

# **SOLOMON ISLANDS SKILLS FOR ECONOMIC GROWTH COMPONENT DESIGN DOCUMENT**

**JULY 2014**

---

Final Draft

*The views expressed in this document are those of the design team alone and do not necessarily reflect the views or policies of the Government of Australia or of any organisation or individual consulted.*

## CONTENTS

<b>ACRONYMS</b>	<b>4</b>
<b>1. INTRODUCTION</b>	<b>1</b>
<b>2. ANALYSIS AND STRATEGIC CONTEXT</b>	<b>2</b>
2.1 POLICY ALIGNMENT	2
2.2 ECONOMIC ENVIRONMENT	3
2.3 LABOUR MARKET	4
2.4 CURRENT DEVELOPMENTS IN POST SECONDARY EDUCATION AND TRAINING	5
<b>3. LOGIC AND EXPECTED OUTCOMES</b>	<b>7</b>
<b>4. INVESTMENT DESCRIPTION</b>	<b>9</b>
4.1 DESIGN FEATURES	9
4.2 IMPLEMENTATION STRATEGIES	9
4.2.1 KEY RESULT AREA 1: SINU – SCHOOL OF TECHNOLOGY & MARITIME STUDIES (STMS)	9
4.2.2 KEY RESULT AREA 2: PROVINCIAL TRAINING DELIVERY	15
4.2.3 KEY RESULT AREA 3: NATIONAL SYSTEM DEVELOPMENT	18
4.3 INCLUSIVE TVET	20
4.3.1 GENERAL PRINCIPLES	20
4.3.2 INCENTIVE MECHANISMS TO IMPROVE ENROLMENT OF FEMALES IN NON-TRADITIONAL SKILLS TRAINING	21
4.3.3 INCENTIVE MECHANISMS TO IMPROVE ENROLMENT OF PEOPLE WITH A DISABILITY [PILOT]	21
4.4 MANAGEMENT AND GOVERNANCE (WORKING IN PARTNER GOVERNMENT SYSTEMS)	22
4.5 REPORTING	24
4.6 RISKS	24
4.7 MONITORING AND EVALUATION (MEF)	24
<b>5. DURATION AND PHASING</b>	<b>25</b>
<b>6. RESOURCES</b>	<b>25</b>
<b>7. INDICATIVE BUDGETS (AUD)</b>	<b>28</b>
<b>ANNEX 1: RISK MATRIX</b>	<b>309</b>
<b>ANNEX 2: MONITORING AND EVALUATION FRAMEWORK</b>	<b>354</b>
<b>ANNEX 3: INPUT SCHEDULE</b>	<b>45</b>

<b>ANNEX 4: POSITION DESCRIPTIONS</b>	<b>464</b>
<b>ANNEX 5: ACTIVITY PREPARATION STEPS</b>	<b>553</b>
5.1 DESIGN TERMS OF REFERENCE	564
5.2 DESIGN TEAM	596
5.3 CONSULTATIVE PROCESS	597
5.4 PEOPLE CONSULTED	608
5.5 REFERENCES	619

Final Draft

**ACRONYMS**

<b>APTC</b>	Australia-Pacific Technical College
<b>CEDAW</b>	Convention on the Elimination of all Forms of Discrimination against Women
<b>CoL</b>	Commonwealth of Learning
<b>DFAT - AAP</b>	Department of Foreign Affairs and Trade – Australian Aid Program
<b>FHEC</b>	Fiji Higher Education Commission
<b>FQC</b>	Fiji Qualifications Council
<b>IOT</b>	Institute of Technology
<b>KRA</b>	Key Result Area
<b>LMIS</b>	Labour Market Information System
<b>LMS</b>	Labour Market Survey
<b>MCILI</b>	Ministry of Commerce Industries Labour and Immigration
<b>MDPAC</b>	Ministry of Development Planning and Aid Coordination
<b>MDS</b>	Materials Development Specialist
<b>MEF</b>	Monitoring and Evaluation Framework
<b>MEHRD</b>	Ministry of Education, Human Resource Development
<b>MoFT</b>	Minister of Finance and Treasury
<b>NCS</b>	National Competency Standards
<b>NHRDTC</b>	National Human Resource Development Training Council
<b>NHRDTP</b>	National Human Resource Development and Training Plan
<b>NTTT</b>	National Training and Trade Testing
<b>NZ</b>	New Zealand
<b>PESDA</b>	Pacific Education and Skills Development Agenda
<b>PHRDTC</b>	Provincial Human Resource Development Training Council
<b>PHRDTP</b>	Provincial Human Resource Development Training Plan
<b>PRQF</b>	Pacific Regional Qualifications Framework
<b>PRQS</b>	Pacific Register of Qualifications and Standards
<b>PSC</b>	Public Service Commission
<b>PSET</b>	Post-School Education Sector
<b>PTES</b>	Pacific Tertiary Education Strategy
<b>QIP</b>	Quality Improvement Plan
<b>QMS</b>	Quality Management System
<b>RTC</b>	Rural Training Centre
<b>RTCDC</b>	RTC Development Committee

**ACRONYMS**

<b>SDA</b>	Skills Development Adviser
<b>SIARTC</b>	Solomon Islands Association of Rural Training Centres
<b>SINU</b>	Solomon Islands National University
<b>SIPF</b>	Solomon Islands Partnership Facility
<b>SQA</b>	Samoa Qualifications Authority
<b>SSDC</b>	SINU- STMS Development Committee
<b>STMS</b>	School of Technology and Maritime Studies
<b>TL</b>	Team Leader/Senior TVET Adviser
<b>TNQAB</b>	Tonga National Qualifications and Accreditation Board
<b>TVET</b>	Technical Vocational Education and Training
<b>VNTC</b>	Vanuatu National Training Council

Final Draft

---

## 1. INTRODUCTION

The Australian Government's *2013–21 Pacific Education and Skills Development Agenda and Delivery Strategy* (PESDA)<sup>1</sup> describes Australia's approach to supporting improved education outcomes in the Pacific. Under PESDA Australia's investments in post-school education and training will focus on a number of approaches:

- Labour market analyses to identify priority skill shortages
- Industry partnerships
- Quality assurance support
- Facilitating institutions meeting international quality standards
- Ensuring opportunities are accessible to women, people with a disability and those living in rural areas and on outer islands

These objectives are embodied in the Partnership for Development Agreement<sup>2</sup> between the Australian and Solomon Islands Governments with a specific goal of:

*Increasing the number of Solomon Islanders with locally and internationally recognised qualifications*

In a 2012 Concept Paper<sup>3</sup> the Australian Government proposed a **ten year investment plan** to support skills for economic growth in the Solomon Islands. The **Skills for Economic Growth Program** was conceived with a goal *to strengthen the capacity of the nation's post-school education and training system to produce quality graduates who are in demand in the labour market and who have the skills and knowledge needed to increase national productivity and competitiveness.*

Four **objectives** were identified to be achieved over the ten years.

1. To improve the quality and labour market relevance of post-school education and training in the Solomon Islands.
2. To increase the equitable access of young Solomon Islanders, male and female, rural and urban and especially the poor and people with a disability to quality assured post-school education and training opportunities.
3. To facilitate the emergence of an integrated network of quality assured post-school institutions in the Solomon Islands that provide good learning pathways and career options for young Solomon Islands women and men from school to work and further study.
4. To increase the financial sustainability of the Solomon Islands post-school education and training system.

The Concept Note took a long-term view with implementation to be planned over four phases to allow for the continuing alignment with emerging post-school development in the Solomon Islands. The proposed priority in the first phase was to focus on strengthening the quality of education and training through the national provider<sup>4</sup> in support of formal economic development.

This design retains the intent of the 2012 Concept Note, broadly adopting the goal and objectives, but with adjustments to the delivery plan to reflect contextual changes including the emergence of the Solomon Islands National University (SINU), the conclusion the European Union funded TVET Program<sup>5</sup>, preliminary work undertaken and expectations for a national qualifications authority, and

---

<sup>1</sup> Pacific Education and Skills Development Agenda (PESDA) 2013-2021(Australian Government, 2013)

<sup>2</sup> Solomon Islands – Australia Partnership for Development (Honiara, July 2013)

<sup>3</sup> Schofield, Kaye .*Skills for Economic Growth in the Solomon Islands: Concept Note* (Australian Government, 2012)

<sup>4</sup> Since the Concept Note was developed in 2012, the then Solomon Islands College of Higher Education (SICHE) has been integrated into the newly established Solomon Islands National University (SINU)

<sup>5</sup> European Union Integration of Vocational Education and Training into the Formal and Non-Formal Education System in Solomon Islands (TVET)

---

the continuing evolution of the National Education Action Plan and associated legislative framework.

## 2. ANALYSIS AND STRATEGIC CONTEXT

### 2.1 POLICY ALIGNMENT

The *Skills for Economic Growth Program* is nested within the strategic objectives and results frameworks of the Education Sector Program 2, the Solomon Islands-Australia Partnership for Development Agreement and Australia's Pacific Education and Skills Development Agenda (PESDA).

It is consistent with and complementary to a range of Australian Government regional initiatives supporting improved graduate outcomes for Solomon Islanders in the post-school education and training sector such as:

- *Skilling Youth in the Pacific* – likely to commence later in 2014, is a 10 year regional program using a competitive funding approach to foster quality improvements in the delivery of internationally recognised qualifications by Pacific providers predominantly at diploma and degree level. Initial targets focus on the engineering, construction, and maritime fields with consideration for the education and health sectors downstream. Merit based scholarships will be available for Solomon Island students funded through the DFAT Honiara bilateral budget.
- *Australian Pacific Technical College (APTC)* – over the past seven years Solomon Islanders have had opportunity to complete Australian Certificate III, IV and Diploma courses across two schools (trades and technology and hospitality and community services). A Solomon Islands campus was established in 2013 in partnership with Don Bosco where the APTC is building the capability of Don Bosco to enable it to deliver the equivalent of an Australian Certificate II qualification in automotive and construction.
- *Australian Awards* - includes Australia Awards Scholarships (AAS) and Australia Awards Pacific Scholarships (AAPS). In the Solomon Islands Australia provides approximately 60 scholarships at a cost of AUD 4million per year.
- *University of the South Pacific* - Australia will provide more than AUD 49 million over four years from 2013-2017 for core funding and projects.

The *Skills for Economic Growth Program* is also consistent with and complementary to the Strategic intentions of the Solomon Islands Government. Within its Medium Term Development Plan 2014 – 2018<sup>6</sup> the Solomon Islands Government (SIG) responds to a range of national development strategy objectives including a number that are specifically relevant to the proposed *Skills for Economic Growth Program*, viz:

*Objective 1 to alleviate poverty and provide greater benefits and opportunities to improve the lives of Solomon Islanders in a peaceful and stable society*

*Objective 2 to provide support to the vulnerable*

*Objective 4 to ensure that all Solomon Islanders have access to quality education and for the Country to adequately and sustainably meet its manpower needs*

*Objective 5 to Increase the rate of economic growth and equitably distribute the benefits of employment and higher incomes amongst all the Provinces and people of the Solomon Islands*

Further the SIG National Development Strategy (NDS) proposes that *for the NDS objectives to be achieved they must be linked to the detailed plans of implementation actions of line ministries,*

---

<sup>6</sup> Medium Term Development Plan 2014 – 2018 (Solomon Islands Government, 2013)

---

provinces and communities...<sup>7</sup>

The SIG Budget Strategy and Outlook Paper (2014) in its summary of budget consultations cites *Technical Vocational Education Training (TVET) is vital sub-sector in education that needs support and improvement. Most provinces lack TVET and it is important that TVET is established in all provinces...*<sup>8</sup>. Of further relevance is the reference in the Budget Paper to rural and general economic development with the Government committing to project investments *to develop our rural economic base*<sup>9</sup> in agriculture, forestry, tourism, commerce and industries, fisheries, lands, mines and energy, and finance and banking.

The National Human Resource Development and Training Plan 2012–2014 (NHRDP)<sup>10</sup> aims to:

- Define the skills that are in demand domestically and internationally
- Establish mechanisms that assist the education and training system to meet current and future demands
- Improve social equity in participation and outcomes
- Support the development of a workforce with the skills to take advantage of international labour opportunities

Critically, the NHRDP responds to the need for improved coordination across line ministries in the delivery of national development strategy objectives through the establishment of a *National Human Resource Development Training Council* comprised of representatives from the private sector, Government ministries related to economic development and social justice at national and provincial levels, as well as representatives from education and training providers.

In response to SIG priorities, the Australian Government's Solomon Islands Education Delivery Strategy<sup>11</sup> includes objectives which focus on:

- ensuring young Solomon Islanders are prepared for Tertiary and TVET study particularly for trades skills
- quality assurance mechanisms to support tertiary and TVET institutions deliver an increasing number of international standard qualifications in in-demand sectors
- improved access for disadvantaged young people, those with a disability and gender equality

## 2.2 ECONOMIC ENVIRONMENT

The SIG in its most recent Budget Outlook paper sees the economy becoming increasingly challenging caused principally by contraction in the agriculture, forestry and mining sectors. Despite these circumstances, economic growth is expected to remain positive on the basis of solid growth in the construction, manufacturing and service sectors, particularly telecommunications. Real GDP growth in 2014 is forecast to be around 4% based particularly on expected improvements in export commodity prices. However, given continuing levels of population growth (2.3%), GDP per capita is unlikely to improve any substantial way<sup>12</sup>.

Of relevance to the *Skills for Economic Growth Program*, the SIG remains committed to structural reform in areas such as business regulation and financial systems, infrastructure and state-owned enterprises. The expansion of financial services, particularly in rural areas, for individuals and small to medium enterprises (SME) is intended to expand access to credit, promote savings and foster

---

<sup>7</sup> National Development Strategy 2011-2020 - Part II: Implementing the Strategy, p48.

<sup>8</sup> Solomon Islands Budget 2014 Budget Strategy and Outlook Paper, p28

<sup>9</sup> ibid p33

<sup>10</sup> National Human Resource Development and Training Plan 2012 2014 (Ministry of Development Planning and Aid Coordination, 2011)

<sup>11</sup> Solomon Islands Strategy Annex to PESDA (Department of Foreign Affairs and Trade, 2013)

<sup>12</sup> Solomon Islands Budget 2014 Budget Strategy and Outlook Paper , pp3-4



improvements in living standards. With priority given to the implementation of the National Transport Plan, improvements in roads, wharves and airports will offer employment opportunities and associated skill demand, as well as improve access to market and concomitant incentives to investment in tourism, agriculture, fisheries and post harvest processing. The SIG is planning increased investment in state-owned enterprises to expand access to electricity, water, transportation and communications in provincial areas. This again should generate skills demand and employment opportunities and generally support economic development.

## 2.3 LABOUR MARKET

The Solomon Islands Census (2009)<sup>13</sup> reports a total population of almost 516,000 with an annual growth rate of 2.3%. At the time of the census, only twenty per cent of the population resided in urban areas but the level of urbanisation was increasing at twice the rate of population growth indicating a significant 'drift' to urban areas possibly in search of employment.

In 2009 the labour force was comprised of:

	<b>Total</b>	<b>Male</b>	<b>Female</b>
Paid employment	81,194	54,536	26,658
Subsistence workers	87,913	35,248	52,665
Unpaid workers	41,191	17,861	23,330
Unemployed	4,331	2,490	1,841
<b>Total</b>	<b>214,629</b>	<b>110,135</b>	<b>104,494</b>

Nearly half (45%) of the adult population in 2009 was in the 15-29 age group and based on UN population projections this proportion is unlikely to change over the following decade. On this basis, the projected numbers of young people aged 15-29 years will be 158,000 by 2015 and 180,000 by 2020<sup>14</sup>.

The combination of population growth, urban drift and substantial youth bulge is and will continue to put significant pressure on the labour market in the formal economy. However the formal economy consisting of wage employees and employers is relatively small, employing only one-in-five of the employed population aged 15 years and above.

Applying the 2009 non-farm employment-to-population ratio and extrapolating it to 2015 and 2020, Curtin predicts that a further 11,000 jobs by 2015 and another by 11,000 by 2020 will be required to simply maintain the same non-farm employment-to-population ratio as in 2009<sup>15</sup>.

Based on 2009 Census Data, the structure of employment in the Solomon Islands as detailed in the following table<sup>16</sup> shows a relatively small proportion of workers in the formal economy (21%) compared with just under 80% in the informal and subsistence based economies.

<b>Formal Economy</b>	<b>Informal Economy</b>	<b>Subsistence Economy</b>	<b>Total</b>
43,505	77,763	86,850	208,118
20.9%	37.4%	41.7%	100%

Of those working in the formal economy, 62% are employees in the private sector, 4% are employers and the remaining 35% are in the public sector. From more recent National Provident Fund data it is possible to derive a breakdown of employment types in the formal economy with the two largest sectors in terms of numbers of contributors being education services (predominantly teachers) and public administration – 20% and 16% respectively. Other significant sectors include logging (14%),

<sup>13</sup> Solomon Islands 2009 Population and Housing Census (Solomon Islands National Statistics Office, 2011)

<sup>14</sup> Curtin, Richard, Review and Analysis of the Demand for Skills in the Solomon Islands Labour Market (Australian Government, 2013) p11

<sup>15</sup> Ibid p11

<sup>16</sup> Ibid p 12

retail trade (8%), other social services (4%), agriculture services (4%), food manufacturing (4%), wholesale trade (3%), religion (3%), mining (3%), domestic personal services (3%), hotels (2%), and health services (2%)<sup>17</sup>.

Based on analysis of census data and a survey by the Solomon Islands Chamber of Commerce and Industry (SICCI) Curtain<sup>18</sup> concluded that the principal areas of skill shortages in the formal economy were at the managerial, professional, associate professional and technician levels. The Solomon Islands Built Environment Professional Association (SIBEPA) also reported skill shortages at trade levels<sup>19</sup>.

Skill gaps in the existing workforce are significant. Following an analysis of post-school qualifications in the current workforce, Curtain concludes that *the level of education attainment is far below what could be expected, especially at the professional and sub-professional levels*.<sup>20</sup> This is particularly relevant to an emerging TVET sector in the Solomon Islands where with improved capacity and more flexible qualification structures, providers could begin to deliver accredited short-courses, up-skilling the existing workforce and enabling workers to build a full qualification over time.

Finally, with regard international labour markets, it appears that few Solomon Islanders, other than those on seasonal worker programs, have availed themselves of international employment opportunities. Recent Australian census data points to less than 1,000 Solomon Islanders resident and employed across a broad range of occupations in Australia. The higher concentrations reported were in health care (19%), public administration (10%), manufacturing (9%), professional (9%), retail trade (8%) and education (8%). In New Zealand, the number of skilled Solomon Island migrants between 2008 and 2012 was just 70. The pattern of employment in NZ is predominantly in the professions (33%) and in the technician trade areas (20%)<sup>21</sup>.

## 2.4 CURRENT DEVELOPMENTS IN POST SECONDARY EDUCATION AND TRAINING

Solomon Islands post secondary education and training system is at a crossroad. The Ministry of Education and Human Resource Development (MEHRD) are proposing to move forward a quality assurance authority and related legislation without having clearly articulated design of the system. There are currently committees being proposed for varying purposes (e.g. National Human Resource Development Training Council (NHRDTC) or Tertiary Education Commission (TEC)) without the design (or mapping of the system) being undertaken and therefore without the roles and responsibilities linked to the education and training system. A national quality assurance authority is also being proposed without a clear outline of its scope, roles and responsibilities.

Currently formal tertiary education provision includes:

- Higher education (Solomon Islands National University [SINU], Open College of University of Papua New Guinea [UPNG], University of the South Pacific [USP])
- Vocational education (SINU, Open College of UPNG, vocation and rural training centres [N=40], APTC, private providers [N=4]).

Overall enrolments in 2012 were as follows<sup>22</sup>:

Tertiary Provider	Total	Male	Female
SINU	2,228	1,257	971

<sup>17</sup> Curtain, P13

<sup>18</sup> ibid p38

<sup>19</sup> ibid p37

<sup>20</sup> ibid p48

<sup>21</sup> ibid pp66-71

<sup>22</sup> Peddle, B. Review and Analysis of Participation in the Solomon Islands Tertiary Sector (2013)

<b>Tertiary Provider</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
Rural Training Centres	1,903	1,243	660
Don Bosco	289	228	61
USP	3,346	2,093	1,253
APTC	176	81	95
<b>Totals</b>	<b>7,942</b>	<b>4,902</b>	<b>3,040</b>

Excluding USP and the SINU Schools of Education and Humanities, and Nursing and Allied Health, the overall enrolment in TVET in 2012 amounted to 3,430 with 30% of those enrolled at SINU<sup>23</sup>.

SINU, USP and UPNG as universities are responsible for their own accreditation and quality assurance of programs. External to the universities there is no agreed competency standards, curriculum or TVET qualifications (national or provider based). MEHRD takes minimal responsibility for the quality of TVET provision; involvement is mainly through funding of TVET provision via grants and teacher wages.

The Solomon Islands has in place an apprenticeship scheme. The Ministry of Commerce, Industry and Employment is responsible for the implementation of the requirements related to apprentices. The Labour Act and its Rules outlines the establishment of the Apprenticeship Board, role of the supervisor and inspectors, the requirements for a contract between the employer and the apprentice, probationary periods, suspension and termination of contracts, dispute resolution, records management, requirement for remuneration, and requirements for proficiency tests and examinations and issuance of a certificate of completion of apprenticeship. The Rules also includes the requirements for Training Schemes in respect to each trade and the processes and details related to such Training Schemes. The Labour Act and its Rules do not prescribe who is responsible for undertaking the apprenticeship proficiency tests and examinations nor does it prescribe what organisation/s is responsible for provision of formal training of apprentices.<sup>24</sup>

Since the start of the tensions the apprenticeship scheme has faced difficulties with closure of businesses and there is a disjunct between what industry needs and the provision of trade programs<sup>25</sup>.

The National Training and Trade Testing (NTTT) unit is part of the Ministry of Commerce, Industries Labour and Immigration (MCILI). The NTTT unit's role includes training support for those in the workforce (related to trade areas), undertaking proficiency assessments of apprentices as well as undertaking assessments of exiting students from vocational and rural training centres and of those employed in the workforce (related to trade areas).<sup>26</sup>

There are limited links between the MEHRD and MCILI in relation to TVET provision which is

<sup>23</sup> Bateman, Cassity & Fangalusuu, Financing TVET in the Pacific – Solomon Islands Country Report, *unpublished draft*, Australian Council for Education Research, (2014)

<sup>24</sup> Bateman, Cassity & Fangalusuu 2014 draft. The Electricity Act (SIG 1996) notes that B Grade licence is available to those who have completed Electrical Trades Course at the Solomon Islands College of Higher Education and passed a Trade Test set by the Apprenticeship Board; or to those who have a minimum of five years experience as an electrical wireman in the electrical trade and has obtained a pass in the Theory and Practical Tests at Final Level of Testing, and has satisfied the requirement set by the National Trade Training and Testing Committee. The Act also notes that an A Grade licence is available to those who have completed an apprenticeship period as an electrician and has carried out electrical wiring work for a total of twelve months after completion of the apprenticeship, or has worked in the electrical trade as an unlicensed wireman for not less than five years.

<sup>25</sup> Bateman, Cassity & Fangalusuu 2014 draft.

<sup>26</sup> Bateman, Cassity & Fangalusuu 2014 draft.

---

especially concerning given that the SIG is aiming to establish a strong TVET sector as part of its workforce development. The interrelationship between MEHRD and MCIL is not clear or established.

The lack of design (even in draft form) of a structured TVET system poses a risk to future development and quality assurance of the post secondary education and training system.

Current underpinning authorities for secondary and post secondary education and training provision are:

- The Education Act 1978 (currently under review)
- Solomon Islands National University Act 2012
- Constitution (Amendment Act) 1978
- Public Finance and Audit Act 1978
- The Research Act 1984.

In addition, the apprenticeship scheme is legislated through the Labour Act (and associated Rules), with the Electricity Act 1996 outlining the training and recognition requirements for electricians.

Central to the proposed post secondary education and training system is the intention of SIG to complete new legislation related to the establishment of the Solomon Islands Qualification Framework (SIQF) and the Solomon Islands Qualifications Authority (SIQA).

This draft Act includes details related to:

- Lifelong learning and qualifications system
- SIQF
- Solomon Islands quality assurance processes including registration, accreditation and audit
- Solomon Islands Qualifications Authority
- Advisory council.

The format of the proposed Qualifications Act indicates that there is extensive detail related to the quality assurance strategies. This approach could prove to be inflexible for SIG in terms of potential future approaches – it is considered that much of this detail could be included in policies and procedures of the Qualifications Authority rather than in the legislation.

The Labour Act (and associated Rules) and the Electricity Act 1996 are out of date and require revision. Although these legislations would fall outside the scope of the SIG support consideration needs to be given to these adjunct legislation in any revision of the Education Act and also the proposed Act in relation to the qualifications authority.

The lack of legislation related to a Post-School Education and Training (PSET) system poses a significant risk to future development and quality assurance of the TVET Sector.

### **3. LOGIC AND EXPECTED OUTCOMES**

The goal of the Solomon Islands *Skills for Economic Growth Program* is:

*The nation's post-school education and training system produces quality graduates who are in demand in the labour market and who have the skills and knowledge needed to increase national productivity and competitiveness.*

The Program design is based on the premise that by facilitating access to quality skills training that is better aligned to labour market demand, graduates will have greater opportunity for productive employment in national and international labour markets.

The concomitant logic is that the establishment of a quality assured national qualifications structure developed and benchmarked to international quality standards will facilitates mutual recognition of qualifications and establishes pathways for continuing education and training both nationally and

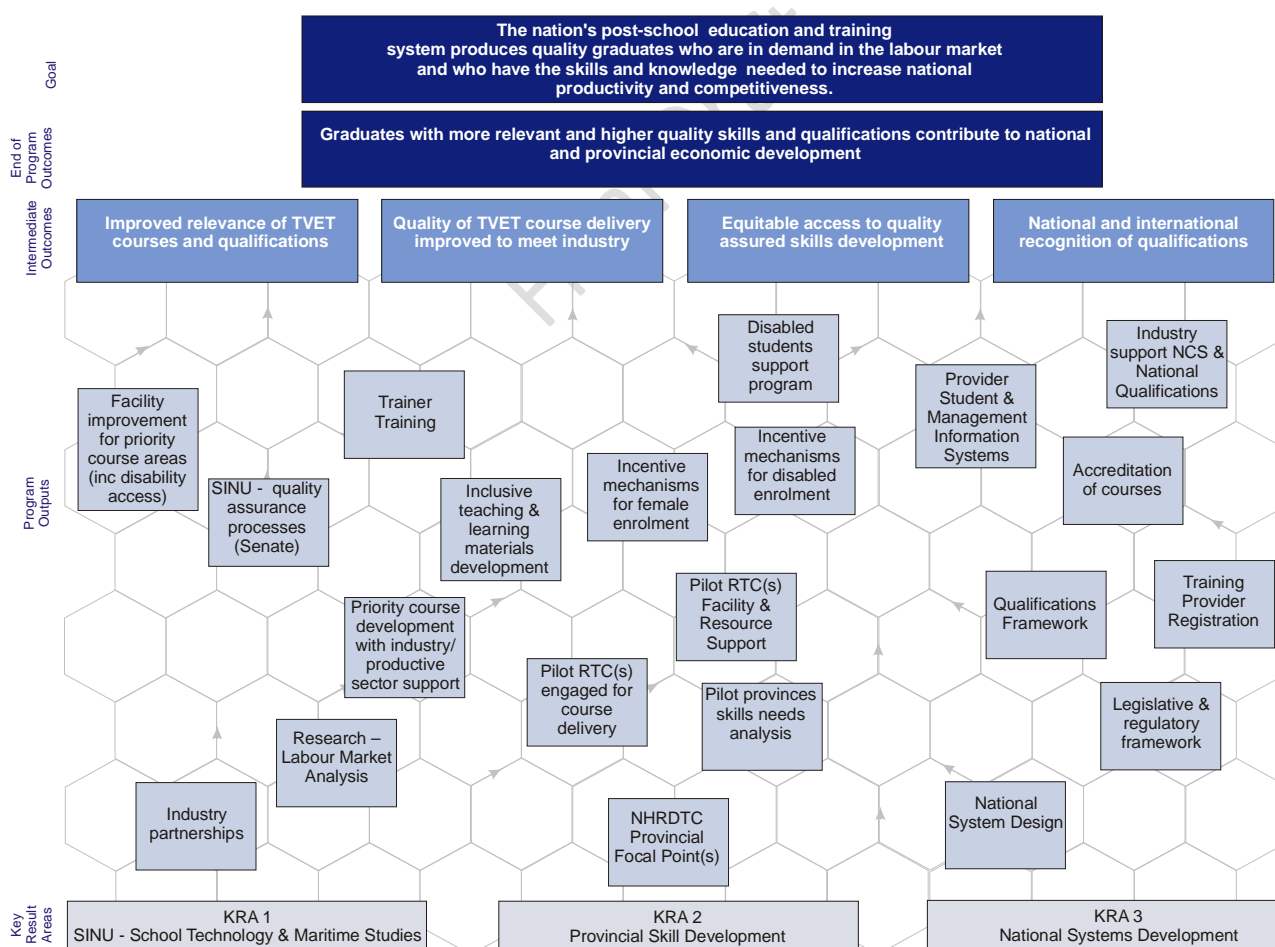
internationally.

In the first phase of a longer term (10 year) investment strategy the initial program of support will be structured around three key result areas (KRAs):

- Solomon Islands National University – School of Technology and Maritime Studies specifically targeting in the first instance quality improvements in trades and technology skills training in areas of priority skill demand
- Provincial Training Delivery (pilot) based in selected provinces with a focus on quality improvements in delivery of high priority courses aligned to provincial economic development priorities including enhancements to seasonal worker preparation and repatriation and extension of the Youth at Work Program
- National Systems Development including national post school education and training systems design, enabling legislation for an appropriately scaled and affordable national qualifications authority and a national qualifications framework, as well as the capacity building related to the establishment of the authority itself.

The Program **Theory of Change** in the following diagram illustrates the interconnectivity of planned outputs for each KRA and how, in combination, they will lead to end of Program outcomes of improved relevance, quality and access within the TVET sector contributing to the overall achievement of the Program Goal.

### Theory of Change



---

## 4. INVESTMENT DESCRIPTION

### 4.1 DESIGN FEATURES

While a longer-term program of support for the Solomon Islands TVET Sector is envisaged over 10 years, a process of progressive engagement is planned. This design focuses on the initial 4 year period and for all intents and purposes could be regarded as a preparatory period within which models of effective TVET practice will be developed, trialled and prepared for roll-out in subsequent periods.

The design focuses on three key elements of the TVET sector<sup>27</sup>:

- The major focus (>70% of planned budget) is on skills development in support of the formal economy through the SINU School of Technology and Maritime Studies
- Pilot programs in support of provincial development and the informal economy through targeted short courses in selected provinces
- National systems development leading to a structured approach to quality assurance of the national TVET system

Integral to the progressive engagement principle, the design is intended to be flexible in implementation with a heavy reliance on regular review of lessons learned and continuous improvement processes. It will be participatory in nature, operating to strengthen existing processes and practice cumulatively at a sustainable pace that is consistent with the availability of resources.

As such, the design is scaleable at a number of levels and its scope can be adjusted according to circumstances without jeopardising its overall intent. Given the design focus on the identification of priority skill demands as a determinant of investment it is possible, dependent on budget availability, to expand or contract the number of priorities being addressed at any one time. For example at SINU-STMS if sufficient funds are available it may be possible to focus on a number of priority skill demand areas simultaneously. Conversely if only limited funds are available the focus may be confined to only the highest priority. Similarly provincial activity may be scaled up or scaled down.

Program implementation will concentrate at institutional level on determining priority skill demands and developing strategies to respond rapidly to these priorities. The expected benefits from this targeted approach are twofold. Firstly, graduates in high skill demand areas will emerge at an early stage with increased opportunity for employment. Secondly, models of a flexible, responsive and quality based TVET system will have been established from which learning, refinement and roll-out can occur. Lessons derived from institutional activities, especially the development of industry endorsed competency based courses, will in turn inform national TVET system development.

### 4.2 IMPLEMENTATION STRATEGIES

#### 4.2.1 Key Result Area 1: SINU – School of Technology & Maritime Studies (STMS)

Before any level of support for the SINU – STMS can commence, a *Memorandum of Agreement* (MOA) will need to be developed and agreed in consultation with the Vice-Chancellor and nominated SINU personnel. The MOA should reflect a partnership approach and be akin to a

---

<sup>27</sup> The terms TVET Sector and TVET System are often used synonymously but for the purposes of this design they are used separately. The term TVET Sector is used to encompass both the demand and supply aspects of workforce development incorporating industry, professional associations, relevant Government agencies (including those directly related to economic activity), non-government organisations as well as TVET providers, related regulatory bodies and quality assurance agencies. The term TVET System is applied more narrowly with a focus on the supply side – Government and non-government authorities related to TVET provision, relevant regulatory authorities, quality assurance agencies and TVET providers.



---

standard *Subsidiary Agreement* between Governments and include consideration of areas such as purpose, coordination and management arrangements, quality assurance and course accreditation arrangements, duration, location, activity personnel, monitoring and evaluation arrangements, and agreed financial contributions of each party. SINU has requested support in enhancing STMS systems.

Initially it is recommended that respective financial contributions be made according to an agreed budget for support. In future years it may be possible to consider more direct funding arrangements if SINU was able to implement the recommendations of recent PFM and Procurement reviews.

The Skills for Economic Growth Concept Note (Schofield, 2012) recommended an external quality review including a whole of institute audit as a first step in SICHE developing a business case for Australian Government support. This recommendation has not been acted on due to the emergence of SINU and the management of the new university considering an external review premature when new systems and structures are just being put in place.

This design proposes a similar ‘review as a precursor to investment’ principle but at a reduced scale, targeting in the first instance individual courses and faculties within the School of Technology and Maritime Studies (STMS) that are most aligned to priority skill demand areas in the labour market.

The Senior TVET Adviser will be co-located with, and act as a direct advisory counterpart and mentor to the STMS Dean. As colleagues, it is expected that these two will guide the labour market analysis, review, with industry assistance, existing capacity in faculties aligned to labour market priorities, and on an annual basis develop a Quality Improvement Plan (QIP) detailing requirements with respect to competency unit and course development, trainer capacity building and facility upgrades (including tools, equipment and consumable requirements).

Implementation strategies to complete this process and begin program delivery in targeted areas are outlined below beginning with coordination and management arrangements.

#### **4.2.1.1 Output 1: SINU-STMS Development Committee**

Any development within the STMS supported by the Australian Government must be consistent with and fully compliant with SINU policies and procedures. To ensure this occurs it is proposed that a Development Committee be established comprised of the Vice-Chancellor (Chair), Pro Vice-Chancellor – Academic, Dean – STMS, Senior TVET Adviser, and the assigned DFAT Program Manager.

The STMS Development Committee should have a number of functions principally related to approval of STMS Quality Improvement Plans including:

- agree priority courses based on labour market analysis
- endorse formation of relevant industry support groups
- facilitate SINU quality assurance processes through the Board of Study and Senate and obtain external industry validation of units of competency and courses developed by STMS in priority industry sectors
- endorse individual faculty professional development programs
- endorse facility improvement plans
- quality assure and endorse inclusive teaching and learning materials produced in priority course areas
- ensure access principles adhered to and monitor incentive programs targeting female and people with a disability enrolment
- oversee implementation of strengthened STMS student and management information systems and quality assure all reports
- ensure STMS full compliance with the regulatory requirements of the Solomon Islands Qualification Authority (once it is established)

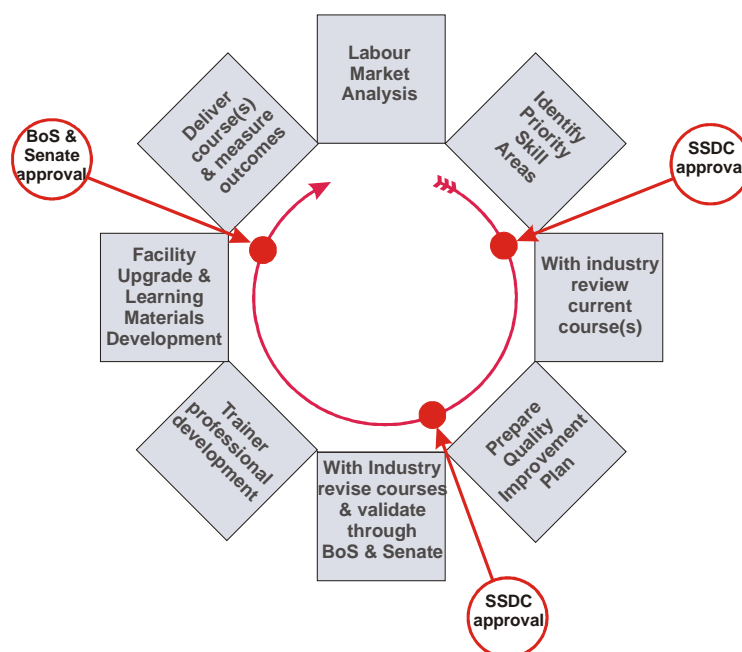
---

Final Draft



The improvement cycle at its simplest is represented in the following diagram which illustrates a logical sequence of steps and the points at which the SINU STMS Development Committee (SSDC) should play an active role.

In the first instance the SSDC will ratify the outcomes of the labour market analysis and agree the priority areas for support. The next critical point arises on the submission of the QIP when the SSDC will approve progression of proposed courses through the Board of Studies and Senate processes, as well as staff professional development and facility improvements. Finally, upon satisfactory completion of all of the approved activities in the QIP together with Board of Studies/Senate course approval, the SSDC will approve the inclusion of the upgraded courses within the STMS course profile for delivery.



The process is described in further detail in the following Output descriptions.

#### 4.2.1.2 Output 2: Labour market analysis and Quality Improvement Plans

In preparation for this design, a labour market study was commissioned by the Australian aid program in Honiara. This study (Curtain 2013) incorporated analysis of a number of previously published studies relevant to the labour market in the Solomon Islands with data from the most recent 2009 census. It is expected that this study will be the primary reference for the STMS Dean with the support of the Senior TVET Adviser (STVETA) in determining labour market priorities. Additional reference sources should include the Employer Surveys regularly conducted by the Solomon Islands Chamber of Commerce and Industry (SICCI), labour market studies undertaken by the Australian Pacific Technical College (APTC) and direct contact with key industry groups such as the Association of Solomon Islands Manufacturers and Solomon Islands Built Environment Professionals Association.

On the basis of this analysis, relevant courses/qualifications should be listed in priority order and presented to the SSDC for consideration and decision as to which courses/qualifications should be considered for inclusion in the Annual Quality Improvement Plan.

At this point the STMS Dean with STVETA support will proceed to develop the QIP. A number of key research activities will need to be undertaken in preparation before the QIP can be finalised including:

- Strengthen SINU industry advisory groups (IAG) with specific interest in the selected priority courses
- With IAG support review existing courses and identify areas for course improvement
- Analyse existing trainer capacity and determine existing skill gaps in relation to the delivery of new courses
- Analyse existing resources (including workshops, equipment, and teaching and learning materials) and identify any areas that will require upgrade in support of new courses
- Prepare an indicative budget for each activity including the cost of consumables and utilities associated with the delivery of the new courses

Once all research has been completed, the STMS Dean and STVETA will complete the QIP for

---

presentation to the SSDC. Decisions by the SSDC as to the number of courses, trainers and associated resources that will be endorsed will be wholly dependent on the financial resources available at the time and within budget parameters agreed in the MOA.

#### **4.2.1.3 Output 3: Priority course development with industry support**

It is expected that all existing courses will need to be updated and rewritten in competency based terms prior to submission through the Board of Study and SINU Senate for approvals and quality assurance purposes. It is understood that this process will initially precede developments with respect to a Solomon Islands Qualification Authority and ensuing regulations related to course accreditation. However, SINU has opportunity to build on regional best practice in competency based unit and course construction and in time inform any nascent SIQA approach in this area.

New course development should be underpinned by a clear understanding of industry standards and expectations. Non-standing industry advisory groups should be formed on an as needs basis to inform and support unit of competency and course development specific to priority skill demand areas. Given the generic nature of most competencies in trade and technology areas it is possible to expedite this process by adopting and adapting, as required, units of competency developed elsewhere. For example, over the past two years the Samoa Qualifications Authority (SQA) has developed over 400 units of competency across 7 trade areas. Over the same period, the Vanuatu National Training Council (VNTC) has pursued the same process and developed similar numbers of competency units across trade and other areas including agriculture, livestock, fisheries and forestry.

Prior to the establishment of the SIQA and its associated accreditation requirements, relevant units of competency should be packaged into courses at applicable levels on the SINU qualifications structure for endorsement by appropriate industry support groups and the SINU Senate.

#### **4.2.1.4 Output 4: Inclusive teaching and learning materials development**

Once courses have been approved, existing teaching and learning materials will also need to be upgraded or new materials written from scratch. In the first quality improvement cycle (year 1) it is proposed to tap the Discretionary Technical Assistance Budget to engage a short term Teaching and Learning Materials Development Specialist (MDS) to advise on the processes involved with instructional design, materials preparation and publication. The materials development specialist will also guide the adoption and adaptation of existing materials relevant to the new course(s).

Consistent with the desired outcome for improved access for young women to non-traditional technology and trades training it will be essential that all materials are gender neutral and use positive female role models in illustrative media wherever possible.

A critical output for the MDS will be the establishment of models for the development of inclusive teaching and learning materials development to guide materials development in subsequent quality improvement cycles.

#### **4.2.1.5 Output 5: Trainer training**

While it is understood that a number of the existing staff within the STMS have had previous opportunity for Australian based trainer training through the Ross Trust Fellowship Program<sup>28</sup> much of that training is now out of date and needing upgrade. The APTC with a campus in the Solomon Islands provides a significant opportunity to address trainer training requirements within the STMS at three levels:

- **Certificate IV in Training and Assessment (TAE40110)**

---

<sup>28</sup> Between 1973 and 2002 the Ross Trust Fellowship Program provided grants in excess of AUD2.5 million for Pacific Islanders to undertake fellowship programs in Victoria. The fellowships combined both trainer training through Hawthorn Institute of Education and technical skills training through a number of Victorian TAFE colleges.

---

Completion by STMS trainers of this course will not only improve the quality of training delivery but will also provide participants with a higher level appreciation of competency based training and assessment and the underlying quality assurance principles associated with course accreditation. This in turn will facilitate their participation in the development and accreditation of courses arising from the labour market demands identified through the Quality Improvement Plan process.

- **Technical training**

Delivery of industry endorsed qualifications will demand high levels of technical skill and industry experience. Again the APTC provides an opportunity for STMS trainers to improve their technical proficiency by undertaking and completing Certificate and Diploma courses (if available) in their respective technical area.

- **Management training**

The final area where the APTC could support STMS capacity development is in the form of management training (Diploma in TVET or Management) particularly for faculty heads charged with the responsibility of overseeing the quality reform process in their respective workshops.

The QIP process should identify professional development requirements in each faculty earmarked for upgrade and once the QIP has been approved, arrangements should be immediately put in place with the APTC to plan, schedule and deliver the required courses. Some of these courses may be designed and delivered in direct response to STMS requirements where there is sufficient number of participants to warrant a discrete STMS class. Where this is not the case, STMS participants will need to be slotted into APTC courses as scheduled. In some cases this could mean training on another campus (PNG, Fiji, Samoa).

#### **4.2.1.6 Output 6: Facility improvement for priority course areas**

The availability of equipment, tools and consumables in sufficient quantity, together with workshop layouts conducive to individualised practice and learning, will be essential for the competency based delivery of new courses.

Each QIP will include plans detailing equipment, tools and consumable requirements together with associated workshop refurbishment proposals.<sup>29</sup> All plans will need to be costed and an indicative budget provided as part of the QIP. This is another area where the APTC could provide assistance in the form of technical advice particularly with respect to workshop design, tool and equipment specification and consumable requirements in competency based course delivery.

Once approved by the SSDC through the QIP approval process it will be necessary to undertake the necessary procurement processes ensuring full compliance with the Australian Government's procurement guidelines. Responsibility for procurement will rest with the managing contractor through the Team Leader.

#### **4.2.1.7 Output 7: Student records system**

Assessment is a critical element in a competency based training environment. Competency assessment is an ongoing process which requires a sound student records system capable of tracking individual student's record of assessment of each unit of competency completed within a particular course.

The STVETA with support from a short term Student Records/Information Systems specialist will be

---

<sup>29</sup> It will not be possible within the Australian Government resources available to the STMS to consider new construction or any major modification of an existing structure. However, changes in workshop layout and some internal refurbishment including improved lighting and power supply could well be considered.

---

required to undertake a review of existing student record systems within the STMS and make recommendations to the SSDC as to a practical and sustainable upgrade commensurate with the requirements of a competency based training environment and the Solomon Islands context. Once again, the APTC can be an important source of advice in this area. The Student Records/Information Systems specialist should advise on either an off-the-shelf solution or the design of a STMS specific solution and oversee its implementation.

However, any recommendation for an STMS specific solution will require a very strong case premised on simplicity of development and implementation within a tight budget and timeframe. Errors in other places in similar circumstances, where application development has resulted in unnecessarily complex and costly systems, taking extended periods of time to develop and ultimately failing in implementation, must be avoided.

The procurement of both hardware and software solutions associated with an upgraded student records system will require SSDC approval and managed through the same procurement processes outlined in section 4.2.1.6 above.

#### **4.2.2 Key Result Area 2: Provincial Skills Development**

It is proposed to develop models for the identification and delivery of courses and skill sets in provincial settings that are directly linked to provincial economic development objectives.

The approach is similar to that outlined above in support of SINU-STMS but with a greater focus on skills needs to support the informal economy in the provinces. Within the first four year phase of the Program it is planned to gradually expand the reach of provincial activity, commencing in the first year in Malaita Province and extending the following year to the Western Province. On the basis of successful models being developed in the first phase, it is envisaged that targeted provincial skills development activities will be rolled out to other Provinces in subsequent phases of the Program.

To guide the process, both international Skills Development Adviser (SDA)<sup>30</sup> and a national Skills Development Adviser will be appointed. During the first two years both advisers will build on their collective skills and experience to put in place the necessary mechanisms to guide provincial skill development. After two years, once mechanisms have been established and models have been successfully developed and implemented, it is expected that the international SDA will no longer be required and the national SDA will take full responsibility for the role. By this stage additional support staff should also be in position in the two provinces. [See Section 6 below for details of proposed staffing inputs.]

##### **4.2.2.1 Output 1: Pilot Provinces selected**

Malaita has been selected as the first pilot province for a number of reasons including its relative ease of access to Honiara, its large population and economic base, and a number of already well established and functioning rural training centres (RTCs). Given that the major economic drivers in Malaita are agriculture, fisheries and forestry it is expected that response to skill demand in these areas will be the principal focus, particularly with respect to supply chain activities such as value adding processing, marketing, distribution and business development.

The choice of Western Province as the second location for Program support is premised primarily on its tourism potential. Given it is already an important tourist destination with on average 60% of arrivals to the Solomon Islands visiting Western Province<sup>31</sup> It offers the possibility of establishing skill development models in the tourism sector for downstream roll-out to other provinces which have tourism related economic development objectives.

---

<sup>30</sup> A position description for the Skills Development Adviser is provided in Annex 4

<sup>31</sup> Western Province Development Profile (Solomon Islands Ministry of Provincial Government and Rural Development, 2001)

---

The selection of two provinces will extend the geographic reach of the Program, ameliorating some of the equity concerns associated with non-national coverage and broaden the economic sectors which might benefit from targeted skills development. However the selection of these two provinces at the design stage creates a risk that the respective provincial governments and productive sector departments may lack understanding of and be unprepared for the proposed developments. It will therefore be essential from the outset for high levels of consultation to build ownership and to establish cooperative and coordinated structures that ensure Program activities are embedded in key stakeholder economic development policies and practice.

#### **4.2.2.2 Output 2: Skills demand in pilot provinces**

In collaboration with MDPAC and the National HRD Council, support will be provided to encourage the establishment of Provincial Focal Points to foster provincial skills planning aligned to provincial economic priorities and facilitate a coordinated training response to skills demand. In time it is expected that the Provincial Focal Points will evolve into Provincial Skills Councils with Provincial Government, productive sector department, local industry and training provider representation.

Working with Provincial Focal Points and emerging Provincial Skills Councils in the target provinces, the SDAs will promote and assist the development of provincial skills plans incorporating development priorities embodied in Provincial Government Strategic Plans, skill demand from industry, productive sector departments and communities. In determining priority skill needs it will be important to be mindful of the specific needs of those participating in Australian and New Zealand seasonal worker programs both pre-departure and upon return. Another important area to consider will also be the transition to work skills for RTC graduates such as those being supported through the SPC *Youth at Work Program* sponsored by the Australian Government.

#### **4.2.2.3 Output 3: Delivery of courses in priority skill demand areas**

In response to identified skill demand the Program will seek to engage rural training centres (RTCs) to deliver specified courses and related interventions. Key criteria for selection of RTCs will be a preparedness to participate in an experimental program and their capacity to respond to additional training opportunities outside their normal training profile.

Cooperative agreements will be developed with participating RTCs in consultation with the SIARTC and their respective Education Authorities.

It is the intention of the *Skills for Economic Growth Program* to assist the participating training providers to improve their capability to deliver short-courses that are relevant to and meet the quality standards required to support provincial economic priorities. Quality improvements generated by the Program should have a flow-on effect and improve the delivery of their existing training profiles.

Planned assistance to provincial training providers includes:

- Priority course development with industry and productive sector support

Work will be undertaken to review and upgrade or develop courses that are relevant to priority skill areas in order to bring them into a competency based environment and in a form that will facilitate accreditation once the proposed SIQA is underway. Wherever possible, existing units of competency will be adopted and adapted to suit the provincial context and qualification level.

The construction of courses on a unit of competency basis will facilitate skill set training in response to industry/productive sector demand which will in time provide an additional revenue stream for the providers.

- Inclusive teaching and learning materials development

The SDA will guide the development of teaching and learning materials for each of the new

---

courses/skill sets as well as link the training providers to external sources of materials such as the Commonwealth of Learning (CoL), International Labour Organisation (ILO), the APTC and other Australian and NZ TVET providers. The sharing of teaching and learning materials will be an important aspect of TVET system reform in the Solomon Islands where, within such a limited resource base, duplication of investment and effort must be avoided.

It will also be essential to ensure that teaching and learning materials are written and illustrated in a gender neutral way with positive female role models in illustrative media wherever possible.

- **Trainer training**

Training provider trainers and management will be provided access to APTC professional development courses including the Certificate IV in Training and Assessment and Certificate III level technical training in priority areas. Precedent for this level of support was provided in 2013 when the APTC delivered a Certificate IV in Training and Assessment for a specific RTC trainer cohort. However, given the expected low numbers involved it may not be feasible to run discrete courses for the RTC trainers in the target provinces but they will be able to be slotted into other APTC courses being delivered in Honiara (or possibly other APTC campuses elsewhere in the region).

- **Facility support**

With the development of new courses will come the need for upgraded tools, equipment and consumables support. Within the participating providers it will also be crucial to assess existing power supply (generators) and look to ways of expanding capacity as required including consideration of renewable energy sources (solar and wind).

Within the financial resources available it will not be possible to consider construction of new facilities except indirectly by supporting consumable supply for live-work exercises in the construction trades.

- **Partnerships**

With an expanded vision for provincial training delivery and the possibility of delivering short-courses (skill sets) for industry, productive sector agencies and communities will come the opportunity to partner with other providers. For example, if a provider lacks the capacity itself to respond to a particular requirement, it could partner with another provider such as Don Bosco or SINU to jointly deliver the required course. This in itself will provide capacity building support for RTC trainers working alongside colleagues from other providers.

Innovative partnerships need also be fostered with a range of activities including:

- specialist RTCs such as Bethesda and San Isidro where the pilot RTC(s) could look to extend the training for Bethesda and San Isidro graduates and in time offer accredited units of competence enabling disabled trainees to build a recognised qualification over time
- Australian and NZ seasonal worker programs where the RTC(s) could be contracted to deliver specific courses pre-departure (to maximise the overseas experience) or on return (to maximise the economic impact of savings)
- The SPC Youth at Work Program gives out of school youth and school leavers on the job training and experience in the workforce and is intending to trial a Young Entrepreneurs Program which will support participants establish micro-businesses through provision of intensive training and seed capital
- Australian volunteers and/or Youth Ambassadors could be tapped to provide selected RTCs specialist expertise in priority skill development areas



- Student and management information systems

Delivery of competency based training and ultimately the requirements for the delivery of nationally recognised qualifications (under the proposed SIQA) will mean that RTC student record systems will need to be upgraded. Support will be provided for the development of simple spreadsheet and database systems to facilitate this process.

#### **4.2.3 Key Result Area 3: National System Development**

In February, 2014 the MEHRD initiated a tertiary education ‘think tank’ to chart the way forward for the Solomon Islands Tertiary/TVET sector with the principal outcomes being:

- the previous Solomon Islands national qualifications legislation is to be included into a wider Education Bill,
- a Tertiary Sector White Paper is to be completed by the end of May for inclusion into the Education Bill White Paper due for completion by the end of June,
- consideration for the establishment of a Tertiary Education Commission leading to a report to ‘...inform the primary stages of the restructuring of the MEHRD Tertiary Division including the National Training Unit (NTU), the development of the draft Education Act (2014) and associated White Paper and as a source document for the proposal to create the Solomon Islands National Qualifications Authority (SINQA).’<sup>32</sup>

##### **4.2.3.1 Output 1: National Tertiary System Design**

Given this high level of momentum, it is proposed that the Team Leader (TL) will play a principal role as counterpart to the MEHRD Officers who have delegated authority to manage the proposed tertiary education reform process. The TL will undertake a number of key activities including:

- Working in collaboration with key MEHRD personnel to guide the development and conduct of a series of consultative workshops related to national tertiary systems design;
- Development of supportive documentation such as briefing and options papers to assist the consultative process;
- Support for the drafting of a policy document related to the proposed tertiary system including:
  - a clear definition of the TVET and Higher Education Sectors
  - an outline of interrelationship between key stakeholders at national and provincial levels including MEHRD, MCILI, TEC, MDPAC, NHRDTC, SINU and other education and training providers
  - a summary of role and responsibilities of key committees or boards and agencies
  - an outline of interrelationship between MEHRD activities and activities of MCILI
  - a common vision for the purpose, roles and responsibilities of a national qualifications authority

##### **4.2.3.2 Output 2: Legislative and regulatory framework**

It is proposed that short term qualifications authority specialist be fielded to assist the legal advisor(s) commissioned by MEHRD in the process for refining and developing the relevant qualifications authority legislation and reviewing how it will fit with other legislation. The principal role of the technical adviser will be to facilitate SIG decision making and to assist in the review and drafting of legislation as required.

Key activities will include consultation and technical support to strengthen:

- Mapping of various legislation and documentation of proposed linkages and

<sup>32</sup> Briefing paper on a proposal to establish the Solomon Islands Tertiary Education Commission (MEHRD, 2014)

- 
- interrelationships e.g. review and alignment of the MCIL NT unit
  - Review of work undertaken to date in the development of draft legislation to establish a national qualifications authority
  - Review of draft legislation related to PSET (TVET and higher education) to ensure consistency with national systems policy
  - Assisting with drafting, review, and completion of legislation ready for enactment to establish the Solomon Islands Qualifications Authority<sup>33</sup>

#### 4.2.3.3 Output 3: Establishment of the Solomon Islands National Qualifications Authority (SINQA)

The model of quality assurance that will be established and implemented depends heavily on decisions made by the SIG in relation to Outputs 3.1 and 3.2 above. On the assumption that the SIG will legislate to establish the SINQA as a legal entity, personnel will need to be appointed to manage the physical establishment of the authority and the development of the on-going policies and procedures that will guide SINQA implementation.

It is proposed that the *Skills for Economic Growth Program* support this process in three principal ways:

- Capacity building support for appointed personnel drawing on the extensive knowledge and experience now established throughout the region. Relationships should be developed with the Pacific Register of Qualifications and Standards (SPBEA), Fiji Higher Education Commission and the Fiji Qualifications Council, the Tonga National Qualifications and Accreditation Board, the Samoa Qualifications Authority and the Vanuatu National Training Council. Study tours to one or more of these agencies should be considered as should the possibility of experienced personnel from these agencies conducting capacity building programs in the Solomon Islands.
- Technical assistance is proposed with respect to the development of the necessary policy and regulatory frameworks which could also be drawn from these regional sources as well as Australia and New Zealand. Through the *Skills for Economic Growth Program* it will be possible to consider short term technical assistance with respect to the following processes:
  - Review and revision of the National Qualifications Framework (NQF) policy documentation ready for endorsement
  - Review and revision of all existing documentation in relation to course accreditation and provider registration. Both accreditation and registration policies and procedures will need to be developed. Some work has already commenced for accreditation processes but there is no clear process established for how competency standards will be developed, such as if industry advisory groups will be used, advice as to development including template for competencies
  - Assistance with the development of competency standards, plus professional development regarding how to undertake identification and development of competencies. Assistance would include development of templates, review of trial draft competencies and ongoing support
  - Development of National Competency Standards (NCS) (currently in draft form)
  - Alignment of MCIL activities within the quality assurance processes
  - Development of register for qualifications and providers
  - Communication with training providers to ensure engagement with the Quality Standard and the registration and accreditation processes
  - Capacity development of training providers to ensure that they have the ability to develop and implement quality assurance strategies

---

<sup>33</sup> Note that the legislation may be a stand alone document or clauses within the proposed revised Education Act.



- Establishment and capacity development of industry advisory groups to assist with development of achievement standards

Throughout these activities ongoing consultation between the SIQA, MEHRD, MCIE and training providers, and employer stakeholders is critical.

- Piloting the registration and accreditation processes with SINU and the rural training centre(s) supported by the *Skills for Economic Growth Program* including:
  - Review of labour market analysis to identify priority areas for development of NCS
  - Establishment of SIQA Industry Advisory Groups in 3 priority skill demand areas
  - Provisional registration of providers (SINU and relevant RTC(s))<sup>34</sup>
  - Accreditation of at least 1 qualification or skill set in each priority area
  - Training and registration of national assessors (if required)
  - Full registration approving the delivery of a nationally recognised qualification or a skill set<sup>35</sup>.

### 4.3 INCLUSIVE TVET

#### 4.3.1 General principles

The Solomon Islands Government commitment to gender equality and women's development is evidenced by:

- The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) was ratified by the SIG in 2002 and is committed to be independently meeting its CEDAW obligations by 2020<sup>36</sup>.
- The *National Policy on Gender Equality and Women's Development*, developed by the Ministry of Women, Youth and Children Affairs was officially approved by cabinet in January 2010 with specific objectives related to equitable access to education and improved economic status of women.
- Two gender equality indicators in the Medium Term Development Strategy are directly relevant to the TVET Sector, namely:
  - The Gender Parity Index of girls and boys in tertiary education increase from 0.80 in 2007 to 0.95 by 2015 and 1.00 before 2020.
  - Ratio of female to male labour participation rates increases significantly from the stagnant 66%-67% of 2000 to 2010<sup>37</sup>.

The *Skills for Economic Growth Program* will seek to contribute to the achievement of SIG (and GoA) gender equality objectives by providing incentives to encourage female enrolment in non-traditional technology and trades training, work to ensure teaching and learning materials are gender neutral and positive female role models are included as illustrations in course and promotional materials.

<sup>34</sup> Formal acknowledgement that the provider meets key generic standards (recognition) which in Samoa is referred to as listing.

<sup>35</sup> Formal acknowledgement that the provider meets specific standards related to the provision of teaching, learning and assessment of a specific programme (registration).

<sup>36</sup> Medium Term Development Plan (2014-18) (Solomon Islands Government, 2013) p182

<sup>37</sup> Ibid, p183

#### 4.3.2 Incentive mechanisms to improve enrolment of females in non-traditional skills training

The table at right is illustrative of the participation rates of females engaged in non-traditional skills training at SINU-STMS.<sup>38</sup>

Similarly, of the 1,340 enrolled in carpentry and mechanical courses across the national network of RTCs only 59 are female. In fact across all disciplines offered by RTCs in 2012 only 1 student in 4 was female.<sup>39</sup>

Program advisers will encourage providers to examine opportunities to increase female enrolment and completion rates through career counselling, study assistance and welfare support for young women training and working in male dominated environments.

SINU – STMS Enrolment Semester 1, 2013		
Courses	Total enrolment	Female enrolment
Carpentry & Joinery	79	1
Plumbing & Allied	22	2
Light Motor Vehicle	30	2
Heavy Vehicle & Plant	35	0
Electrical	55	1
Industrial Drafting	81	7
Marine Engineering	17	0
Diploma in Survey	93	7
Total	412	20

With support from the Australian Government Post in Honiara (perhaps through linkages with the Pacific Women Shaping Pacific Development initiative) a communications strategy specifically targeting young women should be developed and implemented. The use in promotional materials of positive role models of Pacific women working in non-traditional occupations is one strategy that could be used to encourage enquiry about training requirements and career prospects.

In addition, partnerships between providers and industry should incorporate a concern for equity principles and industry partners should be encouraged to consider increased female participation in work placement and ultimately employment.

Finally, consideration should be given to merit based scholarships (either full fee or partial fee) for young women considering a career in a non-traditional technology or trade area. However it is not sufficient to simply encourage enrolment. Experience has shown that in the absence of study and welfare support, a high proportion of young women fail to complete their studies or transfer to more traditional female oriented areas. Part of the skill development fund could be set aside for distribution to the STMS or participating RTCs as a bonus for each female completion in a non-traditional area.

#### 4.3.3 Incentive mechanisms to improve enrolment of people with a disability [Pilot]

Fostering and supporting partnerships and improved coordination of service delivery are essential elements of the *Skills for Economic Growth Program*. In this context it is proposed that the Program will cultivate partnerships between the participating RTCs and two disability specific centres:

- *Bethesda Disability Training Centre* - targets people with disabilities who have been unable to access employment and provides 8 week programs including community health, education, gardening, poultry, woodwork, sewing, cooking, typing, Christian education, and sports.
- *San Isidro Vocational Training Centre* - provides vocational training and skills development in areas such as woodwork, agriculture, poultry-raising and lifeskills for students who are deaf, hearing impaired or non-verbal.

Through these partnerships it is planned to develop models whereby the vocational training

<sup>38</sup> SINU-STMS supplied data

<sup>39</sup> SIEMIS TVET data, 2010–2012, MEHRD

---

experience gained at these specialist centres can be extended into the more mainstream program delivery offered by the RTCs. For example, an extension of the agriculture/horticulture training at Bethesda and San Isidro through participation in the Asia Pacific Sustainable Development (APSD) RTC which is currently offering the Tutu farming method.<sup>40</sup>

In the mid-term, with the expected establishment of the SINQA, the participating RTC courses should become accredited. This means that any disabled students being supported through these partnerships, irrespective of whether the course is in mechanical, carpentry, agriculture, lifeskills or business, will have access to a nationally recognised qualification or skills set and opportunity for pathways into further education and training.

In the establishment and trialing of models of extended disability support through the RTCs it will be necessary for the Program to facilitate where necessary additional support services such as course adjustments (perhaps extended completion time), study assistance (additional coaching and peer support) and physical access (ramps, handrails, doorways). Specific support requirements for individual students should be able to be developed in cooperation with Bethesda and San Isidro. It is conceivable in the earlier stages of training at a participating RTC, that the Program would support visits by Bethesda and San Isidro staff to advise RTC staff on individual trainee needs and to smooth the transition to a mainstream environment.

#### **4.4 MANAGEMENT AND GOVERNANCE (WORKING IN PARTNER GOVERNMENT SYSTEMS)**

A number of modality options have been considered including:

- Budget support

The *Skills for Economic Growth Program* is embedded within key elements of the Partnership Agreement specifically:

- support Solomon Islands' pursuit of sustainable economic growth strategies;
- support Solomon Islands' efforts to improve service delivery, particularly in rural areas;
- align Australia's aid with Solomon Islands' decision-making, finance and procurement systems.

TOR to manage Program implementation especially the contractual and financial risks associated with the Skill Development Fund and related procurement of training provider services, trainer training and facility and equipment upgrades. A contract amendment would be required but given the scale of the Program it is unlikely that this would be compliant with Commonwealth Procurement Guidelines.

- Managing contractor (MC)

Given the above, the engagement of a managing contractor is the preferred modality. Based on a specific scope of services it will be possible to identify a contractor with the capacity and experience to manage all personnel, financial and other implementation risks associated with a program of this type and scale.

Consideration has been given to a closed tender through the AAS process but if it is difficult to place the Program within AAS categories with only the 'Capacity Building' category currently coming close to describing the nature of the Program. While some degree of capacity building will be required it is not the Program's primary focus which is improved economic outcomes through better targeted skills training. The AAS categories are currently being extended to include an Education and Training category. If this comes into effect promptly then a closed tender under the AAS is recommended but if there are to be delays then a managing contractor should be engaged through an open tender process.

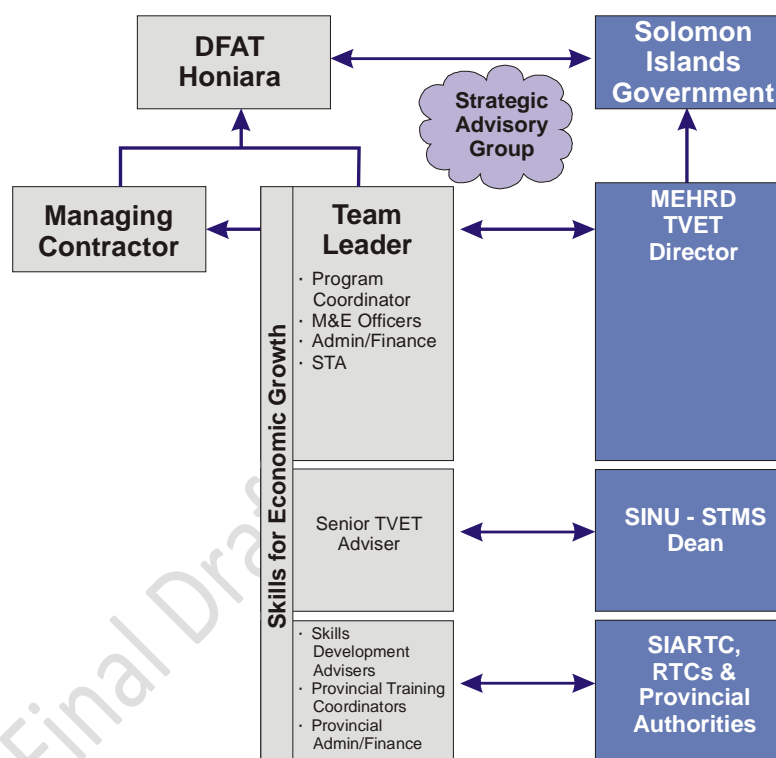
---

<sup>40</sup> A comprehensive approach to agriculture training combining institutional and 'on-farm' experience together with enterprise and marketing skills acquisition built into the program. See *Tutu Rural Training Centre – Lessons in non-formal education for self employed in education* (SPC, 2011)

The Managing Contractor will be responsible for Program implementation including:

- manage program risks
- recruit and manage technical assistance (TA);
- financial management of the Skill Development Fund (SDF);
- support planning and implementation on a rolling annual plan basis
- develop and implement comprehensive M&E framework and plan
- periodic reporting

As illustrated by the diagram primary management responsibility for the *Skills for Economic Growth Program* will reside with a designated Activity Manager within the DFAT Post Honiara. Initially the Team Leader will act as a direct counterpart to the MEHRD TVET Director and, assuming space is available, will be co-located along with support staff with the MEHRD TVET Division. Should national systems reform see the emergence of new structures such as the creation of a Tertiary Education Commission the Team Leader and Program office will be re-located as appropriate. Importantly, the Team Leader will work within MEHRD to ensure Program activity is fully integrated with MEHRD policies and practice.



The Team Leader will be the principal adviser to MEHRD in relation to national system reform and will engage further STAs to support the reform process as required.

Other long term advisory positions include:

- An international Senior TVET Adviser will be co-located with, and act as a direct counterpart to, the Dean of the Schools of Technology and Maritime Studies at SINU.
- Two Skills Development Advisers, one international and one national, will guide the development of targeted skills training in the provinces with the support of provincial training coordinators and provincial administrative/finance officers. The SDAs will be required to undertake frequent provincial travel and will work closely with SIARTC, rural training centres and provincial authorities including provincial governments, productive sector departments and education authorities.

A *Strategic Advisory Group* comprised of senior representatives from MDPAC, MEHRD, SINU, SIARTC, industry, the productive sectors and DFAT Honiara will be established as the principal advisory body to guide program direction and to review program progress and to endorse Program planning and budgets. Importantly the SAG will be a mechanism to promote cooperation and harmonisation across organisations. It is envisaged that the SAG will meet biannually in June and December to enable alignment with both fiscal and calendar year reporting cycles.

## 4.5 REPORTING

The Team Leader will be responsible for the preparation and quality assurance of all Program Reports outlined in the table below:

Report	Content	Timing
Annual Plan	To include activity progress, issues affecting implementation, lessons learned to date, and a detailed work program with associated cost schedules for the following financial year. A review of the Risk Matrix should be integral to this process.	Draft in March and finalised in June each year
Annual Evaluation Report	Prepared on a calendar year basis the Annual Evaluation Report will include activity and output data as well as outcome analysis.	End Nov each year
6 Monthly Report	Progress reports highlighting achievements based on data from M&E analysis, issues, lessons learned, and risk management.	Jun, Dec
Quarterly Financial Report	Full accounting of income and expenditure disaggregated by agreed chart of accounts together with budgets, forecasts and variance reports.	Mar, Jun, Sept, Dec

## 4.6 RISKS

Political uncertainty and changing macroeconomic conditions are beyond the scope of a development program to control but with careful consideration and planning, it is possible to mitigate their negative impacts. Similarly risks arise specifically related to proposed implementation strategies. Foremost of these risks associated with the delivery of the *Skills for Economic Growth Program* objectives relate to national training provider capacity, management and staff attitudes and the current uncertain quality assurance environment.

In previous sections of this design, a range of processes have been outlined to build the capacity of the Solomon Islands TVET system at national and provincial levels. At the provider level significant support will be provided to enhance the quality of delivery through targeted course development, trainer training and facility improvements. At the systemic level, the Program will foster on-going activity to define, legislate and implement a national quality assured TVET system.

A range of related risks and associated mitigation strategies are describe in the Risk Matrix in Annex 1. It will be essential over the life of the Program that the identified risks are monitored and addressed as necessary. The Risk Matrix should be reviewed as a matter of course during the annual planning process and revised as appropriate including the insertion of other unforeseen risks that emerge during implementation.

## 4.7 MONITORING AND EVALUATION (MEF)

Given this design's intention to establish models of effective TVET policy and practice it is essential that a continuing concern for monitoring and evaluation (M&E) be built into all Program activity to enable learning and to provide the evidence base for future interventions.

A draft M&E Framework (MEF) based on the logic model and theory of change detailed in Chapter 3 has been provided in Annex 2. This framework will need to be reviewed and refined as appropriate by the Team Leader in association with the technical advisers associated with each KRA.

---

Baselines will need to be established for all indicators in the MEF and systematic collection and reporting of relevant data in relation to each baseline needs to be undertaken at regular intervals. It is essential that priority be given to the processes of MEF refinement and baseline collection at the beginning of Program implementation.

Consideration has been given to the appointment of a short term monitoring and evaluation adviser to guide the data collection, synthesis and analysis undertaken by two locally appointed M&E Officers.

## **5. DURATION AND PHASING**

The Australian Government is envisaging a longer term program of support over a 10 year period to enhance skills development in the Solomon Islands in response to economic development priorities. It is expected that over this period successive phases will build progressively on the lessons learned in preceding phases.

This design focuses on the initial 4 year period (Phase1) and is expected to commence in July, 2014 and continue to the end of June, 2018. It will be important during the earlier years of Phase 1 that activities remain limited to a small number of focused investments that are able to demonstrate early progress. The recent EU program was overly ambitious and as a result failed to deliver on many fronts. This has left a sense of frustration among training providers and employers have become disengaged. DFAT must learn from this experience and will need to be mindful of not raising expectations in Phase 1, especially under key result areas 1 and 2. For this reason initial investment will focus on skills training for the formal wage economy, working with major employers to improve the quality of graduates in job areas where there is demonstrated demand.

A review of engagement and progress achieved under Phase 1 will provide a basis for the development of a further 4 year investment plan (Phase 2: 2018-2022). The review will be completed before March 2017, enabling a seamless transition to the next phase and alignment with the new National Education Action Plan (NEAP 2016-2020). In Phase 2 it is anticipated that engagement will broaden to work with a wider range of industries in the formal wage economy. Industry advisory groups should be well established and guiding quality improvement plans in key result areas. Throughout Phase 2 the program will further engage beyond the formal wage sector, responding to identified skills needs in the informal economy. Based on models established in Phase 1, the program will consider expanding in additional province(s) and further explore training needs to support growth in the non-formal economy.

Central to Phase 2 will be continuing engagement with the National Qualification Authority and development of a competitive funding mechanism to encourage provider registration and delivery of nationally accredited qualifications. The mechanism would be consistent with the regional approach (Skilling Youth in the Pacific) but flexible enough to support all levels of nationally accredited training. An essential prerequisite for funding will be that training programs are employment-led (i.e. demand-driven). The mechanism or facility would be open to all training providers, and designed to foster innovative and creative ways of delivering nationally recognised education and training in the Solomon Islands.

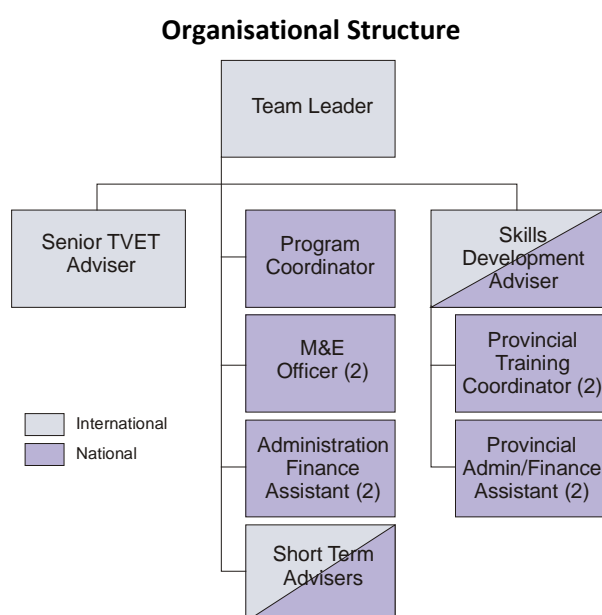
Direction of Phase 3 (2022-2024) will be negotiated between partners as part of the NEAP 2016-2020 review process. It is expected that by Phase 3 MEHRD and SINU will be making resource allocation decisions based on direction from industry advisory groups, as demonstrated by an increase in resources allocated to TVET over a number of consecutive budgets.

## **6. RESOURCES**

At full strength, the Skills for Economic Growth Program will have the following organisational structure but as illustrated in the Input Schedule in Annex 3, resources will be focused on formal



economy developments with a phased build up of staff at the provincial level.



An outline of the proposed roles is provided in the following table. Full position descriptions for key roles are provided in Annex 3.

Team Leader (ARF B4)	<ul style="list-style-type: none"> <li>Working closely with DFAT Honiara, the Team leader will have overall responsibility for the strategic direction, planning, financial and human resource management of the Program. A primary focus of the role is to provide technical and professional leadership, management, guidance and support to all Program personnel in developing an organisational culture that focuses on the achievement of Program objectives and performance requirements through partnerships, teamwork, co-operation and client focus.</li> </ul>
Senior TVET Adviser (ARF B3)	<ul style="list-style-type: none"> <li>Work closely with the management of the Solomon Islands National University (SINU) and the School of Technology and Maritime Studies (STMS) as Senior TVET Adviser and principal counterpart to the Dean of the STMS to guide quality improvements in delivery of qualifications targeted to identified skill demand in priority sectors.</li> </ul>
Skills Development Advisers (2 positions – national and international )	<ul style="list-style-type: none"> <li>In collaboration with provincial governments and provincial productive sector departments develop and implement flexible approaches to skill development that is directly linked to provincial economic development priorities.</li> <li>In the first year the focus will be in Malaita. The Skills Development Advisers will be responsible for widespread consultation and the establishment of mechanisms to identify provincial skill demand and the processes by which appropriate training responses can be delivered. By the beginning of the second year a small coordinating unit will be established in Malaita comprised of a Provincial Training Coordinator and an Administration/Finance Officer. At this time a second M&amp;E Officer will be appointed to assist with the expanded M&amp;E requirements across two provinces.</li> </ul>
Finance and Program Coordinator	<ul style="list-style-type: none"> <li>Assist in the financial management and program coordination of an Australian Government program of assistance for the Solomon Islands TVET sector. The role includes human resource management and communications</li> </ul>

	responsibilities.
M&E Officer (2)	<ul style="list-style-type: none"> <li>– Daily responsibility for the implementation of Program M&amp;E activities including data collection, analysis and periodic reporting at activity, output and outcomes levels.</li> </ul>
Administrative Assistant (2)	<ul style="list-style-type: none"> <li>– One to support the Team Leader and one to support the Senior TVET Adviser at SINU. Provide administrative support for all staff in accordance with the Operations Manual and be responsible for all office logistics including transport arrangements, procurement of stores and equipment, filing and storage.</li> </ul>
Provincial Training Coordinator (2)	<ul style="list-style-type: none"> <li>– Firstly in Malaita, under the guidance of the Skill Development Advisers, the PTC will work with the NHRDTC Provincial Focal Point and consult with provincial governments, provincial productive sector departments, local industry and communities to identify skill priorities and support the delivery of agreed skill development responses.</li> <li>– A similar role is envisaged to commence in Western Province in the second year.</li> </ul>
Provincial Admin/Finance Assistant (2)	<ul style="list-style-type: none"> <li>– Provide administrative and financial support for provincial operations including petty cash, transport arrangements, procurement of stores and equipment, filing and storage.</li> </ul>
Short term adviser positions	<ul style="list-style-type: none"> <li>– To support national systems development and the emergence of the Solomon Islands Qualifications Authority and Qualifications Framework.</li> </ul>
Discretionary budget	<ul style="list-style-type: none"> <li>– For the engagement of additional technical assistance where necessary and approved by DFAT Honiara. From time to time it may be useful to use this fund to tap industry experts or colleagues undertaking similar processes (such as Samoa Qualifications Authority and/or Vanuatu National Training Council personnel) to provide consultancy support.</li> </ul>



## 7. INDICATIVE BUDGET (AUD)

Personnel	Yr1	Yr2	Yr3	Yr4	Total
<b>Long Term Advisers (under ARF)</b>					
Team Leader (ARF B4)					
Senior TVET Adviser (ARF B3)					
Skills Development Adviser (ARF B3)					
Sub-Total					
<b>Short Term Advisers (under ARF)</b>					
STA 1 (B4) - 5 two week trips per year					
M&E Specialist (C3) - 6 two week trips per year					
Student Records/Information Systems Specialist (B3) - 2 x 2 week trips per year					
Contingency Budget					
Sub-Total					
<b>Locally Engaged Staff</b>					
Skills Development Adviser					
Finance and Program Coordinator					
M&E Officer - 1 (P1)					
M&E Officer - 2 (P2)					
Administrative Assistant - 1 (P1)					
Administrative Assistant - 2 (P2)					
Provincial Training Coordinator - 1 (P1)					
Provincial Training Coordinator - 2 (P2)					
Provincial Admin/Finance Assistant - 1 (P1)					
Provincial Admin/Finance Assistant - 2 (P2)					
Sub-Total					
<b>Personnel Sub-Total</b>					
<b>Skills Development Fund</b>					
SINU-STMS	\$750,000	\$1,000,000	\$1,500,000	\$1,500,000	\$4,750,000
Provincial Development	\$300,000	\$400,000	\$500,000	\$500,000	\$1,700,000
Other eg SYP / Female Youth @ Work Scholarships *	\$100,000	\$400,000	\$750,000	\$750,000	\$2,000,000
<b>Skills Development Fund Sub-Total</b>	<b>\$1,150,000</b>	<b>\$1,800,000</b>	<b>\$2,750,000</b>	<b>\$2,750,000</b>	<b>\$8,450,000</b>
<b>Establishment Costs</b>					
Computers/power supply (x10 + x2)	\$25,000	\$5,000	\$0	\$0	\$30,000
Photocopier/Scanner/fax	\$5,000	\$0	\$0	\$0	\$5,000
Desks Chairs storage	\$10,000	\$0	\$0	\$0	\$10,000
Signs	\$1,000	\$0	\$0	\$0	\$1,000
IT setup/Software/Student Record Info sys	\$50,000	\$0	\$0	\$0	\$50,000
Vehicles (x2)	\$80,000	\$0	\$0	\$0	\$80,000
Other	\$9,000	\$0	\$0	\$0	\$9,000
<b>Establishment Costs Sub-Total</b>	<b>\$180,000</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$185,000</b>

<b>Operational Expenses</b>					
Rent	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
Utilities	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Travel	\$80,000	\$80,000	\$50,000	\$50,000	\$260,000
IT maintenance	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Equipment maintenance/repairs	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Vehicle Expenses	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Communication Expenses	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Monitoring & Evaluation	\$20,000	\$50,000	\$50,000	\$50,000	\$170,000
Workshops and Seminars	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
<b>Operational Expenses Sub-Total</b>	<b>\$293,000</b>	<b>\$323,000</b>	<b>\$293,000</b>	<b>\$293,000</b>	<b>\$1,202,000</b>
<b>TOTAL</b>	<b>\$2,875,128</b>	<b>\$3,384,218</b>	<b>\$4,038,062</b>	<b>\$3,951,336</b>	<b>\$14,248,743</b>
Management Fees (% Personnel + OE +EC)					
<b>GRAND TOTAL</b>	<b>\$3,212,666</b>	<b>\$3,854,483</b>	<b>\$4,424,480</b>	<b>\$4,311,736</b>	<b>\$15,803,366</b>

\* this indicative budget includes this contingency line to enable funding of other related activities as required. This may include initiatives to increase the rate of female transition from training to formal economy engagement

---

## ANNEX 1: RISK MATRIX

### Risk Assessment

Likelihood (L)		Consequences(C)				
		Negligible 1	Minor 2	Moderate 3	Major 4	Severe 5
A	Almost Certain	Moderate	Moderate	High	Very High	Very High
B	Likely	Moderate	Moderate	High	High	Very High
C	Possible	Low	Moderate	High	High	High
D	Unlikely	Low	Low	Moderate	Moderate	High
E	Rare	Low	Low	Moderate	Moderate	High

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility
Political uncertainty causes changes in SIG policy direction resulting in loss of leadership, administrative blockages, and support for the concepts and vision for sustainable demand driven TVET system	<ul style="list-style-type: none"> <li>– Employment outcomes difficult to achieve</li> <li>– TVET continues to be supply driven with little connection to labour market needs</li> </ul>	C	4	H	<ul style="list-style-type: none"> <li>• Promote TVET policy reform founded on broad based consultation and consensus</li> <li>• Foster SAG advocacy for national reform</li> <li>• Promote achievements widely to build general political, bureaucratic and community support</li> </ul>	Program Manager, SAG
TVET Policy too narrowly focused on the status quo and restricting reform	<ul style="list-style-type: none"> <li>– Graduates not competitive in national and international labour markets</li> <li>– Weak employment outcomes</li> <li>– Mismatch between skill demand and supply</li> </ul>	D	4	M	<ul style="list-style-type: none"> <li>• Work with Government to review and refine policy</li> <li>• Advocate the benefits of open policy frameworks that enable flexibility and foster innovation</li> <li>• Develop innovative models that yield positive economic outcomes and promote an appetite for policy reform</li> </ul>	Program Manager, SAG
Labour Market Analysis lacks strategic vision and unable to identify future skill demand	<ul style="list-style-type: none"> <li>– Mismatch between skill demand and training provision</li> <li>– Employment outcomes reduced</li> </ul>	C	4	H	<ul style="list-style-type: none"> <li>• Work through SSDC and RTCDC to extend thinking on Labour Market findings and develop projections for current and future skill demand</li> <li>• Work with MDPAC to encourage the sharing of agency human resource development plans</li> <li>• Aggregate agency plans to inform national skills planning</li> </ul>	Program Manager, SSDC, RTCDC
Establishment of SIQA and associated regulatory framework delayed	<ul style="list-style-type: none"> <li>– Training providers frustrated by process</li> <li>– Training providers continue to do their own thing</li> <li>– Early opportunities for skills recognition and pathways to further</li> </ul>	C	4	H	<ul style="list-style-type: none"> <li>• Maintain advocacy and technical support for development of SIQA legislation and implementation of new authority</li> <li>• Encourage SAG active participation in the SIQA developments</li> <li>• Support the SIQA streamline processes to establish national registration and accreditation processes</li> </ul>	Program Manager, SAG, technical advisers

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility
	education and training missed				through linkages with other regional qualifications and quality assurance authorities	
SIQA lacks competent and suitably qualified staff to instil commitment and confidence by stakeholders	<ul style="list-style-type: none"> <li>– Lack of respect for quality assurance system</li> <li>– Reluctance to comply within regulatory requirements</li> <li>– Lack of respect for qualifications nationally and regionally</li> </ul>	B	3	H	<ul style="list-style-type: none"> <li>• Assist agency staff through targeted professional development and technical assistance</li> <li>• Promote partnerships with other regional qualifications authorities</li> <li>• Regional study tours</li> </ul>	SAG, Technical advisers
National training providers lack capacity to deliver	<ul style="list-style-type: none"> <li>– Quality of graduates poor</li> <li>– Employment outcomes affected</li> <li>– Status of TVET diminished affecting Government and industry attitudes to TVET sector support</li> </ul>	B	4	H	<ul style="list-style-type: none"> <li>• Ensure quality improvement plans rigorously developed and implemented</li> <li>• Build capacity through targeted trainer training to include both pedagogy and technical skills upgrade</li> <li>• Support competency based course development in priority skill areas</li> <li>• Provide management training to national training provider managers to better their understanding of the advantages of quality provision that gives access to external funding sources</li> </ul>	Program Manager, SSDC, RTCDC, technical advisers
Pressure on SINU to increase revenue by enrolling greater numbers of students than can be accommodated in a quality and competency based learning environment	<ul style="list-style-type: none"> <li>– Quality of individual student learning suffers</li> <li>– OH&amp;S risks in workshops</li> <li>– Numbers trained not aligned to labour market demand</li> <li>– Industry continues to be dissatisfied with quality of graduate</li> <li>– Future government</li> </ul>	A	4	VH	<ul style="list-style-type: none"> <li>• Develop models that demonstrate the efficiencies arising from a flexible and responsive course offering that improves employability and contributes to national economic development</li> <li>• Develop models for more efficient use of SINU resources to enable high student numbers but across a more diverse range of courses</li> <li>• Promote to Government the economic benefits arising from more efficient training outcomes leading to more graduates finding employment</li> </ul>	Program Manager, SSDC, Technical Adviser

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility
	funding impacted due to poor reputation					
SINU-STMS staff do not fully engage with the process of quality review and reform	<ul style="list-style-type: none"> <li>– Quality of training delivery does not improve</li> <li>– Negative impact on graduate employability</li> </ul>	C	4	H	<ul style="list-style-type: none"> <li>• Strong leadership and commitment both from the SINU senior leadership team and from its Council</li> <li>• Good communication with all staff members so that the implications of the review and reform process is fully understood and appreciated</li> </ul>	SSDC
Training provider training facilities inadequate in Solomon Islands for some high demand training	<ul style="list-style-type: none"> <li>– Mismatch between training standards and industry standards</li> <li>– Trainees unable to demonstrate competence at standards required</li> </ul>	B	4	H	<ul style="list-style-type: none"> <li>• Negotiate access to workplace sites in Solomon Islands where suitable facilities available</li> </ul>	Program Manager, Technical Advisers
Poor workplace attitude limits employability	<ul style="list-style-type: none"> <li>– Employers lack respect for TVET training</li> <li>– Employers unwilling to partner with TVET system</li> <li>– Training remains supply driven</li> </ul>	B	3	H	<ul style="list-style-type: none"> <li>• Engage Youth at Work Program</li> <li>• Incorporate workplace attitude elements in training programs – including communications, team participation, customer service, workplace literacy and numeracy as necessary</li> <li>• Ensure selection criteria for course admission includes attitudinal assessment</li> <li>• Review candidate CVs to ensure training aligned to career paths and not mismatched to current or potential employment roles</li> </ul>	Program Manager, Technical Advisers
Global economic downturn limits international employment opportunities	<ul style="list-style-type: none"> <li>– Increased competition for national employment opportunities</li> <li>– Reduced remittances from overseas workers</li> </ul>	C	5	H	<ul style="list-style-type: none"> <li>• Adjust training plans to focus on national skill demand</li> <li>• Use national technical experts to foster entrepreneurial programs</li> <li>• Support business development through business development training</li> </ul>	SSDC, RTCDC, Technical Advisers

Risk	Effect on Program	L	C	R	Mitigation Strategies	Responsibility
Focus on trade skills limits opportunities for female participation in training	– Inequity continues limiting economic growth opportunities for women	A	3	H	<ul style="list-style-type: none"> <li>• Provide added incentive to training providers who attract females into non-traditional trades training</li> <li>• Provide fee relief for females undertaking training in non-traditional trades training</li> <li>• Promote widely the success of female graduates amongst employers and the community generally</li> </ul>	Program Manager, Technical Advisers, M&E Officer
Internal risk: lack of or insufficient time allocation for experienced and skilled DFAT - AAP education program management staff	<ul style="list-style-type: none"> <li>– Weaker program planning and overall management</li> <li>– Inadequate risk management</li> </ul>	D	3	M	<ul style="list-style-type: none"> <li>• Capacity building for designated Program Manager</li> <li>• On-going technical assistance to Program Manager by Pacific Education Division TVET adviser</li> </ul>	DFAT- Honiara - supervisors and corporate team, Pacific TVET Adviser
Working with children (Child Protection)	– Training focused at post-school level and adolescents will be involved	D	3	M	<ul style="list-style-type: none"> <li>• Need to monitor</li> <li>• Most trainees will be in the post-secondary school age group</li> <li>• Ensure Program Manager attends training that is provided on Child Protection policy</li> <li>• Working with children licences and/or police checks will be required as part of employment contracts</li> </ul>	Program Manager, Technical Advisers
Environmental impact	<ul style="list-style-type: none"> <li>– Training standards not being met and poor reputation for training providers</li> <li>– Graduates not valued by prospective employers</li> </ul>	D	5	H	<ul style="list-style-type: none"> <li>• Occupational health and safety and environmental awareness will be incorporated into training design where relevant</li> <li>• Facility improvement plans to ensure fit for purpose from both an environmental and OHS perspective</li> </ul>	Program Manager, Technical Advisers, Finance & Contracts Officer

---

## **ANNEX 2: MONITORING AND EVALUATION FRAMEWORK**

Final Draft



## Monitoring and Evaluation Framework

### Strategic Objective

To strengthen the capacity of the nation's post-school education and training system to produce quality graduates who are in demand in the labour market and who have the skills and knowledge needed to increase national productivity and competitiveness.

End of Program Outcome	Indicators	Means of Verification
Graduates with more relevant and higher quality skills and qualifications contribute to national and provincial economic development	<ul style="list-style-type: none"><li>– Increased numbers of SINU-STMS and RTC graduates with qualifications that are accepted nationally, regionally and/or internationally</li><li>– &gt;75% of graduates<sup>41</sup> of courses supported by the Skills for Economic Growth Program report positive changes in their personal economic circumstances 6 months after graduation</li></ul>	<ul style="list-style-type: none"><li>– Course evaluation reports</li><li>– Employer surveys</li><li>– Tracer studies</li><li>– Emigration data</li></ul>
Intermediate Outcomes	Indicators	Means of Verification
Improved relevance of TVET courses and qualifications	<ul style="list-style-type: none"><li>– Increased level of industry participation in course development and work placements</li><li>– Improved provincial economic development in targeted skill development areas</li><li>– Industry and employers improved relationship with SINU – STMS</li><li>– Increased employment of SINU – STMS graduates</li><li>– Increasing purchase of workplace training from SINU-STMS by industry</li></ul>	<ul style="list-style-type: none"><li>– Employer Surveys</li><li>– Graduate surveys</li><li>– Records of Industry Advisory Groups</li><li>– Contracts between SINU-STMS and industry</li></ul>

<sup>41</sup> Estimated number of SfEG beneficiaries over 4 years – >1,000 SINU-STMS graduates, > 3,000 graduates provincial training courses

Intermediate Outcomes	Indicators	Means of Verification
Quality of TVET course delivery improved to meet industry standards	<ul style="list-style-type: none"> <li>– Courses and units of competence endorsed by industry</li> <li>– Courses and course materials validated by rigorous internal quality assurance processes</li> <li>– Courses and skill-sets accredited by SIQA (once established)</li> <li>– Solomon Island qualifications increasingly recognised in the region</li> <li>– regional pathways to further education or employment established</li> <li>– Trainers have improved trainer and technical qualifications</li> <li>– Training facilities and resources suitable for competency based delivery to industry standards</li> </ul>	<ul style="list-style-type: none"> <li>– SINU-STMS records</li> <li>– SINU Board of Study and Senate documentation</li> <li>– SIQA records</li> <li>– Trainer records</li> <li>– Physical observation</li> <li>– OH&amp;S assessments</li> <li>– Mutual recognition agreements</li> <li>– Tracer studies</li> </ul>
Equitable access to quality assured skills development	<ul style="list-style-type: none"> <li>– Improved female completion rates</li> <li>– Improved female workforce participation rates</li> <li>– Improved disabled completion rates</li> <li>– Improved disabled workforce participation rates</li> </ul>	<ul style="list-style-type: none"> <li>– SINU-STMS and participating RTC student records</li> <li>– Tracer studies</li> <li>– Labour market studies</li> <li>– Employer surveys</li> <li>– National statistics office</li> </ul>
National and international recognition of qualifications	<ul style="list-style-type: none"> <li>– SIQA established</li> <li>– SI Qualifications Framework endorsed by Government</li> <li>– Post-school providers registered by SIQA</li> <li>– Post-school courses accredited by SIQA</li> <li>– SI qualifications registered on Pacific Registry of Qualifications and Standards</li> <li>– Mutual recognition agreements with other country quality assurance organisations</li> </ul>	<ul style="list-style-type: none"> <li>– SIQA Legislation</li> <li>– SIQA Board Resolutions</li> <li>– SIQA records</li> <li>– PRQS database</li> </ul>

Intermediate Outcomes	Indicators	Means of Verification
	– SI graduates employed in other countries	

Final Draft

## KRA 1 - SINU - School Technology & Maritime Studies

Outputs	Indicators	Means of Verification
SINU – STMS Development Committee operating effectively	<ul style="list-style-type: none"> <li>– # of meetings</li> <li>– Active participation by all members</li> <li>– Allocated budgets fully committed</li> </ul>	<ul style="list-style-type: none"> <li>– Minutes of SSDC proceedings</li> <li>– Attendance records</li> <li>– Financial Reports</li> </ul>
Research – Labour Market Analysis	<ul style="list-style-type: none"> <li>– # of short courses identified</li> <li>– # of full courses identified</li> <li>– Required trainee numbers identified</li> </ul>	<ul style="list-style-type: none"> <li>– Annual Quality improvement Plan</li> <li>– SINU – STMS management information system</li> </ul>
Priority course development with industry support	<ul style="list-style-type: none"> <li>– # units of competency developed</li> <li>– # of full courses developed</li> <li>– # skill sets developed</li> <li>– Industry satisfaction with process</li> <li>– # courses and skills sets accredited by SIQA (once it is established)</li> </ul>	<ul style="list-style-type: none"> <li>– SINU – STMS management information system</li> <li>– Financial records - level of expenditure for course development in relation to SSDC approved budget</li> <li>– Industry participant surveys</li> <li>– SIQA records (once established)</li> </ul>
Inclusive teaching & learning materials development	<ul style="list-style-type: none"> <li>– # teaching and learning materials produced</li> <li>– # teaching and learning materials acquired</li> <li>– Female role models used in illustrative materials where appropriate</li> <li>– Gender neutral language</li> </ul>	<ul style="list-style-type: none"> <li>– Library catalogue</li> <li>– Financial records - level of expenditure for course development in relation to SSDC approved budget</li> <li>– Assessment of teaching and learning materials</li> </ul>
Trainer Training	<ul style="list-style-type: none"> <li>– Trainer skill gaps identified disaggregate by type of skill gap and technology area</li> <li>– # trainers skills and qualifications updated disaggregated by type of course and technology area</li> </ul>	<ul style="list-style-type: none"> <li>– Annual Quality improvement Plan</li> <li>– SINU – STMS management information system</li> <li>– APTC student records</li> <li>– Financial records - level of expenditure for professional development in relation to SSDC approved budget</li> </ul>

## KRA 1 - SINU - School Technology & Maritime Studies

Outputs	Indicators	Means of Verification
Facility improvement for priority course areas (inc disability access)	<ul style="list-style-type: none"> <li>– New tools and equipment purchased and installed</li> <li>– Tool and equipment management systems implemented including maintenance and storage</li> <li>– New workshop layouts</li> <li>– Safe work practices implemented including protective apparel</li> </ul>	<ul style="list-style-type: none"> <li>– Annual Quality improvement Plan</li> <li>– Financial records - level of expenditure for facility improvement relation to SSDC approved budget</li> <li>– Tool and equipment inventory</li> <li>– Occupational health and safety assessment</li> </ul>
SINU-STMS - Student Record System	<ul style="list-style-type: none"> <li>– Student record system developed and operational</li> <li>– Availability of reports at individual student level including gender, disability, school, course, unit completion and full contact details to facilitate tracer studies</li> <li>– Availability of aggregated reports by gender, disability, school, course and unit completion</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for student record system development in relation to SSDC approved budget</li> <li>– Student individual and aggregate reports</li> </ul>
Incentive mechanisms for female enrolment	<ul style="list-style-type: none"> <li>– Increased # of female students enrolled in non-traditional trades training</li> <li>– Increased # of female students graduating with qualifications in non-traditional trades</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for incentive mechanism in relation to SSDC approved budget</li> <li>– Student individual and aggregate reports</li> </ul>
Incentive mechanisms for disabled enrolment	<ul style="list-style-type: none"> <li>– Increased # of disabled students enrolled in non-traditional trades training</li> <li>– Increased # of disabled students graduating with qualifications in non-traditional trades</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for incentive mechanism in relation to SSDC approved budget</li> <li>– Student individual and aggregate reports</li> </ul>

## KRA 2 – Provincial Training Delivery

Outputs	Indicators	Means of Verification
Provincial Skills Planning	<ul style="list-style-type: none"> <li>– NHRDTC Provincial Focal Points established</li> <li>– Provincial Skills Councils established &amp; operational</li> <li>– Provincial Skills Plans developed including: <ul style="list-style-type: none"> <li>○ # of full courses identified</li> <li>○ # of short courses identified (including seasonal worker and youth at work opportunities)</li> <li>○ Required trainee numbers identified</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Provincial Skills Plans</li> <li>– Provincial Skill Council documentation</li> </ul>
Course development with productive sector and industry support	<ul style="list-style-type: none"> <li>– # existing courses reviewed and updated</li> <li>– # units of competency developed</li> <li>– # of new courses developed</li> <li>– # short courses developed</li> <li>– # courses and short courses accredited by SIQA (once it is established)</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for course development</li> <li>– Productive sector/Industry participant surveys</li> <li>– SIQA records (once established)</li> </ul>
Inclusive teaching & learning materials development	<ul style="list-style-type: none"> <li>– # teaching and learning materials produced</li> <li>– # teaching and learning materials acquired</li> <li>– Female role models used in illustrative materials where appropriate</li> <li>– Gender neutral language</li> </ul>	<ul style="list-style-type: none"> <li>– RTC(s) Resource Lists</li> <li>– Financial records - level of expenditure for teaching and learning materials development</li> <li>– Assessment of teaching and learning materials</li> </ul>
Trainer Training	<ul style="list-style-type: none"> <li>– # trainers complete APTC Cert IV TAE</li> <li>– # trainers compete APTC Cert III in technical area</li> </ul>	<ul style="list-style-type: none"> <li>– RTC(s) Staff Records</li> <li>– APTC student records</li> <li>– Financial records - level of expenditure for professional development</li> </ul>
Facility improvements (inc disability access)	<ul style="list-style-type: none"> <li>– New tools and equipment purchased and installed</li> <li>– Tool and equipment management systems implemented including maintenance and storage</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for facility improvement</li> <li>– Tool and equipment inventory</li> </ul>

## KRA 2 – Provincial Training Delivery

Outputs	Indicators	Means of Verification
	<ul style="list-style-type: none"> <li>– New workshop layouts</li> <li>– Safe work practices implemented including protective apparel</li> </ul>	<ul style="list-style-type: none"> <li>– Occupational health and safety assessment</li> </ul>
Partnerships formed with other providers	<ul style="list-style-type: none"> <li>– # Memoranda of Understanding with other providers</li> <li>– # joint short courses delivered in partnership with other providers</li> <li>– # disabled students undertake mainstream RTC programs</li> <li>– # specific programs run in support of Seasonal Worker Program</li> <li>– # specific programs run in association with Youth at Work Program</li> </ul>	<ul style="list-style-type: none"> <li>– MOUs</li> <li>– RTC student records</li> <li>– Reports by partner groups such as Bethesda, San Isidro, Seasonal Workers Programs and Youth at Work</li> </ul>
RTCs - Student Record System	<ul style="list-style-type: none"> <li>– Spread sheet based student record system developed and operational</li> <li>– Availability of reports at individual student level including gender, disability, school, course, unit completion and full contact details to facilitate tracer studies</li> <li>– Availability of disaggregated reports by gender, disability, school, course and unit completion</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for student record system development</li> <li>– Student enrolment data</li> <li>– Student completion data</li> <li>– individual and aggregate student reports</li> </ul>
Incentive mechanisms for female enrolment	<ul style="list-style-type: none"> <li>– Increased # of female students enrolled in non-traditional trades training</li> <li>– Increased # of female students graduating with qualifications in non-traditional trades</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of expenditure for incentive mechanism</li> <li>– individual and aggregate student reports</li> </ul>
Incentive mechanisms for disabled enrolment	<ul style="list-style-type: none"> <li>– Increased # of disabled students enrolled in non-</li> </ul>	<ul style="list-style-type: none"> <li>– Financial records - level of</li> </ul>

## KRA 2 – Provincial Training Delivery

Outputs	Indicators	Means of Verification
	<ul style="list-style-type: none"><li>traditional trades training</li><li>– Increased # of disabled students graduating with qualifications in non-traditional trades</li></ul>	<ul style="list-style-type: none"><li>expenditure for incentive mechanism</li><li>– individual and aggregate student reports</li></ul>

## KRA 3 – National System Development

Outputs	Indicators	Means of Verification
National System Design	<ul style="list-style-type: none"><li>– Consultation workshop and other activities</li><li>– Options paper</li><li>– Recommended policy outlining the proposed model for the education and training system</li><li>– Draft Policy document</li><li>– Draft policy accepted by Government</li></ul>	<ul style="list-style-type: none"><li>– Workshop outputs</li><li>– Options Paper</li><li>– Record of comments</li><li>– Government documents</li></ul>
Legal framework established	<ul style="list-style-type: none"><li>– Draft SIQA legislation (ready for enactment)</li><li>– Draft National Qualifications Framework</li><li>– Draft SIQA policies and procedures (including QA standards)</li></ul>	<ul style="list-style-type: none"><li>– Draft SIQA legislation</li><li>– NQF documentation</li><li>– Policy and procedure documentation</li></ul>
SIQA established	<ul style="list-style-type: none"><li>– Series of professional development programs for SIQA staff</li><li>– Registration, Accreditation and monitoring (audit) guidelines developed</li></ul>	<ul style="list-style-type: none"><li>– Professional development program documentation</li><li>– Participant evaluation results</li><li>– QA guidelines</li></ul>



### KRA 3 – National System Development

Outputs	Indicators	Means of Verification
SIQA operations (pilot)	<ul style="list-style-type: none"><li>– SIQA review of labour market analysis and identification of priority areas</li><li>– Establishment of priority areas industry advisory groups (maximum of three)</li><li>– Development of 1 set of competency standards for each priority area resulting in a skill set or a qualification for each priority area(maximum of 3)</li><li>– # Provisional registration of providers (trial sample)</li><li>– # of qualification or skill sets accredited</li><li>– Trial register</li></ul>	<ul style="list-style-type: none"><li>– Industry advisory groups TORs and outputs from meetings</li><li>– Agreed competency standards</li><li>– Registration documentation</li><li>– Accredited courses and skill sets</li></ul>

### ANNEX 3: INPUT SCHEDULE

ID	Task Name	Year 1	Year 2	Year 3	Year 4
1	Team Leader (ARFB4)				
2	Senior TVET Adviser (ARFB3)				
3	Finance and Program Coordinator				
4	Administrative Assistant 1				
5	Administrative Assistant 2				
6	M&E Officer 1				
7	M&E Officer 2				
8	Skills Development Adviser (ARFB3)				
9	Skills Development Adviser				
10	Provincial Training Coordinator 1				
11	Provincial Admin/Finance 1				
12	Provincial Training Coordinator 2				
13	Provincial Admin/Finance 2				

---

## ANNEX 4: POSITION DESCRIPTIONS

Final Draft

---

**POSITION:** Team Leader  
**DURATION:** 48 months  
**APPOINTMENT:** International (ARF B.4)  
**LOCATION:** Honiara, Guadalcanal  
**REPORTING TO:** DFAT Honiara Activity Manager

**A. DESCRIPTION OF DUTIES:**

Work closely with DFAT Honiara, the Team leader will have overall responsibility for the strategic direction, planning, financial and human resource management of the Program. A primary focus of the role is to provide technical and professional leadership, management, guidance and support to all Program personnel in developing an organisational culture that focuses on the achievement of Program objectives and performance requirements through partnerships, teamwork, co-operation and client focus.

**Tasks will include:**

1. Act as the single point of contact for DFAT Honiara in the planning, management and monitoring of Program activities.
2. Provide management and strategic leadership across the key result areas of a) SINU-School of Technology and Maritime Studies b) Provincial Training Delivery (Pilot) c) National Systems Development.
3. Manage all technical assistance and administrative inputs provided by the Program and ensure contracted personnel work consultatively with stakeholders and each other and encourage a culture of high performance and collaboration. Includes regular review of personnel performance, focusing on the achievement of outcomes, provision of feedback and appropriate management of all performance issues
4. Work cooperatively with senior MEHRD counterparts at a strategic level to strengthen the national post-school education and training system through improved management structures and quality assurance mechanisms.
5. Lead specialist short term technical assistance recruited for the purpose of developing the necessary legal and regulatory frameworks associated with a quality assured and demand responsive post-school education and training system.
6. Develop and lead the implementation of capacity building strategies required to support MEHRD personnel in the establishment of the proposed Solomon Islands Qualifications Authority and related management structures.
7. Lead the development of a Skills Development Fund (SDF) Operations Manual including policies with respect to budgets, disbursement, eligibility criteria, gender equality, inclusion of people with disabilities, and external procurement of goods and services;
8. Lead the development of iterative Program planning and oversee the preparation of all Program documentation necessary to manage and monitor Program progress and outcomes including Quarterly Financial Reports, 6-Monthly Reports, Annual Plans, and Annual Evaluation Reports as well as individual Phase and Program Completion Reports
9. Ensure quality assurance principles guide the timely preparation and submission of all reports required by DFAT Honiara;

- 
10. Develop terms of reference and manage the recruitment of any additional personnel through the Discretionary Technical Assistance Budget.
  11. Oversee regular review of personnel performance, focusing on the achievement of outcomes, provision of feedback and management of performance issues.
  12. Develop and implement an on-going communications/advocacy strategy to ensure positive Program results are disseminated broadly to government, industry and the wider community;
  13. Support the active marketing of graduates to national and international employers (groups) in areas of high skill demand.
  14. NOTE: The incumbent can expect to be allocated duties, not specifically mentioned in this Position Description, but within the capacity, qualifications and experience normally expected from persons occupying this type of position.

## **B. QUALIFICATIONS AND EXPERIENCE:**

### **Essential**

1. A degree in education and training.
2. Demonstrated experience in national TVET systems development and quality based, demand driven training delivery in developing countries, preferably in Pacific Island contexts.
3. Strong monitoring and evaluation experience in a development context.
4. Strong financial skills including preparation and management of budgets and provision of financial reporting.
5. Demonstrated professional commitment to inclusive processes and experience in developing gender and disability sensitive programs and activities.
6. Competency in the use of MS Word, MS Excel, email and the Internet.

### **Desirable**

1. Experience working in the Pacific, preferably Solomon Islands.
2. Team Leader experience in a developing country.
3. Experience in preparing strategic planning documentation and reporting for Government agencies.
4. Knowledge and understanding of Commonwealth Government contracting and procurement policies and procedures.
5. A first aid qualification

## **C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and industry stakeholders.
3. Ability to provide program leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

## **D. OTHER IMPORTANT INFORMATION**

1. Employment within the Skills for Economic Growth Program is subject to a successful Police Records Check and a Working with Children Licence
2. Position may require travel to provincial locations in the Solomon Islands

---

**POSITION:** Senior TVET Adviser  
**DURATION:** 48 months  
**APPOINTMENT:** International (ARF B.3)  
**LOCATION:** Honiara, Guadalcanal  
**REPORTING TO:** DFAT Honiara Program Manager

**A. DESCRIPTION OF DUTIES:**

Work closely with the management of the Solomon Islands National University (SINU) and the School of Technology and Maritime Studies (STMS) as Senior TVET Adviser and principal counterpart to the Dean of the STMS.

**Tasks will include:**

1. At the commencement of the *Skills for Economic Growth Program* in collaboration with the STMS Dean establish an office within the school and procure necessary office support equipment;
2. In collaboration with the STMS Dean provide leadership in the development of strategies for successful Program implementation across the principal focus areas of:
  - a. Labour market analysis,
  - b. Quality improvement planning in response to priority labour market skill demand,
  - c. Industry liaison and competency based course (and skill set) development,
  - d. Liaison with the APTC and provision of approved professional development programs,
  - e. Inclusive teaching and learning materials development,
  - f. Improved access for females and people with a disability to technology and traded training,
  - g. Workshop improvement and procurement of tools and equipment,
  - h. Student records and overall monitoring and evaluation of Program activity in SINU-STMS;
3. Support the Team Leader develop a Skills Development Fund (SDF) Operations Manual including policies with respect to budgets, disbursement, eligibility criteria, gender equality, inclusion of people with disabilities, and external procurement of goods and services;
4. Participate as a member and provide technical advice to the SINU-STMS Development Committee (SSDC) as required;
5. In collaboration with the STMS Dean guide the implementation of all SSDC approved activities and report progress to the SSDC at required intervals;
6. Ensure quality assurance principles guide the timely preparation and submission of reports required by the SSDC, the Team Leader and DFAT Honiara;
7. Develop terms of reference and manage the performance of any additional personnel recruited and assigned to SINU-STMS recruited through the Discretionary Technical Assistance Budget;
8. In collaboration with the STMS Dean develop and implement an on-going communications/advocacy strategy to ensure positive Program results are disseminated broadly to government, industry and the wider community;

- 
9. Support the active marketing of graduates to national and international employers (groups) in areas of high skill demand.
  10. NOTE: The incumbent can expect to be allocated duties, not specifically mentioned in this Position Description, but within the capacity, qualifications and experience normally expected from persons occupying this type of position.

## **B. QUALIFICATIONS AND EXPERIENCE:**

### **Essential**

1. A degree in education and training.
2. Senior-level experience in the management of a TVET or equivalent level post-secondary education and training institution.
3. TVET planning and quality based, demand driven training delivery in developing countries, preferably in Pacific Island contexts.
4. Demonstrated experience in labour market analysis and in designing training in response to identified labour market demand.
5. Demonstrated professional commitment to inclusive processes and experience in developing gender and disability sensitive programs and activities.
6. Competency in the use of MS Word, MS Excel, email and the Internet.

### **Desirable**

1. Experience working in the Pacific, preferably Solomon Islands.
2. Experience in preparing strategic planning documentation and reporting for Government agencies.
3. Knowledge and understanding of Commonwealth Government contracting and procurement policies and procedures.
4. A first aid qualification

## **C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and industry stakeholders.
3. Ability to provide leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

## **D. OTHER IMPORTANT INFORMATION**

1. Employment within the Skills for Economic Growth Program is subject to a successful Police Records Check and a Working with Children Licence
2. Position may require travel to provincial locations in the Solomon Islands

---

<b>POSITION:</b>	<b>Skills Development Adviser (2 positions – International &amp; National)</b>
<b>DURATION:</b>	International 24 months, National 48 months
<b>APPOINTMENT:</b>	International (ARF B.3) and Locally Engaged
<b>LOCATION:</b>	Honiara with frequent travel to Malaita and other provinces
<b>REPORTING TO:</b>	Team Leader

#### **A. DESCRIPTION OF DUTIES:**

In collaboration with provincial governments and provincial productive sector departments develop and implement flexible approaches to skill development that is directly linked to provincial economic development priorities.

#### **Tasks will include:**

1. In collaboration with the Director MDPAC and the respective Provincial Governments facilitate the creation of a NHRDTC Provincial Focus Point (PFP) initially in Malaita Province and subsequently Western Province;
2. Over time support the development and linkage to the NHRDTC of Provincial Skills Councils comprised of provincial government, productive sector and industry representatives;
3. In collaboration with the PFPs (and ultimately Provincial Skills Councils) and the Director MDPAC, facilitate the development of Provincial HRD Training Plans;
4. In collaboration with the SIARTC, relevant RTCs and associated Education Authorities, provide leadership in the development of strategies to support targeted skill development in response to provincial economic priorities including:
  - a. Identification of priority skill demands,
  - b. Quality improvement planning in response to priority skill demand,
  - c. Industry and productive sector liaison and competency based course (and skill set) development,
  - d. Liaison with the APTC and provision of approved professional development programs,
  - e. Inclusive teaching and learning materials development,
  - f. Workshop improvement and procurement of tools and equipment relevant to skill development in priority areas,
  - g. Improved access for females and people with a disability to technology and traded training,
  - h. Development and maintenance of partnerships with other providers, especially Bethesda and San Isidro RTCs, the Seasonal Workers Program and the Youth as Work Program,
  - i. Student records and overall monitoring and evaluation of Program activity in the Province;
5. Support the Team Leader develop a Skills Development Fund (SDF) Operations Manual including policies with respect to budgets, disbursement, eligibility criteria, gender equality, inclusion of people with disabilities, and external procurement of goods and services;
6. In collaboration with relevant RTCs guide the implementation of all approved activities and report progress to the PFP at required intervals;



- 
7. Ensure quality assurance principles guide the timely preparation and submission of reports required by the Team Leader and DFAT Honiara;
  8. Develop and implement an on-going communications/advocacy strategy to ensure positive Program results are disseminated broadly to government, industry and the wider community;
  9. NOTE: The incumbent can expect to be allocated duties, not specifically mentioned in this Position Description, but within the capacity, qualifications and experience normally expected from persons occupying this type of position.

## **B. QUALIFICATIONS AND EXPERIENCE:**

### **Essential**

1. A degree in education and training.
2. Skills and experience with provincially based skills development planning and quality based, demand driven training delivery in developing countries, preferably in Pacific Island contexts.
3. Demonstrated experience in the analysis of provincial economic development priorities and in designing appropriate skill development responses.
4. Experience in preparing strategic planning documentation and reporting for Government agencies.
5. Demonstrated professional commitment to inclusive processes and experience in developing gender and disability sensitive programs and activities.
6. Competency in the use of MS Word, MS Excel, email and the Internet.

### **Desirable**

1. Experience working in a provincial setting in the Pacific, preferably Solomon Islands.
2. Demonstrated experience in training provider management or equivalent level post-school education and training institution in a developing country..
3. Strong monitoring and evaluation experience in a development context.
4. Strong financial skills including preparation and management of budgets and provision of financial reporting.
5. Ability to converse in Solomon Islands Pijin
6. A first aid qualification

## **C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. Excellent cross-cultural communication skills, both oral and written.
2. Ability to establish strong working relationships with a range of government and industry stakeholders.
3. Ability to provide leadership and professional direction within a small but relatively complex environment.
4. Ability to develop and maintain professional and industry networks.
5. Ability to deal with politically and culturally sensitive issues.
6. Highly developed problem solving skills.

## **D. OTHER IMPORTANT INFORMATION**

1. Employment within the Skills for Economic Growth Program is subject to a successful Police Records Check and a Working with Children Licence
2. Position will require frequent travel to provincial locations in the Solomon Islands

---

**POSITION:** Finance and Program Coordinator  
**DURATION:** 48 months  
**APPOINTMENT:** Locally Engaged  
**LOCATION:** Honiara  
**REPORTING TO:** Team Leader

**A. DESCRIPTION OF DUTIES:**

Assist in the financial management and program coordination of an Australian Government program of assistance for the Solomon Islands TVET sector. The role includes human resource management and communications responsibilities.

**Tasks will include:**

1. Support the Team Leader in all aspects of Program implementation, monitoring, documentation and reporting.
2. Establish and maintain a financial management and accounting system, subject to Program requirements.
3. Develop and maintain the *Operations and Financial Procedures Manual*.
4. Support the Team Leader to manage the Program budget, including oversight of all in-country expenditure and forecasting, and corporate overhead and personnel costs. Includes ensuring the timely payment of personnel fees and allowances.
5. Ensuring Program financial management complies with Australian Government requirements and meets audit standards.
6. Maintain cashbooks and prepare monthly bank reconciliations.
7. Establish procedures for custody and control of assets and records.
8. Provide timely and accurate reporting of project budgets, expenditures and forecasts for quarterly reports and Annual Plans.
9. Assist in the identification and recruitment of short-term/long-term advisers.
10. Support the contracting and mobilisation where appropriate of short-term/long-term advisers, including briefing preparation, logistical arrangements, providing support for in-country activities, and monitoring progress and outcomes.
11. Examine, evaluate, and process agreements with training providers.
12. Assist the Team Leader develop and implement an Information and Communication Strategy.

**B. QUALIFICATIONS AND EXPERIENCE:**

**Essential**

1. Degree qualification in accounting/finance/program management or other relevant discipline.
2. Experience in education and training programs in developing country contexts, preferably in the Pacific.
3. Experience in working in development programs and supporting high level financial and technical reporting documentation to donor and government agencies.
4. Experience in managing budgets in line with contractual and corporate requirements.
5. Experience in providing administrative, logistical and technical support to consultants who are providing technical assistance services.

- 
6. Demonstrated competency in the use of MS Word, MS Program, MS Excel, email and the Internet.

**Desirable**

1. Previous experience in the contract management of donor funded Programs.
2. Experience in working in Solomon Islands.
3. Working knowledge of Solomon Islands Pijin.

**C. KEY PERSONAL SKILLS AND ATTRIBUTES**

1. High level written and oral communication skills.
2. Ability to develop strong working relationships in cross-cultural multi-lingual environments.
3. Ability to liaise with a range of government and non-government stakeholders.
4. Ability to deal with politically sensitive issues.
5. Proven problem-solving skills.

**D. OTHER IMPORTANT INFORMATION**

1. Employment within the Skills for Economic Growth Program is subject to a successful Police Records Check

Final Draft

---

## **ANNEX 5: ACTIVITY PREPARATION STEPS**

- 5.1 DESIGN TERMS OF REFERENCE
- 5.2 Design Team
- 5.3 Consultative Process
- 5.4 People consulted
- 5.5 References

Final Draft

### TERMS OF REFERENCE

#### Design Mission

**To undertake a design of the Australian Aid Program's engagement in the Solomon Islands Skills Sector through the development of a Skills for Economic Growth Program**

#### **Background**

The Australian - Solomon Islands Partnership for Development was signed on 27 January 2009, in which both Governments pledged to work together to meet common challenges and to achieve improved development outcomes and sustainable improvements in the quality of life of all Solomon Islanders. In 2010 a Design Summary and Implementation Document was developed to guide Australia's entry into the Solomon Islands education sector. In 2011 Honiara post began an education sector program with a dual focus on improving learning outcomes in the early grades, and on improving skills for employability.

The access to and quality of basic education remains a priority for the Australian aid program for the foreseeable future. But investment in basic education alone will not be sufficient to secure economic growth and social development in the Solomon Islands. The level of skills in a workforce is a good predictor of economic growth. In the Solomon Islands, the skills pool is very small. Skills shortages and mismatches are pervasive. Firms struggle to fill skilled positions due to a lack of suitably qualified candidates, while the number of unemployed low skilled workers is growing. Labour productivity is low. High population growth, rapid urban drift and young unemployed people create a potentially volatile mix. Good skills development through both technical and vocational education and training (TVET) and through higher education provides the human building blocks for national economic and social progress. Yet access to post-secondary education and training in the Solomon Islands is amongst the lowest in the Pacific and in the world. The central policy challenge is to expand access to skills development opportunities, especially for the most disadvantaged, while raising its quality and relevance. This conceptual triangle of quality, access and relevance underpins the proposed *Skills for Economic Growth Program*.

In 2011 a concept note was drafted to inform the Australian Aid Program's engagement in skills training and development in the Solomon Islands. With reference to this concept note, the Australian Aid Program proposes to **develop a significant program of support** to strengthen skills for Economic Growth in the Solomon Islands. The framework for engagement will occur through the *Australian – Solomon Islands Partnership for Development* under which both Governments have agreed work together to increase the number of Solomon Islanders who possess technical and vocational skills in areas of demand. It is guided by the Partnership's shared vision and principles including mutual trust and accountability, joint management for results, and open sharing of information.

In mid-2014, the Australian Aid Program will develop a comprehensive design for engagement across the entire education sector, including basic education, scholarships and skills for economic growth. The final Skills for Economic Growth Program Design will be incorporated into this whole of sector design once other components become available.

#### **Goal**

The goal of the mission is to design the Australian Aid Program's engagement in the skills sector in the Solomon Islands through the development of Skills for Economic Growth Program over a proposed ten year period.

---

## **Objectives**

The objectives of this mission are to:

- a. Plan and design a long term program of engagement (10 years) in the skills sector through discussions with key stakeholders and the Australian Aid Program at post.
- b. Outline a phased program of support for the Australian Aid Program's engagement in the skills sector through discussions with stakeholders in the development of a Skills for Economic Growth Program.
- c. Design a program that ensures the Australian Aid Program's investments in skills development are well targeted, effective, efficient, of good quality and consistent with the Australian Aid Program's Education Thematic Strategy and the Pacific Education and Skills Development Agenda.
- d. Work collaboratively with local stakeholders including the private sector and take account of the roles and plans of other Pacific tertiary institutions such as USP and the Australia Pacific Technical College.
- e. Assess and identify risks associated with identified areas of proposed engagement of the Skills for Economic Growth Program.
- f. Develop a monitoring and evaluation framework for the Skills for Economic Growth Program that includes program objectives, defines benchmarks and includes annual targets, with detailed targets for the first phase of support.
- g. Develop a detailed implementation plan for the initial phase of support, with indicative actions for subsequent phases.

## **Outputs**

The team are expected to deliver the following outputs:

- a. Engage with key stakeholders in the Solomon Islands skills sector during the in country mission (First week in country).
- b. Facilitate a participatory design workshop of 1-2 days (second week in country).
- c. Aide Memoire to all stakeholders highlighting key issues and recommendations for focus areas of engagement, suggested approach (activities, reforms required, incentives) and targets (M&E).
- d. Draft design update and implementation plan by 17 December 2013.
- e. Final design update and implementation plan by 14 January 2014.
- f. Participate in a peer review of the whole of education sector design (likely may 2014).

## **Team composition and roles**

The team will consist of:

1. **Team Leader** with expertise in international program design, technical and vocational education and training and experience in South Pacific preferably Melanesia, as well as a good understanding of Australia's Aid Program. The Team Leader will:
  - Plan, guide and develop the overall approach and methodology;
  - Manage, compile and edit inputs from contributors to ensure quality of the reporting outputs;
  - Be responsible for the production and presentation of all aspects of the mission; and
  - Represent the team in peer reviews.
2. **Tertiary specialist** with expert knowledge of tertiary institutional development, institutional audits, qualifications frameworks, quality assurance systems, funding models, governance, system architecture and institutional capacity assessment. The Tertiary Specialist will:
  - Provide inputs using specialist expertise into all aspects of the mission; and
  - Undertake other reasonable activities as directed by the Team Leader.

3. **National counterpart** with expert knowledge of the Solomon Islands Education sector. The National Counterpart will:
  - Accompany and support the team;
  - Provide advice on relevant internal processes, what has worked and not worked to date; and
  - Provide technical support on monitoring and evaluation.

### ***Timeframe and Inputs***

The design will commence on 18 November 2013 and be completed by 30 June 2014. The Design team is expected to be available for:

- Up to 14 days for in-country consultations (November/December 2014).
- The Team Leader is expected to be available for an additional 10 days to draft the design documentation, 1 day to participate in peer review processes and 3 days to finalise the design (likely January and May 2014)
- The Tertiary Specialist is expected to be available for an additional 5 days to assist the Team Leader in drafting design documentation (likely January 2014).
- The National counterpart is expected to be available for up to an additional 10 days to assist the Team Leader in finalising Design documentation (likely January 2014).

Team Member	Solomon Islands	Australia	Timeframe
Team Leader	14 days	14 days	November 2013 – May 2014
Tertiary Specialist	14 days	5 days	November 2013 – January 2014
National Counterpart	20 days		November 2013 – January 2014

### ***Key areas for consideration are***

- SINU as the primary tertiary level training institution in terms of size, standards, course quality and graduate output
- RTCs as significant non-formal TVET providers
- A national qualifications framework that will directly relate to regional (i.e. transferrable) qualifications
- Industry skills needs and role in training provision
- Trades testing and apprenticeship programs (National Trades Test, Ministry of Commerce, Industry and Employment)
- Other government stakeholders including Ministry of Education and Human Resource Development, Ministry of Commerce, Industry and Employment, Ministry of Development Planning and Aid Coordination (MDPAC)
- Expansion of APTC activities and potential linkages to SINU

## 5.2 DESIGN TEAM

Team Leader	Peter Morris	<ul style="list-style-type: none"><li>• Plan, guide and develop the overall approach and methodology;</li><li>• Manage, compile and edit inputs from team members to ensure quality of outputs;</li><li>• Be responsible for the writing, production and presentation of all aspects of the design;</li><li>• Represent the team in peer reviews</li></ul>
Tertiary specialist	Andrea Bateman	<ul style="list-style-type: none"><li>• Provide design inputs using specialist expertise in relation to national system development, qualification frameworks and quality assurance agencies</li></ul>
National counterpart	Maelyn Kuve	<ul style="list-style-type: none"><li>• Accompany and support the team;</li><li>• Provide contextualised advice on relevant SIG policies and processes, what has worked and not worked to date;</li></ul>
DFAT - AAP	Ed Smith	<ul style="list-style-type: none"><li>• Facilitate consultation meetings</li><li>• Provide advice and input on DFAT design and procurement processes</li><li>• Provide feedback on design concepts and drafts</li></ul>
DFAT - AAP	Alice Fakarii	<ul style="list-style-type: none"><li>• Facilitate consultation meetings</li><li>• Provide advice and input on DFAT design and procurement processes</li><li>• Provide feedback on design concepts and drafts</li></ul>

## 5.3 CONSULTATIVE PROCESS

Consultations in preparation for the design were conducted from the 17<sup>th</sup> to the 30<sup>th</sup> of November, 2014 across a number of provinces in the Solomon Islands – Guadalcanal, Malaita and Western. Those consulted included specific interest groups such as relevant government agencies, employers and industry associations, education and training providers, NGOs and other donors. A range of issues were canvassed across a range of perspectives in relation to equity/access, labour market analysis, industry skill demand and attitudes to current training provision, government policy and economic development objectives, education and training provider capacity as well as monitoring and evaluation.

At the conclusion of the in-country consultations an Aide-Memoire in the form of a Powerpoint presentation was provided at the High Commission in Honiara to a number of stakeholders. Feedback from that meeting has been incorporated into this design.

The Design team is extremely grateful for the support provided by Alice Fakarii for the arrangement of complex meeting schedules in Honiara, rural Guadalcanal, Malaita and Western Province. In addition to logistical support both Alice and Ed Smith enhanced the effectiveness of meetings with their deep contextual knowledge and insights.

Following the in-country mission, the design has been progressively developed by the Team Leader with the Tertiary Specialist providing substantial input with respect to KRA3 – National System Development. At various times, as the design has progressed, iterations of design elements have been circulated for comment to all team members including the National Counterpart and DFAT-AAP representatives. All feedback has been incorporated in the design wherever possible.



## 5.4 PEOPLE CONSULTED

Organisation	Name
Airahu RTC	Fr Stephen
Asia Pacific Sustainable Development RTC	John Mack
Asia Pacific Sustainable Development RTC	Reuben Moli
Australian Pacific Technical College	Bede O'Brien
BCP Consulting International	Barry Peddle
Bethesda Disability Training and Support Centre	Alick Kofana
Bethesda Disability Training and Support Centre	Gideon Row
DFAT – AAP Honiara	Alice Fakarii
DFAT – AAP Honiara	Edward Smith
DFAT – AAP Honiara	Kirsten Hawke
DFAT – AAP Honiara	Marlon Butler
DFAT – AAP Honiara	Sue Connell
Don Bosco	Fr Ambrose Pereira
Institute of Public Administration & Management	Rose Wale
MEHRD TVET Division	Bernard Rapasia
MEHRD TVET Division	John Wate
MFAT - New Zealand	Anna Reid
MFAT - New Zealand	Debbie Sade
Ministry of Commerce, Industry, Labour and Immigration	David Kaumae
Ministry of Development Planning and Coordination	Daniel Rove
Ministry of Education and Human Resource Development	Franco Rodie
Ministry of Education and Human Resource Development	Richard Hellyer
Ngaligaragara RTC	Michael Maesugea I
People with Disability, Solomon Islands	Savina Nongebatu
People with Disability, Solomon Islands	Simon
Secretariat of the Pacific Community	Mia Rimon
Solomon Islands Associations of Rural Training Centres	Billy Mae
Solomon Islands Built Environment Professional Association	Lemuel
Solomon Islands Chamber of Commerce	Jerry Tengemoana
Solomon Islands National University	Glynn Galo
Solomon Islands National University	Patricia Rodie
Solomon Islands National University	Toben Ivu
St Dominics RTC	Philemon Ruia
University of the South Pacific	John Usuramo
VANGA Teachers College	Andrew
VANGA Teachers College	Joyce
Youth at Work	Sarah Bartlett
Youth at Work	Mia Rimon

---

## 5.5 REFERENCES

- Bateman, Cassity & Fangalusuu, *Financing TVET in the Pacific – Solomon Islands Country Report, unpublished draft*, Australian Council for Education Research, (2014)
- Caritas Aotearoa New Zealand, *Concept Note - Strengthening Technical and Agricultural Rural Training in Solomon Islands (START)* New Zealand Partnerships for International Development Fund, (2013)
- Close, Stephen, *Solomon Islands Opening New Opportunities*, World Bank, (2012)
- Close, Stephen, *Solomon Islands: Study to Support the Development of a National Skills Training Plan*, World Bank, (2007)
- Curtain, Richard, *Review and Analysis of the Demand for Skills in the Solomon Islands Labour Market*, Australian Government, (2013)
- DFAT- AAP Honiara, *Solomon Islands – Australia Partnership for Development*, Australian Government, (2013)
- DFAT- AAP Honiara, *Solomon Islands Education Delivery Strategy Annex to PESDA*, Australian Government, (2013)
- DFAT-AAP Honiara, *AusAID Support to the Solomon Islands Education Sector (2011-12) Design Summary and Implementation Document*, Australian Government, (2010)
- DFAT-AAP Honiara, *Grant Agreement between the Commonwealth of Australia and the Secretariat of the Pacific Community for the Youth at Work Program*, Australian Government, (2014)
- Lacey, Geoff, *Australia Awards Solomon Islands Draft Version 1.1*, Australian Government, (2013)
- Ministry of Development Planning and Aid Coordination, *Medium Term Development Plan (2014-18)*, Solomon Islands Government, (2013)
- Ministry of Development Planning and Aid Coordination, *National Development Strategy 2011-2020 - Part II: Implementing the Strategy*, Solomon Islands Government, (2013)
- Ministry of Development Planning and Aid Coordination, *National Human Resource Development and Training Plan 2012-2014*, Solomon Islands Government, (2011)
- Ministry of Education and Human Resource Development, *a Framework and Work Plan for strengthening the TVET system in the Solomon Islands*, Solomon Islands Government, (2013)
- Ministry of Education and Human Resource Development, *National Education Action Plan 2010-2012*, Solomon Islands Government, (2009)
- Ministry of Education and Human Resource Development, *National Qualifications Act of Solomon Islands (incomplete draft)*, Solomon Islands Government, (2013)
- Ministry of Education and Human Resource Development, *National TVET Action Plan, 2010-2015 (House Blong TVET)*, Solomon Islands Government, (2009)
- Ministry of Education and Human Resource Development, *SIEMIS TVET data, 2010–2012*, Solomon Islands Government, (2010)
- Ministry of Finance and Treasury, *Solomon Islands Budget 2014 Budget Strategy and Outlook Paper*, Solomon Islands Government, (2014)
- Peddle, Barry, *Report Solomon Islands Tertiary Sector*, Australian Government, (2013)
- Schofield, Kaye, *Skills for Economic Growth in the Solomon Islands: Concept Note*, Australian Government, (2012)
- Secretariat of the Pacific Community, *Tutu Rural Training Centre – Lessons in non-formal education for self employed in education*, SPC, (2011)
- Solomon Islands Chamber of Commerce and Industry, *Skills in Demand Report 2011-2102*, SICCI, (2012)
- Solomon Islands National Statistics Office, *Solomon Islands 2009 Population and Housing Census*, Solomon Islands Government, (2011)
- Solomon Islands National University -School of Technology and Maritime Studies, *STMS Courses and Course projections (2013)*, Solomon Islands Government, (2014)
- World Bank, *Solomon Islands SABER Workforce Development Concept Note*, World Bank, (2013)