu Campus)
		1.2.3 Establish and maintain relationships with the Human Resource Management Department

Learning & Development Plan for the Department of Trade 2022 - 2026

		and Public Service Commission which are the employment agencies for the Public Service of Tuvalu.
		1.2.4 Establish and maintain relationships with Departments that can provide technical trainings (e.g: Office of the Attorney-General for negotiation skills or Central Procurement Unit for procurement processes)
	1.3 Ensure the recruitment of the best and most professional people required to meet the challenges of trade development in a LDC.	1.3.1 Review recruitment processes for all areas of the Department;
		1.3.2 Develop multi-media recruitment materials for use in information initiatives;
1.3.3 Ensure best endeavors for all short-listed applicants to be interviewed.		
1.3.4 Utilize technology to establish recruitment e-portals. However, it is understandable that this may take time as all Government recruitment processes are centralized and is still by paper.		
2. Entry Level Training	2.1 Ensure all new employees are inducted to be equipped with the attitudes, knowledge and skills necessary to meet their responsibilities and challenges within the Department.	2.1.1 Develop and implement Department of Trade Induction Program for all new staff.
		2.1.2 Enhance learning practices by careful sequencing of theory, application and practice approaches.
		2.1.3 Promote on the job coaching and mentoring.
	2.2 Provide opportunities for officers to develop management skills relevant to the public sector.	2.2.1 Establish understandings with relevant departments to conduct trainings on skills such as report writing, analytical thinking and networking skills.

Learning & Development Plan for the Department of Trade 2022 - 2026

3. Professional Training	3.1 Staff are enabled to experience continuing education or further develop, and have acknowledged skills and knowledge appropriate to their operational roles.	3.1.1 Support the delivery of a Short Courses through the USP Tuvalu Campus with Government funded cohorts.
		3.1.2 Provide on-going trainings (face to face or online) in the delivery and facilitation of in-house trainings.
4. Management and Leadership	3.2 Staff are able to identify their managerial and leadership needs for further developmental trainings.	3.2.1 Engage organizational development experts to develop a Leadership Framework to include cultural improvement particularly in regard to behaviors;
		3.2.2 Liaise with other Government agencies to gain added insight for the Leadership Framework.
5. Retention	5.1 Create an employment environment that encourages valued employees to remain within the Department.	5.1.1 Negotiate to increase retention packages.
		5.1.2 Develop specific performance indicators in addition to existing staff appraisal form.
		5.1.3 Value the time and welfare of employees by restricting work during business hours.

F. Staff Development Plan

On the individual level, the following plan may be used by the Department. The interventions refer to the milestones for an individual staff to achieve within the different timeframes provided below. Slow development will help to identify the training needs that is usually required in the Department's workforce plans. To reiterate, these interventions must be technical knowledge, skills and abilities related to the role of a trade officer. This is with the view that the Trade Department will continue to expand and therefore must have the sufficient capacities to accompany its required services.

From 0 to 1 Year	More than 1 to 5 years	From assumption to continuing		
Entry Level	First Level	Second Level	Middle management	Senior Management
Orientation Program	In-house trainings	Self-Development	Supervisory Development Program.	Management.
Exposure (internally)	<i>At least one intervention achieved</i>	<i>At least 3 interventions achieved</i>		
Plan intervention for first 5 years.		Plan intervention for next 5 years.		

G. Evaluation

All of the learning events provided above needs to be evaluated prior to the end of the LDP for the purpose of renewing it. The five areas should be used to evaluate the LDP:

Criteria	Indicators	Guiding Questions
1. Relevance	<ul style="list-style-type: none"> LDP is very much relevant and appropriate. Issues are still relevant; Cross-cutting issues on capacity needs are highlighted e.g: report writing. 	<p>Are the learning events relevant to the current capacity issues faced by the Department?</p> <p>Whether the cross-cutting issues are appropriate?</p> <p>Whether lessons learnt were taken into account?</p>

Learning & Development Plan for the Department of Trade 2022 - 2026

2. Efficiency	<ul style="list-style-type: none"> • Funds used for staff capacity building: 5 trainings per year; • Increase in retention: the salary bars for the trade officers are shifted at least two bars up from the Government salary schedule. 	<p>How have the Department funds and resources been utilized to upscale the staff capacities?</p> <p>How many trainings have the staff received in a year?</p> <p>Are the trainings are balanced throughout the year?</p>
3. Effectiveness	<ul style="list-style-type: none"> • Interventions achieved in a timely matter. • 100% Key results area achieved with ease. 	<p>Were the activities under the LPD manageable?</p> <p>What were the challenges faced by the Department?</p> <p>Are the goals under the key results area achieved?</p> <p>What are the lessons learnt?</p>
4. Impact	<ul style="list-style-type: none"> • Little or no reliance on external technical assistance; • Quality of work improved; • Positive impact on the department e.g: behavioural changes, independent work. 	<p>Are the staff able to analyze critical issues and advise without reliance on Technical Advise?</p> <p>Is the Department work seen as setting a high standard of professionalism in comparison with other Departments?</p> <p>Are the quality of advise provided regarded as quality work?</p>
5. Sustainability	<ul style="list-style-type: none"> • Capacity is maintained to update of the LDP. 	<p>Is the Department able to execute and update the Learning and Development Plan?</p> <p>Is the Department taking ownership of its own learning and development?</p>

Annexure A: Capacity Issues

1. Lack of Knowledge

Knowledge of facts is crucial to be consumed for effective application of skills and ability. In this area of trade, technical knowledge of the areas below are crucial.

(a) Technical Knowledge on Trade: Officers require technical knowledge of the area of trade. This is especially complex at the international level or foreign affairs. This is especially important to research, analysis, technology with Tuvalu digital initiatives and other innovations to benefit the country.

(b) Tuvalu's signed Trade Agreements: "A trade agreement signed in 1998 by the Prime Ministers of Fiji and Tuvalu established a platform for a number of Tuvalu products to enter the Fiji market on a duty-free basis. Other trading arrangements that could benefit Tuvalu include the European Union Economic Partnership Agreement (EPA), and the Pacific Islands Forum (PIF) trading initiatives – Pacific Agreement on Closer Economic Relations (PACER) and the Pacific Island Countries Trade Agreement (PICTA). At the regional level, Tuvalu could collaborate and form partnerships with its Pacific Island neighbors to become joint suppliers of common goods such as the 'noni' juice and coconut virgin oil (CVO). Tuvalu's Treaty of Friendship with the United States of America is another potential market-outlet that can be explored."² However in light of the recent developments, below are the status for the following agreements:

- EPA: Tuvalu has recently become an observer for this but has not signed and become a member of this trade agreement fully;
- PACER PLUS: It is now being implemented in Tuvalu; and
- PICTA: This agreement is still in review.

(c) Policy-Making Process: To continue mainstreaming trade objectives into various government policies, knowledge of policy-making process is also vital, especially in relation to Sustainable Development Goals and the national priorities.

(d) Contract: The need to understand the formation, effectiveness and termination of contracts is important because every trade (sales, promotion and marketing) within and outside the country revolve around this common law concept. This is also needed for effective negotiation skills.

(e) Local knowledge: This refers to knowledge of various local frameworks governing activities of the country. This is ranged from legal framework (intellectual property laws, sale of goods, sales tax, business laws, competition laws etc), to policies, island strategic plans, community developments and especially the developing priorities for the country.

(f) Project Process: The Department is heavily engaged in the execution of projects. Nevertheless, it lacks knowledge on the project process from its formulation, execution and completion. These are important so that project activities are well managed and do not affect the Department's own annual plans or activities.

² Government of Tuvalu Ministry of Local Government and Agriculture, *Tuvalu Marketing Strategy Plan 2016 – 2025*, p7.

2. Lack of Skills

(a) Networking: This particular skill helps in sustaining relationships. It is identified that networking is needed both amongst the trade officers and externally with their colleagues from projects or Departments. Effective communication strategies are needed for internal and external purposes with communities, private sector audiences and overseas missions.

This is a result of the lack of knowledge (above) and negotiating skills. This is coupled with the confidence to advocate and prepare negotiating points.

(c) Report Writing: The submission of report is a very crucial aspect in any line of work. However, without report writing skills, information may be misinterpreted or miscommunicated.

(d) Time Management: The staff have struggled with overloaded work both internally but with demands from other departments especially with participation in various sub-committees. This clearly has hindered the management of time to comply with work due dates.

(e) Policy Analysis – The amount of research required and policy papers passing through the Department for its assessment for many purposes requires policy analysis skills. However this is an identified skill which is also lacking.

3. Values/Motivation – This is a cross-cutting issue with Government Departments. Work overload and low retention hinders the interest of officers to diligently execute their work. Likely consequences is that managements are left to deal with personality issues rather than the substantive work needed. However, the amount of work required and expected must have a proportionate salary for officers. This is not only for their work performance but also their own welfare in a country with many resource challenges.

4. Government Appraisal Form – It is worth to mention that the Government appraisal form is used generally for all civil servants. However, there are no specific requirements to assess the level of performance, knowledge that is specific to trade, skills and abilities related to trade and of course the personality traits that a trade officer in his or her own respective level must achieve.