China Australia Development Cooperation Program

Independent Completion Report

Australia China (Chongqing) Vocational Education and Training Project

November 2007

Table of Contents

General Project Information

ACCVETP Financial Expenditure

Project Start	25-Feb-2002
Project End	24-Aug-2007
Project Costs	Contract Value
Phase I	
Phase 1 Fixed Fees 1 - 19	$3,811,646
Phase 1 Fixed Fees	$3,309,221
Phase 1 Training Expenses	$1,171,678
Reimbursable Training Phase 1	$ 353,620
Phase II	
4 Interim payments	$ 296,500
Monthly Billings	$2,553,088
Unallocated Short Term Advisors Inputs	$ 571,786
Milestones 20 - 33	$2,554,196
Reimbursable Training and Fellowships Phase II	$ 483,000
Reimbursable Procurement	$3,251,482
Procurement Fee	$ 144,067
Project Support Fund	$ 68,089
Fellowships Phase 1	$ 655,380
Total Project Cost	**$19,223,753**

Currency Exchange: Chinese RMB

The exchange rate used in the initial contract: AUD 1 = RMB 4.55

The exchange rate during project implementation ranged from AUD 1 = RMB 4.55 to AUD 1 = RMB 6.48

ACRONYMS AND ABBREVIATIONS

ACCVETP	Australia-China (Chongqing) Vocational Education and Training Project
ACR	Activity Completion Report
AEI	Australian Education International
AMC	Australian Managing Contractor
AQTF	Australian Quality Training Framework
AusAID	Australian Agency for International Development
BOLSS	Bureau of Labour and Social Security (Chongqing)
CBT	Competency Based Training
CQ	Chongqing
CQBOLSS	Chongqing Bureau of Labour and Social Services
CQMEC	Chongqing Municipal Education Commission
CQMG	Chongqing Municipal Government
CQNU	Chongqing Normal University
CQRI	Chongqing Research Institute
CQUAS	Chongqing University of Arts and Sciences
C-TAFE	Model TAFE Colleges, located in Chongqing
CTL	Counterpart Team Leader
DAC	Development Assessment Committee (of the OECD)
DEST	Department of Education, Science and Training
GOPRC	Government of People's Republic of China
HAI	Hassall and Associates Pty Ltd
ICC	Industry Coordinating Committee
ICR	Independent Completion Report
IP	Intellectual Property
KPI	Key Performance Indicator
LES	Locally Engaged Staff
LogFrame	Logical Framework Matrix
LTA	Long Term Adviser
MIS	Management Information System
M&E	Monitoring and Evaluation
MOE	Ministry of Education (Beijing)
MOFCOM	Ministry of Finance (China)
MOFTEC	Ministry of Foreign Trade and Economic Cooperation
MOLSS	Ministry of Labour and Social Security
MOU	Memorandum of Understanding
MTR	Mid Term Review

OHWS	Occupational Health, Welfare and Safety
PDD	Project Design Document
PMO	Project Management Office
RTO	Registered Training Organisations
SOE	State Owned Enterprise
STA	Short Term Technical Adviser
TA	Technical Assistance
TAFE	Technical and Further Education
TAG	Technical Advisory Group
TDA	TAFE Directors Australia
TOR	Terms of Reference
VET	Vocational Education and Training

Executive Summary

The Australia China (Chongqing) Vocational Education and Training Project (ACCVETP) finished implementation in August 2007. After the Activity Completion Report (ACR) was submitted to AusAID, the project Technical Advisory Group (TAG) was tasked to do two things. Firstly to review and comment on the Activity Completion Report (ACR), then subsequently to provide AusAID with an Independent Completion Report (ICR).

This ICR is unusual in that it involves using the existing project TAG to develop the report. The rationale for this is that the TAG has been involved since the project commenced, knows the major stakeholders, understands the various constraints and was responsible for providing advice to AusAID that led to major implementation changes towards the end of Phase I.

By most objective measures the ACCVETP was successful and provided valuable support to the PRC in the ongoing development of VET policy, industry links, institutional management and in teaching, learning and assessment methods. Detailed statistics and data for each ACCVETP component are included in the ACR and are not repeated in the ICR.

According to the Tasking Note provided for the ICR, AusAID's objective in undertaking an Independent Completion Report for the ACCVETP is:

> *"Appraisal of the outcomes and achievements of the Project, with a view to summarise VET experience, lessons learned, and achievements from a technical perspective for dissemination".*

ACCVETP Summary Project Details

Initiative title: Australia China (Chongqing) Vocational Education Project: (ACCVETP) **AidWorks ID**:	
Location: **China / Chongqing**	Primary sector of initiative: **Technical and Vocational Education**
Date initiative commenced: **February 2002**	Main Country Strategy Objective contributed to: **Poverty Alleviation**
Date initiative complete: **August 2007**	Form of aid: **Grant Aid**
Initiative cost to Australia: **$19,223,753**	Final initiative quality rating: **5** (on a scale of 1-6)
Total initiative cost:	Economic rate of return or similar, if available: NA
Delivery organisation: **Hassall and Associates International (HAI)**	ICR authors and their organisations **Prof Paul Tippett:** World Wide Project Management **Ms Virginia Simmons**: CEO, Chisholm Institute of TAFE
Counterpart organisation: **PRC Ministry of Education / CQ Municipal Education Commission**	Contact AusAID employee: **Mr Ma Zhigang:** Senior Program Officer. Development Cooperation (AusAID). Australian Embassy, Beijing.

ICR Method

The ICR was conducted by two consultants working in Australia: Prof Paul Tippett (TAG Team Leader / Design Specialist) and Ms Virginia Simmons (TAG VET / Policy Specialist). There was no field trip made to the PRC and therefore limited consultation was possible with Partners or beneficiaries to verify either potential impact or the partner perceptions.

As required in the ICR Scope of Services (SOS), general reference is made in each of the major ICR sections to the related Development Assistance Committee (DAC) indicators, as used by the Organisation for Economic Development and Cooperation (OECD).

Relevant DAC indicators are outlined at the beginning of each ICR section.

Main Sources of ICR Evidence

o   The PDD is a prime source of information that defines the initial scope and intent of this activity, including the LogFrame (which is attached as Annex 1);

o   The Phase I Annual Plans detailed the activities, inputs and outcomes for the first Phase;

o   The Phase II Annual Plans detailed the proposed engagement with additional PRC and Australian VET institutions;

o   The MTR provided an opportunity to review progress and recommend significant management and technical changes for Phase II to AusAID;

o   ACCVETP Milestones, each being reviewed by the TAG (a list of all Milestones is included as Annex 4);

o   The TAG monitoring visits to Chongqing and Beijing;

o   The Activity Completion Report;

o   The MOE and CQMEC websites;

o   The TAFE Directors Australia (TDA) information on the Sino Australia VET Network partnerships;

o   Attendance by a TAG member at the first two Sino-Australian VET Forums, held in the PRC.

In addition to a review of the project data and outcomes, explicit and implicit assumptions that underpinned the ACCVETP design process and implementation strategy are discussed. Each explicit and implicit assumption is dealt with in relation to project design parameters, implementation, outcomes and achievement.

Project Relevance

Five key aspects of ACCVETP that determine relevance to the PRC context are discussed. These are:

o   Relevance of Australia's VET sector to the PRC's emerging VET Sector;

o   Relevance of the Vertical Slice approach: i.e. inputs and impact at National, Municipal and local levels;

o   Relevance of focussing on the Australian VET methodology;

o   Relevance of introducing ICCs;

o   Relevance of the project's five industry sectors.

Project Efficiency

The Options Analysis in the PDD included a number of potential development approaches for the ACCVETP. The Vertical Slice, which included project activities with potential impact at National, Municipal and local levels, was agreed between Australian and PRC partners. The PDD and LogFrame then outlined a balanced program of support, comprising technical assistance (TA), groups of fellowships to Australia, a program of in-country teaching / management training, VET teacher development, the allocation of funds to support national VET conferences, as well as the procurement of laboratory / workshop equipment. The Vertical Slice approach was a key decision that led to a much broader engagement with PRC partners.

An alternative view for the design, initially strongly supported by key PRC stakeholders, involved using a majority of AusAID funds for procuring school-based equipment. This was resisted. Ultimately an approach that provided a balance of TA, procurement and training was endorsed and implemented.

Impact and Sustainability

There are several areas where the project appears to have made sustainable progress, for example influencing policy and practice. However, to identify impact, an ex-post evaluation to establish real impact should be undertaken three to five years after project completion. This ICR, developed shortly after the completion of ACCVETP, can at best identify intermediate rather than final outcomes.

National Level Outcomes

Key elements of the VET reform process introduced through the project were provided to MOE decision-makers in the form of specific briefings, VET National conferences and through specialist reports provided by ACCVETP Short Term Advisers (STAs).

Several of these reform aspects, including the need for stronger links with industry and reform of delivery / assessment methods, were subsequently reflected in broad policy changes for VET taken at the National level. This was particularly through State Council decisions such as "Vigorously Developing Vocational Education" of November 2005, as incorporated in the 11th 5-Year Plan.

Municipal Level Outcomes

The influence of ACCVETP at Municipal level, in both policy development and in operational planning, appears to have been significant. The CQMEC has committed itself to establishing and maintaining an Industry Coordination Committee (ICC) Coordinating Office, thereby continuing to strengthen its liaison with local and National industry groups. This indicates a new level of awareness of the importance in strengthening formal industry engagement with CQ VET institutions, managers and policy makers.

School Level Outcomes

In addition to the original five Pilot Schools and the CQNU, Phase II of ACCVETP was to engage with 25 designated Partner schools. However, an additional 21 Associate Partner schools and another VET teacher training university also committed to exploring and trialling new methods, a total of 53 institutions at completion. This wider institutional coverage would likely have continued to expand had the project kept going.

During Phase II, significant progress was made in establishing formal links between PRC and Australian VET institutions. The ongoing relationship between CQ and 15 Australian VET institutions provides an additional dimension to maintaining professional engagement as part of project impact. At the local level, there also appear to be examples of technical and professional partnerships formed as a result of the ACCVETP, between Pilot schools in CQ with University partners and VET schools in other PRC provinces.

Teaching and Learning Outcomes

There have been significant advances in the approaches to teaching, learning, assessment methods and materials arising out of ACCVETP. In addition to school-based activities, ACCVETP has sponsored several National VET conferences that have enabled the lessons learned and case examples to be discussed and analysed by decision makers and senior practitioners form across the PRC.

The project website also provided an avenue for dissemination of technical information, lessons learned and providing access to detailed VET case studies in both English and Chinese / Mandarin.

Number of PRC VET Students Involved

The ACCVETP methods and CBT approach were experienced by a large number of full-time and short-course VET students. According to the ACR, a total of 7,404 students attended ACCVETP supported courses, with an additional 80,395 attending non-project courses that used the new CBT approach and delivery methods.

Many of the non-project students would likely have completed the many short-courses and retraining courses funded by the PRC Government, especially designed for the large number of displaced people and rural migrants who move into urban areas seeking work.

PRC and CQ Industry Involvement

Five planned ICCs were established in Phase 1. The strong role the PRC and CQ governments play in business, as well as having limited operational resources, caused ICCs to be less successful than envisaged. In hindsight, CQ industry was not fully convinced of the ICC concept at that time, although Phase II acted as a catalyst for closer links with local industry sectors and led to a much stronger dialogue with the five industry Bureaus.

As ACCVETP progressed, the idea of having an ICC was increasingly supported by government and industry, with three new ICCs in Health, Agriculture and Resettlement established by CQMEC towards project completion.

VET Teachers

In pre-service teacher training, the initial focus was on Chongqing Normal University (CQNU), working with their relatively limited resources in the Faculty, with support from project advisers to strengthen and develop pre-service training. This was a successful aspect in Phase I, with similar activities undertaken in Phase II.
A total of 1,420 teachers were involved in this pre-service VET teacher-training. Phase II had more of a focus on in-

service training, including introducing the Certificate IV in Workplace Training and Assessment. It also assisted in the development of VET teacher standards that were ultimately approved by CQMEC and piloted by secondary and VET colleges.

Sustainability

During the design phase in 1999-2000, AusAID focussed on promoting good governance in China, particularly assisting China's transition towards a market economy. Related to this, support was directed to education reform, poverty alleviation, rural development, environmental and resource management and human rights. Elements of each of these priorities are embedded in the ACCVETP design. There are indicators that the ACCVETP had a positive impact on elements of PRC VET at all 3 levels of the Vertical Slice model.

At the National level, the ACCVETP provided research data / information, position papers on VET reform, supported the formation of a National ICC and raised the profile of Australia's VET system. Each of these outcomes encouraged innovation and reform within a large number of PRC institutions.

At Municipal level, the impact of the ACCVETP was significant, with key Municipal staff involved with the project and strong financial and staffing support provided. The ACCVETP contributed to CQ policy in VET delivery, with CQMEC supporting new approaches via CBT, increased industry engagement and ICCs, closer liaison with BOLSS and improved MIS / planning frameworks.

At the individual school level, it is difficult to imagine that those public institutions who have been involved with the ACCVETP will revert back to a system where they operated largely in isolation from industry and relied heavily on theory for delivery. Changes and innovation introduced through the project were embraced by both secondary and tertiary VET institutions, as well as VET teacher-training programs at the two participating universities. From this perspective, changes to approach and methods within Pilot and Partner schools appear irreversible.

In commercial arrangements, the Australian institutes engaged in the Sino Australia VET Network are unanimous that ACCVETP met their expectations, with two of the four institutes anticipated being involved with their PRC partner institutes in 12 month's, one in two years and one in five years time.

External from the ACCVETP, many Australian and PRC VET institutions across the PRC continue to develop successful contractual arrangements and jointly offer programs in both China and Australia.

Effectiveness

The project achieved its initial objectives, with a detailed explanation of outcomes against each LogFrame component included in the ACR. From a broader perspective of effectiveness, ACCVETP can be viewed as being implemented in two distinct Phases with very significant differences between their field management, the team engagement with PRC partners, the delivery of quality outcomes and the number of completed activities.

Phase I was characterised by limited progress and a number of missed opportunities in several key areas. These problems included extensive delays in components that included MIS, the development of KPIs, equipment procurement, delays to Milestone completion and limited tangible progress being made against several agreed (and contracted) LogFrame outputs.

Phase II was characterised by a vastly increased professional and technical capability, delegated project and activity management, with implementation strategies that eventually met or exceeded requirements.

Overall, the project has delivered a program of VET development support and institutional linkages that has greatly advantaged the participating partner institutions and their staff. By contributing to National and Municipal policy and research, the ACCVETP has also supported the broader PRC VET development agenda

Implication for the Country Strategy

The latest China-Australia Country Program Strategy (2006- 2010) moved towards supporting three major priority areas, namely governance, environment and health, This new Country Strategy does not include for a large focus on supporting the development of PRC education or VET systems, so the ACCVETP is likely to be the last Australian-funded VET project of its type in China.

For an Australian Whole of Government approach, the ACCVETP complemented the strategic plans and activities of the various Australian Federal and State Government agencies that have representation in the PRC. This specifically includes the work undertaken to promote Australia's VET and Higher Education systems and capacity

in the PRC undertaken by the Federal Department of Science, Technology and Training (DEST) and Australian Education International (AEI).

In addition to the Australian government initiatives, the ACCVETP acted as an example of Australian expertise for those many Australian public and private sector organisations that have entered into cooperative arrangements in industry training across the PRC. In profile, impact and quality of outcomes, ACCVETP appears to have enhanced AusAID's reputation for providing flexible, targeted assistance in support of priority development sectors.

ACCVETP Rating

The quality (in terms of inputs and achievements) was again divided into two distinct phases. For this reason, the quality rating has been divided into these two distinct parts (see table below), to illustrate the progress made towards the composition of the final (i.e. overall) rating score.

Ref	Details of Rating Criteria	Phase I Score[1]	Phase II Score	Overall Score
1	To what degree did the initiative achieve its objectives, and how well did they contribute to higher level objectives in the program strategy?	3	6	**5**
2	How robust was the system to measure ongoing achievement of objectives and results?	2	4	**4**
3	How effectively was the initiative managed? To what degree did it provide good value for money?	2	6	**5**
4	How appropriate is the sustainability of the initiatives outcomes?	2	5	**5**
5	Was the initiative of the highest technical quality, based on sound analysis and learning?	2	5	**5**
6	Taking those five factors into account, what was the overall quality of the initiative?			**5**

Lessons Learned

A number of the lessons learned are covered in the ACR or TAG reports and a Summary of Lessons Learned is attached as Annex 2. The following points serve to synthesise observations made over Phase I and II:

Clear Direction at the outset of the Project

The project demonstrated the importance of having a succinct, flexible LogFrame as the basis for contractual and monitoring purposes. This was particularly critical with the transition from Phase I to Phase II, where fundamental changes were defined in order to give new impetus to the project.

Alignment of the Project to the host-country planning culture and processes

The concept of the Vertical Slice in the design was well-suited to the PRC context, recognising the need to have some impact on decision-making processes for VET national planning, research and policy direction as essential for sustainable change to occur.

A vehicle to exert influence beyond Chongqing needed to exist for ACCVETP to engage in policy development. Agreement with Chinese partners to the Vertical Slice gave the Australian team the opportunity to actively engage with MOE and VET senior managers at National level in Beijing.

Importance of Relationships with Partners

Many aspects of the project were ambitious and consequently high risk, adding to the challenge of forging strong professional relationships with Chinese partners at three levels of the VET system. The PRC assigned very high

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[1] 6 Very high quality. 5 Good quality initiative; could have improved in some areas with minor work. 4 Adequate quality initiative; could have improved with some work. 3 Less than adequate quality initiative; needed improvements in core areas. 2 Poor quality initiative; needed major improvements in core areas. 1 Very poor quality initiative; needed a major overhaul

calibre counterparts at National and Municipal levels, each having a strong commitment to the education and social outcomes. It was therefore incumbent on the Australian team to match this senior level and technical integrity of the PRC Partners, reflected in how they engaged with the components of the ACCVETP.

Overall, more emphasis might have been placed on the team language skills, particularly LTAs. A commitment to understand the language and culture may have assisted in avoiding some relationship problems in Phase I.

Using an aid project to showcase the Australian VET system

Australian public sector VET has a very strong focus on reducing reliance on government income through fee-for-service activity, with around 50% non-government income regarded as a reasonable goal for leading Australian VET providers. The "user-pays" principle of Australia's VET system creates underlying tension, and even contradiction, in partnership arrangements in China. This is ultimately likely to affect the sustainability of new partnerships.

Devolution of decision making

During the project, two important (though separate) sets of decisions were made concerning devolution of responsibility. Following difficulties arising in Phase I, the AMC devolved greater levels of responsibility to the Australian team in the PMO, which immediately assisted in restoring relationships with Chinese counterparts.

Similarly, during Phase II, AusAID progressively devolved operational responsibility from the Desk to the Post. This encouraged faster communication between the project and AusAID, facilitating greater responsiveness and increased the capacity for AusAID to intervene quickly at strategic points of implementation.

Value of external monitoring of a project of this nature

This project benefited significantly from external monitoring, having content experts in the field available to the PMO, AMC and AusAID. Important structural decisions needed to be made towards the end of Phase I, which may have been delayed or diffused if not for an independent 'second opinion' available to AusAID. While these processes are embedded in AusAID systems, their technical and QA value cannot be taken for granted.

Conclusion

Overall, the ACCVETP can be viewed as a success. There are positive outcomes and successful results at each of the three levels of the Vertical Slice, with performance measures and Milestone outcomes identified in the PDD and LogFrame met.

Importantly, the professional and personal relationships between Australian and PRC partners at completion were strong and mutually respectful. Many PRC VET institutions were positively affected by the project, with a significant number of VET managers and teachers engaged in ACCVETP funded professional development and training activities, both in Australia and in Chongqing.

The ACCVETP also had a positive influence on the many individual students and this will continue to be felt over time. Several innovations embraced by the PRC VET institutions appear irreversible (i.e. the closer relationships with their industries: some merging of theory and practice: a closer alignment with MOLSS assessments and awards; a focus on CBT, more relevant curricula / assessment). In addition, ACCVETP supported improvement in entry testing, improved skill outcomes and higher quality competencies for VET short-courses, thereby improving access and equity for many participants.

Finally, the ACCVETP made a positive, well documented contribution to the development of VET policy at the Municipal and National levels. This ensured that Australia's reputation as a responsive donor and a leader in VET quality and systems was enhanced.

The Independent Completion Report (ICR) Method

The Australia China (Chongqing) Vocational Education and Training Project (ACCVETP) finished implementation in August 2007. After the Activity Completion Report was submitted to AusAID, the project Technical Advisory Group (TAG) was tasked to do two things. These were to review and comment on the ACR and to provide AusAID with an Independent Completion Report (ICR).

By most objective measures the ACCVETP was successful and provided valuable support to the PRC in the ongoing development of its VET policy, industry links, institutional management and in teaching, learning and assessment. Detailed statistics and data for each ACCVETP component are included in the ACR and are not repeated in this ICR. According to the Tasking Note provided for the ICR, AusAID's objective in undertaking an Independent Completion Report for the ACCVETP is:

> *"Appraisal of the outcomes and achievements of the Project, with a view to summaries VET experience, lessons learned, and achievements from a technical perspective for dissemination".*

Assumptions and possible biases of the ICR team and limitations of the method

The ICR was conducted by two consultants working only in Australia: Prof Paul Tippett (TAG Team Leader / Design Specialist) and Ms Virginia Simmons (TAG VET / Policy Specialist). No field visit was made to the PRC and therefore only limited consultation was possible. As a result of this several key points need to be highlighted in relation to the authors' possible bias and pre-existing views.

The following list details potential bias and constraints that may be present, placing them into context when considering the ICR team's long-term engagement with ACCVETP design and implementation.

o This ICR is written by the ACCVETP TAG members. The report reflects that both TAG members have an in-depth understanding the constraints, management methods and the activities and achievements across Phase I and II. It also means this report cannot be truly independent.

   The TAG holds views and perceptions that cover the five years of implementation. Indeed, reviewing the effectiveness of the TAG could well have been a part of an ICR TOR;

o The team writing the ICR was also *involved in the ACCVETP Appraisal (in 2000)*. An outcome was rewriting the PDD and the LogFrame, in order to better define the scope and depth of proposed activities. This involvement in design and developing M&E measures, is another source of potential bias;

o This ICR was organised and managed under the TAG arrangements for ACCVETP and the team *did not visit the project site as part of the preparation for this report*. The most recent visit to the project was as the TAG, made from 19th November – 1st December 2006. While several ACCVETP Milestone reports have been reviewed and assessed since that TAG visit, there has been only limited contact with the project or with PRC partners during the final 10 months of implementation and completion;

o The *ICR team did not interview key PRC stakeholders*. One possibility explored was telephone interviews to discuss outcomes, key constraints and sustainability. However, with the need to organise and contract interpreters on the PRC side, as well as the logistics of organising the various teleconferences, this was deemed too difficult in relation to the potential (and limited) additional information that was likely to emerge by using only the telephone, as opposed to having face-to-face meetings;

o The ICR team developed a *short questionnaire for those Australian TAFE Directors* who are currently involved with the Sino Australia TAFE Network. The questionnaire focussed on the engagement, benefits to both parties and the potential for sustainability, included as Annex 6.

Sources of Evidence and Types of Analysis

Sources of ICR Evidence

The PDD is a prime source of information that defines the initial scope and intent of this activity. The amended Phase II LogFrame is reasonably definitive, providing a clear start point for the ACR and the ICR[2];

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[2] The detailed ACCVETP outcomes and achievements, against each of the components within the LogFrame, are included in the ACR.

Phase I Annual Plans detailed the activities, inputs and outcomes for the first Phase of the project and provided a basis for reviewing the progress, quality and achievement at the MTR;

Phase II Annual Plans detailed the proposed engagement with additional PRC VET institutions (i.e. initially 25 Partner Schools) as well as anticipated Phase II outcomes and handover / sustainability planning;

The MTR provided an opportunity to review overall progress and recommend to AusAID significant changes to the ACCVETP approach, staffing, management and implementation methods;

The ACCVETP Milestones were each reviewed (by the TAG) for completeness and accuracy. Each of the Milestones related to a specific aspect of the project and enabled the TAG to maintain an overview of all activities, partner engagement and quality of outcomes;

TAG monitoring visits to Chongqing and Beijing enabled the views and opinions of the various partners, stakeholders, local staff / consultants and beneficiaries to be explored in a formal setting;

The Activity Completion Report provides summary project data, including contractor perception of ACCVETP outcomes and achievements;

TAFE Directors Australia (TDA) provided information, from an Australian perspective, on the various ACCVETP partnerships and arrangements made between PRC and Australian TAFE institutions. This was followed up with a short questionnaire to gain information and insights for use in this ICR;

Formal attendance at the first two *Sino-Australian VET Forums in the PRC* enabled one of the TAG members to observe, first hand, progress of the project at the National level.

A summary of references used in the ICR is included as Annex 5.

Types of Information and Data Analysis

Outcomes of previous in depth interviews and ACCVETP observations, held with key PRC partners, as part of the numerous TAG visits to the project, in both Beijing and in Chongqing. These detailed, formal conversations and observations provided good insight into constraints being faced by the PRC VET system and the relevance and suitability of how ACCVETP adapted Australian methods and approaches to the PRC context and to skill formation.

The TAGs *ACCVETP Milestone Evaluation process,* for each ACCVETP Milestone, provided an opportunity to review and monitor progress made and the veracity of data and information. As mentioned elsewhere, the quality of ACCVETP outputs, including the content and the focus of individual Milestones, improved markedly in Phase II.

Document Analysis, including Annual Plans, the ACR, PDD and supplementary information: i.e. the official PRC announcements and policies on VET, MOE statistics and data, as well as recent internet references to PRC VET.

Analysis of Written feedback from a questionnaire developed and sent to those TDA Directors who have been directly associated with the ACCVETP Sino Australia VET Network (included as Annex 6).

ACCVETP Assumptions and Outcomes

Explicit and implicit assumptions underpinned the ACCVETP design process and implementation strategy. This section of the ICR deals with each of these explicit and implicit assumptions in relation to how the project was designed and implemented.

Explicit ACCVETP Design Assumptions

A number of the design assumptions for ACCVETP involved considerable potential risk:

Design Assumption 1

That the Vertical Slice approach (School, Municipal, National) was an appropriate and feasible design model:

In a country of the geographic and population size and diversity of China, a design model that aspired to have an impact at the school, Municipal and National levels was ambitious by any measure. It relied on upward and downward flow of information and the acceptance and subsequent transfer of lessons learnt. It assumed a spirit of support and close cooperation between the partners at each of three levels of the Vertical Slice. Moreover, achieving this goal was heavily reliant on the receptiveness of local and National Chinese officials in embracing

quite different, untested Australian approaches and to be confident that they could be applied or adapted to the unique Chinese context.

Given that China had explored VET systems of other countries in earlier decades, including those of Russia, Germany, the UK and Canada, acceptance of Australian approaches to skill formation was by no means a foregone conclusion. As part of ensuring some level of harmonisation occurred, several ACCVETP staff were invited to provide information and inputs into other donor initiatives to support the PRC in VET reform[3].

At the school level, a lack of success and tangible achievement would automatically negate any real impact at the other two levels, as well as potentially damaging the perceptions of Australian VET as a quality system. In these respects, the Vertical Slice design was probably high risk, in comparison with an activity that focused on only one or two levels of engagement. It is to the credit to the ACCVETP partner agencies (most notably MOFCOM, MOE and CQMEC) and to the strong commitment of the joint field team in CQ that real impact was apparent at each level and several ambitious outcomes in the Vertical Slice approach appear to have been achieved[4].

Design Assumption 2

That Chongqing would be the appropriate Municipality to locate the ACCVETP:

The choice of Chongqing as the location was a deliberate decision on the part of Chinese and Australian officials. Chongqing is one of China's older industrial centres, with industries including automobile and motorcycle manufacture, chemicals, tourism and iron and steel. At the time of the design other, more developed PRC provinces would have provided a lower risk alternative to Chongqing, which was considered relatively remote and lacking in VET resources. Key reasons for the choice of Chongqing were:

- o The need to accelerate the development of western China generally to provide opportunities for skill formation and thus increased options for employment and income growth;

- o Chongqing's status as a Municipality (1997) and the perceived need to support its economic growth and social development;

- o The need to train or retrain over one million people from largely rural areas, following their dislocation as a result of the construction and subsequent raised water level from the large Three Gorges Dam project;

- o AusAID's and the PRC's emphasis on projects that supported poverty reduction and increased equity, which led them towards a focus on the less developed Provinces.

With the success of the ACCVETP and the rapid development of Chongqing as an industrial and commercial centre, these reasons now appear to be logical and internally consistent. However, there were other factors that made the choice of Chongqing a serious challenge and potential risk:

- o Since the new Municipality is one of the largest in China, a sprawling metropolis and over 30 million people, the task of achieving an impact at Municipal level was harder than might have been the case in other provinces;

- o The inland location of Chongqing, 2-3 hours flight away from the eastern seaboard and major cities such as Beijing and Shanghai, added to the difficulty of having an impact at National level;

- o Industry was still relatively under-developed but needed to grow rapidly to support prosperity. Local industry had little experience of meeting international quality standards, or in working cooperatively with the VET sector in ways that are understood in Australia's VET system;

- o At the time of the design, there were poor roads to several Pilot schools (especially Construction), limited training facilities, little English spoken and very limited teaching / learning resources;

- o The Chongqing VET system was poorly resourced, supply driven and consequently of low standing as a study choice among both parents and students, or as a source of skilled employees by local industry.

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[3] January 2007 workshops on "Australia's TVET Framework" and "ACCVETP Project Design and Outcomes" at *Singapore-World Bank Workshop for China TVET* in Singapore. January 2007, workshop on "TVET Reforms in Australia" and "ACCVETP Project Design and Outcomes" at the *WB Knowledge Sharing and Project Preparation Workshop,* Beijing. December 2006, ACCVETP Australian and Chinese advisers and advisers from GTZ VET projects participated in a workshop in Beijing to compare the Australian and German VET systems.
[4] The ACR would have benefited from a more detailed analysis of the total impact of the vertical slice at each level as distinct from the summary reports of activity against the Phase I and Phase II LogFrame.

Counteracting the above were key factors supporting the choice of Chongqing:

- o The newly acquired status as a Municipality engendered a sense of pride, commitment and a will to succeed, which had the potential o transfer into ACCVETP support;

- o Relative isolation can work to advantage, it results in greater levels of autonomy and more emphasis on innovation;

- o The senior Chinese counterparts selected to be partners of the Project were each highly skilled and influential at both Municipal and National levels.

Design Assumption 3

That the ACCVETP delivery methodology (demonstrating VET development, delivery and management systems rather than equipment supply) would translate into sustainable change and improvement at the institutional and delivery level.

The ACCVETP relied heavily on demonstrating that the Australian VET system had a relevant, quality policy framework and delivery model from which the PRC VET system could draw for its development needs. This was a risky assumption. It meant that for those many Chinese who had not visited Australia and who had not seen this methodology in practice, there was little tangible evidence as to what the Australians were offering through the ACCVETP. The design relied on decision-makers taking suggestions on trust, based on the norms of another different and distant culture. It was also a very different model for PRC VET support taken by other countries , including Germany, Italy, Japan, where grant aid projects are often accompanied by significant amounts of high-end equipment and the associated technical training.

Since many of the initial Pilot and subsequent Partner VET schools were starved for even the most basic training equipment, the Australian priority of focussing on methodology was clearly puzzling, even frustrating, to VET senior managers[5]. It is to the credit of the ACCVETP that this problem was ultimately surmounted, through a strategy that engaged senior Chinese partners in the new methodology and learning materials, as well as jointly identifying alternative strategies for dealing with institutional priorities for new laboratory / workshop equipment.

Design Assumption 4

That CBT was a relevant and appropriate delivery method for the PRC, considering the large class sizes, as well as the facilities and resources required.

The concept of CBT and its associated elements of individualised, student-centred learning are deeply embedded in the Australian VET system. The CBT methods are integral to Training Packages, have been a major driver of setting VET equipment priorities and have a fundamental impact on VET facilities design. With a total population of only 21 million, it is possible for Australia to promote CBT as a concept and manage the various curriculum, human resource, facilities, equipment and financial implications of the method. Traditionally, the PRC VET context is quite different:

- o There is separation of theory and practical teaching, with different pay rates applying for the teachers;

- o This separation of theory and practice has traditionally transferred to VET facilities design;

- o With theory teachers being paid more than practical teachers and resources being generally scarce, the need to purchase state-of-the art workshop equipment was not likely to receive high priority, especially when the broader community / industry image of VET generally was poor;

- o The population of Chongqing is one and a half times that of the whole of Australia, with China's total population 60 times that of Australia. With the urgent need to upgrade the level of vocational skills in Chongqing, Australian-style small class sizes are untenable and individualised learning cannot operate using low teacher: staff ratios.

Cultural differences also presented challenges to ACCVETP and there was little appreciation of its significance at commencement[6]. It was necessary to convince the Pilot school principals that their resource allocation priorities needed to change and it is noteworthy the project had considerable success in Phase II.

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[5] Delays in demonstrating benefits of the new methodology, as experienced during Phase 1, exacerbated this situation.

[6] These issues might have been teased out in more detail in the ACR, since conscious efforts were made to address them by the project.

Design Assumption 5

That the 5 Pilot Schools and 25 Partner Schools could effectively replicate the new VET systems, processes and lessons learned

Because the Vertical slice model started at the School level, the ACCVETP design was most specific about the detail of school-based development approaches. This involved a university and 30 schools, comprising the five Pilot and 25 Partner schools. This was a potentially ambitious target. It meant that all five Pilot Schools needed to be successful in Phase I and then be willing to share their experience more widely. Partner schools also needed to commit to implementing the new VET methodology[7].

In comparison to the teaching / learning facilities, staff profiles and the support resources available at project commencement, the five Pilot schools were unrecognisable by the end of the ACCVETP. By project completion, it was also clear that the Pilot schools were taking on a real leadership role in innovation and change.

Design Assumption 6

That the 5 industry sectors chosen were relevant to PRC development needs and of sufficient breadth to demonstrate new approaches and practice.

Five industry areas were identified in close consultation with Chinese partners, on the basis that the specific skills in these areas were a critical factor to supporting the future development of Chongqing. The areas were:

- o Electronics;
- o Hospitality and Tourism;
- o E-business;
- o Automotive;
- o Construction.

Training and skill formation for each of these five industries are equipment-intensive. This was a critical consideration if a paradigm shift was to be made from a mainly theoretical approach towards CBT. As discussed under assumption 4, this presented major constraints for Pilot schools and the ACCVETP, demanding creative approaches to their equipment needs from advisors and to support school management[8].

Three new industry areas, Agriculture, Resettlement and Health, subsequently joined the project in Phase II. This is highly relevant and indicates an acceptance by the Chinese, outside of ACCVETP, that an industry sector focus was relevant to their approach on skill formation.

Design Assumption 7

That the five ICCs could be developed and work from the five Pilot schools with little or no external resources

In Australia, the equivalent of the ACCVETP ICCs were established at National and State level, with support provided through government policy and government resources. Australia's industry bodies evolved over a number of years, with major concerns expressed by some industry sectors taking years to allay. While there were differences of opinion in Australia about the grouping of industries, as well as the level of resources required, there was always general agreement that industry bodies should be separate from the training providers.

Considering Australia's experience was adapted for the Chinese context as part of the design, it is noteworthy the project did not provide resources to ICCs. This proved a major planning and operational difficulty. During Phase I, in an attempt to overcome the problems of resources, ICCs were located in the Schools, utilising Australian advisors as catalysts for change. This approach was in fundamental contradiction to the concept of the ICCs, namely that they should be industry-driven, rather than provider-driven. In addition, the school-based ICCs were unlikely to attract senior industry personnel, given the poor image of VET in China at that time.

In Phase II, a decision was made to place ICCs into Municipal Industry Bureaus. This solved the problem of maintaining an 'arms length' relationship with VET schools but only transferred the resource problem to another

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[7] The ACR reports this target was exceeded, with an additional 14 tertiary VET institutions and 7 associate ICC schools joining ACCVETP as Associate Partner schools.

[8] The ACR does not examine each industry area in detail in its own right with the result that the varying levels of success between them are not clearly articulated.

area. Operating the ICCs was added to the responsibilities of relevant Bureaus staff, with a strong reliance on their good will for time and commitment. Predictably, the outcomes varied significantly between industry sectors.

Although CQMEC has now established a coordinating office for ICCs within the Commission, the long term sustainability of the ICCs is likely to be in serious question unless resourcing issues are resolved.[9].

Design Assumption 8

That KPIs and baseline data would be collected at commencement, to be used for ACCVETP advocacy and the analysis of impact

From the outset, it was well understood that promotion of any real success of ACCVETP would be strongly based on measurable outcomes and verifiable data. This aspect of the ACCVETP was affirmed on many occasions by MOE officials in Beijing and CQMEC in Chongqing, especially those involved in managing and disseminating VET research and the preference for refereed research papers. Given the distance of Chongqing from other major PRC commercial / industrial centres, verifiable and quantitative data provides objective evidence of success. Achieving this required early action by ACCVETP to establish the base-line data, with a simple data collection process and management system in place early in order that progress could be tracked over the five-years.

A major opportunity was lost in Phase I. The focus at that time was on supporting a new management information system (MIS) for general use by VET schools across the CQMEC system. There was a lack of leadership and direction on the choice and implementation of the proposed MIS, which was not a part of the ACCVETP LogFrame. While this broader school-level MIS system was distracting ACCVETP resources, there was no structured approach in place to enable the interim collection of baseline KPI data. This occurred within a context where it was clear that the MOE required verifiable information and research data, as well as refereed papers on VET, as a part of a strategy to use ACCVETP to model reform and innovation

Much has been said about this issue in Milestone and TAG reports. Suffice to say that by commencement of Phase II, the best that could be achieved was a compromise on the broader VET MIS system, as well as the extent to which the ACCVETP quantitative data and KPIs could then be collected. By extension, there is now some reliance on anecdotal evidence to describe the project achievements and outcomes. e.g. the Executive Summary of the ACR concludes with the statement:

'It is the opinion of many that the ACCVETP has been an outstanding project for both China and Australia …'

The ACR should have been better able to point to tangible outcomes, supported by the clear base-line data. This loose, relatively unsubstantiated ACR statement does not provide ACCVETP with the verifiable credit it deserves.

Implicit Design Assumptions of the ACCVETP

There was also an implicit assumption that VET systems in China and Australia would remain relatively static in relation to structures, government priority and relationships with key external stakeholders. The Australian VET system has undergone rapid development since the early 1990's and there were no signs at project commencement that it was in a static state. It was predictable that ACCVETP would need to ensure currency over the five–year period, in line with the ongoing VET developments in Australia.

The appointment of a number of key Phase I Australian long-term advisers, each of whom had little or no current involvement with the Australian VET system, highlights the fact that the need for currency and professional credibility was not sufficiently addressed. There was too much reliance on recruiting retirees and persons whose involvement in Australian VET was (at best) very limited. This lack of current expertise and technical capacity was evident at the MTR, resulting in TAG recommendations to increase ACCVETP engagement with Australian VET and with contemporary practitioners.

The Phase II team understood this and took urgent steps to correct it. As a result there now exists, through the Sino-Australian VET network, an active group of Australian TAFE institutes that are continuing to work with Pilot Schools and Partner Schools, with some potential for sustainable joint arrangements in the years to come.

Overall Relevance of ACCVETP

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[9] These comments are made in hindsight, rather than any implied criticism. The lesson learned is that resources must be appropriately aligned to project priorities: this was one area where it did not occur.

For sections 3-6 of the ICR, the Development Assistance Committee criteria are generally addressed, as part of analysing project outcomes. The DAC criteria for "relevance" are:

> *To what extent were the objectives of the ACCVETP valid?*
>
> *Were the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?*
>
> *Were the activities and outputs of the programme consistent with the intended impacts and effects?*

There were five key aspects of the ACCVETP that determined its objectives and its relevance to the context in the PRC and Chongqing:

(i)   Relevance of the Australian VET sector to the PRC's emerging VET Sector

With the rapid development of China and its aspiration to become the 'workshop of the world,' skill formation remains high priority. This was particularly the case in Chongqing, where there was an urgent need to train workers, while simultaneously the VET sector was in dire need of reform and revitalisation.

Senior MOE staff were attracted to Australia's industry-driven VET sector, with its National Training Framework consisting of:

- o   Industry-endorsed training packages, competency standards, qualifications and assessment guidelines;
- o   The Australian Quality Training Framework (AQTF) with its two sets of standards for Registered Training Organisations (RTO) and accrediting bodies;
- o   The Australian Qualifications Framework with its provision for qualification pathways from secondary school, through VET, into Higher Education.

While some important aspects of the Australian VET system changed during the implementation of ACCVETP, the above core elements remained as a strong basis for this development activity. Inputs and methods modelled were internally consistent, aligned with the emerging needs of the PRC institutions, industry and the labour market. Elements of the Australian approach to VET were subsequently incorporated into the Chongqing policy and also contributed to the PRC National VET policy agenda.

(ii)   Relevance of the Vertical Slice

The attractiveness of Australia's national VET system to the PRC is an important indicator of why the Vertical Slice was relevant. Australia had achieved agreement from its States and Territories to forego a State-based approach in favour of national consistency in the major elements of delivery and management of its VET sector. This approach had also succeeded in strengthening the engagement of industry. The provider, State and National level all had an integral part to play in the Australian system. If Australia's experiences were to be adapted for Chinese circumstances there would be little point in confining project activities to the School level.

Ultimately, having some input and impact at PRC National policy level would be essential for embedding any changes to VET planning and practice. In Phase II, the project contributed to all three levels simultaneously.

(iii)   Relevance of Focussing on the Australian VET Methodology

Australia's 2000-01 overseas aid programs had a major focus on poverty reduction and sustainable development. The program placed technical and vocational education as second priority behind basic education in education expenditure, with education being 18% of the total aid budget. The rationale for investment in technical and vocational education was that:

> *'Australian expertise is in demand to establish effective vocational education systems that match the needs of industry with training systems.'*[10]

The Australian team was under considerable pressure to demonstrate that the Australian methodology would bring benefit that did not rely heavily on the availability of training equipment. As the benefits on the VET management, teaching practice and quality of outcomes were progressively demonstrated, it became easier to attract additional PRC institutions that were keen to explore and trial the new methods.

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[10] Australia's Overseas Aid Program 2000-2001, Commonwealth Budget 2000-2001

At project completion, all 25 of the ACCVETP Partner Schools remained in the project and were joined by an additional 21 Associate Partner schools. At the same time, the five Pilot Schools were investing in new equipment, so providing a model for Partner schools on the need for change to traditional expenditure priorities, modelling a balance between equipment and management / staff development funding.

(iv) Relevance of ICCs

As outlined earlier, an important part of the attraction of the Australian VET system for China was that it is industry-driven. Australian experience had shown that formal structures needed to be in place to harness industry's knowledge, translating it into VET policy and practice. This had been achieved in Australia through the equivalent of ICCs. The project faced many challenges in the Chinese context and initially the five ICCs were not an unqualified success.

However, the underlying principle still remained relevant i.e. that an effective way of assembling and synthesising the experience and foresight of industry is fundamental to a successful VET sector. Over time, the five original project-supported ICCs increased to eight, with the CQMEC supporting three additional ICCs for covering Health, Agriculture and Resettlement. This principle was then adopted by the PRC, through the establishment in Beijing of a combined National ICC, indicating that the concept of having some form of formal industry representation is now regarded as valuable.

(v) Relevance of the Five industry Sectors

The choice of the five industry sectors was made in close consultation with PRC partners during the design phase. Regarded as the gateway to western China, rapid industrial development in the Municipality required the availability of unprecedented numbers of skilled workers.

Chongqing is now one of the four major automotive vehicle manufacturing regions in China. In 2001 Chongqing was recognised as the "Motorcycle Capital" of China, steadily building on this reputation to strengthen its role in automotive vehicle manufacturing. This included entering into a series of large joint ventures with major international vehicle and component manufacturers.

In addition to its relationship with the automotive assembly industry, electronics is another major manufacturing sector. Major local and international companies established in the designated industrial zones, providing an important source of semi-skilled employment for the local population, including many displaced and rural workers who have moved into Chongqing in recent years.

At the design stage, Chongqing was also predicted to have potential for increased hospitality and tourism, because of its mountainous location at the junction of the Yangtze and Jialing rivers and the national / international tourism potential of the Three Gorges Dam. Increases in 4 and 5-star hotel accommodation also created additional employment opportunities and created a large demand for skills training.

As part of the Tenth Five Year Plan (2001-2005) Chongqing was targeted for major construction growth and a large number of semi-skilled and skilled workers were needed to achieve the specified targets. For Chongqing to realise the success of its growth industries, skilled workers were also needed in the business services sector, especially in use of the internet and the web to better promote and sell local goods and services. E-business was seen as a way of future business opportunities and a mechanism to offset Chongqing's relative isolation from the eastern seaboard and for contact with international business centres.

In conclusion, the key basis for ACCVETP relevance remained constant throughout the project. The five industry sectors, the new methods and curriculum, the VET teacher training, the strengthened linkages with industry and the projects contributions to VET policy / management were each relevant.

This spread of Australian technical assistance and support, delivered at a time of rapid growth and a focus on quality improvement, enabled the ACCVETP to make a timely, direct contribution to the development of the PRC's emerging VET system.

Overall Efficiency of ACCVETP

The DAC Criteria for "efficiency" are:

> *Were activities cost-efficient?*

> *Were objectives achieved on time?*
>
> *Was the programme or project implemented in the most efficient way compared to alternatives?*

Project Achievements and Outcomes

The Options Analysis in the PDD included a number of potential approaches. The Vertical Slice, which included project activities and projected impact at National, Municipal and local levels, was agreed between Australian and PRC partners. The PDD and LogFrame defined a balanced program comprising technical assistance (TA), groups of fellowships to Australia, a program of in-country teacher / management training, VET teacher development, the allocation of funds to support a national VET conference, as well as the procurement of laboratory / workshop equipment. This balance appears to have been a cost-effective solution that provided a critical mass of expertise, documentation and procedures that were successfully adapted to PRC conditions.

An alternative view for the design, initially strongly supported by key PRC stakeholders in Chongqing, involved using the majority of AusAID grant funding to procure school-based equipment. This was resisted by the design team and ultimately it was agreed to provide a balance of TA, procurement and training.

The Phase I school-based TA was less effective than originally envisaged, while fellowship programs to Australia and the in-country training were each successful in promoting VET reform and in demonstrating Australia's approach to skill formation. By project completion, the widespread acceptance of Australian VET methods and models by Partner agencies and institutions, combined with tangible outcomes outlined in the ACR, indicate ACCVETP represented an appropriate, efficient and cost-effective balance of Australian development assistance.

Impact on Girls and Women

The section explores the gender practice and outcomes for the composition of the ACCVETP field team itself, as well as the main beneficiaries: ie participating VET students. In terms of the field team, around one third of the technical inputs were from women. For the beneficiaries, the balance is closer to 50%, although in several industries (i.e. tourism vs. automotive) participation is divided strongly along gender lines.

The Gender Balance of ACCVETP Project Staff

As a starting point for having an impact on gender equality, it would be anticipated that the ACCVETP would model good practice in the composition of the Australian team. The following table indicates the gender distribution of Australian team inputs[11].

Table 1: Australian ACCVETP Staff Inputs by Gender

	Phase I		Phase II		Total	
	Months	Inputs	Months	Inputs	Months	Inputs
Male Person Months	252.65		139.80		392.45	
No. inputs 15+ months		8		3		11
Total No. Inputs		20		16		36
Female Person Months	128.46		52.50		180.96	
No. inputs 15+ months		3		1		4
Total No. Inputs		16		10		26
TOTAL	**381.11**	**11** 36	**192.30**	**4** 26	**573.41**	**15** 62

These figures demonstrate that:

o Of a total number of 573.4 person months by the Australian team 180.9 (31%) were from women;

o Of the 26 inputs of 15 months or more, 4 (38%) were by women;

o Of a total of 62 inputs to the project by the Australian team, 26 (43%) were from women.

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[11] Based on the information provided in 11.3 Attachment 3 of the ACR

This indicates, in broad terms, that the senior management and technical inputs provided by males were greater in number and longer in duration than by women.

A Gender Breakdown of ACCVETP Students

The ACR provides details of gender breakdown information, provided for the ACCVET partners / participants and for the students. The gender data is as follows:

Table 2: ACCVETP Participants by Gender

Category	% Female
Pilot School Counterpart Project Managers 2002	60.0%
Pilot School interpreters/translators	100.0%
Leaders of Municipal ICCs	50.0%
Participants in the VET Industry leadership fellowship	50.0%
Participants in leadership and management development training	42.5%
Participants in all training activities 2006-7	50.0%

By any international measure, these gender results are defensible. The statistics compare well with the situation in Australia, where some aspects of VET training are also still clearly divided along the traditional gender lines.

Table 3: Students Graduating from ACCVETP Courses 2005-6 by Gender
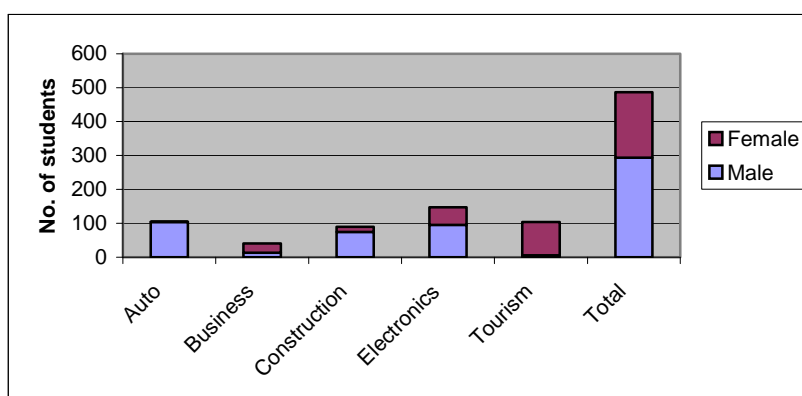
Non-Quantitative Gender Outcomes

Notwithstanding the comments on gender balance for the team inputs, the project modelled good practice in a number of ways, demonstrating sensitivity to gender as well as including relevant perspectives in the learning materials. The project exhibited:

o PRC women in senior project management and research positions within the partner team, including being part of the forward planning activities and in the monitoring of ACCVETP outcomes;

o Australian women in senior management positions (including as the Project Director and the Deputy Team Leader), as well as women technical experts for both LTA and STA assignments;

o Many examples of PRC women teachers and administrators in vocational schools, training students in non-traditional areas, including in construction, computer systems and in engineering;

o The learning materials that were produced (with support of the project) were gender neutral. They avoided the stereotyping and aligning of girls and women into any particular occupational group or role within an industry sector.

Improving Access and Equity

Economic development across China is uneven, with several eastern provinces outstripping the growth and employment opportunities in the west. In addition, urban drift to major population centres places stress on existing public resources and facilities. The large number of displaced workers resulting from reduced employment opportunities in the contracting State Owned Enterprises (SOE) places demands on the urban employment, training and social systems.

Other PRC citizens continue to be displaced due to major infrastructure projects (e.g. including the Three Gorges Dam), with few options but to move into the larger urban areas to seek work and income. The ACCVETP addressed the access and equity issues in a number of ways, as follows:

o   *Modelling and promoting flexibility* in VET and in skill formation, so that existing and future VET courses could be customised to meet specific skill needs;

o   *Supporting and promoting short-course development*, to better serve the needs of participants who do not have formal qualifications or certification;

o   *Better alignment of MOE / MOLSS* qualification, especially skill levels at operational / trade level;

o   *Supporting industry sectors where there are opportunities* for large growth in semi-skilled employment, creating options for the trainees and their families;

o   Developing *VET materials and methods* that can be applied by staff in rural institutions, expanding the local learning / skill formation opportunities.

The following tables provide data on gender and on urban and rural beneficiaries who undertook ACCVETP sponsored training:

Table 4: ACCVETP Graduates by Gender and Background

Graduate Breakdown (ACCVETP Students)	
Male	239
Female	194
Total	487
City	222
Rural	**265**
Total	487

Table 5: Proportion of ACCVETP students from urban / rural households: 2005/06 graduates
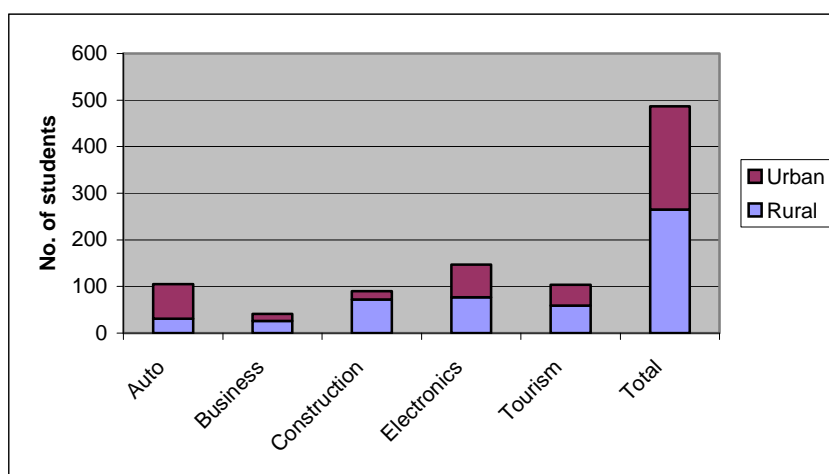
As the ACR observes, these data also reflect significant gender segregation by the five discipline areas. Setting aside that automotive and tourism are close to 100% gender-based, the other three discipline areas of electronics, construction and business would compare well with the student gender distribution in the Australian VET programs,

Project Impact and Sustainability

ACCVETP Impact

The DAC Criteria for "sustainability" are:

> *What has happened as a result of the programme or project?*
>
> *What real difference has the activity made to the beneficiaries?*
>
> *How many people have been affected?*

There are several areas where the project appears to have made sustainable progress, for example in VET policy and practice. However, to identify impact, some ex-post evaluation to establish real impact should be undertaken three to five years after completion. This ICR, developed shortly after the finish of ACCVETP, can at best identify the intermediate rather than final outcomes. Having said that, it is fortunate when a development project such as ACCVETP can have influence on the way in which National and local methods are discussed and considered, including the potential to have influence on policy development and system improvement.

At National and Municipal levels, the project made tangible contributions to the ongoing professional and technical debate on the direction of PRC VET development. This includes key inputs into VET teacher training, into linkages with industry and into the parallel MOLSS / BOLSS skill qualifications, as well as through improving curriculum, assessment methods and the quality of training outcomes. The amount and scope of the planned capacity building was extensive and well delivered across the stakeholders. A summary of all Capacity Building activities, including institutional participation, is included as Annex 3. The ACR and Milestone reports highlight outcomes that have had contemporary impact at National and Municipal levels. They are as follows:

National Level Outcomes

Key elements of the VET reform process were introduced through the project, provided to MOE decision-makers in the form of specific briefings, VET National conferences and specialist reports provided by ACCVETP STAs.

Several of these reform aspects, including the need for stronger links with industry and the reform of delivery / assessment methods, were subsequently reflected in broad policy changes for VET taken at National level. This was particularly through State Council decisions: ie "Vigorously Developing Vocational Education", of November 2005, incorporated in the 11th 5-Year Plan.

A National ICC, chaired by the MOE in Beijing, was also established as an outcome of ACCVETP, covering seven National Industry Ministries / Commissions.

In all, a total of 20 Ministries were involved with the ACCVETP, comprising 11 Municipal and 9 National. This broad engagement enabled senior PRC and Australian project staff to liaise direct with key decision-makers, disseminating alternative approaches to existing VET policy and strategic development methods, as well as providing a series of presentations, STA inputs and case studies to senior-level MOE staff in Beijing.

The high-quality of both the MOE and CQMEC staff who were assigned to work with the project also led to a broader dissemination of the ACCVETP successes out into the CQ and PRC VET system.

Municipal Level Outcomes

The influence of ACCVETP at Municipal level, in both policy development and in operational planning, appears to have been significant. As an example in 2006 ACCVETP was invited by the Chongqing Municipal Government to contribute to the development of new CQ VET Regulations. This in itself indicated respect for the project outcomes and its capacity, through examples and case studies, to influence changes to local VET policy;

In addition to the policy impact, CQMEC committed itself to establishing an ICC Coordination Office to continue liaison with local and national industry after project completion. This indicates a new awareness of the importance of increased formal industry engagement with VET. The Chongqing VET regulations also now contain specific references to extending the ICC concept in its dealings with industries across Chongqing.

School Level Outcomes

Phase I formal engagement with the Australian VET system was limited to one institution, although site visits to Australian TAFE colleges and VET training providers were contracted. In Phase II, the original 5 Pilot Schools and

CQNU engaged with 25 Partner schools, together with an additional 21 Associate Partner schools (tertiary VET colleges and ICC schools) and another VET teacher training university. Each of these organisations was committed to exploring and trialling new teaching and assessment methods, a total of 53 institutions partnering ACCVETP at completion. This significantly wider school and university coverage would likely have expanded more had the project continued past 2007, with VET schools and institutions keen to become part of a "new" way to deliver training and quality courses.

At the local level, there also appear to be examples of technical and professional partnerships formed as a result of the ACCVETP, between the Pilot schools in CQ, other University partners and VET schools in other provinces. This includes ACCVETP support for development of specific curricula and assessment documentation at Pilot schools that were subsequently disseminated across the PRC to other VET schools and institutions.

The ongoing, formal relationship between the CQ and 15 Australian VET institutions (under the Sino Australia VET Network) provides an additional dimension of ongoing professional engagement as part of project impact at the School level.

Teaching and Learning Outcomes

There have been significant advances in the provision of teaching, learning and assessment approaches and materials arising out of ACCVETP. A total of 485 competencies were endorsed by the ICCs, involving 23 new CBT based curricula. This was a major achievement, especially considering the entrenched systems in place and the need to cater for both CQMEC and the Bureau of Labour and Social Security (BOLSS) requirements in local skill assessment.

In addition to the school-based activities, ACCVETP sponsored several National VET conferences that enabled lessons learned and case examples to be discussed and analysed by decision makers and senior practitioners. The project website also provided an avenue for dissemination of technical information, the lessons learned and provided access to detailed VET case studies in both English and Chinese / Mandarin.

Number of PRC VET Students Involved

A large number of full-time and short-course students were involved with the ACCVETP sponsored materials, teaching methods and CBT approach. The scope and breadth of the large number of direct beneficiaries provides a useful source of research data for the MOE and for industry, as well as providing a comparison with "traditional" VET outcomes.

According to the ACR, a total of 7,404 students attended ACCVETP courses, with an additional 80,395 attending the non-project courses but still using the CBT approach and methods. Many non-project students would likely have completed short-courses and retraining courses funded by the PRC Government, with each course especially designed to provide skills to displaced people and other rural migrants who move to urban areas seeking work.

PRC and CQ Industry Involvement

Five planned ICCs were established in Phase 1. The strong role the PRC government plays in business, as well as limited operational resources, caused the ICCs to be less successful than originally envisaged. In hindsight, CQ industry was not fully convinced of the ICC concept at that time, although Phase II acted as a catalyst for making closer links with local industry sectors and led to stronger dialogue with the five industry Bureaus.

The problems and constraints encountered were not about the PRC commitment to skill formation or caused by any lack of local appreciation of the issues faced by VET. Rather, it appears that the original structure and function of the 5 ICCs were largely an Australian construct, inserted into the project and not fitting well within the local industry / VET environment. This is understandable in hindsight, as the CQ industry was not accepting of the concept at that time. Over Phases I and II, the ACCVETP acted as a catalyst for closer links with the local industry, implemented through the 5 Pilot schools.

The following table indicates the strengthening relationship, in terms of industry placement for teachers and students, as well as increased equipment donation.

Pilot schools	Number of industry contacts	Industry Donations to Pilot Schools (RMB)	Teachers in industry placement	Students in workplace training
2003/04	374	527,000	37	95
2004/05	432	430,000	58	206
2005/06	482	563,000	95	746
2006/07	705	6,301,490	144	1,114
Number of workplace assessor trainers			46	

As the project progressed, the notion of using an ICC as a vehicle for industry dialogue was increasingly supported, as interchange between industry and participating VET institutions increased. This strengthened the focus on working cooperatively with local / national industry will likely be a lasting benefit.

VET Teachers

At project commencement, there was little concept of the need for a distinct qualification for VET teacher training. A total of 324 Pilot school teachers and 96 Partner school teachers were involved in ACCVETP, as well as 197 VET teachers and managers who undertook fellowship programs to Australia. This large number of active practitioners provides a sound base for continuing innovation in VET and for disseminating alternative approaches to teaching and learning.

In pre-service teacher training, the initial project focus was on Chongqing Normal University (CQNU), working with their limited resources in the Faculty and support from advisers from RMIT to strengthen and develop pre-service training for VET teachers. This was a promising aspect in Phase I, with similar activities undertaken in Phase II. A total of 1,420 teachers were involved in this pre-service VET teacher-training at the CQNU.

It became apparent that a broader approach to VET teacher training was desirable and ACCVETP supported the involvement of the CQ University of Arts and Sciences (CQUAS) as a partner university in Phase II. This increased exposure to the CCVETP methods and approach to VET teacher training provided another platform for research and for the dissemination of teacher training materials.

In addition, Phase II had more of a focus on in-service training, including successful introduction of the Australian Certificate IV in Workplace Training and Assessment. The Cert IV was popular with schools and with VET teachers for its applied nature and the broad set of skills and experiences provided. It assisted the development of the VET teacher standards, ultimately approved by CQMEC and piloted by secondary and VET colleges. This was a significant development in VET teacher development. The VET teacher standards embraced much of the CBT teaching and assessment methodology and were customised to the Chinese context.

ACCVETP Sustainability

The DAC criteria for "sustainability" are:

> *To what extent did the benefits of a programme or project continue after donor funding ceased?*
>
> *What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?*

The comments in this section are made without direct feedback from the project partners. This analysis of sustainability is therefore reliant on limited sources of information, which include:

o   An overview of the context for sustainability;

o   Indicators of Project sustainability at Municipal and National level highlighted in ACR / Milestone reports;

o   Comments on sustainability, included in the 2006 TAG Report;

o   Feedback gained in Australia from key members of the Sino-Australian VET Network.

Overview of the Context for Sustainability

During the design phase in 1999-2000, AusAID focussed on promoting good governance in China, particularly assisting China's transition to a market economy. Related to this, support was directed to education reform, poverty alleviation, rural development, environmental and resource management and human rights.

Sustainability should also be seen in light of the rapidly changing VET context in China, from the time ACCVETP was conceived until it was completed in August 2007. Economic and employment growth drive both local demand and exports, with skilled workers increasingly in short supply across a number of industry sectors[12]. As an example, in Chongqing, the local GDP in the first half of 2007 was RMB 167.767 billion, up by 14.5%"[13] with policy aligned to the 11th Five Year Plan, an important directive for the development of China. The past 5 years has seen an era of international engagement through stronger partnerships, recognising China's growing role in global manufacturing and industrial development. This increased demand for skilled labour is a key driver in the development of the PRC VET system, placing skill formation high on the agenda. The increased focus on VET and skill development programs also raised the importance and profile of the ACCVETP, with the new methods, approaches and linkages monitored, acting as a model for the MOE and with some replication to VET in other provinces.

In addition to the increase in demand for skilled labour, during ACCVETP China entered the World Trade Organisation under accession terms, committing to opening its markets to foreign investment (2001)[14]. Also, in April 2005 Prime Minister John Howard and Chinese Premier Wen Jiabao agreed in Beijing to negotiations on a Free Trade Agreement (FTA) between Australia and China, which will impact on the trading of services (including education) between both countries.

Project Sustainability at School, Municipal and National levels

There are indicators that the ACCVETP had a positive impact on elements of PRC VET at all 3 levels of the Vertical Slice model.

At the National level, the ACCVETP provided research data / information, position papers on VET reform, supported the formation of a National ICC and raised the profile of Australia's VET system. Each of these outcomes raised encouraged innovation and reform within a large number of PRC institutions.

At Municipal level, the impact of the ACCVETP was significant, with key Municipal staff involved with the project and strong financial and staffing support provided. The ACCVETOP contributed to CQ policy in VET delivery. The CQMEC supported the new approaches via CBT, the increased industry engagement and ICCs, closer liaison with BOLSS and improved MIS / planning frameworks.

At the individual school level, it is difficult to imagine that those public institutions who have been involved with the ACCVETP will revert back to a system where they operated largely in isolation from industry and relied heavily on theory for delivery. Changes and innovation introduced through the project were embraced by both secondary and tertiary VET institutions, as well as VET teacher-training programs at the two participating universities. From this perspective, changes to approach and methods within Pilot and Partner schools appear irreversible.

In commercial arrangements, the Australian institutes engaged in the Sino Australia VET Network are unanimous that ACCVETP met their expectations, with two of the four institutes anticipated being involved with their PRC partner institutes in 12 month's, one in two years and one in five years time.

External from the ACCVETP, a large number of foreign (including Australian) and VET institutions across the PRC continue to successfully develop contractual arrangements and to jointly offer programs, including in China and Australia.

TAG Comments on Sustainability in the 2006 Report

The 2006 TAG report identified key drivers of ACCVETP likely to impact on sustainability. They were positive indicators that inferred strong a commitment through the allocation of staff and resources to support reform:

  o   "There is high quality leadership and strategic vision on both the Chinese and Australian sides which will ensure the transition and handover of project responsibilities take place within a clear exit framework;

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[12] A lower net export contribution will see GDP growth ease from an expected 11.4% in 2007 to 10.1% in 2008 and 9.2% in 2009: Economist.com, 23rd September 2007.

[13] This is the highest increase since 1997 when Chongqing became a Municipality directly under the Central Government: Chongqing Municipal Government: cq.gov.cn.

[14] The ACCVETP Team Leader presented a session on VET and skill formation at the Australia-China Services Trade: Opportunities and Challenges of a Free Trade Agreement, held in Beijing, April 2006.

o There is strong teamwork within each leadership group, which should ensure open communication and joint planning for the remainder of ACCVETP. Importantly, mutual respect and trust exists on both sides;

o Both the Australian and Chinese sides are working towards a VET reform process that utilises appropriate systems, ideas and methods from Australia, but amended to make it most suitable for Chinese educational, social and industrial circumstances. Thus, ACCVETP partners are using Australian methodology and experience as a catalyst, not as a prescription for change;

o The project's success and credibility has attracted wide attention, resulting in a capacity to influence Municipal Government VET policy, associated high level access across relevant Commissions and Bureaus as well as a potential line of direct communication to National level;

o Pilot Schools embraced their responsibility to transfer experience and knowledge gained through ACCVETP to designated Partner Schools as well as to additional Associate Partner Schools;

o Partner Schools have recognised the advantages of being part of the project, enthusiastically participating in the opportunities of ACCVETP and moving rapidly to implement reform;

o The addition of 14 Tertiary VET schools as Associate Partner Schools will greatly assist with cooperation between secondary VET and tertiary VET, providing an additional platform for future development, including the crucial area of VET teacher training;

o The concept of an industry-driven VET system has gained support beyond the five ICCs to Industry Bureaus / Commissions and individual enterprises, and indicated through three new ICCs;

o Linking Pilot/Partner Schools with Australian VET institutes in a Sino-Australian VET Network strengthened the reform process in Chongqing, raising the profile of the project in both countries;

o The two C-TAFE schools provide a model for international VET partnerships;

o Attention to the subsequent career paths of LES has had a positive impact on moral, commitment and loyalty to the project".[15]

Feedback gained in Australia from members of Sino-Australian VET network

Parallel to sustainability for the PRC VET public system are potential commercial / cooperative arrangements between Chinese and foreign institutions. There are a significant number of ongoing cooperative and contractual arrangements between foreign and PRC institutions, including a number with Australian TAFE. These type of commercial relationships existed before ACCVETP, based on mutual advantage and some levels of cost recovery.

From the ACCVETP perspective, the Sino-Australian VET Network was established to foster relationships between Australian and project-supported VET institutions in Chongqing. The Network was established to enable Chongqing and Australian institutions to explore ways of cooperating into the future, including (for example) sharing of expertise such as teaching practices and learning materials; delivery of joint awards; staff placements/exchanges; and charging fees for specific courses. To collect information on perceived sustainability of the ACCVETP for this ICR, a brief survey was issued to the CEO's of four key Australian institutes involved in the Network, namely:

o Holmesglen Institute of TAFE, Victoria;

o Kangan Batman Institute of TAFE, Victoria;

o Southbank Institute of TAFE, Queensland;

o Swan TAFE, Western Australia.

These four TAFE Institutes responded enthusiastically and were positive on their involvement in the Network. This is significant, given the Network only commenced in Phase II, with limited time for benefits to be demonstrated. Consolidated responses are included in Annex 1, with individual responses not identified[16].

The Australian institutes were unanimous that ACCVETP had met their expectations and brought benefits to their staff and to the institutes. They were confident the Australian VET system had provided a useful model for the PRC and that the experience gained through the Network had contributed to strengthening its engagement with Chinese partner organisations.

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[15] TAG Report 2006 (Tasking Note 26), page 9

[16] Anonymity was not stipulated when the survey was issued, indicating individual institutes are comfortable with their view being public.

A number of joint Sino-Australian initiatives are now underway. As with other commercial relationships between PRC and foreign institutions, the success of the Sino-Australian VET Network rests with the institutions and staff, as well as the quality and demand for their joint services / awards.

Sustainability Conclusion

In conclusion, there are indicators that the ACCVETP had a positive impact on elements of PRC VET at the three levels of the Vertical Slice. The changes and methods have been trialled and documented with positive publicity and much interest from key stakeholders.

Although insufficient time has elapsed since completion of the project to judge the extent to which the benefits will continue to extend beyond Chongqing Municipality, the ACCVETP was a high-profile activity that provided timely inputs and support to the PRC VET reform process and enjoyed an enviable reputation for flexibility, responsiveness and impact.

Overall Effectiveness of ACCVETP

The DAC Criteria for "effectiveness" are:

> *The extent that the objectives achieved / are likely to be achieved*
>
> *The major factors influencing the achievement or non-achievement of the objectives*

Achievement in relation to the LogFrame

The detailed explanation of project achievements against each of the LogFrame components is included as Attachment 1 in the ACR. Phase I was characterised by limited progress and missed opportunities in several key areas. These included poor relations with counterparts, extensive delays in addressing key components including the MIS, development of KPIs, equipment procurement, delays in Milestone completion and limited tangible progress made against the agreed (and contracted) LogFrame outputs.

Phase II was characterised by a vastly increased professional and technical team capability, delegated project and activity management to the field, and by meeting or exceeding the Milestone or LogFrame expectations.

Overall, the project achieved the expectations of the design and delivered a quality program of VET support and institutional linkages that have greatly advantaged the participating partner institutions and their staff. The enthusiasm of VET institutions, local industry and CQ agencies to engage with the ACCVETP is an indication of the high level of esteem for the project and its partners. In addition, through making contributions to the National and Municipal policy and research agenda, the ACCVETP supported the strengthening of VET development, providing visible benefits and models of good practice for decision makers at National, Municipal and local levels.

Management of the ACCVETP Activity

The movement of responsibility for ACCVETP activity management into the field was a major step forward for the project and its field managers. This move of responsibility led to:

o Increased devolution of AusAID monitoring and decision making to AusAID Post in Beijing as well as to the AMC staff in Beijing and in Chongqing;

o Increased autonomy and responsibility for the project Team Leader, especially on the many day-to-day decisions that are best evaluated and decided in the field;

o An ACCVETP Charter Board to oversee the strategic direction and outcomes of the project.

Implications for the Country Strategy

The latest China-Australia Country Program Strategy (2006- 2010) moved towards supporting three major priority areas, namely governance, environment and health, This new Country Strategy does not include for a large focus on supporting the development of PRC education or VET systems, so the ACCVETP is likely to be the last Australian-funded VET project of its type in China.

For an Australian Whole of Government approach, the ACCVETP complemented the strategic plans and activities of the various Australian Federal and State Government agencies that have representation in the PRC. This specifically includes the work undertaken to promote Australia's VET and Higher Education systems and capacity in the PRC undertaken by the Federal Department of Science, Technology and Training (DEST) and Australian Education International (AEI)[17].

In addition the Australian government initiatives, the ACCVETP acted as an example of Australian expertise for those many Australian public and private sector organisations that have entered into cooperative arrangements in VET and industry training across the PRC.

Considering project profile, impact and the quality of outcomes, ACCVETP appears to have enhanced AusAID's reputation for providing the PRC with flexible, targeted assistance in support of priority development sectors.

Overall Quality of ACCVETP

The quality (in terms of inputs and achievements) was again divided into two distinct parts. For this reason, the quality rating has been divided into these two distinct parts (see table below), to illustrate the progress made as well as the composition of the final (i.e. overall) ACCVETP rating.

Table 6: Overall Quality Rating of ACCVETP

Ref	Details of Rating Criteria	Phase I Score[18]	Phase II Score	Overall ACCVETP Score
1	To what degree did the initiative achieve its objectives, and how well did they contribute to higher level objectives in the program strategy?	3	6	**5**
2	How robust was the system to measure ongoing achievement of objectives and results?	2	4	**4**
3	How effectively was the initiative managed? To what degree did it provide good value for money?	2	6	**5**
4	How appropriate is the sustainability of the initiatives outcomes?	2	5	**5**
5	Was the initiative of the highest technical quality, based on sound analysis and learning?	2	5	**5**
6	Taking those five factors into account, what was the overall quality of the initiative?			**5**

Lessons Learned

A number of the lessons learned are covered in the ACR and in the various TAG, with a summary of them included as Annex 2. The following points serve to synthesise observations made over Phase I and II:

Clear Direction at the outset

The project demonstrated the importance of having a succinct but flexible LogFrame as the basis for contractual and monitoring purposes. The PDD and LogFrame, developed jointly with the partners, defined the project trajectory and was capable of adaptation to changed circumstances.

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[17] AEI promotes Australian expertise and capacity to the PRC covering the education sectors and has offices and representation in Beijing, Guangzhou, Shanghai and Hong Kong

[18] 6 Very high quality. 5 Good quality initiative; could have improved in some areas with minor work. 4 Adequate quality initiative; could have improved with some work. 3 Less than adequate quality initiative; needed improvements in core areas. 2 Poor quality initiative; needed major improvements in core areas. 1 Very poor quality initiative; needed a major overhaul

This was particularly critical with the transition from Phase I to Phase II where fundamental changes were required to be introduced, resulting in the ACCVETP being given new impetus.

Alignment of Project to host-country planning culture and processes

The size of China and the centralised nature of its political structures were key considerations for the project in its attempt to influence National VET policy. The concept of the Vertical Slice in the design was well-suited to this context. The Vertical Slice approach recognises that impact on the decision-making processes for PRC National planning, research and policy direction is essential for any sustainable change to occur and that a vehicle to exert influence beyond Chongqing must be in place. Agreement with Chinese partners to the Vertical Slice gave the Australian team opportunity to actively engage with MOE VET senior managers at National level in Beijing.

Importance of Relationships with Partners

As outlined in section 2, many aspects of the project were ambitious and consequently high risk. This added to the challenge of forging strong professional relationships with Chinese partners. The Chinese also assigned high calibre counterparts at National and Municipal level, each having a strong commitment to the educational and social outcomes of ACCVETP. It was therefore incumbent on the Australian team to match the integrity and capacity of the PRC Partners and to reflect this in how they engaged with the various components of ACCVETP.

More emphasis might also have been placed on language skills acquisition, particularly by the Australian LTAs. Reliance on interpreters at the beginning of the project was not greatly reduced by the end. In contrast, the English language skills of a number of Chinese partners noticeably improved. A commitment to understand the language and culture of the PRC as a prerequisite for participation in the Project may have assisted in avoiding the relationship problems that occurred in Phase I.

Using an aid project to showcase the Australian VET system

In addition to features of the Australian VET system that are regarded as relevant for the PRC, Australian VET has a very strong focus on reducing its reliance on government income through delivering fee-for-service activities, with around 50% non-government income being regarded as a reasonable goal for leading Australian VET providers.

This feature of Australia's system creates underlying tensions, and even contradictions. Whereas PRC institutes involved in the Sino Australian VET Network were working within an aid environment, the Australian TAFE institutes would be likely take a commercial approach to their involvement. Likewise, in comparison to their Chinese counterparts, Australian institutes might place greater emphasis on gaining economic benefits rather than on increasing the social benefits. These competing aspects of training provision and skill formation need to be discussed understood by both the Australian and PRC VET institutions as part of establishing any joint arrangements for cooperation.

It is important to note that many Australian institutions have developed successful commercial relationships with PRC institutions, based on mutual advantage, provision of quality services and having a competitive advantage over other providers.

Devolution of decision making

Two important although entirely separate sets of decisions were made concerning devolution of responsibility to the local level. Following difficulties arising in Phase I, the AMC devolved greater levels of responsibility to the team in the PMO, which almost immediately assisted in restoring relationships with Chinese counterparts. Similarly, during Phase II, AusAID progressively devolved operational responsibility from the Desk to the Post. This encouraged faster communication between the project and AusAID, facilitating greater responsiveness and increased the capacity for AusAID to intervene quickly at strategic points of implementation.

Value of external monitoring of a project of this nature

Notwithstanding the risk of appearing to be a "conflict of interest", it is worth noting that ACCVETP benefited significantly from external TAG monitoring and having content experts in the field available to the PMO, AMC and AusAID. Important decisions needed to be made, which may have been delayed or diffused if it weren't for the availability of an independent 'second opinion' to AusAID. While these processes are firmly embedded in AusAID operations, their technical and QA value should not to be taken for granted.

Overall Conclusions

Overall, the ACCVETP can be viewed as a success. There are positive outcomes and successful results at each of the three levels of the Vertical Slice. The performance measures and Milestone outcomes identified in the PDD and LogFrame were met. Importantly, the professional and personal relationships between Australian and PRC partners at completion were strong and mutually respectful.

Many PRC VET institutions were positively affected by the project, with a significant number of VET managers and teachers engaged in ACCVETP funded professional development and training activities, both in Australia and in Chongqing.

The ACCVETP had a positive influence on the many individual students and this will continue to be felt over time. Several innovations embraced by the PRC VET institutions appear to be irreversible: i.e. the closer relationships with their industries: some merging of theory and practice: a closer alignment with MOLSS assessments and awards; a focus on CBT, more relevant curricula / assessment. In addition, ACCVETP supported improvement in entry testing, the skill outcomes and the higher quality competencies for VET short-courses, thereby improving access and equity for many participants.

Finally, ACCVETP made a clear, well documented contribution to the development of PRCF and CQ VET policy and practice, ensuring that Australia's reputation as a responsive donor and a leader in both VET quality and systems was further enhanced.

Annex 1

Logical Framework Matrix for Project

Achievements Against the Summary Log Frame: Phase 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
GOAL: To contribute to the economic development of Chongqing and more widely in China through vocational education and training meeting industry's changing needs.	◆ Increased investment in the target industries ◆ Growth in employment opportunities	See Phase 2 summary
PURPOSE: To promote the reform of China's Vocational Education and Training (VET) system.	◆ Innovative and demand-driven VET replicated to VET schools and courses in Chongqing and other locations across China (in particular, the number of Partner schools successfully replicating VET approaches).	See Phase 2 summary
COMPONENT 1: REPLICATION OF SCHOOL BASED INITIATIVES		
Objective: To demonstrate the effectiveness of demand driven Vocational Education and Training across 5 industry sectors in Pilot schools and assist with wider replication in Partner schools.	◆ Increase in industry and graduate satisfaction with VET programs in Automotive, Business Services, Construction, Electronics, Hospitality and Tourism ◆ Increases in enhanced participation in workplace training, and employment outcomes ◆ Increases in enterprises involved with the 5 Pilot schools, involved in curriculum and providing feedback	
1.1 <u>School-Based Planning</u> By Year 2, Three-year Strategic and Operational Plans developed at each Pilot school in conjunction with industry and CQMEC. The Plans will specify key performance indicators, which provide a framework for the school to prioritise and measure improvement against	◆ After 6 months, 3-day Strategic and Operational Planning Workshops are completed at each of the 5 Pilot schools involving a minimum of 50 senior school and industry representatives (10 from each School), with Strategic plans emerging as part of an action learning process ◆ By the end of 12 months, all 5 Strategic and Operational Plans and KPI's have commenced implementation at the Pilot school ◆ After 18 months a series of five 3-day workshops involving at least 75 senior school and industry representatives from all	◆ Strategic and Operational Planning Workshops completed at each of the 5 Pilot schools with strategic plans developed as part of an action learning process • Workshops held 19-23 August 2002, 2-6 September (48 participants), 18 September 2002 on development and review of SOPS ◆ All 5 Strategic and Operational Plans commenced implementation at the Pilot schools by 2003. ◆ A two week "Best Practice" Fellowship program to Australia conducted for 16 pilot school managers, CQMEC, BOLSS,

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
	National VET goals and the goal and objectives of the project.	Partner schools completed and 3- year Strategic Plans developed and implemented ◆ In year 2 a two week "Best Practice" Fellowship program to Australia conducted for 16 pilot school managers, CQMEC, BOLSS, CQNU representatives ◆ Arising out of the Strategic Plans all curriculum and equipment priorities identified and documented after 9 months in the Pilot schools	CQNU representatives ◆ Arising out of the Strategic Plans all curriculum and equipment priorities identified and documented. A series of workshops involving senior school and industry representatives from all Partner schools completed and 3-year Strategic Plans developed ◆ Managers of partner schools trained in SOP development
1.2	Curriculum Development By 18 months, new curriculum developed for each of the five industry areas. Curriculum shall be developed with demonstrable industry involvement and be accredited, trialled and evaluated, with lessons learnt provided to CQMEC and MOE in Beijing.	◆ After 12 months curriculum content equivalent to 12 months training is identified, developed, endorsed, accredited and resourced at each Pilot school. ◆ After 18 months curriculum implementation and evaluation is commenced at each Pilot school. ◆ After 24 months new curriculum trialled at Partner schools ◆ By MTR a summary of outcomes recommended for dissemination from 5 new curriculum areas developed and provided to CQMEC and to MOE in Beijing	◆ New curriculum in the Automotive, Business, Construction, Electronics and Tourism are developed, accredited and implemented in the Pilot Schools in September 2003. The process undertaken was: • Form ID teams • Conduct industry consultation and research • Identify occupational tasks/competencies required by industry • Write/customise competencies based on industry needs • Review selected competency standards with industry • Identify priorities for course/s to be developed in SOPs • Write draft curriculum document • Review draft curriculum with industry and ICCs • Gain approval of curriculum by industry and ICCs • Seek accreditation and approval to conduct new courses through CQMEC by appropriate educational authorities ◆ Lessons learnt published (see Milestone 9) ◆ Curriculum implementation evaluation undertaken (see Milestone 16) ◆ Replicated curriculum implemented in partner schools September 2006.
1.3	Professional Development	◆ Within 6 months, a three day "Project Introduction and VET	**Training within 6 months:**

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
Senior Pilot school staff are skilled in industry based course development and review, able to work effectively with industry, peers, and Partner schools in developing, teaching, assessing and reviewing demand driven vocational educational and training courses.	Awareness" program conducted for 50 teachers, senior managers and industry representatives. ◆ After 12 months Five x 4-day "VET Training Methods" workshop for 100 teachers completed ◆ After 24 months 4 x 5-day "Technology Update" training for 125 teachers completed in all Pilot schools ◆ After 24 months 200 teachers completed 5-day "Flexible Delivery" training programs ◆ After 24 months 75 staff & managers complete 3-day "Industry Linkage" programs ◆ By the end of year 2, a 2-week fellowship program to Australia conducted for 24 Leader teachers from Pilot schools and CQNU. ◆ By 12 months 15 Pilot school and CQNU teachers undertake a 10-week ESP Fellowship to Australia and form a 'Vocational English Resource Group' to assist the project	◆ "Project Introduction and VET Awareness" program conducted for teachers, senior managers and industry representatives took place on 15-16 April 2002 48 ◆ -Assessment workshop 12 April 2002 16 May 2003 ◆ Curriculum Design and Development Workshop reflecting Industry Needs and RPL 27 August 2002 ◆ Industry Workplacement Workshop 10/9/2002 ◆ Teacher Development 24 May 2002 ◆ Instructional Design 3 June 2002 ◆ Student Centred Learning 20 June 2002 ◆ Action Learning 18 June 2002 ◆ Learning Needs Analysis 1 July 2002 ◆ Evaluation of Teaching 4 July 2002 ◆ Industry Consultation workshops 21 August 2002 to 17 October 2002 (Pilot Schools and Industry reps) ◆ CBT Delivery 30 August – 15 October 2003 **Training within12 months** ◆ Assessment Practice 26 September 2002 ◆ Industry Workplacement 10-11 October 2002 ◆ Educational Evaluation 18 November 2002 ◆ Evaluation Strategies 20 January 2003 ◆ Teaching with Flexible Delivery 3-4 February 2003 Training within 24 months ◆ Linking Curriculum 3-4 March 2003 ◆ Learning Material Development 24 March 2003 ◆ ICC Organisation 28 August 003 ◆ Curriculum Development 1September 2003 ◆ Using Curriculum 4 September 2003 ◆ Session Planning 11 – 15 September 2003

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
			◆ Curriculum Development – 29 – 30 September 2003
			◆ Educational Evaluation 11 November 2003
			◆ Class Management - 5 October – 15 October 2003
			◆ Developing Assessment 9 December – 17 February 2004
			◆ Classroom Delivery 11 Dec 2003 – 18 Dec 2003
			◆ Industry Visits 1 March 2004
			◆ Technical Skills Update 23 February – 31 March 2003
			Fellowships
			◆ ESP Fellowship to Australia – 15 November 2002 to 26 January 2003 15 participants. VERG established.
			◆ Teaching Fellowship to Australia – 10 July 2004 to 24 July 2004 25 participants
			◆ A two week "Best Practice" Fellowship program to Australia conducted for 16 pilot school managers, CQMEC, BOLSS, CQNU representatives
			◆ An Instructional Design Fellowship was conducted in Australia from 14 July 2003 to 22 August 2003
1.4	<u>Teaching/Learning Materials and Delivery</u> After 2 Years, new teaching materials are developed, utilised and evaluated, which are in line with Strategic and Operational Plans and reflect best practice instructional design.	◆ After 12 months, teaching materials for courses in 5 selected industry sectors are developed & endorsed at Pilot schools ◆ After 24 months, teaching materials relevant for 5 courses at the Partner schools and related industries are developed, endorsed and trialled at Partner schools ◆ By 18 months a 6-week "Instructional Design" Fellowship program to Australia for 24 instructional design team members from Pilot schools and CQNU completed. ◆ By the end of Year 3 a minimum of 6 "Enrichment Workshops" for 30 staff conducted for Pilot school staff ◆ By the end of Year 5 a minimum of 18 "Enrichment Workshops" (6 workshops per year for 3 years) conducted for 100 Partner school staff	◆ Teaching materials developed – see Milestone 17 ◆ An Instructional Design Fellowship was conducted in Australia from 14 July 2003 to 22 August 2003 to enhance the training already undertaken by the ID Teams in China under the guidance of the Australian ID Adviser.

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
1.5	**Equipment** Within 2 Years, all laboratory/workshop equipment is provided & installed in 5 Pilot schools to support their Strategic and Operational Plan and pilot activities, and to the CQNU to support its teacher training program.	◆ After 24 months all agreed equipment has been approved procured, installed and commissioned at the 5 Pilot schools and the CQNU in accordance with the approved Procurement Plan and within the allocated budget.	◆ All agreed equipment totalling $1,500,000.00 was approved, procured, installed and commissioned at the 5 Pilot schools and the CQNU in accordance with the approved Procurement plan, as well as $59,549.00 for computing and office equipment. ◆ Training in equipment maintenance and OH&S conducted
COMPONENT 2: MUNICIPAL CHONGQING BASED INITIATIVES			
Objective: The objective of this component is to strengthen planning, monitoring and review capacity at Municipal level.		◆ After 18 months, 5 new, formal CQMEC / industry arrangements have been established, with KPIs being collected from the 5 schools and published by CQMEC and MOE	
2.1	Industry Coordinating Committees (ICC's) Five (5) Industry Coordinating Committees (ICC) established one at each Pilot school, with effective representation which acts as a catalyst for industry cooperation and VET reform.	◆ By completion, 5 industries provide input into VET training standards, curriculum and delivery for 3 cycles in the Pilot schools and at least 1 in Partner schools. ◆ By the MTR, employer satisfaction with training outcomes can be measured, analysed and disseminated, with areas of dissatisfaction addressed.	◆ 5 ICCs established ◆ 5 ICCs and associated industries (automotive, business, construction, electronics, tourism) provided input into VET training standards, curriculum and delivery ◆ Employer satisfaction with training outcomes measured, analysed and disseminated with dissatisfaction addressed

Table within 2.1 Achievements cell:

	Industry Ratings on quality of CBT Teaching and assessment methodologies (5=Excellent 4=Very Good 3=Good 2=Fair 1=Poor)	
	2003/2004	2004/2005
Automotive	3	4
Business	4	4

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
			<table><tr><td>Construction</td><td>2</td><td>3</td></tr><tr><td>Electronics</td><td>4</td><td>4</td></tr><tr><td>Tourism</td><td>4</td><td>4</td></tr></table>

2.2	Management Information Systems (MIS)
	
	Establish and maintain a Management Information System (MIS) on VET Key Performance Indicators (KPIs) and data to be available and utilised by the MOE, CQMEC, schools and project decision makers.
		◆ After 9 months an MIS system specified, procured, installed and commissioned at the 5 Pilot schools consistent with the identified Key Performance Indicators in the Strategic Plans
		◆ After 12 months MIS system is extended to equipment at the CQNU,, MOE, CIVTE, CQMEC , CQRI and BOLSS (including upgrade of server capacity at CQMEC)
		◆ After 12 months MOE, CQMEC, CQNU, CIVTE, CQRI, and BOLSS and school staff receive training on collection, storage, analysis and presentation of project generated KPI data
		◆ After 24 months there is evidence that data collected and analysed through the MIS is being utilised for Municipal-level decision-making
			◆ MIS specified by 2004
			◆ MIS hardware procured in and software installed at pilot schools, CQNU and CQMEC by 2005
			◆ MIS training as follows:
			◆ KPI Workshop 12 July 2002
			◆ MIS Workshop 28 October 2002
			◆ KPI Workshop 8 July 2002
			◆ Monitoring and Evaluation 24 February 2004 – 1 March 2003
			◆ In 2003, data collected. Results presented at China-Australia VET Conference on 28 November 2003
			  • Increase in enrolments in pilot schools 2002/03
			  • 96% employment Over 50% in fields directly related to qualifications
			  • 88% industry agrees VET system should provide more practical training
			  • 82% industry agree they should have more say in content of VET courses
			  • 97% teachers agree changes to teaching practice are an improvement
			M&E Framework approved by AusAID in 2004

2.3	CQ National University (CQNU) Improve the design and conduct of teacher education and train-the-trainer programs through CQNU's mainstream teacher	◆ After 12 months at least 10 CQNU VET teacher training specialists in Electronics and Tourism have completed training workshops as part of programs provided under 1.3 above at the relevant Pilot school; ◆ By 24 months CQNU assisted in developing 5 x 4-day	◆ Professional competency standards for VET teachers developed and reviewed. ◆ CQNU developed "Generic Teaching Training" courses and training materials

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	ACHIEVEMENTS
education programs.	"Generic Teaching Training" courses completed by 50 Pilot school teachers and 4 selected CQNU staff. ◆ By 48 months 250 Partner school staff have completed the 5-day "Generic Teaching Training" course. ◆ By 36 months, 250 Partner School staff completed a 5-day industry specific "Training Responsiveness" program ◆ By the MTR, teacher training workshop materials have been incorporated into the CQNU mainstream programs covering Electronics and Tourism; ◆ By 24 months 20 CQNU staff in other disciplines complete programs outlined in outputs 1.2, 1.3 & 2.2, By the MTR, training materials in Strategic Planning, methods, EL and MIS have been incorporated into the CQNU mainstream teacher education programs	◆ Modern Education Principles and Practice-Interactive learning, ◆ Training Needs Analysis, ◆ Program Design and Teaching and Learning Materials Development, and ◆ VET Teacher Ongoing Improvement and Professional Development ◆ A Replication Plan for Teacher Development in Partner Schools developed ◆ Four CBT subjects were delivered to pre-service CQNU Tourism students in 2003/2004. ◆ Not repeated in subsequent years due to internal accreditation issues. These modules were then redeveloped into 9 short course modules. These modules formed the basis of many short course packaged programs. ◆ Teaching materials incorporated into the CQNU program – see Milestone 14 ◆ CQNU Training Data

	No of ACCVETP Courses	No of Students in ACCVETP courses	No of CBT short courses customised from ACCVETP courses	No of students in short courses	No of teachers trained in CBT and CBT assessment	
					Preservice	Inservice
2003/04	4	70	18	100	70	193
2004/05	N/A	N/A	19	138		363
2005/06	N/A	N/A	55	467		467
2006/07	2	40	6	287	40	287

Data includes students in Generic VET CBT training sessions for in-service postgraduate students, and those in VET Generic CBT training for pre-service teachers of Tourism college in CQNU.

COMPONENT 3: NATIONAL BASED INITIATIVES			
Objective: To enable MOE and CIVTE VET policy and resource allocation to better incorporate innovation and greater industry participation.		◆ Extent of VET policy and finding changes at national level in areas of: industry-schools linkages, industry-training standards, curriculum development, review and assessment, teacher training (in-service and/or pre-service,) and equipment procurement.	
3.1	VET Policy Facilitate MOE policy development to recognise demand-driven VET approaches and replication of the VET reform agenda.	◆ After 12 months, two 2-day workshops and a 2-week Fellowship program for 15 senior MOE, CQMEC and industry policy makers completed ◆ After 4 years, an MOE mechanism has been developed and implemented to accommodate industry involvement to promote innovation and industry support for VET change	◆ Workshops and a 2-week Fellowship program for senior MOE, CQMEC and industry policy makers completed MOE agreed to increase role of national industry associations to promote innovation and industry support for VET change. In Phase 2 a national ICC was established
3.2	Data and Information Analysis Enable the MOE and CIVTE to utilise project information to support policy reform resource allocation and decision-making, ensuring that the MOE and CIVTE receive, analyse and disseminate Project outcomes, Project MIS and KPI data.	After 2 years MOE and CIVTE demonstrate: : ◆ Receipt of data and information from 5 Pilot schools ◆ Analysis of this information for conclusions or elements suitable for replication ◆ Utilisation of this information to support policy reform, resource allocation and decision making ◆ Dissemination of information to MOE and other stakeholders ◆ Annual 2-day "VET Innovation" conference with MOE, CIVTE, CQMEC, CQRI, industry and schools represented with a National Conference held at project completion	◆ First China Australia VET Forum conducted 2003 with MOE, CIVTE, CQMEC, CQRI ,national industry and national schools represented with Australian and Chinese VET experts addressing Forum ◆ Presentations at national conferences on project outcomes
COMPONENT 4: PROJECT MANAGEMENT			
Objective: To manage the Project efficiently and effectively in partnership with key Project stakeholders.		◆ Management systems and processes enable the Project to be implemented on time and within budget, with Milestones completed and reports submitted on schedule.	
4.	Project Management Systems	◆ After 2 months management processes and systems	◆ Management processes and systems established to enable

1	Establish and maintain effective project management systems for financial and contractual management, personnel and procurement.	established to enable the project to be implemented on time and within budget with all required milestones completed and reports submitted on schedule. ◆ Within 3 months, 2 x 4-day Project Management workshops conducted for a total of 60 CQMEC, school participants and industry stakeholders	the project to be implemented within budget. ◆ Equipment procurement although delayed, was undertaken in accordance with both Australian and Chinese audit requirements. ◆ There were considerable delays in completing some milestones. ◆ Project Management workshops conducted for CQMEC, school participants and industry stakeholders
4.2	Project Monitoring Establish and maintain a monitoring system that provides data for reporting on project progress and identifies issues and required changes as necessary.	◆ After 2 months project monitoring systems and processes established to provide quarterly determination of milestone progress against the Workplan and enable accurate Bi Monthly and Six Monthly Reports to be submitted on schedule.	◆ The Project M&E Framework was not approved until 2004. The delay was largely caused by confusion in the purpose of M&E, between monitoring project progress, and broader monitoring of VET reform in Chongqing. ◆ The training reporting system was modified in 2004
4.3	Project Evaluation Evaluate key Project outcomes for quality and propose corrective action where necessary.	◆ After 20 months and again after 32 months, evaluation assessments of quality of the teacher training, curriculum development and materials development conducted with findings reported in the June Six Monthly report with follow-up action as necessary. ◆ Annual evaluation of the targeted VET programs at the Pilot schools undertaken with industry, with comment and suggestions incorporated into the project as appropriate.	◆ Evaluation assessments of quality of the teacher training, curriculum development and materials development conducted regularly with follow-up action although the reports for Milestone 11 and 15 were delayed, ◆ ICCs involved in review of curriculum and competency standards.

Achievements Against the Summary Log Frame: Phase 2

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
GOAL: To contribute to the economic development and poverty alleviation of Chongqing and more widely in China through vocational education and training meeting industry's training needs.	Increased evidence of demand from industry for VET graduates particularly in the 5 industry sectors covered by the project. Increased investment in the target industries and growth in employment opportunities.	87% of first ACCVETP graduates employed in areas related to study, compared with approximately 50%at project commencement and 68% of non ACCVETP graduates in 2006. Industry demand for short courses for existing workers Combined structured on and off job training particularly in hospitality sector

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
		Increased involvement of industry in VET schools
PURPOSE: To promote the reform of China's Vocational Education and Training (VET) system.	By project completion successful project outcomes and innovations from the Pilot and Partner schools will be applied to VET schools and courses in Chongqing and in other locations across China.	53 ACCVETP project schools, colleges and universities, compared with 25 planned in first PDD. Innovations in VET teacher standards, teacher development, curriculum accreditation, ICCs applied across Chongqing. Other provinces starting to adopt ACCVETP reforms. National initiatives in teacher development, VET teacher standards and national ICC based on ACCVETP.
COMPONENT 1: REPLICATION OF SCHOOL BASED INITIATIVES		
Objective: : To replicate Phase 1 School outcomes within and between Pilot Schools and with Partner Schools in order to expand the introduction of courses that are competency based, industry relevant, delivered flexibly and contribute to Municipal VET Reform.	By project completion all Schools will: • Offer VET programs based on new competency based curricula; • Have strengthened their relationships with local and / or Municipal industry; • Have teachers trained in course development, delivery, materials development and assessment; • Provide KPIs and evaluations of project outcomes to CQMEC for dissemination to MOE and the broader VET system in China.	
1.1	**Replication within Pilot Schools** Pilot Schools replicate new VET concepts developed in Phase 1 to other parts of their School.	
	1.1.1 School-Based Leadership & Management Pilot Schools and CQNU update their Strategic and Operational Plans.	Three-year rolling Strategic and Operational Plan (2005-2008) updated and endorsed by October 2005. Plans will refer to resources, facilities and equipment needed to support replication and will specify key performance indicators that will contribute to the provision of data for the Project M&E framework.	◆ Strategic and Operational Plans for each Pilot and Partner School updated and endorsed.

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
1.1.2 Curriculum Development CQNU, Electronics, Tourism, Business and Automotive Pilot Schools will develop an additional competency based curriculum to serve an industry sector not addressed in Phase 1.	Competency based curriculum developed, endorsed and accredited by June 2006: • Computer Studies at the Business Pilot School; • Technician Electronics at the Electronics School; • Events Management at the Tourism School; • Digital Processing and Mechanical Engineering at the Automotive Pilot School; and • Teacher Training Development with an electronics focus at CQNU.	The following competency based curriculum have been implemented and commenced in the pilot schools in Sep 2006: Business Pilot School — Certificate in IT Multimedia (45 new students) Certificate in IT Office Operations Electronics Pilot School — Diploma in Electronics and Information Engineering Tourism Pilot School — Certificate in Meetings and Events Automotive Pilot School — Diploma in Mechanical Engineering (Numerical Control) Construction Pilot School — Certificate in Supervision – (Interior Furbishment) CQNU Run modules on CBT topics eg: Identifying Training and Learners Needs Designing and Developing Learning programs Competency Standards, VET Curriculum & Industry Liaison Fostering & Promoting a Safe and Healthy Learning Environment Designing and Implementing Session Plans Learner Centred and Flexible Teaching Methods Teaching and Assessing Practical Skills VET learning Material Development

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
1.1.3 Teaching/Learning Materials Development Pilot Schools develop and implement new teaching materials and teaching methodologies for use in other parts of the School and, where applicable, the curriculum developed in 1.1.2.	New teaching materials for Years 1 and 2 of new curriculum developed by September 2006. New teaching materials for Year 3 of new curriculum developed by June 2007. Materials will be reviewed in May 2007 and changes made by August 2007	Teaching materials developed – see Milestone 11 and 23 Teachers, Students and Assessment Guides and Evidence Checklists have been developed for all project courses, using a template to provide consistency and assist replication to other courses. 95 publications have been produced in conjunction with State Universities. Of these, 25 have already been published for use across the Municipality and nationally.
1.1.4 Teacher Development Australian advisers and replication trainers will train teachers in new discipline areas within each Pilot School in planning, technical and pedagogical areas to support the implementation the new curriculum developed in 1.1.2. and short courses developed in 1.1.5	Additional Pilot school teachers complete training in "competency based curriculum design" and "industry linkage" by June 2005. Replication Trainers and Phase 1 Pilot School teachers receive enrichment and advanced training in planning, technical and pedagogical areas. Additional Pilot school teachers complete training in "VET flexible delivery methodology" and "competency based teaching material development" by December 2005. Additional Pilot school teachers complete enhanced technical training in their discipline which is relevant to the new curriculum being developed by December 2005. Pilot school teachers are trained in short course development, implementation and review. NB: Training and reporting within 1.1.4, 1.2.3 and 1.3.4 are all related to teacher development and will be integrated activities.	596 teachers trained in CBT by CQNU. 23 Phase I coordinators and LES undertake TAA cert IV Pilot school teachers trained in CBT delivery and assessment 2004/5 154 2005/6 411 2006/7 827
1.1.5 Customised Course Development Pilot Schools will develop and deliver customised short courses for rural migrant, displaced and specific industry workers in competency based format.	Pilot schools will design and deliver customised short courses, in competency based format, adapting curriculum developed through ACCVETP for rural migrant, displaced and specific industry workers in discipline areas endorsed by ICCs, local industry bodies or relevant district government agencies by December 2005.	◆ Automotive After sales technician 6 day short course for Lifan Automotive conducted 15 times ◆ Business IT courses conducted 7 times. ◆ Construction Short course developed run 2 times. ◆ Electronics Introduction to Computing run 1 time ◆ Tourism Short courses run 6 times

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
1.2	**Replication between Pilot Schools** Pilot Schools implement competency based courses developed by another Pilot School during Phase 1.		

	1.2.1 Curriculum Development
	All five Pilot Schools implement a competency based curriculum developed by another Pilot School during Phase 1.
		Year 1 of Phase 1 Pilot School competency based curriculum implemented by September 2006.
		
		• Networking at the Business Pilot School;
		• Tourism and Networking at the Automotive Pilot School;
		• e Business at the Tourism Pilot School;
		• e Business and Tourism at the Electronics Pilot School;
		• e Business at the Construction Pilot School.
			All pilot schools implemented pilot CB Curriculum in September 2006 that were developed by other pilot schools:
			  Automotive: Diploma in Hospitality Management (42)
			  Business: Certificate in Computer Network Technology (45)
			  Construction: E-Business Operator Certificate (136)
			  Electronics: Diploma in E-Business (135 students)
			 E-Business Operator Certificate (55 students)
			 Tourism: Diploma Hospitality Operations (90 students)

	1.2.2 Teaching/Learning Materials Development Pilot Schools contribute to the development of new teaching materials for implementation CBT curriculum implemented in 1.2.1.	Each Pilot School contributes to the development of new teaching materials for at least one module for Year 2 of Phase 1 competency based course by June 2006. Each Pilot School contributes to the further development of new teaching materials for Year 3 of Phase 1 competency based course by June 2007.	Each Pilot School has contributed to the development of learning materials for Year 2 and Year 3 – see above 1.1.3 and Milestone 29

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
	1.2.3 Teacher Development Pilot school replication trainers, with support from SMAs, will train teachers in new discipline areas within each Pilot School in planning, technical and pedagogical areas which will support the new curriculum implemented in 1.2.1.	Additional Pilot school teachers complete training in "competency based curriculum design" and "industry linkage" by June 2005. Replication Trainers and Phase 1 Pilot School teachers receive enrichment and advanced training in planning, technical and pedagogical areas. Additional Pilot school teachers complete training in "VET flexible delivery methodology" and "competency based teaching material development" by December 2005. Additional Pilot school teachers complete enhanced technical training in their discipline relevant to the new curriculum being developed by December 2005. NB: Training and reporting within 1.1.4, 1.2.3 and 1.3.4 are all related to teacher development and will be integrated activities.	Additional teachers in Pilot schools undertaking training 2004/5 55 2005/6 63 2006/7 81 No of Pilot school teachers upgrading teaching and assessment competencies 2004/5 129 2005/6 123 2006/7 408 No. of pilot school teachers upgrading technical competencies 2004/5 105 2005/6 100 2006/7 292
1.3	*Replication between Pilot Schools and Partner Schools* 25 Partner Schools (and CQUAS) will implement competency based Phase 1 Courses linked to their Pilot School.		
	1.3.1 School-Based Leadership & Management Partner Schools and CQUAS develop their Strategic and Operational Plans.	Three-year rolling Strategic and Operational Plan (2005-2008) developed and endorsed by October 2005. Plans will incorporate facilities, equipment development to support replication and specify key performance indicators that will contribute to the provision of data for the Project M&E framework.	All Partner schools developed, implemented and reviewed SOPs incorporating M&E data. Findings from Fellowship visit included in review and redevelopment of SOPs

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS	
1.3.2 Curriculum Development Partner Schools and CQUAS will implement competency based Pilot School Phase 1 curriculum.	Each Partner School approved for the delivery of Phase 1 Pilot school competency based curriculum by June 2006. Each Partner School will implement year 1 of the competency based curriculum developed in Phase 1 by September 2006.	Automotive	5 partner schools have implemented Certificate in Automotive Technology. Total of 196 students
		Business	5 partner schools have implemented the E-Business Operator's Certificate. Total of 339 students.
		Construction	5 partner schools have implemented the Certificate in Construction Supervision. Total of 459 students;
		Electronics	5 partner schools have implemented Certificate in Computer Network Technology. Total of 434 students.
		Tourism	5 partner schools have implemented Certificate in Hospitality Operations. Total of 411 students.
1.3.3 Teaching/Learning Materials Development Each Partner School and CQUAS will contribute to the development of new teaching materials for the implementation of the CB curriculum implemented in 1.3.2.	Each Partner School contributes to the further development of new teaching materials for Year 2 of Phase 1 competency based course by July 2006. Each Partner School contributes to the development new teaching materials for Year 3 of Phase 1 competency based course by August 2007.	◆ Partner Schools have contributed to the development of materials – see above, 1.1.3 and Milestone 29	

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
1.3.4 Teacher Development Partner School Project teachers will be trained in planning, technical and pedagogical areas to support the implementation of new curriculum in 1.3.2.	New Partner school teachers complete training in "competency based curriculum design" and "industry linkage" by June 2005. New Partner school teachers complete training in "VET flexible delivery methodology" and "competency based teaching material development" by December 2005. New Partner school teachers complete enhanced technical training in their discipline and relevant to the new curriculum being developed by December 2005. New Partner school teachers are trained in short course development, implementation and review. NB: Training and reporting within 1.1.4, 1.2.3 and 1.3.4 will be integrated activities.	Partner School teachers undertook training in these categories: 2005/6 414 2006/07 627
1.3.5 Customised Course Development Partner Schools will develop and deliver customised short courses for rural migrant, displaced and specific industry workers in competency based format.	Partner schools will design and deliver customised short courses, in competency based format, adapting curriculum developed through ACCVETP for rural migrant, displaced and specific industry workers in discipline areas endorsed by ICCs, local industry bodies or District Government Agencies by December 2006.	**Automotive Partner Schools** Chongqing Municipal Mechanics & Electronics Industry School - Dress Sewing, Electronic Fitting and jointing, Lathe Processing (280 students) Chongqing Municipal Vocational & Technical College (150) Chongqing Municipal Hongyan Automotive Secondary Vocational School (142 students) **Business Partner Schools** Chongqing Municipal No. 2 Financial and Trade School - Prepare and process financial documents (BOA2001，2004）Run 4 times 200 students Kaixian County of the Chongqing Municipality Vocational Education Centre - Operate a personal computer (BOA1001，1002）Process business documents (BOA1003，2003，3002）80 students Yuzhong District of the Chongqing Municipal Vocational

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
		Education Centre - Operate a personal computer (BOA1001，1002）Process business documents (BOA1003，2003，3002）150 students Chongqing Municipal Business School - Operate a personal computer (BOA1001，1002） - Process business documents (BOA1003，2003，3002） - Handle mail (BOA2002）80 students **Construction Partner Schools** Rongchang County of the Chongqing Municipality Vocational Education Centre - Bricklaying Construction Supervision 565 students Chongqing Municipal Urban Construction Technical School - Prepare and interpret construction working plans, construction structure, construction technique, survey, budget, supervision organization and management, OHS, materials support 68 students **Electronics Partner Schools** Yubei District of the Chongqing Municipal Vocational Education Centre - Word processing Frequently used computer design methods Word processing and data base (895) Sichuan Instrument & Industry School - Operate the computer in windows about Office software (word, excel, power point) and internet (305) Chongqing Municipal Industry School **Tourism Partner Schools**

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
		Shizhu County No.1 Voc Senior Middle School - Setting tables for Chinese Banquet 18 students Wanzhou District of the Chongqing Municipality Vocational Education Centre - Setting tables for Chinese Banquet 30 students Chongqing Municipal Women's Vocational Senior Middle School - Making Cocktail Tea Service 80 students Chongqing Municipal Tong Jiaqiao Vocational Middle School - Oral English for Tourism 23 students Yuzhong District of the Chongqing Municipal Senior Vocational Middle School - Making Beds in Chinese Style 13 students
1.4	**VET Teacher Standards and Quality Framework** Municipal policies and procedures developed in 2.3 trialled in Pilot and/or Partner Schools.。	Representatives from Pilot schools will participate in the ACCVETP VET Teacher Standard Expert Panel Pilot Schools and five selected Partner Schools will trial the implementation of municipal policies and procedures for VET Teacher Standards and Quality Framework from June 2006.	Pilot school representatives particularly the graduates in Certificate IV in Training and Assessment participated in Expert Panel Secondary VET teacher standards being piloted in 10 selected secondary schools and applicability to tertiary colleges being tested in 4 CTAFE model colleges
COMPONENT 2: MUNICIPAL CHONGQING BASED INITIATIVES		
Objective: To strengthen planning, policy development, monitoring and review capacity at the Municipal level.	By project completion： Effective industry input and leadership relating to VET development is in place; Improved VET Teacher standards and quality are applied; ACCVETP collects analyses, reports, promotes and advocates on accurate, objective and relevant data.	
2.1	**Municipal VET Policy Reform** ACCVETP contributes to the	CQMEC reviews outcomes of Phase 1 project activities. CQMEC will be the focus of Phase 2 Municipal outputs which	Accreditation policy and procedures implemented, reviewed and revised. RPL and credit transfer included in accreditation

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
	development, modification and implementation of municipal VET polices which incorporates innovation and greater industry participation.	include: • 2.2 and 2.3 below; • policies and procedures on dual certification, RPL, and credit transfer • implementation of CQBOLSS and CQMEC agreed policies and procedures on dual certification • revised policies and operating principles arising from implementation of the Sino Australia Cooperative Model TAFE College (4.2)	checklist. Dual certification with single assessment implemented in Automotive pilot school. Process being adopted by other schools and Industry Commissions.
2.2	**Industry Coordinating Committees (ICC's)** Municipal Industry Coordinating Committees will be strengthened to increase input into municipal VET policy and planning and VET training.	Five Industry Coordinating Committees established in Phase 1 will develop into effective and mature organisations by 2007. CQMEC will establish at least 2 new Industry Coordinating Committees by December 2006. ICCs provide input into VET training standards, curriculum and delivery in Pilot and Partner schools.	The Automotive, Business, Construction, Electronics and Tourism ICCs have developed into effective and mature organisations. They have developed competency standards and reviewed curriculum. Industry Ratings on quality of new ACCVETP curriculum each year (5=Excellent 4=Very Good 3=Good 2=Fair 1=Poor) Automotive Business Construction Electronics Tourism 2003/04 N/A N/A N/A 1 N/A 2004/05 N/A N/A N/A 2 N/A 2005/2006 4 4 4 4 4 2006/2007 5 4 4 4 4 Three new ICCs have been established – Agriculture, Health and Resettlement
2.3	**VET Teacher Standards and Quality Framework** CQMEC will develop and implement Municipal policies and procedures to facilitate the implementation of VET Teacher Standards and quality management under the National	CQMEC, CQRI and CQNU participate in an ACCVETP VET Teacher Standard Expert Panel. CQMEC approves municipal policies and procedures to facilitate the implementation of the national framework incorporating VET Teacher Standards and quality management developed in 3.3 by June 2006. CQMEC reviews the trial implementation of municipal policies and procedures by March 2007. CQNU undertakes annual reviews and redevelopment of pre service	Chongqing Secondary VET Specialty Teacher Competency Standards developed through out 2005/2007.Approved by expert panel convened by CQRI in 2007 Pilot and trial implementation of policy and procedures relating to teacher training, selection assessment and promotion based on standards approved by CQMEC in April 2007. 10 secondary schools and 4 tertiary colleges piloting standards. CQRI researching outcomes of trial.

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS

Framework.
 	
CQNU and CQUAS enhances VET teacher training reforms developed in Phase 1.
	and in service VET teacher training programs.
	
	CQNU develops and delivers customised train the trainer programs for municipal and national clients.
	
	Master trainers for replication are established, approved and deliver teacher training for replication teachers.
	
	Phase 1 interpreters receive enhanced interpreting and translating professional development.
	
	"Vocational English Resource Group' deliver English language and interpreting training for teachers in schools.
		A number of reworked short courses were delivered to the Tourism pre service students in 2006/7.
		
		The CQNU VET Centre is the MOE provider for the National Master Teacher Training Program. From June to December 2007 seven in-service groups totalling 240 secondary VET teachers from all provinces in China will undertake the program which is based on the VET teacher standards. The VET Centre will also conduct a CQMEC sponsored Municipal Master Teacher Training program for approximately 100 Chongqing secondary VET teachers. In May 2007 the VET Centre commenced delivery of a post graduate teacher training program designed specifically for secondary VET teachers, managers and principals.
		
		Modules from the Advanced Diploma in Professional Interpreting delivered to 30 interpreters by Southbank Institute of TAFE
		
		VERG activities have consistently taken place in the pilot schools The 2006/2007 figures are for the first 9 months of the reporting period.
		
		      2003/2004 26
		      2004/2005 24
		      2005/2006 25
		      2006/2007 16
		
		A significant number of VERG activities have also taken place in partner schools:
		
		      2005/2006 94
		      2006/2007 39

2.4	*Management Information Systems (MIS)*	A review on the MIS that was specified, procured, installed and commissioned in Phase 1 will be completed by August 2005.

		Review conducted by Ma Biyou – ACCVETP MIS Manager Excerpt from report:

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
	CQMEC will further develop and refine MIS to ensure the effective collection and transfer of ACCVETP data to key agencies at a school, Municipal and National level.	Existing and new ACCVETP school participants receive training on MIS operation. Data collected and analysed through the MIS is provided to national and municipal level decision-makers on an annual basis.	"By the end of July 2006, we had finished the MIS software installing and training for all pilot schools. There were 2 phases training and both were held individually. The Pantasoft staff installed and updated the MIS software every time. The school MIS managers and school teachers were trained, and gradually they would be able to use the system, the trainings were successful, and most teachers responded enthusiastically." KPI data collected from September 2003 to July 2007
2.5	*Municipal Promotion, Publications and Advocacy* CQMEC will strengthen Project advocacy by developing and implementing municipal promotion, publications and advocacy plan to replicate and communicate ACCVETP outcomes throughout Chongqing.	CQMEC develops annual promotion, publications and advocacy plans. The Management Group reviews annual promotion, publications and advocacy plans and outcomes and reports to the Charter Board. CQMEC undertakes generic project advocacy with Chongqing Tertiary VET Schools not included as Partner Schools. PMO/CQNU/CQMEC/ pilot/ partner schools present at least 10 conference or external workshop papers annually on project outcomes ACCVETP/CQNU seminars are delivered throughout Phase 2	In 2005 there were 41 conference or external workshop papers on project outcomes. The following is a sample: Apr-05 Learn from Australian advanced VET experiences Mr. Ou Keping, Director of CQMEC CQNU May 05 "Developing Vocational Education in China" Session presented at the "*12th Sedona Conference and Conversations- China on Our Mind: Making Connections and Exchanges with China,* Sedona Arizona USA presented by ATL Jun-05 CQIPC ACCVETP work report Principal Zhang Yahang Principals from CQ Tertiary VET Colleges Jul-05 Introducing Australia Vocational Education Experience Zhou Xiangyu & Lu Hong 30 electronic information VET colleges from country Aug-05 Overcoming Barriers in Learning Vocational Skills of Migrants in the Three Gorges Reservoir AreZhao Jiping & Liu Yu - Chongqing Industry Polytechnic College (Automotive) VET practitioners attending the TVET International Conference in Thailand Aug-05 Review and Future Potential of ACCVET Project. Mr Ou Keping, Director CQMEC and Australian Project Director, ACCVETP, Ms Virginia Battye

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS	
			Forum - Keynote Address
		Aug-05	Speech - 2nd Sino-Australia VET Forum Party Secretary Mr. Huang Qifan Forum attendees
		Sep-05	VET Planning and Reform Relevant to National, Municipal and District Governments STA-VET Reform-Paul Byrne Yongchuan Education Commission/Yongchuan Industry Bureau staff/Yongchuan VET Schools/CQMEC
		Oct-05	International China VET Forum CQNU Leaders and China VET people
		Oct-05	ACCVETP Influence on China Vocational Education Principal Mr. Zhang Xiaoyi Vocational Education Committee Annual Conference of China Computer Academic organisation
		Nov 05	"Assisting the Reform of VET in China". Paper presented at the "*International VET Forum"*, hosted by MOE and CQMEC, Chongqing, China presented by ATL
		Dec-05	Replicate ACCVETP outcomes& promote VET reform in China Mr. Zhao Weiliang, Deputy Director of CQMEC, CQNU
		In 2006 there were 42 conference or external workshop papers on project outcomes. The following is a sample:	
		Mar-06	Project Implementing in the School Bao Xiaocun VET Principals in Yuanan Province
		Mar-06	Learning Advanced International VET Concepts &Creating Tertiary VET Talent Training Model Ms. Luo Xiaoqiu (Alice)Principals from CQ Tertiary VET Colleges
		Apr-06	To progress the replication and advocacy of the municipal ICCs and subsequently promote the national industry associations to support and be

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
		involved in national VET planning STA（Industry Liaison) – Paul Comyn. CC members, National Industry Association personnel, Chongqing Municipal Government office
		Apr 06 "Education:VTE". Paper presented at the "*Australia-China Services Trade: Opportunities and Challenges of a Free Trade Agreement Conference",* hosted by Australian Department of Foreign Affairs and Trade and the Chinese Ministry of Commerce, Beijing, presented by ATL
		May-06 Replication of ACCVETP project Principal Zhang – Longmenhao Chongqing Principals Conference
		May-06 The implementation of ACCVETP Mr Fu Zhenghong 30 people from Hong Kong, Taiwan and Mainland China
		May-06 To provide detail on the ACCVET project and understand VET arrangements within their industry, including the use of industry competency standards STA（Industry Liaison）– Paul Comyn Electronic and Commerce Association/ National ICC members Representatives of the Ministry of Construction
		Jun-06 Introduction of ACCVETP activity in Chongqing Tourism School Mukesh Sharma VET teachers in Sinan County, Guizhou Province
		Jun-06 CBT and VET Reform Kaixian Vocational Education Centre Industry Representatives
		Sept 06 "Professional Development of Australian VET Teachers". Paper presented at the "*2006 Annual VET Academic Conference",* hosted by Chinese Ministry of Education (MOE) and the China VET

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS	
			Association, Tianjin, China presentation by ATL
		Oct-06	linkages between the Australian VET teacher standards to the work in progress within the ACCVETP project to develop VET teacher standards in China. Ms Sandii Chan, School Management Advisor (Teacher Development) participants of the 2nd International Forum on Teacher Education
		Oct-06	IT training using CBT in Australia John Olekalns (SMA) National IT teachers at the Ninth Annual Conference of the Vocational Education Committee Association
		Oct-06	ACCVETP Replication Principal Qiu Ninth Annual Meeting Computer Society of China
		Nov-06	Outcomes and plans of ACCVETP ATL and Zhang Xiaoyi, Deputy Principal of E-Business Pilot School All participants of Australia TAFE Director Association Annual Conference 2006
		Dec-06	Exchange of information between GTZ (German project) and ACCVETP at workshop in Beijing Antoine Barnaart and Paul Comyn
			GTZ and ACCVETP advisers with MOE representatives
		In 2007 the following have been presented:	
		Jan-07	CBT and VET reform: Dr Paul Comyn (STA Vet Reform) Ministry of Communication - Beijing
		Jan-07	The history of Australia's VET reform as well as the ACCVETP design and implementation, 2. overview on how the Australian VET reforms have been successfully integrated into the Chongqing VET system Antoine Barnaart, Australian Team Leader, and Mr Fu Zhenghong, Senior DTL

PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
		Singapore World Bank Workshop for China Technical and Vocational Education
		Jan-07 1. Overview of the lessons learned from the ACCVETP implementation in Chongqing 2. overview on the Chinese approach to incorporating Australia's VET reform in Chongqing
		Antoine Barnaart and Mr Tan. World bank Knowledge Sharing and Project Preparation Workshop
		Jan-07 Outcomes replication of ACCVETP. Mr Tan Shaohua. Officials from several Education Commissions in China
		Mar-07 ACCVETP outcomes replication and effects Mr Zhao Shimin Representatives from Henan Province Tertiary VET College and Industry
		May 07 "Managing High Quality Transnational Partnerships" keynote address presented at the *Transnational Education And Quality Assurance China-Australia Joint Forum*, hosted by the Shanghai Education Commission and DEST-AEI, Shanghai, China
		June 07 "Helping China Reform VET" keynote address presented at the *China Australia Vocational Education and Training Symposium*, hosted by the Guangdong Provincial Department of Education and DEST-AEI, Guangzhou, China presented by ATL
		June 07 "ACCVETP: Lessons Learned During Project Implementation". Paper presented at the *3rd Sino Australia VET Forum,* hosted by MOE and AusAID, Chongqing, China presented by ATL
COMPONENT 3: NATIONAL BASED INITIATIVES		

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
	Objective: To strengthen the basis from which MOE and other national agencies can implement national policy improvement and innovation in VET in China.	By project completion, policy changes which can be traced to Project outputs have occurred at national level in the following areas ▪ Industry involvement in VET; ▪ VET Teacher standards and quality; ▪ ACCVETP Research.	
3.1	**National VET Policy Reform** ACCVETP contributes to the development, modification and implementation of national VET polices which incorporate innovation and greater industry participation.	MOE reviews VET policy areas that will be the focus of Phase 2 national outputs. Example: ▪ 3.2 and 3.3 below; ▪ dual certification, RPL, credit transfer and a national qualifications framework; ▪ ACCVETP partners demonstrate implementation of initiatives arising from Joint Ministerial Committee Opinions.	State Council Decisions on VET Reform, Industry Involvement in VET and Rural Development have been demonstrated and implemented through ACCVETP
3.2	**National Industry Involvement in VET** Formal links between National Industry Associations and MOE will be strengthened to increase the capacity of national industry associations to provide industry input into national VET policy and planning development. Formal links between National Industry Associations and Chongqing Municipal ICCs will be established to promote the outcomes of ICCs and strengthen connections between National and Municipal industry advisory bodies.	National Industry Associations have established formal links with MOE by December 2005 to increase industry support for VET change and to promote innovation in VET. Annual communication and work plans developed to ensure the exchange of outcomes between Municipal ICCs and national industry associations. Annual national ICC conferences conducted.	A National ICC chaired by MOE with 7 national industry Ministries/ Commissions as members established in 2006 National Industry Associations in project industry areas take active role in VET. National ICC members took part in Industry Leadership in VET Fellowship together with Chongqing ICC members 2 national ICC Conferences conducted in Chongqing
3.3	**VET Teacher Standards and Quality Framework**	MOE establishes the ACCVETP VET Teacher Standard Expert Panel with participation from MOE, CIVTE, CQMEC, CQRI and	MOE delegated conduct of VET Teacher Standard Expert Panel to CQMG. See 2.3 above.

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
	MOE will develop a broad national framework incorporating VET Teacher Standards and quality management to improve VET teaching in China.	CQNU by September 2005. ACCVETP VET Teacher Standard Expert Panel establishes a development plan by November 2005. ACCVETP VET Teacher Standard Expert Panel develops a draft national framework for VET Teacher Standards and quality management by June 2006. MOE reviews Chongqing trial implementation and confirms a broad national framework incorporating VET Teacher Standards and quality management by May 2007.	PRC Adviser in Teacher Development working with MOE and national bodies to adapt Chongqing VET Teacher Standards for national application.
3.4	**VET Research and Reporting** A professional VET research and reporting capacity will be established to formally communicate the ACCVETP outcomes in national and international research forums. This will include ensuring the Project Reform Cycle is completed.	MOE will establish a Project Research Group to conduct applied research using outcomes from the ACCVETP by September 2005. The Project Research Group publish or present 4 ACCVETP research articles or presentations in a range of national and international forums. The Project Research Group will provide annual reports on ACCVETP research outcomes.	Project Research Group not established
3.5	**National Promotion, Publications and Advocacy** MOE, in conjunction with the PMO, will develop and implement a national promotion, publications and advocacy plan to replicate and communicate ACCVETP outcomes throughout China.	Annual promotion, publications and advocacy plans are developed. Annual promotion, publications and advocacy plans are reviewed and outcomes reported. PMO/CIVITE/CQNU/CQMEC/MOE/CQRI pilot/ partner schools present at least 10 conference or external workshop papers on project outcomes.	See 2.5 above for national and international conference presentations
	COMPONENT 4: INTERNATIONAL BASED INITIATIVES		
	Objective: Strengthen active international VET linkages between China and Australia during and beyond ACCVETP implementation.	Long term Sino Australian cooperative activities, in mutually beneficial areas of VET, are established.	

	PROJECT DESCRIPTION	PERFORMANCE INDICATORS	ACHIEVEMENTS
4.1	**Sino Australian VET Network** Through a process of joint selection, a Sino Australian VET Network will be established from selected Australian and ACCVETP institutions to ensure the ongoing interaction, sharing of VET innovation and cooperation between China and Australia VET institutions continues beyond the completion of the Project.	A preliminary Sino Australian VET Network will be formed from selected Australian TAFE Institutes and ACCVETP Pilot and partner schools by September 2005. The Sino Australian VET Network will be further developed and matured by June 2007. This network will include RTOs, industry advisory bodies in both countries, links with similar broad based VET initiatives such as the Yongchuan VET city and education precincts, and VET teacher training institutions. In the first instance, specialist STAs will be recruited from the network. Fellowships to support the network will be undertaken. VET training linkages with multi national companies operating in both Chongqing and Australia will be strengthened. A second Sino Australia VET conference will be conducted in Chongqing in late 2005. Drawing on the DEST report, links will be established with other VET institutions in China that are working with Australian VET.	Sino Australia VET Network established in 2005. 53 Chinese and 15 Australian VET institutions are members. See Milestones 22 and 30 5 formal agreements in place. In 2006 the Chongqing Construction Commission signed a Letter of Intent with the Queensland Construction ITAB. 10 Fellowships to Australia were all supported by VET network members Training linkages have been established with international hotel chains, in particular with the Intercontinental Hotel Group , and with the automotive industry. The 2nd highly successful Sino Australia VET Forum was held in Chongqing in 2005, and the 3rd in 2007.
4.2	**Sino Australia Cooperative Model TAFE College** The Automotive and Electronics Tertiary VET Schools will be established as demonstration TAFE Colleges modelled on the philosophy, structure and operation of partner Australian TAFE institutes.	The Automotive and Electronics Tertiary VET Schools will become the demonstration TAFE Institutes, working with partner Australian TAFE Colleges, to model the philosophy, structure and operation of an Australian TAFE Institute by June 2007. In the first instance, long term School Management Advisers and specialist STAs will be recruited from the partner colleges. Possible activities will include senior management mentoring activities, staff and student exchanges, professional and technical exchange and the development and delivery of joint programs. Fellowships to support the partnership will be undertaken.	Electronics and Automotive Tertiary colleges established as model Colleges in 2005 partnered with Illawarra and Swan TAFEs respectively. 2 additional CTAFE Model Colleges, the University of Technology and Business, partnered with Southbank TAFE and Chongqing City Management College, partnered with Holmesglen TAFE were established in 2007. Mini Fellowships were conducted for these model colleges in association with their partner TAFE Institute. All Partner TAFE directors have in return visited Chongqing. 10 Staff from the Automotive College have participated in training at Swan TAFE.

COMPONENT 5: PROJECT MANAGEMENT

Objective: To manage the project efficiently and effectively in accordance with the Project Charter in partnership with key Project stakeholders.	Project management systems and processes support implementation on time and within budget and contribute to the sustainability of VET innovation.	
5.1 Project Governance Processes and Systems A partnering approach to the leadership and management of ACCVETP will be implemented through the Charter Board	Strategic directions and priorities set by Charter Board. Annual plans approved by Charter Board. Annual budgets approved by Charter Board. Quality of project outputs monitored and corrective action taken by the Charter Board.	Charter Board met twice a year and established strategic directions, approving Phase 2 PDD, and Annual Plans. Ongoing monitoring of project outputs achieved through receiving Management Group minutes, and meetings between ATL and AusAID and MOE Charter Board members
5.2 Project Management Processes and Systems The Project Management Group will implement Charter Board directions and resolutions. Project management systems will be enhanced to provide timely inputs, quality assurance, and the required milestones and reports.	A responsibility matrix identifies clear and unambiguous roles and responsibilities of all partners to achieve project outputs. Management processes and systems reviewed and improved to enable the project to be implemented on time and within budget. Milestones achieved and reports submitted on schedule. Financial management system provides adequate Chinese counterpart input and Management Group accountability required by Charter Board.	Clear distinctions in roles of Charter Board and Management Group established and followed. Roles of CDTLs clarified. Milestone reports submitted within 2 weeks of schedule. Project completed within budget with outputs additional to the PDD
5.3 Project Monitoring and Evaluation The ACCVETP M&E framework will be strengthened to provide high quality data for Project Charter Board Reports	Base line data on Partner Schools is collected by September 2005 The Management Group will report each quarter on progress against the M&E framework, LogFrame and annual plan. The Management Group will review summary training reports each month, with 6 monthly summaries submitted to the Charter Board. Project information and data will be provided to the TAG when required.	Accuracy and consistency of KPI data continually improved with KPI reports produced in graphic format for ease of understanding. Replicated courses started September 2006. Data collected for each Partner school includes the number of ACCVETP courses, number of students enrolled in ACCVETP courses, number of other courses, and total number of students in the school. Summary training reports presented to Management Group for review and some corrective action.

Annex 2

Summary of Lessons Learned

Lessons learned

The Australian Team, collectively and as individuals, reflected on key issues that occurred during their input on the project and considered the lessons learned from these issues. They were then shared with the Chinese counterparts and refined. They are now offered below as honest and realistic assessments of each of the issues and should not be considered as criticism of past project management and design or seen as mistakes made during the project implementation.

Relationships

Establishing trusting, respectful and enduring relationships with major stakeholders is crucial to the success of a project. Relationships between the client, AusAID and the AMC, with counterparts at all levels, within the team and with VET organisations in Australia have the potential to either strengthen or hinder project outcomes.

Formal and informal relationships in China are critically important and adequate time and resources need to be allocated for advisers, particularly senior advisers, to develop and nurture these relationships. It is critical that advisers do not become desk or PMO bound and have time to regularly meet with their Chinese counterparts.

As was noted in section 4.2 Risk Management and in the 1st Tag Report[19] difficulty with relationships at the project leadership level in Phase 1 provided substantial barriers to successful project management. A renewed focus on communication and ensuring that Chinese counterparts took ownership turned this situation around. Strong relationships had to be established not only at the school level but also at Municipal and national levels. The appointment of a Chinese Senior Deputy Team Leader, located on a full time basis within the PMO, with delegated authority to act on behalf of the CTL, contributed significantly to effective relationship building and overall project management efficiency.

Good working relationships within each of the Australian and Chinese teams and between the teams are also critical for project success. A demonstrated ability to work as part of a team is often overlooked in the initial selection of technical advisers. For ACCVETP, this essential criterion was carefully considered as adviser vacancies arose, particularly at the end of Phase 1. This highlights the advantages of having flexibility in terms of appointment for advisers.

Governance

The success of the partnering approach to project management has been detailed in 7.4 above. To effectively implement this approach there needs to be a balance between frequency of Charter Board and Management Group meetings, available time of members, volume and quality of meeting papers and level of supporting resources. Also the Charter Board needs to govern and the Management Group needs to manage. We believe that the ACCVETP got this balance right and therefore should be considered as a governance model for other projects.

Vertical Slice

A key factor with the success of the ACCVETP started with a good design. The "Vertical Slice" comprising of School, Municipal and national based components proved to be a good strategic model for a project that has components at different administrative levels within a host country and heavily relies on a bottom up/ top down flow of information and experience. This model enhances opportunities for successful initiatives and outcomes that occur at a base level of implementation to flow upwards, and in the case of the ACCVETP, influence and change Municipal and national policies, regulations and in some cases laws. The "Vertical Slice" is an effective approach to project design for those projects that have a goal of influencing municipal, provincial and national government policies.

Research

Although there was a considerable amount of research undertaken as part of the ACCVETP project establishment it is felt that more time should have been spent carrying out detailed base line research during the early stages of Phase 1 implementation. This information should have been systemically gathered, in conjunction with base line data to support the M&E Framework, and workshopped and reported amongst Australian and Chinese

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[19] TAG 2003 Report

counterparts. This approach would ensure an approach of modifying what already exists in the host country rather than directly importing concepts from Australia.

MIS and M&E

As previously described in 7.2, the development of an ACCVETP M&E and framework and the implementation of the MIS provided significant problems for this project and resulted in long delays with its implementation.

On reflection, it is felt that the goals for both grew to a focus and scope that was well beyond the support capacity of this project i.e. developing a Municipal wide M&E framework supported by a Municipal wide MIS. The development of such extensive systems in any jurisdiction is always a major challenge and many times problematic.

The M&E scope and the software and hardware budget should have been limited to developing systems that focussed on the M&E needs of the project. The M&E framework should be as sophisticated as needed, however the supporting hardware and software should not be over engineered, be kept as simple as possible and be more easily linked with existing data collection systems.

Another option, suggested by the Chinese counterparts, for the implementation of the ACCVETP M&E framework could have been to outsource the data collection and analysis to a third party such as NCVER, CIVTE or CQRI or all three.

Knowledge and document management

The large number, structure and sequencing of Australian Adviser inputs meant that knowledge and document management was critical to ensure maximum efficiency with the acquisition and transfer of knowledge from adviser to adviser, particularly with short term advisers. An ACCVETP style guide, file naming protocols and a streamlined master file system was established late in Phase 1 in order to address this issue. Electronic file backup and server support was also reviewed and simplified.

It is recommended, however, that for a project the size and duration of ACCVETP, commercially available file management (including email files) soft ware supported by a professionally designed LAN and server support be considered a priority option when the project is first established. Home grown systems built over a period of time should be avoided.

A project style guide, inclusive of file naming protocols, should also be established and firmly adhered to for the duration of the project.

PRC Advisers

The appointment of PRC Advisers was a recommended outcome from the MTR[20]. PRC advisers have provided the opportunity to more fully contextualise the inputs related to previous Australian adviser inputs. They can engage with other Chinese counterpart organisations and individuals in different ways to Australian Advisers. Their inputs, scheduled towards the end of the ACCVETP, have provided a transition period when ACCVETP generated reforms can be tested and which should result in more sustainable project outcomes.

The appointment of PRC Advisers provides a cost effective option to capture key counterpart experts at input levels which are realistic to gain meaningful outcomes. Key Chinese VET experts are always going to be in demand with heavy work commitments. It is unrealistic to expect to obtain significant inputs as "in kind" counterpart contributions. If you want their time you need to pay for it.

The ACCVETP would have achieved higher levels of recognition throughout China if key nationally and internationally recognised PRC VET experts were engaged at earlier stages of the project.

Options for PRC adviser compensation also need to be considered. i.e. time based inputs/payments vs outcomes based inputs/payments.

Intellectual Property

Intellectual property and the associated quality control of project publications is also a significant challenge for a project with so many active project institutions. For vocational schools in China, the development and publication of

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[20] MTR Report November 2004

teaching and learning materials, in conjunction with commercial publishing houses, is a significant activity that attracts income for both schools and individual teachers.

As various times during the project implementation, IP and publication of teaching and learning materials were issues that had to be resolved. On reflection, and after discussion with the PMO Chinese counterparts, it is recommended that, for a project such as the ACCVETP, more detailed IP and publication policies be established at the beginning of the project. Wherever possible, publication of project materials, in conjunction with commercial publishing houses, should be actioned as soon as possible by the project itself. This is seen as being the most effective, practical and pro active way dealing with this issue.

Training

The ACCVETP approach to training was strongly influenced by the 2 stage implementation/replication project design. During Phase 1 Australian Advisers took a leading role in delivering most of the training to the Phase 1 pilot organisations.

There are several lessons learned after reflecting on the large investment the ACCVETP has made in this key project component.

The first is that training in Phase 1 was almost entirely focussed on the training of teachers and interpreters. While this was a successful strategy a broader focus which included more training for senior managers from all of the ACCVETP participating institutions, particularly leadership and management training, would have enhanced and hastened the pace of reform.

Also when planning and implementing training for such a long term 5 ½ year project there is the need to incorporate retraining. Senior managers in Schools, Colleges, Universities and associated government ministries can change on a frequent basis, sometimes within a 3 year period. For this reason it is essential to include opportunities for retrospective training of new project entrants on an annual basis.

Another key lesson learned is that, where possible, training should lead to an accredited outcome such as a full qualification or statement of attainment. The successful delivery of the Australian Certificate IV in Training and Assessment, during Phase 2, provided a clear structure to the VET teacher training and the attainment of an international qualification was a strong motivator and highly valued by the 23 people who eventually gained the full qualification.

Developing International Partnerships

The initial Phase 1 design did not prescribe a need to develop strong VET institutional linkages between China and Australia.

The Mid-Term Review of the ACCVETP in 2004 noted 'A lack of institutional arrangements between the project and institutions in Australia which represented an enormous opportunity cost for both Chinese and Australian stakeholders.'

The Review recommended that the Project develop and sign 'formal arrangements and linkages with a broad consortium / network of Australian TAFE Institutes, appropriate training agencies and VET teacher training providers to support the Project until completion.'

This recommendation was taken up in the Phase 2 design with an additional International Component. The Charter Board expanded on the MTR recommendation with an output to establish the Sino Australia Cooperative Model TAFE College.

The success of the Sino Australia VET Network and the TAFE Model Colleges has ensured that they have been pivotal in the growth and sustainability of the project.

The involvement of TAFE Directors Australia, (TDA) the peak national body for TAFE Institutes, has been an integral feature of this initiative. TDA members from Qld, NSW, Victoria, SA and WA have joined the Sino Australia VET network and the Network members have:

- provided 10 short term advisers (2 1/2 years combined Adviser time) and 2 long term advisers (4 years combined Adviser time) for ACCVETP to support Stage 2 implementation

- been actively involved in supporting the project, including being key mentors for the C TAFE Model College establishment.

- been the major hosts for 6 key ACCVETP fellowships to Australia

- Members of ACPET, the peak national body for private providers, also supported fellowships by hosting a number of sessions. The full ACPET Board met the Industry Leadership Fellowship in Sydney in 2006.

- Both TDA and ACPET and their members provided significant support during Phase 2 of the ACCVETP and every effort should be made to ensure that they can continue to support the ongoing linkages between their members and our Chinese ACCVETP institutions.

We recommend both Governments consider providing incentives for these organizations to take on this role which is so important to ensure sustainability beyond August 2007 when the ACCVETP concludes.

Developing Industry Coordinating Committees (ICCs) and Industry/School Partnerships

Of all the VET reforms introduced in Australia over the last 15 years the establishment of ICCs was probably one of the most challenging tasks and their operation and existence is always undergoing scrutiny and debate.

It is no surprise, therefore, that the establishment of Municipal ICCs and a National ICC, as part of the ACCVETP implementation, has also been very challenging for similar reasons linked to the Australian experience and for a number of reasons unique to China.

These include

- ICC establishment involved introducing complete new structures and concepts;

- these new structures did not have any formal and legal status

- the challenge of financing and resourcing each ICC without them having a formal status.

- trying to define what and who is industry in an economy which is evolving at a rapid rate.

- undertaking tasks, such as competency standard development, which in some cases is already a formal task of another ministry or commission.

These seemed like impossible issues but as each problem was identified there has been a positive and proactive response in dealing with them.

Initially the first 5 ICCS were established in the Pilot Schools but it was obvious that they needed to move to an administrative location outside of the school if they were to become true Municipal industry advisory bodies.

CQMEC agreed, at the right time and with the good cooperation of a number of industry ministries, to move the initial ICC operations to the respective industry commissions.

CQMEC also provided additional funding to each of the ICCs once they moved to the commissions. Although this could be considered a small amount of funding by some, the decision to do this showed CQMEC's commitment to the ICC concept and recognition that each ICC needs to be resourced.

When it was pointed out by many ICCs and others that for the municipal ICCs to progress in their development they needed to have formal government recognition and authority, CQMEC lobbied hard to progress the reform of the municipal VET laws and regulations to try and have the ICC establishment and operation formalized in local law.

CQMEC also has responded with additional leadership by formalizing the establishment of an ICC coordination office within their Commission.

Of course each of the Municipal ICCs has responded to a number of similar but also different challenges in their own ways. Because some of these challenges are different then not all ICCs have progressed at the same pace.

At a national level the establishment of a mechanism for industry involvement was even more challenging. Different models were conceived and formally proposed to ACCVETP stakeholders, including our ACCVETP TAG. Early in the project it looked like it would be impossible to get agreement on a structure on which to build this national

industry led concept. But like CQMEC, MOE showed strong leadership and proposed and negotiated the establishment of a national single ICC with the other relevant ministries.

Notwithstanding the ICC achievements, there is still much work to be done and several problems to overcome if ICCS are going to be sustainable. Many of the issues and barriers, however, are influenced by structures, resourcing, policies and politics.

Fellowships

Fellowships are common and essential components of many aid projects. They are very expensive, however, and are often considered a risk of not providing good value for money for AusAID. We believe, however, that the ACCVETP Fellowships have been good value for money and have been a vital component contributing to the success of ACCVETP.

The ACCVETP hosted 6 Fellowships with 99 participants in Phase 1 and 10 Fellowships with 98 participants in Phase 2.

Phase 1 Fellowships were designed and managed by RMIT; however, as expertise and capacity expanded within the ACCVETP, the PMO took over the design and management during Phase 2. Fellowships were also well supported by members of the Sino Australia VET network, TDA and ACPET as well as numerous national, state and territory government departments including DEST.

The following lessons have been learned for fellowship planning and management:

- Phase 1 fellowships had a training focus and were directed to knowledge acquisition of Australia's VET Framework and reforms and English language competency.

- Phase 2 fellowships had a leadership and management focus and were directed at the application and updating of Australia's VET Framework and reforms.

- Phase 2 design by PMO allowed ACCVETP counterparts to have an input into the design, management role and ownership of fellowships.

- There was flexibility given to the Management Group in relation to size and structure of Phase 2 fellowships with the "mini" fellowships, for a smaller number of participants, being very effective and with focussed outcomes.

- Fellowships to Australia provided counterparts with an opportunity to get first hand experience of the practical application of Australian's VET reforms and ensure the relevance and currency of their knowledge back in China.

- Fellowships are possibly the only way to get the full attention of senior managers for a sustained period because they are away from their workplace, home and country. Their significant commitments in China make it difficult for them to attend regular and extended periods of training.

- Fellowships resulted in the implementation of reforms and real change back in China. Relevant pre fellowship training and briefings, structured individual and group tasks allocated during the fellowships and post fellowship review and dialogue contributed to making this change happen.

- There were several fellowships implemented towards the end of the project that were either fully or significantly funded by our Chinese counterparts demonstrating they thought they were also good value for money.

- Finally and of significant importance is the great teamwork and unique friendships that develop between not only the Chinese and Australian counterparts but also between the Chinese colleagues themselves. This is particularly important in strengthening Municipal and national links.

Annex 3

Annex 3

Capacity Building – Summary of Individuals, Organisations and the Means Used

	Name of Organisation	Means of Capacity Building
	Pilot schools	
1.	CQIPC – Automotive	Commenced in ACCVETP project in 2002. Undertook lead role in teacher training, curriculum development and CBT course delivery and assessment for Automotive and Engineering
2.	CQETC – Electronics	Commenced in ACCVETP project in 2002. Undertook lead role in teacher training, curriculum development and CBT course delivery and assessment for Electronics and IT courses
3.	CQLMH- Longmenhao E-business	Commenced in ACCVETP project in 2002. Undertook lead role in teacher training, curriculum development and CBT course delivery and assessment for E Business and Business courses
4.	CQICS – Construction	Commenced in ACCVETP project in 2002. Undertook lead role in teacher training, curriculum development and CBT course delivery and assessment for Construction and Interior Design courses
5.	CQTS- Tourism/Hospitality	Commenced in ACCVETP project in 2002. Undertook lead role in teacher training, curriculum development and CBT course delivery and assessment for Tourism and Hospitality training
6.	CQNU- CQ Normal University	Commenced in ACCVETP project in 2002. Undertook lead role in teacher training.
	Partner schools	
7.	Chongqing Municipal Mechanics and Electronics Industry School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
8.	Chongqing Vocational & Technical College	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
9.	Chongqing Mechanics and Industry School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
10.	Chongqing Municipal Light Industry School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
11.	Secondary Vocational School for Chongqing Hongyan Automotive Ltd. Co. Staff	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
12.	Yubei District of the Chongqing Municipal Vocational Education Centre	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
13.	Chongqing Municipal Education & Management School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
14.	Yongchuan of the Chongqing Municipality Songji Vocational Middle School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
15.	Sichuan Instrument & Industry School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
16.	Chongqing Municipal Industry School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006

17.	Chongqing No. 2 Financial and Trade School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
18.	Dianjiang County of the Chongqing Municipality Vocational Education Centre	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
19.	Kaixian County of the Chongqing Municipality Vocational Education Centre	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
20.	Yuzhong District of the Chongqing Municipal Vocational Education Centre	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
21.	Chongqing Municipal Business School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
22.	Rongchang County of the Chongqing Municipal Vocational Education Centre	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
23.	Chongqing Municipality Ba'nan Senior Vocational School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
24.	Chongqing Municipal City Construction & Engineer School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
25.	Chongqing Municipal Three-Gorges Water Conservancy & Electric Power School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
26.	Chongqing Municipal City Construction Technical School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
27.	Shizhu Tujia Nationality Autonomous County of the Chongqing Municipality No.1 Vocational Middle School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
28.	Wanzhou District of the Chongqing Municipality Vocational Education Centre	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
29.	Chongqing Municipal Women's Vocational Senior Middle School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
30.	Chongqing Municipal Tong Jiaqiao Vocational Middle School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
31.	Chongqing Yuzhong Senior Vocational School	Commenced as partner school in ACCVETP project and commenced replicated courses in September 2006
32.	Chongqing University of Arts and Science	Commenced as partner university with CQNU in ACCVETP project continued teacher training programs Sept 2006
	Associate Partner schools	
33.	Applied Technology College of Chongqing Post and Telecommunication University	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
34.	Applied Technology College of Chongqing Jiaotong University	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006

35.	Applied Technology College of Chongqing Technology and Business University	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
36.	Chongqing Three Gorges College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
37.	Fuling Teachers College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
38.	Chongqing Electric Power College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
39.	Chongqing Electronics Vocational & Technical College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
40.	Chongqing Urban Management Vocational College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
41.	Chongqing Project Vocational & Technical College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
42.	Chongqing Three Gorges Vocational College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
43.	Chongqing Industrial Trade Vocational & Technical College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
44.	Chongqing Zhengda Software Vocational & Technical College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
45.	Chongqing Urban Vocational College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
46.	Chongqing Education College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
	ICC Affiliated Colleges/Schools	
47.	Chongqing Medical College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
48.	Chongqing Three Gorges Medical College	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
49.	Chongqing No 1 Agricultural School	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
50.	Chongqing Municipal No2 Agricultural School	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
51.	Chongqing Municipal Fengjie Liangyuan Vocational Senior Middle School	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
52.	Chongqing Yunyang Vocational Education Centre	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
53.	Jiangjing City Jiangnan Vocational Middle School	Joined as ACCVETP Associate Partner school/college in October 2005. Commenced process of replication in 2006
	Chongqing Government Commissions	
54.	CQMEC	Participated in comprehensive training and fellowships to Australia linked to all aspects of VET reform.

55.	CQBOLSS	Participated in training and fellowships to Australia
56.	CQRI	Participated in training and fellowships to Australia and undertook joint development activities
57.	Dadu District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility.
58.	Jiangjin City Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
59.	Nan-an District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
60.	Shizhu County Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
61.	Shangping District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
62.	Jiangbei District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
63.	Yuzhong District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
64.	Wanzhou District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
65.	Shizhu County Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
66.	Chongqing Municipal Political Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
67.	Rongchang County Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
68.	Ba-nan District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
69.	Kaixian County Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
70.	Dianjiang County Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
71.	Yongchuan City Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility

72.	Chongqing Municipal Yubei District Education Commission	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
73.	Human Resource Department of Chongqing Hongyan Automotive Co.Ltd	Administrative Authority for ACCVETP schools. Attended key ACCVETP activities involving schools for which they have responsibility
	ICCs	
74.	Chongqing Information Industry Bureau	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
75.	Chongqing Construction Committee	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
76.	Chongqing Economic Committee	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
77.	Chongqing Commercial Committee	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
78.	Chongqing Tourism Committee	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
79.	Chongqing Municipal Agriculture and Mechanical Committee	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
80.	Chongqing Health Committee	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
	National Government Agencies	
81.	MOE	Participated in training and fellowships to Australia linked to all aspects of VET reform.
82.	National Industry Association: Construction	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
83.	National Industry Association: Automotive	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
84.	National Industry Association: Tourism & Hospitality	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
85.	National Industry Association: Business	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
86.	National Industry Association: Electronics	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
87.	National Industry Association: Health	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development
88.	National Industry Association: Primary Industries	Participated in comprehensive training and fellowships to Australia linked to all aspects of ICC development

Annex 4

Summary of Project Milestones

Milestone Number	Details
1	Formation of Instructional Design Team
2	Formation of VET Reform Advocacy Group
3	Final Annual Plan 2002-2003 submitted
4	Strategic and Operational Plans for 5 Pilot Schools
5	ICC Formation
6	Monitoring and evaluation framework
7	Industry Participation at National Level in VET Policy Development
8	Annual Plan Year 2003-2004 submitted
9	Curriculum Developed for the Five Industry Sectors
10	Establishment of Master Teachers Group and Generic Teacher Training Course
11	Deleted as part of Phase II amended contract
12	Deleted as part of Phase II amended contract
13	Annual Plan Year 2004-2005 submitted
14	New Materials Incorporated into Chongqing Normal University Mainstream Programs
15	Periodic evaluation assessments of quality of teacher training, curriculum and materials development
16	Curriculum Outcomes of 5 Pilot Schools
17	Teaching materials 5 pilot schools
18	Annual reports of 5 ICCs documented and compiled
19	Deleted as part of Phase II amended contract

20	Annual Plan for 2005-2006 submitted including Annual Training Plan
21	An Update of the M&E Framework Documentation
22	Verification of Sino-Australian VET Network
23	Verification of School-based Replication of Competency Based Curriculum 2005
24	Annual Plan for 2006-2007
25	Annual Training Plan for 2005-2006 submitted
26	Endorsement of VET Teacher Standards and Quality National Framework and Municipal Policy Development
27	Verified Replication of Phase 1 VET Concepts
28	Increased Industry Involvement in VET
29	Verification of School Based Replication of Competency Based Curriculum 2007
30	Verification of Sino-Australia VET Network Development
31	Approved VET Teacher Standards and Quality National Framework and Municipal Policies Trialled in Schools
32	Annual Training Report 2006-2007
33	Activity Completion Report

Annex 5

Summary of References

References

The Project Design Document: Phase 1

The Project Annual Plans

The Project Milestones

Mid Term Review Report, September 2004

The Amended Project Design Document: Phase 2: May 2005

TAG Report on Project Progress, 2003 and 2006

The Activity Completion Report

The ACCVETP Supported National VET Conference Papers and Outcomes

Economist.com, 23rd September 2007.

Chongqing Municipal Government Website: www.cq.gov.cn.

Ministry of Education, PRC Website: www.moe.edu.cn

DAC Criteria, Evaluating Development Assistance Website: www.oecd.org/documents

Annex 6

Questionnaire Results from CEOs of Australian VET Institutions in ACCVETP Sino Australia VET Network

Australia China Vocational Education and Training Project (ACCVETP)

Feedback from the Sino VET Network

Name of Institute:	
Name of CEO:	
Signature:	

Please provide brief summary comments on the questions below:

1.	From your experience as a member of the Sino-VET Network, what are you overall comments about the Project's success in introducing the Australian VET system as a possible model for China? What were the strengths? What might have been done differently?
2.	What benefits did the staff from your Institute involved in the Project gain from the experience?
3.	What other benefits were derived for your Institute? Were there any flow-on effects including to other parts of China?
4.	Overall, did your involvement in the Project meet your expectations?

5. How would you judge the sustainability of your involvement in the Project?

Please tick below which applies:

I would expect to be involved with the Chinese partner institute/s:

In 6 month's time		In 12 month's time		In 2 year's time		In 5 year's time	
6	Any other comments:						

Australia China Vocational Education and Training Project (ACCVETP)

Summary of Feedback from the Sino Australian VET Network

1. From your experience as a member of the Sino-VET Network, what are your overall comments about the Project's success in introducing the Australian VET system as a possible model for China. What were the strengths? What might have been done differently?

Institute 1

The Sino-Australian VET Network was integral in introducing the Australian VET system to the Chinese pilot institutes.

The formalised link between Australian and Chinese institutes was a key component in the success of the project. The establishment of the Sino-Australia VET Network created clear communication pathways between partner institutes both within Australia and trans-nationally. Furthermore, the Network was successful in allowing both Australian and Chinese institutes to increase their understanding of their respective educational systems and undertaking training in off-shore environments.

The Network's strengths included:
- Establishing strong links and partnerships between Australian and Chinese Institutes;
- Facilitating the exchange of information and enhancing understanding of the Australian and Chinese VET system;
- Establishing strong links between leaders of Chinese and Australian VET institutions;
- Having the opportunity to enhance mentoring skills and processes within the Institute; and
- Increasing our understanding of the similarities and differences between the Australian and Chinese VET systems.

Institute 2

All indications from senior Chinese officials speaking at the 2007 Guangzhou and Chongqing VET forums were that the project has provided a significant model for reform of the Chinese VET system.
I believe the project has been very influential. The model of spreading the project benefit through networks of Chongqing colleges and partnering Chinese and Australian institutes appeared to work well.

Institute 3

The Sino-Australian VET Network has been fundamental to the aim of introducing the Australian VET system in China, and to the potential achievement of long term sustainable objectives.

Without the opportunity for Chinese VET practitioners to interact with, observe, and learn from Australian VET providers, benefits to the project would have been greatly diminished. The Sino-Australian VET network has contributed greatly towards an increased mutual understanding of the systems of each country, and to a vastly increased awareness of the potential training capacity and capabilities of the Australian VET system as a training partner.

Institute 4

Project provides opportunities to meet potential partners and share information about respective systems. Strength: being able to bring payers to one location. Done differently: better pre-qualification of partners.

2. What benefits did the staff from your Institute involved in the Project gain from the experience?

Institute 1

Our Institute's involvement in the Sino-Australia VET Network provided staff with a range of positive experiences which included:
- Facilitation of partnerships between Chinese counterparts;
- Ability to share knowledge within and between the partner Institutes;
- Opportunity to travel and experience a different culture; and
- Opportunity to learn and enhance their own skills from their Chinese counterparts.

Institute 2
Staff gained valuable knowledge and skills as well as important contacts for future educational and business relations.

Institute 3
Our Institute's involvement in the Sino-Australia VET Network provided staff with a variety of positive experiences, including: - Exposure to the establishment of partnerships and working relationships with Chinese counterparts; - Travel and professional and cultural exchange opportunities. - Opportunity for professional development with foreign counterparts.

Institute 4
Opportunity to meet with colleagues and share experience and make contacts for potential partnership development.

3. What other benefits were derived for your Institute? Were there any flow-on effects, including to other parts of China?
Institute 1 Participation in the Sino-Australia Network provided host Colleges with the opportunity to gain an increased understanding of VET management and delivery in China. It allowed staff to foster relationships with participants that transcended this project and assisted in the development of long-term Australia-China partnerships. Specifically, our Institute's role in the Sino-Australian VET Network helped to secure our involvement in the Joint TDA/CEAIE Shadowing/Mentoring Project in 2005/2006; in addition to on-shore Teacher Training for one of the partner Colleges in 2007.
Institute 2 The growing reputation of our Institute and other participating institutes with Chinese authorities.
Institute 3 Our Institute has been actively engaged in trans-national programs and other initiatives in China for many years, and has not gained any substantial additional competitive advantage through involvement in the Project. However, involvement in the project did provide an opportunity for engagement with Chinese VET reform, which is of strong interest to the Institute. Through our participation in the project the institute has benefited both locally (Chongqing) and nationally (China-wide) in terms of an enhanced training capability profile. The opportunity to see first hand the workings of VET reform at the Municipal level was informative and educational, and informs our understanding of VET operations at the provincial level in other places in China, and centrally in Beijing.
Institute 4 A number of potential relationships in early stages of development as a result of networking.

4. Overall, did your involvement in the Project meet your expectations?
Institute 1 Yes, as a result of the outcomes that the Institute achieved through its involvement in the Network, I felt that this project met my expectations. However, whether the overall investment from the Australian Government was effective and efficient is problematical.
Institute 2 Yes.
Institute 3 By and large, yes. The opportunities provided to staff and the institute-at-large through participation in the project for the development of our HR capital was largely as anticipated, and our expectations in the operation of our agreements were generally met. Arrangements made for our staff in Chongqing were most suitable; the project team worked well together to facilitate arrangements; the training partners were found to be appropriate and motivated.

Institute 4
Yes

5. How would you judge the sustainability of your involvement in the Project?

Institute 1
I would expect to be involved with the Chinese partner institute/s:

In 6 month's time		In 12 month's time	X	In 2 year's time		In 5 year's time	

Institute 2
I would expect to be involved with the Chinese partner institute/s:

In 6 month's time		In 12 month's time		In 2 year's time	X	In 5 year's time	

Institute 3
I would expect to be involved with the Chinese partner institute/s:

In 6 month's time		In 12 month's time	X	In 2 year's time		In 5 year's time	

Institute 4
I would expect to be involved with the Chinese partner institute/s:

In 6 month's time		In 12 month's time		In 2 year's time		In 5 year's time	X

6 Any other comments:

Institute 1
I would continue to welcome and engage with any similar projects.

Institute 2
The conclusion of the project, with little likelihood of further Australian government support for on-going co-ordination, leaves the further deployment of Australian VET in China to the individual Australian institutes which will only do so if they see potential return on investment as justifying further inputs. From the 'national interest' perspective I question the sustainability of this model. Considering the rapid growth of the VET component of export education, now Australia's fourth largest export earner, one would think the Australian government might consider further investment in embedding the Australian VET model in China for the long term.

Institute 3
Our Institute is interested to remain committed to engagement with China, and particularly in the provision of training services. VET reform – and specifically as regards VET teaching and standards - in China is an area of keen interest to us, given our profile in the provision of trans-national programs through co-operative course delivery agreements.

Institute 4
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