

Vanuatu TVET Sector Strengthening Program

Phase 2
Program Design

Part 2
Annexes
Draft

April 2008

Annexes

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DRAFT

Annex 1 - Monitoring and Evaluation Framework

Strategic Objective:	Employment and training services provide increased employment and income earning outcomes for clients¹
<i>Indicator 1:</i>	For those accessing TVET Centre Employment and Training Services an: increase in permanent, temporary, and/or seasonal jobs
<i>Indicator 2:</i>	increase in household income
<i>Indicator 3:</i>	improved standard of living

KRA 1:	Increased productive activities in selected provinces
<i>Indicator 1:</i>	increase in co-operative incomes
<i>Indicator 2:</i>	increase in number of co-operatives/firms operating
<i>Indicator 3:</i>	increase in production levels

KRA 2:	Increased economic development initiatives identified and pursued by provincial government/ non-government networks together
<i>Indicator 1:</i>	increase number of ETF proposals that demonstrate inter-agency co-operation
<i>Indicator 2:</i>	increased initiatives implemented in a co-operative manner
<i>Indicator 3:</i>	improvement in service delivery
Sub-KRA 2a:	Provincial HRD plan responsive to provincial development needs
<i>Indicator 1:</i>	development and frequent review of provincial HRD strategy
<i>Indicator 2:</i>	training is aligned to the HRD strategy
Sub-KRA 2b:	Build capacity of Statistics Office in data collection and analysis at provincial level
<i>Indicator 1:</i>	percentage of provincial staff reporting improved capacity to collect and analyze data
<i>Indicator 2:</i>	increase availability of gender disaggregated data at provincial level

KRA 3:	Training providers respond to demand for skills to support productive activities
<i>Indicator 1:</i>	increase in accredited courses used by training providers
<i>Indicator 2:</i>	increase in training providers that are registered with VNTC
<i>Indicator 3:</i>	increase in short courses developed that respond to employment market demand
<i>Indicator 4:</i>	increase in trainees who found jobs

KRA 4:	Employment and training services (TVET Centres) sustained by GoV in selected provinces
<i>Indicator 1:</i>	increased contribution through provincial budgets for personnel, facilities & recurrent costs
<i>Indicator 2:</i>	increase in demand for E&T Services
<i>Indicator 3:</i>	responsive policy and planning processes to support implementation & continuous improvement of E&T services
<i>Indicator 4:</i>	TVET Centre model replicated in other province(s)
<i>Indicator 5:</i>	level of successful employment outcomes from programs

¹. The approach to M&E provides for action learning cycles that will enable the outcomes of a variety of small scale employment and training service interventions to be aggregated and for Strategic Objective indicators to be measured within the life of the Program.

Annex 2 – Performance Management Plan

STRATEGIC OBJECTIVE: EMPLOYMENT AND TRAINING SERVICES PROVIDE INCREASED EMPLOYMENT AND INCOME EARNING OUTCOMES FOR CLIENTS			
PERFORMANCE INDICATOR 1: Permanent, temporary, seasonal jobs			
<p>DEFINITION OF INDICATOR: Number and/or Percent increase in permanent, temporary and seasonal jobs for assisted groups in selected provinces as a result of the Program. Permanent jobs refer to those secured by contracts that are either indefinite or at least twelve months in duration. Temporary jobs are those secured by contracts of less than twelve months. Seasonal jobs are usually filled on a recurrent basis for high demand periods for agricultural, construction or tourism-related activities.</p> <p>A baseline will be established.</p> <p>Disaggregated by province, island, gender, age and other social categories.</p>			
UNIT OF MEASUREMENT: Number of jobs created, <i>and/or</i> Percentage figure, comparing actual number of jobs changes to the previous year	Schedule/ frequency	TARGET VALUE¹	ACTUAL VALUE
DATA SOURCES: 1. NSO Household survey ² (E) 2. NSO Census (E) 3. Living Conditions Monitoring Survey (I) ³ 4. Net Impact evaluation (NEI)- (I) ⁴ 4. NSO Informal and Formal Surveys (E) ⁵ 5. Case studies (I) ⁶	Baseline Continual PMIS 2009 2010 2011		
COMMENTS Baseline data collected in 2008 On-going into the MIS <ol style="list-style-type: none"> “Selected provinces” are defined as provinces receiving assistance from the Program. “Assisted groups” are defined as groups of rural people receiving assistance from the Program. The members of these groups will be predominantly small scale rural entrepreneurs, small scale farmers, members of families, men and women living in rural areas. These groups would also include workers on commercial farms, owners –operators of smallholder farms, off-farm enterprises, micro-small-and medium-sized enterprises and industries in selected provinces. “Percentage increase” refers to changes in job levels comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

¹ Target Values for all indicators will be included in the PMP as part of the Program M&E Plan, after consultation with local stakeholders and AusAID.

² NSO Surveys may also be used, as source of data for income (or household expenditure for proxy) but timeliness and reliability of these data might be questionable.

³ LCMS will be done by the program, but data collection subcontracted to a service provider.

⁴ NEI- Net Impact Evaluation- subcontracted data collection at the end of the program.

⁵ E- external to the program/ not funded by the program.

⁶ I – the survey will be done by the program; part of M&E activities.

STRATEGIC OBJECTIVE: EMPLOYMENT AND TRAINING SERVICES PROVIDE INCREASED EMPLOYMENT AND INCOME EARNING OUTCOMES FOR CLIENTS			
PERFORMANCE INDICATOR 2: Household income in selected provinces			
<p>DEFINITION OF INDICATOR: Percent increase in incomes of assisted provinces.</p> <p>Aggregate income from on and off-farm “enterprises” for selected groups/households. These will include income generated by households, community and producers’ organisations, micro, small & medium enterprises and farms, in selected provinces.</p> <p>Incomes of selected groups receiving assistance under the Program, added together to obtain dollar denominated figure, at a pre-determined exchange rate.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual income changes to the previous year.</p> <p>A baseline will be established.</p> <p>Disaggregation by gender of household head.</p>			
<p>UNIT OF MEASUREMENT: Vatu Percentage figure, comparing actual income changes to the previous year</p>	<p>Schedule/ frequency</p>	<p>TARGET VALUE</p>	<p>ACTUAL VALUE</p>
<p>DATA SOURCES: 1. NSO Household survey (E) 2. NSO Census (E) 3. Living Conditions Monitoring Survey Report (I)⁷ 4. Case studies report (I)</p>	<p>Baseline Continual PMIS 2009 2010 2011</p>		
<p>COMMENTS</p> <ol style="list-style-type: none"> “Selected provinces” are defined as provinces receiving assistance from the Program. “Selected groups” are defined as groups of rural people receiving assistance from the Program. The members of these groups will be predominantly small scale rural entrepreneurs, small scale farmers, members of families, men and women living in selected rural areas. “Percentage increase” refers to changes in income levels comparing a given year to the previous year. 			
<p>RELEVANT CRITICAL ASSUMPTIONS</p>			

⁷ I – the survey will be done by the program, part of M&E activities

STRATEGIC OBJECTIVE: EMPLOYMENT AND TRAINING SERVICES PROVIDE INCREASED EMPLOYMENT AND INCOME EARNING OUTCOMES FOR CLIENTS			
PERFORMANCE INDICATOR 3: Citizens from target provinces reporting improvement in standard of living			
<p>DEFINITION OF INDICATOR: Number or Percent increase in citizens from target provinces reporting improvement in standard of living.</p> <p>“Standard of living” means access to water and sanitation, electricity, education level, health services, security.</p> <p>Disaggregation by province, island, gender and other social categories.</p> <p>A baseline will be established.</p>			
UNIT OF MEASUREMENT: Percentage figure, comparing actual standard of living changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. NSO Household survey (E) 2. Living conditions Monitoring Survey Report (I) ⁸ 3. Case studies report (I)	Baseline		
	Continual PMIS		
	2009		
	2010		
	2011		
COMMENTS 1. “Target provinces” are defined as provinces receiving assistance from the Program. 2. “Percentage increase” refers to changes in citizens perception comparing a given year to the previous year			
RELEVANT CRITICAL ASSUMPTIONS			

⁸ I – the survey will be done by the program, part of M&E activities

KEY RESULT AREA 1 (KRA 1): INCREASED PRODUCTIVE ACTIVITIES IN SELECTED PROVINCES			
PERFORMANCE INDICATOR 1: Co-operative incomes			
<p>DEFINITION OF INDICATOR: Percent increase in incomes of assisted cooperatives and/or firms in selected provinces. Incomes of cooperatives/firms receiving assistance under the Program, added together to obtain dollar denominated figure, at a pre-determined exchange rate. The comparative unit of measurement will be a percentage figure, comparing actual income changes to the previous year.</p> <p>Disaggregated by province, island, type of cooperative/firm, sector, gender of the owner.</p> <p>A baseline will be established.</p>			
UNIT OF MEASUREMENT: Vatu Percentage figure, comparing actual income changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Department of Cooperatives & Ni- Vanuatu Businesses 2. Businesses and co-operatives survey (I) ⁹	Baseline		
	Continual PMIS		
	2009		
	2010		
	2011		
<p>COMMENTS</p> <ol style="list-style-type: none"> Income means total revenue from the Co-operative/firms activity for a year, including revenue from products or services to its members. “Selected provinces” are defined as provinces receiving assistance from the Program. “Selected cooperatives” are defined as cooperatives receiving assistance from the Program. The members of these cooperatives will be predominantly small scale rural entrepreneurs, small scale farmers. “Percentage increase” refers to changes in income levels of cooperatives and/or firms comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

⁹ I – the survey will be done by the program, part of M&E activities

KEY RESULT AREA 1 (KRA 1): INCREASED PRODUCTIVE ACTIVITIES IN SELECTED PROVINCES			
PERFORMANCE INDICATOR 2: Co-operatives/firms registered and in operation			
<p>DEFINITION OF INDICATOR: Percent increase in number of cooperatives and/or firms registered and operational in selected provinces. The comparative unit of measurement will be a percentage figure, comparing actual number changes for those accessing TVET Centre Employment and Training Services to the previous year.</p> <p>Disaggregated by province, island, type of firm, gender of the owner.</p> <p>A baseline will be established.</p>			
UNIT OF MEASUREMENT: Number of cooperatives , and Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Department of Cooperatives & Ni- Vanuatu Businesses 2. Businesses and co-operatives survey (I)	Baseline		
	Continual PMIS		
	2009		
	2010		
	2011		
COMMENTS <ol style="list-style-type: none"> 1. "Selected provinces" are defined as provinces receiving assistance from the Program. 2. "Cooperatives or firms" are defined as cooperatives or firms created as a result of the Program and/or receiving assistance from the Program. 3. "Operational" means cooperatives/firms that maintained or expanded business over past year. 4. "Registered" means legally registered with Department of Cooperatives/GoV authorities--- and created directly or indirectly through TVET Program intervention. 5. "Percentage increase" refers to changes in number of cooperatives and/or firms comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 1 (KRA 1): INCREASED PRODUCTIVE ACTIVITIES IN SELECTED PROVINCES			
PERFORMANCE INDICATOR 3: Production levels			
<p>DEFINITION OF INDICATOR: Percent increase in production and/or service levels for small scale rural entrepreneurs, small scale farmers, members of families, men and women living in rural areas who were assisted by the program in selected provinces.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.</p> <p>Disaggregated by province, island, type of agricultural commodities and products, type of firm, sector, gender of the owner.</p> <p>A baseline will be established.</p>			
UNIT OF MEASUREMENT: Percentage figure, comparing actual production level changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Department of Cooperatives & Ni-Vanuatu Businesses 2. Living conditions Monitoring Survey Report (I) 3. Department of Agriculture 4. NSO Agriculture survey (E) 5. Businesses & Co-operatives survey (I) 6. Case studies (I)	Baseline		
	Continual PMIS		
	2009		
	2010		
	2011		
COMMENTS <ol style="list-style-type: none"> 1. Production levels means productivity of selected agricultural commodities and products: yield per hectare or per animal of selected food and cash crops, dairy products, tree crops and seedlings. 2. “Selected provinces/farmers” are defined as provinces/farmers etc receiving assistance from the Program. 3. “Percentage increase” refers to changes in yields comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 2 (KRA 2): INCREASED ECONOMIC DEVELOPMENT INITIATIVES IDENTIFIED AND PURSUED BY PROVINCIAL GOVERNMENT/ NON-GOVERNMENT NETWORKS TOGETHER			
PERFORMANCE INDICATOR 1: Initiative proposals that demonstrates inter-agency co-operation			
<p>DEFINITION OF INDICATOR: Number or Percent increase in initiative proposals that demonstrate inter-agency co-operation in selected provinces.</p> <p>Inter-agency co-operation means NGOs, private, public, CBOs, church groups, or individuals working together to develop proposals.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number of proposals changes to the previous year.</p> <p>Disaggregated by province, island, sector of the initiative, gender of the group members.</p>			
UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Managing contractor (MC) records 2. Initiative proposal reports	2008		
	2009		
	2010		
	2011		
COMMENTS 1. "Selected provinces" are defined as provinces receiving assistance from the Program. 2. "Percentage increase" refers to changes in numbers comparing a given year to the previous year.			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 2 (KRA 2): INCREASED ECONOMIC DEVELOPMENT INITIATIVES IDENTIFIED AND PURSUED BY PROVINCIAL GOVERNMENT/ NON-GOVERNMENT NETWORKS TOGETHER			
PERFORMANCE INDICATOR 2: Initiatives that are implemented in a co-operative manner			
<p>DEFINITION OF INDICATOR: Increase in initiatives that are implemented in a co-operative manner in selected provinces.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.</p> <p>Co-operation means NGOs, private, public, CBOs, church groups, or individuals working together to implement the initiative proposal.</p> <p>Disaggregated by province, island, sector of the initiative, gender of the group members.</p>			
UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Stakeholders survey on perception (of level) of participation in project implementation (I) 2. Case studies report (I) 3. Initiative proposals reporting	2008		
	2009		
	2010		
	2011		
COMMENTS 1. "Selected provinces" are defined as provinces receiving assistance from the Program. 2. "Percentage increase" refers to changes in number comparing a given year to the previous year.			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 2 (KRA 2): INCREASED ECONOMIC DEVELOPMENT INITIATIVES IDENTIFIED AND PURSUED BY PROVINCIAL GOVERNMENT/ NON-GOVERNMENT NETWORKS TOGETHER			
PERFORMANCE INDICATOR3: Improvement in service delivery			
<p>DEFINITION OF INDICATOR: Percent increase in stakeholders reporting improvement in services delivered in the community as a result of the Program.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual volume or value changes to the previous year.</p> <p>Disaggregated by province, island, type of services, gender.</p>			
UNIT OF MEASUREMENT: Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Stakeholders survey (I) 2. Case studies (I) 3. Initiative proposals reporting	2008		
	2009		
	2010		
	2011		
<p>COMMENTS</p> <ol style="list-style-type: none"> 1. "Stakeholders" mean public/private, NGOs, CBOs, church groups, citizens from the community assisted by the program. 2. "Services" represent services and products initiated by the ETF proposals and delivered in and for the community as a result of the Program. 3. "Selected provinces" are defined as provinces receiving assistance from the Program. 4. "Percentage increase" refers to changes in numbers comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 3 (KRA 3): TRAINING PROVIDERS RESPOND TO DEMAND FOR SKILLS TO SUPPORT PRODUCTIVE ACTIVITIES			
PERFORMANCE INDICATOR1: Accredited courses used by training providers			
<p>DEFINITION OF INDICATOR: Number and Percent increase in accredited courses used by training providers in the selected provinces.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.</p> <p>Disaggregated by province, island, type of courses, type of Training provider, gender of the owner if available.</p> <p>A Baseline will be established.</p>			
UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. PTB mapping	Baseline		
	Continual PMIS		
	2009		
	2010		
	2011		
COMMENTS <ol style="list-style-type: none"> 1. "Selected provinces" are defined as provinces receiving assistance from the Program. 2. "Percentage increase" refers to changes in numbers comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 3 (KRA 3): TRAINING PROVIDERS RESPOND TO DEMAND FOR SKILLS TO SUPPORT PRODUCTIVE ACTIVITIES			
PERFORMANCE INDICATOR 2: Training providers that are registered with VNTC			
<p>DEFINITION OF INDICATOR: Number and Percent increase in Training providers that are registered with VNTC from the selected provinces.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.</p> <p>Disaggregated by province, island, type of training provider, gender of the owner.</p> <p>A baseline data will be established.</p>			
UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. VNTC, PTBs	Baseline Continual PMIS 2009 2010 2011		
COMMENTS <ol style="list-style-type: none"> 1. "Selected provinces" are defined as provinces receiving assistance from the Program. 2. "Percentage increase" refers to changes in numbers comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 3 (KRA 3): TRAINING PROVIDERS RESPOND TO DEMAND FOR SKILLS TO SUPPORT PRODUCTIVE ACTIVITIES			
PERFORMANCE INDICATOR 3: Short courses developed that respond to employment market demand			
<p>DEFINITION OF INDICATOR: Number and Percent increase in Short courses developed that respond to market demand.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.</p> <p>Disaggregated by province, island, type of agricultural commodities and products, gender if possible.</p>			
UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. PTB records 2. Businesses and co-operatives survey (I) 3. Business Attitude Survey, including employers survey (I) – combined with #2.	Baseline		
	Continual PMIS		
	2009		
	2010		
	2011		
COMMENTS <ol style="list-style-type: none"> 1. “Short courses” mean courses that have been developed specifically in response to market demand. 2. “Market demand” means that the productive sector has expressed a need for a particular skill or skill set. 3. “Selected provinces” are defined as provinces receiving assistance from the Program. 4. “Percentage increase” refers to changes in numbers comparing a given year to the previous year. 5. BAS/employers survey will be needed to provide information on the ST courses needed by the industry. ADB questionnaire might be used, if HRD plan does not provide information. 			
RELEVANT CRITICAL ASSUMPTIONS			

KEY RESULT AREA 3 (KRA 3): TRAINING PROVIDERS RESPOND TO DEMAND FOR SKILLS TO SUPPORT PRODUCTIVE ACTIVITIES			
PERFORMANCE INDICATOR 4: Trainees who found jobs			
<p>DEFINITION OF INDICATOR: Number and Percent increase in ni-Vanuatu from assisted provinces which participated in training and found a job after graduation.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.</p> <p>Disaggregated by province, island, gender, age, type of course followed.</p>			
UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Tracer studies (I) ¹⁰ 2. Businesses and co-operatives survey Report (I) 3. Case studies (I)	Continual PMIS 2009 2010 2011		
COMMENTS <ol style="list-style-type: none"> Jobs mean in permanent, temporary and seasonal jobs for assisted groups in selected provinces as a result of the Program.¹¹ “Selected provinces” are defined as provinces receiving assistance from the Program. “Percentage increase” refers to changes in numbers comparing a given year to the previous year. 			
RELEVANT CRITICAL ASSUMPTIONS			

¹⁰ I – the survey will be done by the program, part of M&E activities

¹¹ Definitions for type of jobs are identical with Indicator #1 for the SO. Attention will be needed for this indicator to be reported here, however its results will be added to the SO, Indicator #1- a note should be made about this in the reports.

INTERMEDIATE RESULT 4 (KRA 4): EMPLOYMENT AND TRAINING SERVICES (TVET CENTRES) SUSTAINED BY GOV IN SELECTED PROVINCES			
PERFORMANCE INDICATOR 1: Contribution through provincial budgets for personnel, facilities & recurrent costs			
<p>DEFINITION OF INDICATOR: Percent increase in the contribution made by GoV to support E&T services (ETS) through provincial budgets for personnel, facilities & recurrent costs.</p> <p>Various contribution (in personnel, money, and/or facilities) of selected provincial government receiving assistance under the Program, added together to obtain dollar denominated figure, at a pre-determined exchange rate.</p> <p>The comparative unit of measurement will be a percentage figure, comparing actual value changes to the previous year.</p> <p>Disaggregated by province, island, type of contribution, type of GoV agency.</p>			
UNIT OF MEASUREMENT: Vatu and/or Percentage figure, comparing actual value changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Provincial government annual budget	2008 2009 2010 2011		
COMMENTS 1. "Selected provinces" are defined as provinces receiving assistance from the Program. 2. "Percentage increase" refers to changes in yields comparing a given year to the previous year.			
RELEVANT CRITICAL ASSUMPTIONS			

INTERMEDIATE RESULT 4 (KRA 4): EMPLOYMENT AND TRAINING SERVICES (TVET CENTRES) SUSTAINED BY GOV IN SELECTED PROVINCES

PERFORMANCE INDICATOR 2: Demand for Employment & Training Services (ETS)

DEFINITION OF INDICATOR: Percent increase in demand for ETS.

The comparative unit of measurement will be a percentage figure, comparing actual volume or value changes to the previous year, in selected provinces

Disaggregated by province, island, type of inquiry, type of inquirer, gender.

UNIT OF MEASUREMENT: Percentage figure, comparing actual demand of ETS changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. PTB records 2. Businesses and co-operatives survey (I)	2008		
	2009		
	2010		
	2011		

COMMENTS

1. "Demand" means phone calls enquiries, visits to the PTBs to ask for assistance, number of proposals received etc.
2. "Selected provinces" are defined as provinces receiving assistance from the Program.
3. "Percentage increase" refers to changes in numbers and type comparing a given year to the previous year.

RELEVANT CRITICAL ASSUMPTIONS

INTERMEDIATE RESULT 4 (KRA 4): EMPLOYMENT AND TRAINING SERVICES (TVET CENTRES) SUSTAINED BY GOV IN SELECTED PROVINCES

PERFORMANCE INDICATOR 3: Responsive policy and planning processes to support implementation & continuous improvement of Employment & Training Services (ETS)

DEFINITION OF INDICATOR: Number and percentage increase in Responsive policy and planning processes proposals to support implementation & continuous improvement of ETS in selected provinces.

Policy and planning processes proposals supportive of ETS are those made by national or local partners to national or local decision makers (such as MoE, MYD&T, Provincial Government, Department of Labour) to institutionalise and/or adopt ETS in the island/province.

The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.

Disaggregated by province, island, type of policy, type of partner that proposes it.

UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Counterpart public/GoV agencies records 2. Counterpart GoV agencies – Stakeholders survey (I)	2008		
	2009		
	2010		
	2011		

COMMENTS

1. "Selected provinces" are defined as provinces receiving assistance from the Program.
2. "Percentage increase" refers to changes in number comparing a given year to the previous year.

RELEVANT CRITICAL ASSUMPTIONS

INTERMEDIATE RESULT 4 (KRA 4): EMPLOYMENT AND TRAINING SERVICES (TVET CENTRES) SUSTAINED BY GOV IN SELECTED PROVINCES

PERFORMANCE INDICATOR 4: **TVET Centre model replicated in other province(s)**

DEFINITION OF INDICATOR: Number and percentage increase in TVET centre services (ie business services, training/re-training, local economic development activities, job clubs etc) replicated in locations not covered by the Program.

The comparative unit of measurement will be a percentage figure, comparing actual number changes to the previous year.

Disaggregated by province, island, type of service.

UNIT OF MEASUREMENT: Number, and/or Percentage figure, comparing actual number changes to the previous year	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Counterpart public/GoV agencies records 2. Stakeholders (Counterpart GoV agencies) survey (I)	2008		
	2009		
	2010		
	2011		

COMMENTS

“Percentage increase” refers to changes in number comparing a given year to the previous year.

RELEVANT CRITICAL ASSUMPTIONS

INTERMEDIATE RESULT 4 (KRA 4): EMPLOYMENT AND TRAINING SERVICES (TVET CENTRES) SUSTAINED BY GOV IN SELECTED PROVINCES			
PERFORMANCE INDICATOR 5: Level of successful employment outcomes from programs			
<p>DEFINITION OF INDICATOR: level and type of employment outcomes that resulted from the employment and training services. Case studies with interviews and focus groups will be conducted to collect more qualitative data about employment.</p> <p>Disaggregated by province, island, type of employment</p>			
UNIT OF MEASUREMENT: Number	Schedule/ frequency	TARGET VALUE	ACTUAL VALUE
DATA SOURCES: 1. Program MIS 2. Case studies (I)	2008		
	2009		
	2010		
	2011		
COMMENTS			
RELEVANT CRITICAL ASSUMPTIONS			

Annex 3 - Risk Management Matrix

RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
POLITICAL RISKS							
Political instability causes unworkable environment and slow progress on the GoV reform structure	GoV not able to provide counterpart contributions to program	M	H	2	Establish wide range of stakeholders in PCC Executive. Seek Australian government assistance to resolve emerging political issues where they impact on the program.	TL, MC in conjunction with AusAID	On-going
Changes in GoV policy direction could mean loss of support for the concepts and strategies on which the Program is based	Decreased support for Program objectives and activities decreased GoV contribution in staff and project support	L	H	4	The Program team work closely with partner agencies, PCC Executive and PCC in order to adapt Program activities to accommodate changes in policy directions through Annual Plan process	TL, MC in conjunction with AusAID	Throughout the Program and annual planning process
The provinces not immediately supported create a political issue with the National Government	Project perceived to be only for benefit of the 2 provinces Loss of support at national level for Program initiatives Lack of cooperation at national level by departmental personnel from non-assisted provinces	M	M	4	Consultation with affected provincial governments. Engagement with affected provincial governments and support for economic initiatives where possible Early and regular communication of Program models that could be replicated in other provinces Strategic planning to include support for additional provinces in	DG, VNTC, PTB, PCC Executive, TL, TCM, AusAID, local authorities and Governments	On-going

RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
					the future		
FINANCIAL & ECONOMIC RISKS							
GoV departmental budgets unable to contribute to provincial development thrusts	Reduced capacity to resource cooperative activities	H	H	5	Assist provincial offices to plan and budget for incremental assumption of staffing and budget	TL, TCM, PCC Executive	On-going
GoV only able to contribute to marginal financial support for the role of the VNTC and PTBs	Projected Program outcomes limited if VNTC or PTBs unable to keep up with demand for registration and accreditation applications in timely manner.	H	M	3	Propose reallocation of existing VNTC staff roles to make best use of existing resources. Monitor BME data and information on VNTC performance. Document and disseminate early Program successes to provide justification for GoV agencies to seek additional budget allocations.	DG, VNTC, PTB, PCC Executive, TL, TCM	As soon as practicable
Unable to replicate Program model in other provinces due to inadequate resources	Program fails to produce viable replication model for application/replication/adaptation for other provinces	H	L	3	Ensure that results of activities clearly demonstrate ways in which they can be replicated, including resource implications Ensure on-going consultations throughout project with key provincial and national agencies	PCC Executive, TL, TCM	On-going

RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
TECHNICAL RISKS							
High expectation of flow-on benefits of Employment and Training Fund	Complaints of ineffectiveness and subsequent downgrade of Program status and its capacity to improve provincial economic outcomes	L	H	3	Awareness campaigns to emphasise realistic outcomes. Ensure that a realistic understanding of ETF is part of any promotional publicity. Expose/present/discuss the risks during the awareness campaign.	PTB, TCM and TL and other Program personnel.	On-going
Capability of PTBs may be inadequate to provide appropriate management direction and coordination for TVET Centres	Program will not be managed and coordinated well – resulting in inefficiencies and lack of effectiveness. Program results have less chance of being sustained and institutionalized	L	H	3	Ensure capacity building of PTBs is focal element of Program implementation and adequate Program time and resources are directed to increasing management and coordination competency. Ensure PCC Executive includes stakeholders with vision and commitment to positive change.	TL, TCM, PCC Executive	On-going
VNTC has not registered training providers or accredited programs	Inability to access ETF Non participation of training providers No accredited programs supporting provincial development Productive seeks its own uncoordinated training solutions Productive sector loses faith in TVET sector	H	H	5	Ensure current processes are simplified to a sustainable level. Support devolution of registration and accreditation processes to PTBs. Assist training providers comply with registration and accreditation requirements	DG, VNTC, PTB, PCC Executive, TL, TCM	On-going

RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
Provincial training providers unable to develop and deliver short courses in response to training demands	Inadequate or minor implementation of VCC, VFC by provincial training providers, poor performance by trainees Productive sector loses faith in TVET sector	L	H	3	Work with NGO partners such as VRDTCA and provincial training providers in the materials development to ensure materials meet productive sector needs and participant expectations. Support trainer training programs	TL, TCM, TAs, PCC Executive	On-going
Skill standards of training courses do not meet productive sector requirements	Minimal employment and economic outcomes	L	M	3	Training provider support including short course development, trainer training, assessment, alternative delivery modes, employer liaison	PCC Executive, TL, TCM, TAs,	On-going
Viruses and/or computer faults destroy source materials and information	Loss of resources, time and subsequent activity slowdown or inadequate outputs	H	H	5	Induction training for all program staff and contracted employees. Staff trained in the use of computer safeguards and knowledge management Protection software regularly updated Public access protocols	All program staff and contracted personnel	On-going
ORGANISATIONAL RISKS							
Key agency staff do not understand Program design or strategy and do not to support Program outputs	Inadequate provincial response to Program activities	H	H	5	Consultation with key agencies. Use all network resources to ensure communication with agency management at provincial and national level.	PTB, TCM and TL and other Program personnel, AusAID	Ongoing throughout the Program

RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
Varying stakeholder commitment results in individual or “go it alone” strategies by single agencies.	Decreased effectiveness (whole is more than sum of the parts) Poor coordination continues, low coherence in provincial planning	L	H	2	Active and well supported PCC Executive. Encourage and foster provincial partnerships. Use ETF as leverage for activity coordination	PTB, TCM and TL and other Program personnel.	On-going
Culture in the partner agencies cannot adjust to changing roles, broadening of activities and changed responsibilities. Suspicion about competition and duplication of roles.	Suspicion reduces Program effectiveness, diverts attention and energy from the overall objectives	M	M	3	Training providers to be actively involved as partners. Program Inception Workshop to emphasise Program’s roles in supporting and strengthening partner agency coordination Demonstrate value of the new information and processes through pilots, identification and use of “champions”. Organise periodic project briefings/communication; proactively identify generic or individual barriers to change from beginning and address with stakeholders; establish professional development groups to discuss and address problem issues; provide advice, support and backup	DG, TL, TCM, PCC Executive, key NGO and CBO partners	On-going
VNTC is unable or unwilling to devolve management and administrative functions to provincial levels	Project efforts are not sustained – Program is viewed as a temporary intervention after which VNTC returns to centralised behaviour	H	H	5	Close liaison between Program and VNTC Support VNTC devolve functions to provinces	DG, VNTC, PTB, PCC Executive, TL, TCM	On-going

RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
SYSTEM RISKS							
Inadequate national HRD Plan to underpin the identification of the priority training needs for Vanuatu	Training resources misdirected	H	L	3	Continue to work with GoV and other donors to facilitate HRD planning at national and provincial levels	PCC Executive, TL, TCM	On-going
Policy guidance on provincial development is absent, weak or confusing	Actions and activities of Program are uncertain and may not be aligned to development and reform requirements	M	M	3	Close liaison between Program, PTBs, Provincial Agencies and their national departments	DG, VNTC, PTB, PCC Executive, TL, TCM	On-going
Delays in approval processes (tender boards, contracting, etc) may cause delays in implementing the Program.	Lengthy delays in new & refurbished facilities and training resources TVET Centres delayed – loss of opportunity for early success – outcomes limited	M	M	2	Realistic planning schedules in the preparation stage and through sub-contracts. Establish timetables Work with key stakeholders to ensure completion of the processes	PCC Executive, TL, TCM	Procurement and refurbishing activities
Duplication of effort between donors in the area of MoE and MYD&T and other departments' staff training	Training effort duplicated; departmental staff absorptive capacity exceeded	M	M	3	Seek AusAID assistance to ensure harmonised effort for maximum synergy of donor resources to Ministries Work with Education Partners Group (Paris Declaration)	PCC Executive, TL, TCM	On-going
Inability of agencies/institutions to continue initiatives after Program. Program	Sustainability of Program benefits not achieved	L	H	3	All activities planned within budgetary and human resource constraints of provincial partner agencies. Sustainability Strategy	PCC Executive, TL, TCM	On-going

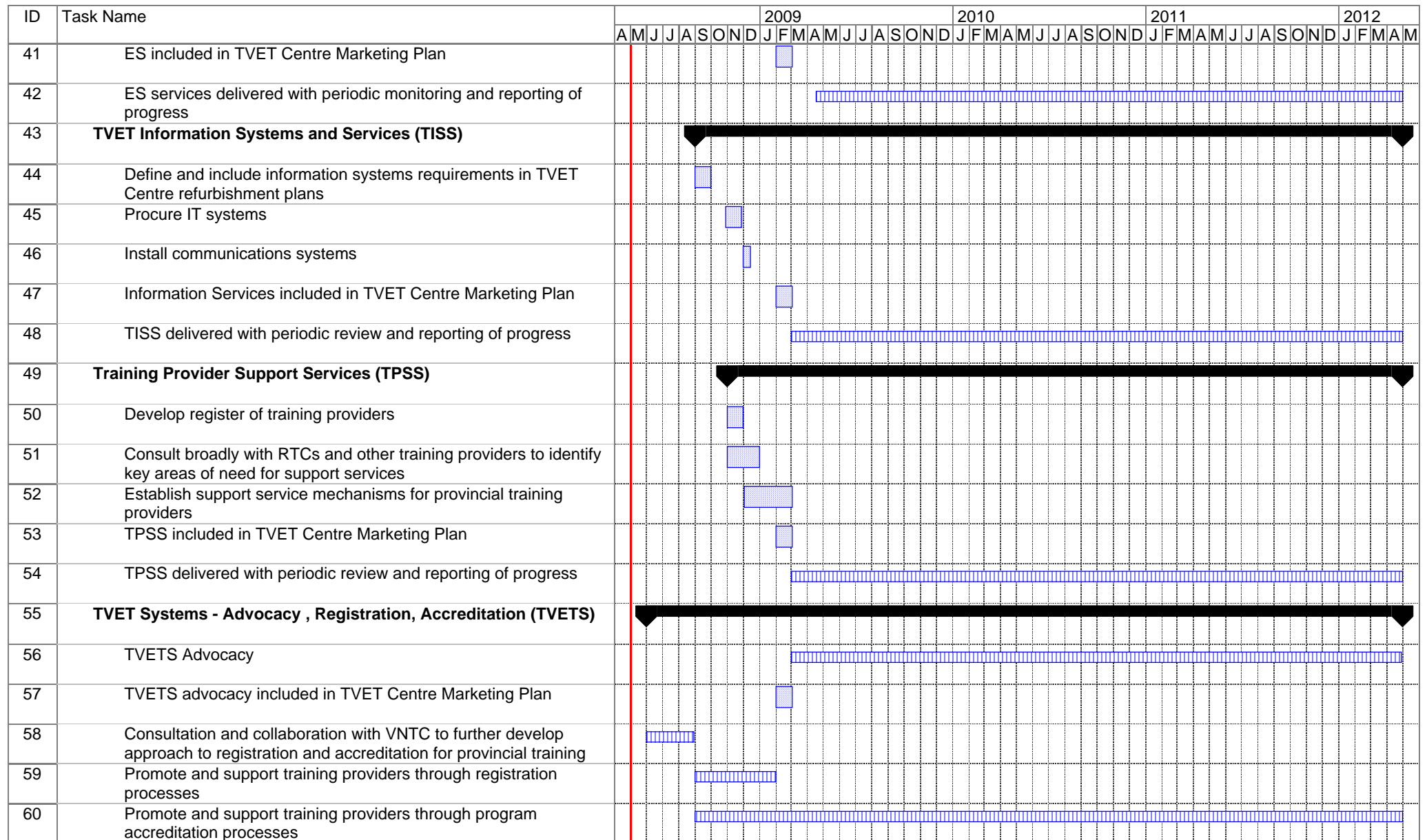
RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
activities not sustained or “mainstreamed”.					developed and adopted early in Program to be used to guide design and implementation of Program activities		
M&E RISKS							
Limited M&E Experience of program counterparts	Delayed process of data collection	M	H	4	BMEA working with counterparts with less M&E experience. Set up M&E Working Group to implement M&E processes where training will be provided on data collection, data collection tools.	TL, BMEA, M&E Working Group	Year 1
Limited availability of baseline data	Cannot conduct the baseline data collection as scheduled	M	H	4	Negotiate with counterparts to share data from other donors (i.e. EU) Involve Stakeholders in M&E process	TL, BMEA, M&E Working Group	On-going
Unwillingness or inability to monitor program’s progress towards targets	Delayed process of data collection	L	H	3	Set up M&E Working Group to implement M&E processes where each partner will have a defined role in the implementation; training will be provided on data collection, data collection tools.	TL, BMEA, M&E Working Group	On-going
Inability of program staff to meet geographical coverage planned by the program	Indicators to measure program impact do not reflect the situation from the entire country	M	H	4	Use M&E Working Group where there are institutions with national coverage: MoE, VANGO, VRDTCA, NSO	TL, BMEA, M&E Working Group	On-going

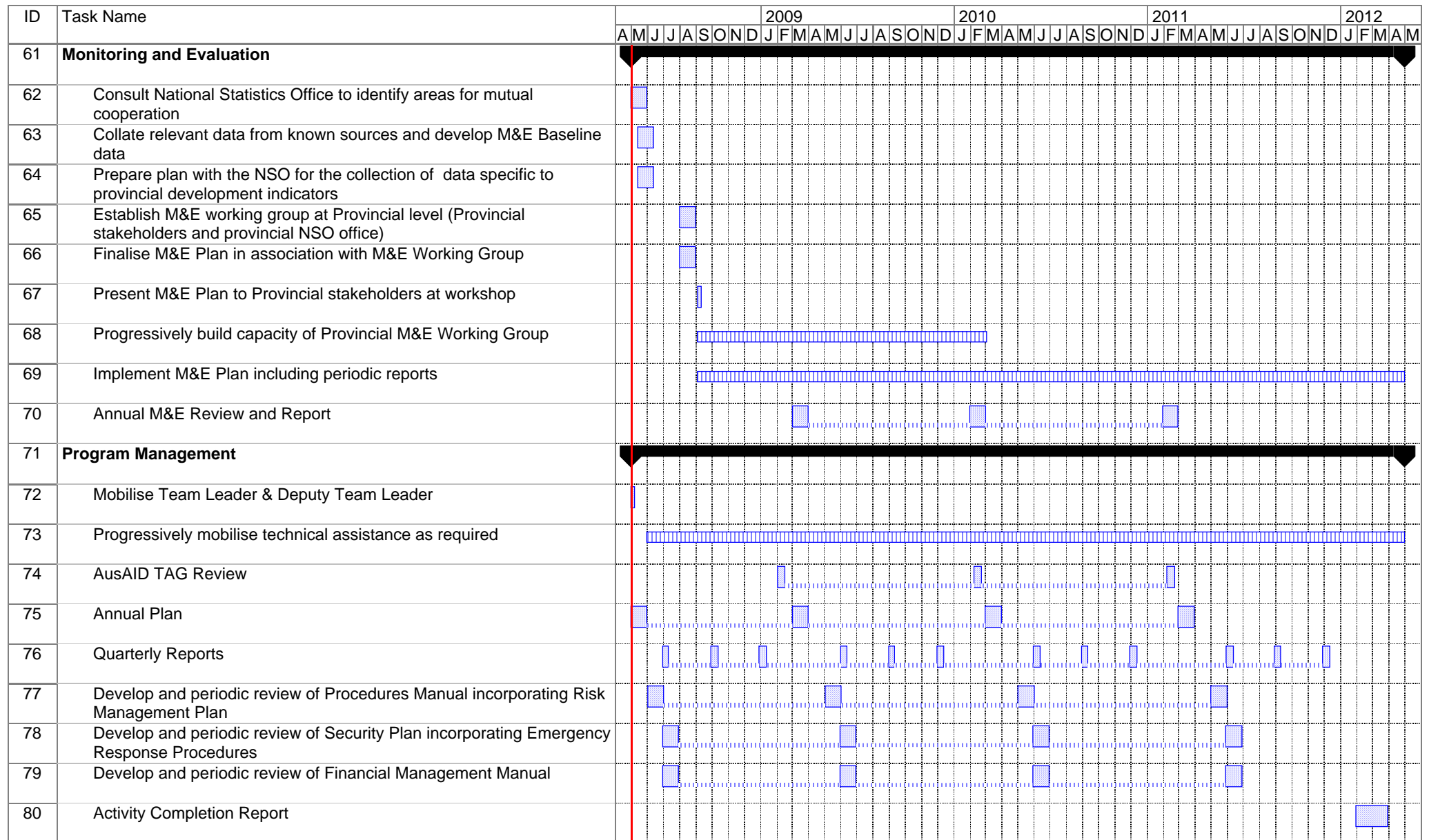
RISK	EFFECT ON THE PROGRAM	L	I	R	RISK TREATMENT	RESPONSIBILITY	TIMING
Providers do not gather or maintain the basic BME data systems or information	Lack of data to evaluate project performance. Participants do not take advantage of opportunities, providers lose touch with system, clients and potential role models	M	H	5	The BMEA to produce a manual for data collection and maintenance. Provincial advisers and PTBs to assist in RTC/NGO/ school data collection and management. Information provided to stakeholders in a way that highlights the positive use of the data	TL, BMEA, M&E Working Group	On-going

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ID	Task Name	2009					2010					2011					2012																				
		A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
1	Provincial Coordination Arrangements																																				
2	Widespread consultation and information dissemination (national and provincial) about program and provincial selection processes																																				
3	Provincial selection criteria developed by Senior GoV Panel (AusAID represented on panel)																																				
4	Widespread dissemination of selection criteria to key stakeholders in each province																																				
5	Expressions of Interest prepared by provinces																																				
6	Provinces Selected by Senior Panel																																				
7	Notice of selection and rationale distributed to selected and non-selected provinces																																				
8	Establish Provincial Program Offices																																				
9	Establish Provincial Coordination Structures (PCC Executive)																																				
10	Implementation workshop at provincial level																																				
11	Support development of Provincial HRD Plans																																				
12	TNA for provincial staff																																				
13	Develop Training Plans for provincial staff																																				
14	Tender Training Providers to deliver programs in response to training plan																																				
15	Training programs for provincial staff																																				
16	Provincial TVET Centres																																				
17	TVET Centre Establishment																																				
18	Plan refurbishment of Program Offices and TVET centres as required																																				
19	Buildings refurbishment																																				
20	Equipment procurement																																				

ID	Task Name	2009					2010					2011					2012											
		A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	
21	Develop Gender Access and Equity Strategy																											
22	Develop Provincial TVET Centres information and marketing campaign																											
23	Implement with regular review and adjustment Information and Marketing Plan																											
24	Employment and Training Fund (ETF)																											
25	Establish ETF																											
26	Prepare ETF operations manual																											
27	ETF services included in TVET Centre Marketing Plan																											
28	ETF services delivered with periodic review and reporting of progress																											
29	Business Development Services (BDS)																											
30	Develop register of employers in formal and informal economies																											
31	Consult broadly to define nature and scope of business support service requirements																											
32	BDS services included in TVET Centre Marketing Plan																											
33	Conduct competitive tender for BDS operator																											
34	Select BDS operator																											
35	Capacity building support for BDS contractor(s)																											
36	BDS delivered with periodic review and reporting of progress																											
37	Employment Service (ES)																											
38	Conduct competitive tender for ES operator																											
39	Select ES operator																											
40	Capacity building support for ES operator																											





Draft Phase 2 Design Document
Annex 5 - Personnel Input Schedule

ID	Task Name	In Australia (months)	In Vanuatu (months)	2009												2010												2011												2012											
				M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M											
1	LTA																																																		
2	International																																																		
3	Team Leader		36	[Solid Blue]																																															
4	Deputy Team Leader		24	[Solid Blue]																																															
5	ETF and BDS Adviser		12	[Solid Blue]																																															
6	National																																																		
7	Team Leader		12	[Solid Blue]																																															
8	Deputy Team Leader		24	[Solid Blue]																																															
9	TVET Centre Manager (1)		45	[Solid Blue]																																															
10	TVET Centre Manager (2)		45	[Solid Blue]																																															
11	Rural Training Officer (1)		48	[Solid Blue]																																															
12	Rural Training Officer (2)		48	[Solid Blue]																																															
13	Information and Marketing Officer		48	[Solid Blue]																																															
14	Office and Finance Manager		48	[Solid Blue]																																															
15	Finance Assistant		48	[Solid Blue]																																															
16	Administrative Assistant 1		45	[Solid Blue]																																															
17	Administrative Assistant 2		45	[Solid Blue]																																															
18	STA																																																		
19	Technical Director	6	5	[Vertical Blue Bars]																																															
31	Program Manager	24	6	[Vertical Blue Bars]																																															
43	M&E Adviser	3	5	[Vertical Blue Bars]																																															
55	M&E Working Group (3 + 3)		48	[Hatched Blue]																																															
56	Training System Adviser		3	[Solid Blue]																																															
57	ICT Adviser		6	[Solid Blue]																																															
58	Discretionary Pool Technical Advisers		budget allocation	[Grid]																																															

Project: VTVET Implementation Plan I
 Date: Mon 31/03/08

In Vanuatu (full time)
 In Vanuatu (part time)

[Solid Blue] In Vanuatu (STA through Annual Plans) [Grid] In Vanuatu (part time)
 [Hatched Blue] In Australia (part time) [Vertical Blue Bars] In Australia (part time)

Annex 6. Position Descriptions

POSITION: Team Leader (International)

DURATION: 3 years full-time

LOCATION: Provincial capital to be determined, with regular travel to Port Vila and other provincial locations.

REPORTING TO: Technical Director

A. DESCRIPTION OF DUTIES:

Manage a bi-lateral program of assistance in the Vanuatu TVET sector, focusing on supporting the coordinated delivery of targeted training to meet provincial development needs, resulting in improved income and employment levels.

Tasks will include:

1. Act as the single point of contact for AusAID Post in the planning, management and monitoring of Program activities.
2. In consultation with AusAID and the Director General for Education, support the provincial selection process including oversight of an extensive nationwide information campaign.
3. Act as the counterpart for the Chair of the Provincial Training Board (PTB) and work closely in strengthening the role of the PTB as the focal coordination body for the planning and delivery of training to support productive activity.
4. Provide management and strategic leadership across the focus areas of a) Provincial Coordination b) Provincial TVET Centres c) Monitoring and Evaluation and c) Program Management.
5. Work collaboratively with stakeholders from GoV agencies, training providers, NGOs, CBOs and the productive sector to increase the responsiveness of training delivery to provincial development needs and to strengthen cooperation processes. Includes strengthening links between central and provincial level agencies.
6. Manage the capacity building support required by the PTB, the PTB Executive and the TVET Centre Managers to fulfil their coordination responsibilities and operation of the Provincial TVET Centres. Includes providing support in the implementation of the Provincial TVET Centre services to leverage cooperative arrangements between training providers and the productive sectors and to link training provision to measurable economic outcomes.
7. Provide support and mentoring to the Deputy Team Leader and oversee his/her management of the second Program office.
8. Manage all Technical Assistance 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
9. Work with the GoV and AusAID in the development of iterative Program planning and prepare all Program documentation necessary to manage and monitor Program progress and outcomes including 6-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
10. Support the development of Employment and Training Fund and Financial Procedures manuals and ensure their implementation is consistent with Australian Government policies related to anti-corruption and countering fraudulent behaviour.

11. Oversee and monitor all Program-funded refurbishment and equipment procurement in a manner that is consistent with Australian Government procurement guidelines.
12. Manage the Program office, supervising the work and performance of any support staff and preparing regular financial reports and technical briefings to GRM as required. Includes oversight of the establishment and maintenance of the program data-base recording all Program activity.
13. Ensure quality assurance principles guide the timely preparation and submission of reports required under the contract between GRM and AusAID.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Higher degree qualification in education and training.
2. Qualification in business, accounting and/or economics or related field.
3. Senior-level experience in TVET planning and delivery in developing countries, preferably in rural contexts.
4. Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
5. Experience in managing international and local personnel who are providing technical assistance services.
6. Excellent financial skills including preparation and management of budgets and provision of financial reporting.
7. Demonstrated professional commitment to gender equity and experience in developing gender-sensitive programs and activities.
8. Competency in the use of MS Word, MS Excel, email and the Internet.
9. Working level Bislama. (attendance at Bislama classes at commencement of input will be provided as required)

Desirable

1. Experience working in the Pacific, preferably Vanuatu.
2. Experience in income-generation and small business development programs in developing countries.
3. Team Leader experience in a developing country.
4. Experience in preparing strategic planning documentation and reporting for Government agencies.
5. Knowledge and understanding of Commonwealth Government contracting and procurement policies and procedures.
6. Working level French.

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 community 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.

POSITION: Team Leader (National)

DURATION: 1 year full-time

LOCATION: Provincial capital to be determined, with regular travel to Port Vila and other provincial locations.

REPORTING TO: Technical Director

A. DESCRIPTION OF DUTIES:

Manage a bi-lateral program of assistance in the Vanuatu TVET sector, focusing on supporting the coordinated delivery of targeted training to meet provincial development needs, resulting in improved income and employment levels.

Tasks will include:

1. Act as the single point of contact for AusAID Post in the planning, management and monitoring of Program activities.
2. In consultation with AusAID and the Director General for Education, support the provincial selection process including oversight of an extensive nationwide information campaign.
3. Act as the counterpart for the Chair of the Provincial Training Board (PTB) and work closely in strengthening the role of the PTB as the focal coordination body for the planning and delivery of training to support productive activity.
4. Provide management and strategic leadership across the focus areas of a) Provincial Coordination b) Provincial TVET Centres c) Monitoring and Evaluation and c) Program Management.
5. Work collaboratively with stakeholders from GoV agencies, training providers, NGOs, CBOs and the productive sector to increase the responsiveness of training delivery to provincial development needs and to strengthen cooperation processes. Includes strengthening links between central and provincial level agencies.
6. Manage the capacity building support required by the PTB, the PTB Executive and the TVET Centre Managers to fulfil their coordination responsibilities and operation of the Provincial TVET Centres. Includes providing support in the implementation of the Provincial TVET Centre services to leverage cooperative arrangements between training providers and the productive sectors and to link training provision to measurable economic outcomes.
7. Provide support and mentoring to the Deputy Team Leader and oversee his/her management of the second Program office.
8. Manage all Technical Assistance 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
9. Work with the GoV and AusAID in the development of iterative Program planning and prepare all Program documentation necessary to manage and monitor Program progress and outcomes including 6-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
10. Support the development of Employment and Training Fund and Financial Procedures manuals and ensure their implementation is consistent with Australian Government policies related to anti-corruption and countering fraudulent behaviour.
11. Oversee and monitor all Program-funded refurbishment and equipment procurement in a manner that is consistent with Australian Government procurement guidelines.

12. Manage the Program office, supervising the work and performance of any support staff and preparing regular financial reports and technical briefings to GRM as required. Includes oversight of the establishment and maintenance of the program data-base recording all Program activity.
13. Ensure quality assurance principles guide the timely preparation and submission of reports required under the contract between GRM and AusAID.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Qualification in education and training.
2. Senior-level experience in TVET planning and delivery in developing countries, preferably in rural contexts.
3. Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Experience in managing personnel who are providing technical assistance services.
5. Excellent financial skills including preparation and management of budgets and provision of financial reporting.
6. Demonstrated professional commitment to gender equity and experience in developing gender-sensitive programs and activities.
7. Competency in the use of MS Word, MS Excel, email and the Internet.
8. Proficiency in Bislama

Desirable

1. Experience working in a professional role in Vanuatu.
2. Qualification in business, accounting and/or economics or related field.
3. Experience in income-generation and small business development programs in developing countries.
4. Experience in preparing strategic planning documentation and reporting for Government agencies.

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 community 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.

POSITION: Deputy Team Leader (International)

DURATION: 2 years full-time

LOCATION: Provincial capital to be determined, with travel to Port Vila and other provincial locations.

REPORTING TO: Team Leader

A. DESCRIPTION OF DUTIES:

Support the management of a bi-lateral program of assistance in the Vanuatu TVET sector, focusing on supporting the coordinated delivery of targeted training to meet provincial development needs, resulting in improved income and employment levels.

Tasks will include:

1. Act as the counterpart for the Chair of the Provincial Training Board (PTB) and work closely in strengthening the role of the PTB as the focal coordination body for the planning and delivery of training to support productive activity.
2. Support the Team Leader in activities related to the provincial selection process including contribution of an extensive nationwide information campaign.
3. Provide the Team Leader with management and strategic planning support across the focus areas of a) Provincial Coordination b) Provincial TVET Centres c) Monitoring and Evaluation and c) Program Management.
4. Work collaboratively with stakeholders from GoV agencies, training providers, NGOs, CBOs and the productive sector to increase the responsiveness of training delivery to provincial development needs and to strengthen cooperation processes. Includes strengthening links between central and provincial level agencies.
5. Manage the capacity building support required by the PTB, the PTB Executive and the TVET Centre Manager at the provincial location to fulfil their coordination responsibilities and operation of the Provincial TVET Centre. Includes providing support in the implementation of the Provincial TVET Centre services to leverage cooperative arrangements between training providers and the productive sectors and to link training provision to measurable economic outcomes.
6. Support the Team Leader in the management of Technical Assistance inputs provided by the Program.
7. Work with the Team Leader, the GoV and AusAID in the development of iterative Program planning and prepare Program documentation necessary to manage and monitor Program progress and outcomes including 6-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
8. Support the development of Employment and Training Fund and Financial Procedures manuals and ensure their implementation is consistent with Australian Government policies related to anti-corruption and countering fraudulent behaviour.
9. Manage Program-funded refurbishment and equipment procurement at the provincial location in a manner that is consistent with Australian Government procurement guidelines.
10. Manage the Program office at the provincial location, supervising the work and performance of support staff and preparing regular financial reports and technical briefings to the Team Leader. Includes the establishment and maintenance of the program data-base recording Program activity.
11. Ensure quality assurance principles guide the timely preparation and submission of reports required under the contract between GRM and AusAID.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Qualification in education and training.
2. Qualification in business administration, economics or related field.
3. Experience in TVET planning and delivery in developing countries, preferably in rural contexts.
4. Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
5. Experience in managing personnel who are providing technical assistance services.
6. Excellent financial skills including preparation and management of budgets and provision of financial reporting.
7. Demonstrated professional commitment to gender equity and experience in developing gender-sensitive programs and activities.
8. Competency in the use of MS Word, MS Excel, email and the Internet.
9. Working level Bislama. (attendance at Bislama classes at commencement of input will be provided as required)

Desirable

1. Experience working in the Pacific, preferably Vanuatu.
2. Experience in income-generation and small business development programs in developing countries.
3. Knowledge and understanding of Commonwealth Government contracting and procurement policies and procedures.
4. Working level French.

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 community 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.

POSITION: Deputy Team Leader (National)

DURATION: 2 years full-time

LOCATION: Provincial capital to be determined, with travel to Port Vila and other provincial locations.

REPORTING TO: Team Leader

A. DESCRIPTION OF DUTIES:

Support the management of a bi-lateral program of assistance in the Vanuatu TVET sector, focusing on supporting the coordinated delivery of targeted training to meet provincial development needs, resulting in improved income and employment levels.

Tasks will include:

1. Act as the counterpart for the Chair of the Provincial Training Board (PTB) and work closely in strengthening the role of the PTB as the focal coordination body for the planning and delivery of training to support productive activity.
2. Support the Team Leader in activities related to the provincial selection process including contribution of an extensive nationwide information campaign.
3. Provide the Team Leader with management and strategic planning support across the focus areas of a) Provincial Coordination b) Provincial TVET Centres c) Monitoring and Evaluation and c) Program Management.
4. Work collaboratively with stakeholders from GoV agencies, training providers, NGOs, CBOs and the productive sector to increase the responsiveness of training delivery to provincial development needs and to strengthen cooperation processes. Includes strengthening links between central and provincial level agencies.
5. Manage the capacity building support required by the PTB, the PTB Executive and the TVET Centre Manager at the provincial location to fulfil their coordination responsibilities and operation of the Provincial TVET Centre. Includes providing support in the implementation of the Provincial TVET Centre services to leverage cooperative arrangements between training providers and the productive sectors and to link training provision to measurable economic outcomes.
6. Support the Team Leader in the management of Technical Assistance inputs provided by the Program.
7. Work with the Team Leader, the GoV and AusAID in the development of iterative Program planning and prepare Program documentation necessary to manage and monitor Program progress and outcomes including 6-Monthly Reports, Annual Reports, Annual Plans, Milestone Completion Reports and the Program Completion Report.
8. Support the development of Employment and Training Fund and Financial Procedures manuals and ensure their implementation is consistent with Australian Government policies related to anti-corruption and countering fraudulent behaviour.
9. Manage Program-funded refurbishment and equipment procurement at the provincial location in a manner that is consistent with Australian Government procurement guidelines.
10. Manage the Program office at the provincial location, supervising the work and performance of support staff and preparing regular financial reports and technical briefings to the Team Leader. Includes the establishment and maintenance of the program data-base recording Program activity.
11. Ensure quality assurance principles guide the timely preparation and submission of reports required under the contract between GRM and AusAID.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Qualification in education and training.
2. Experience in TVET planning and delivery in Vanuatu.
3. Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training curriculum development.
4. Experience in managing personnel who are providing technical assistance services.
5. Excellent financial skills including preparation and management of budgets and provision of financial reporting.
6. Demonstrated professional commitment to gender equity and experience in developing gender-sensitive programs and activities.
7. Competency in the use of MS Word, MS Excel, email and the Internet.
8. Proficiency in Bislama

Desirable

1. Experience working in a professional position in Vanuatu.
2. Qualification in business administration, economics or related field.
3. Experience in income-generation and small business development programs in developing countries.
4. Working level French.

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 community 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.

POSITION: Employment and Training Fund / Business Development Services Adviser

DURATION: 12 months full-time

LOCATION: Provincial capital to be determined, with regular travel to Port Vila and other provincial locations

REPORTING TO: Team Leader

A. DESCRIPTION OF DUTIES:

Manage Program assistance and inputs provided to establish and operate an employment and training fund (ETF), business development services (BDS) and Employment Services (ES) in 2 provinces. Support the development and delivery of training courses specific to ETF, BDS and ES establishment and operations.

Tasks include:

1. Provide specialist technical advice to provincial counterparts on the applications of ETF, BDS and ES to provincial economic development plans.
2. Work with the Provincial Training Board (PTB) and provincial TVET Centre staff to develop operations and service delivery manuals for an ETF, BDS and ES within a provincial TVET Centre.
3. With provincial counterparts consult broadly to define nature and scope of ETF, BDS and ES service requirements.
4. Ensure that ETF, BDS and ES are fully integrated within a TVET centre marketing plan.
5. Through action learning, train and develop the capacity of PTB and TVET centre staff to deliver ETF, BDS and ES services.
6. Support the development of comprehensive information materials promoting the opportunities provided by the ETF, BDS and ES for widespread dissemination amongst businesses, community groups, training providers and relevant Government agencies engaged with the productive sector.
7. Assist TVET Centre staff develop a register of provincial businesses, cooperatives and community organisations where access to the ETF, BDS and ES will generate employment opportunities and outcomes.
8. Conduct competitive tender for BDS operator
9. Guide provincial counterpart staff through the process of outsourcing the delivery of business and employment services through a competitive tender.
10. Where necessary strengthen the capacity of the selected BDS/ES contractor(s) to deliver services consistent with the overall policies and programs of the PTB and TVET Centre.
11. Put in place mechanisms to periodically review and report on ETF, BDS and ES service delivery that contribute to the overall Program monitoring and evaluation activities.
12. Undertake on-going outcome monitoring and assessment with regard to ETF, BDS and ES services and, in consultation with the Team Leader, modify strategies and approaches as necessary.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Degree or higher qualification or equivalent in education and training and/or business and economics.
2. Knowledge and understanding of TVET education and training constraints and issues in developing countries in general and in the Pacific in particular.

3. Extensive experience in the design, development and delivery of ETF, BDS and ES in developing countries, particularly in rural areas.
4. Developing country experience, preferably within a bi-lateral or development program environment.
5. Demonstrated experience in programs involving skills transfer, trainer training, mentoring and on-the-job training in bilingual environments.
6. Competency in the use of MS Word, MS Excel, the internet and email.
7. Working level Bislama. (attendance at Bislama classes at commencement of input will be provided as required)

Desirable

1. Experience in liaising with government, businesses and training providers in support of targeted human resource development services.
2. Previous experience in preparing summaries, reports and other documentation.
3. Ability to understand / converse in French

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Good communicator and trainer, both verbally and in writing.
2. Ability to collaborate with a range of agencies within a developing country context.
3. Ability to design and produce effective training methods and assessment materials with limited resources
4. An appreciation of education and training benefits to formal and informal economy employment opportunities
5. Ability to develop an effective working relationship with provincial counterpart staff and with other managers / trainers / professionals in the sector.
6. Ability to work cooperatively with Partner agencies and counterparts and to deal with culturally sensitive technical issues.
7. Well-developed problem solving skills.

POSITION: Training Centre Manager (x 2)

DURATION: 45 months full-time in the first instance

LOCATION: Provincial location (to be determined)

REPORTING TO: Team Leader

A. DESCRIPTION OF DUTIES:

Manage the development and operations of a provincial TVET centre providing a range of services including an Employment and Training Fund, Business Development Services, Employment Services, Information Systems Support Services, Training Provider Support Services and TVET Systems Support Services.

Tasks will include:

1. Working cooperatively with the Provincial Council, PTB and senior counterparts located at the MoE, the MYDT, and the VNTC to improve, expand and strengthen skill formation and TVET in the province that leads to measurable economic outcomes.
2. Establishing the TVET Centre as a focal point for provincial cooperation and HRD planning.
3. Assisting GOV provincial officers strengthen systems and processes, develop strong ties with local commercial / business sector / community groups / Chiefs and other initiatives that can facilitate accurately identifying training needs relevant to provincial development plans.
4. Promote the availability of TVET Centre services and support the development of cooperative linkages between the productive sector and provincial training providers that lead to business, community development and employment opportunities.
5. Providing advice and assistance to provincial formal and non-formal training providers related to TVET Centre service delivery.
6. Facilitate higher levels of responsiveness by training providers to provincial demands for skills that are directly linked to employment and productive outcomes.
7. Providing technical advice on ways to improve the courses, the quality of training methods and the quality of courses in response to provincial development needs.
8. Assisting the productive sector identify courses or modules delivered through formal, non-formal and private providers that are relevant to their skill requirements.
9. Liaising with the VNTC and PTB to develop strategies to raise the effectiveness, impact, status and profile of the TVET Centre services.
10. Work closely with the PTB in all aspects of the planning, management, monitoring and reporting of Program activities and initiatives.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. A training qualification, trade qualification and/or business qualification in a relevant discipline
2. Understanding of productive sector HRD needs, issues and resource constraints at the provincial level
3. Experience in assisting local stakeholders to increase recognition and promotion of TVET in ways that improve access and training quality
4. Experience in managing training support facilities
5. Demonstrated experience in skills transfer, mentoring and on-the-job training.
6. Demonstrated experience in the use of MS Word, MS Excel, email and the Internet.

Desirable

1. Experience in liaising and/or operating within business and community groups
2. Ability to identify training needs
3. Ability to understand / converse in Bislama as well as English
4. Previous experience in preparing summaries, reports and other documentation.
5. Ability to understand / converse in French an advantage

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Good communicator and trainer, both verbally and in writing.
2. An ability to work within a relatively isolated environment.
3. Ability to provide professional technical assistance within a small but relatively complex organisation.
4. Ability to develop an effective working relationship with senior provincial and national government officials.
5. Ability to listen to external perspectives and to work with stakeholders to further develop and maintain provider and local industry / community networks.
6. Ability to work cooperatively with Partner agencies, Chiefs and counterparts, to deal with culturally sensitive technical issues.
7. Well-developed problem solving skills.

DRAFT

POSITION: Technical Director

DURATION: Intermittent inputs totalling 6 months in Australia, 5 months in Vanuatu over 48 months

LOCATION: Australia and Vanuatu

A. DESCRIPTION OF DUTIES:

Take overall responsibility for the management of a bi-lateral program of assistance in the Vanuatu TVET sector, focusing on supporting the coordinated delivery of targeted training to meet provincial development needs, resulting in improved income and employment levels.

Tasks will include:

1. Act as point of contact for AusAID in contractual aspects of the program.
2. Maintain high level contact with senior GoV and AusAID officials responsible for the Program.
3. Provide AusAID, GoV and the Team Leader with strategic advice as required across the focus areas of a) Provincial Coordination b) Provincial TVET Centres c) Monitoring and Evaluation and c) Program Management.
4. Work closely with the Counterpart and Team Leader in the effective planning, implementation and monitoring of specialist inputs across the program.
5. Identify and mobilise specialist short-term advisers, including briefing preparation, monitoring outcomes and confirming completion of milestones.
6. Review team and personnel performance and manage all performance issues appropriately.
7. Provide quality assurance on the timely preparation and submission of all reports required under the contract between AusAID and GRM.
8. Ensure that the Employment and Training Fund and Financial Procedures manuals are consistent with Australian Government policies related to anti-corruption and countering fraudulent behaviour.
9. Ensure all Program-funded refurbishment and equipment procurement in a manner that is consistent with Australian Government procurement guidelines.
10. As part of PCC visits, provide key workshops and seminars to senior stakeholders on demand-driven skills development training provision.
11. Provide strategic advice with regard to the Program's phased and flexible implementation approach and ensure lessons learned are incorporated into the iterative planning cycles.
12. Provision of specialist advice and information to the PCC and AusAID TAGs and senior representatives with relation to Program planning and outcome assessment.
13. Review strategies and initiatives in gender, access, equity and environmental issues.
14. Provide Quality Assurance on the timely preparation and submission of reports required under the contract between GRM and AusAID.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Higher degree qualification in education or other relevant discipline.
2. Knowledge and understanding of demand-driven skills development issues in developing countries.
3. Executive management experience in education and training at the central or the institutional level (preferable at senior secondary / TAFE level) including the development of modular, CBT programs.
4. Developing country experience, preferably within the skills formation sector.
5. Experience in supervising the planning and development of educational facilities and equipment procurement.

6. Experience in managing short and long term international personnel who are providing technical assistance services.
7. Demonstrated and extensive experience in the use of MS Word, MS Program, MS Excel, email and the Internet.

Desirable

1. Knowledge and understanding of contracting / procurement policies and procedures.
2. Experience in programs that deal with current cross-cutting issues including (but not limited to) human rights, poverty alleviation, equity of access to resources, gender, good governance and the environment.
3. Technical Director experience in a developing country.
4. Experience in preparing and presenting specialist TVET workshops and seminars.
5. Previous experience in preparing reports and other documentation for government agencies.

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Highly skilled cross-cultural communicator, both verbally and in writing.
2. Ability to provide program leadership and professional direction.
3. Ability to develop effective working relationships with senior officials in the Partner Government agency.
4. Ability to deal with politically sensitive issues.
5. Proven problem-solving skills.

DRAFT

POSITION: Program Manager

DURATION: Intermittent inputs totalling 24 months in Australia, 6 months in Vanuatu

LOCATION: Australia and Vanuatu

A. DESCRIPTION OF DUTIES:

Assist in the management of a bi-lateral program of assistance in the Vanuatu TVET sector, focusing on supporting the coordinated delivery of targeted training to meet provincial development needs, resulting in improved income and employment levels.

Tasks will include:

1. Manage all contractual requirements of the Program between GRM and AusAID including but not limited to all financial and budget reporting and timely submission of all Program milestones and other technical reporting documentation.
2. Support the Technical Director and Team Leader in all aspects of Program implementation, monitoring, documentation and reporting.
3. Work closely with Program stakeholders to maximise engagement with the Program and achievement of outcomes.
4. Assist in the identification of appropriate short-term/long-term advisers and Program office personnel.
5. Contract and mobilise where appropriate short-term/long-term advisers and Program office personnel, including briefing preparation, logistical arrangements, providing support for in-country activities, and monitoring progress and outcomes.
6. Manage the Program budget in line with the contract with AusAID, 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.
7. Provide technical and administrative support for the PCC meetings and AusAID TAG reviews.
8. Assist the Technical Director and Team Leader in monitoring the Program's phased and flexible implementation approach and ensure lessons learned are incorporated into the iterative planning cycles.
9. Assist the Team Leader in ensuring strategies and initiatives in gender, access, equity and environmental issues are effective.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Degree qualification in education and/or development studies or other relevant discipline.
2. Knowledge and understanding of demand-driven skills development issues in developing countries.
3. Experience in education and training programs in developing country contexts, preferably in the Pacific.
4. Experience in working in bilateral programs and providing high level financial and technical reporting documentation to donor and government agencies.
5. Experience in managing budgets in line with contractual and corporate requirements.
6. Experience in providing administrative, logistical and technical support to consultants who are providing technical assistance services.
7. Demonstrated understanding of Commonwealth Procurement Guidelines and experience in procuring goods and contracting services within this framework.
8. 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 AusAID-funded Programs.
2. Experience in working in Vanuatu.
3. Working knowledge of Bislama.
4. Working knowledge of French.

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.

DRAFT

POSITION: Monitoring and Evaluation (M&E) Adviser

DURATION: Intermittent inputs totalling 3 months in Australia, 5 months in Vanuatu

LOCATION: Australia and Vanuatu

A. DESCRIPTION OF DUTIES:

Design and manage M&E assistance across the breadth of the Program, focusing on the monitoring and measurement of Program progress and outcomes, and the systematic collection of data to inform a continuous improvement process.

Tasks will include:

1. Manage the participatory and iterative implementation of the M&E Framework, the Performance Management Plan, and their associated procedures, processes and reporting requirements.
2. Establish and maintain a strong working relationship with the National Statistics Office. This will include initial identification of areas for mutual cooperation and collaborative collation of relevant data to consolidate the M&E Baseline, as well as the preparation of a plan for the collection of data specific to provincial development indicators.
3. Identify, mentor and build the capacity of the local M&E Working Groups in the development and implementation of an evolving M&E Plan including the description of data collection tools, persons/agencies responsible for data collection and the schedule of activities.
4. In consultation with the ICT Adviser, Team Leader and Program Manager, coordinate the establishment of an appropriate Program Management Information System based on the M&E Plan.
5. Develop a training needs analysis for each member of the M&E Working Groups and develop a training plan that will progressively strengthen their skills in M&E tools and processes within the TVET sector.
6. Deliver training in the on-going management and administration of the M&E Plan, including the utilisation of data in strategic management, planning and policy formulation.
7. Prepare periodic M&E reports focussed on Program outcomes and achievement of the Strategic Objective, ensuring data is gender disaggregated, and make recommendations as to modifications to maximise effectiveness of Program intervention.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Degree qualification or equivalent in program evaluation, and/or education and training or other relevant discipline.
2. Knowledge and understanding of education and training constraints and the social / cultural issues in developing countries in general and in the Pacific in particular.
3. Extensive experience in reviewing bilateral training and development programs and in application of data collection methodologies in developing country rural contexts.
4. Demonstrated capacity in data processing and analysis techniques with a view to strategic management and policy development.
5. Demonstrated capacity in mentoring and the provision of training in the area of program monitoring and evaluation.
6. Demonstrated high-level oral and written communication skills, including the ability to produce timely, lucid, and concise reports.
7. Demonstrated experience in working with a range of stakeholders including community, non-government and government representatives.

Desirable

1. Experience in working in the Pacific.
2. Experience in programs that deal with cross-cutting issues including (but not limited to) human rights, poverty alleviation, equity of access to TVET resources, gender, good governance and the environment.
3. Experience in working in a bilateral program environment.
4. Previous experience in preparing reports and other documentation for donor and government agencies.
5. Working-level Bislama.
6. Working-level French.

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Excellent cross-cultural communication skills.
2. Ability to provide appropriate expertise and professional direction within a small but relatively complex environment.
3. Ability to deal with politically or culturally sensitive issues.
4. Highly developed problem solving skills.

DRAFT

POSITION: Training System Adviser

DURATION: 3 months full-time in the first instance

LOCATION: Port Vila, with travel to the Provinces

REPORTING TO: Program Team Leader

A. DESCRIPTION OF DUTIES:

Manage Program assistance and inputs provided to VNTC in Port Vila. Work with VNTC and its Executive Officer to strengthen linkages with Vanuatu's commercial / business sector, the local and provincial communities, the formal and non-formal providers and the relevant GoV Ministries. Tasks will include:

1. Assisting the VNTC to refine and adjust its registration and accreditation systems and processes in line with provincial training provider operations and needs
2. Providing specialist technical advice in the operation of the VNTC including advocacy and promotion of a national TVET system across Vanuatu; supporting TVET course / provider data-base development; and developing strategies that lead to improved access and quality of courses.
3. Work cooperatively with senior national and provincial GoV counterparts and other program Advisers in strengthening the capacity of national and provincial TVET systems to respond to productive sector skill demands.
4. Work closely with the Team in all aspects of the planning, management, monitoring and reporting of the VNTC program activities and initiatives.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Degree or equivalent in education and training or another relevant discipline.
2. Knowledge and understanding of TVET course registration / accreditation issues and resource constraints in developing countries in general and in relation to Vanuatu in particular.
3. Experience in advocacy and promotion of national TVET systems.
4. Developing country experience, preferably within a bi-lateral program environment;
5. Demonstrated experience in skills transfer, mentoring and on-the-job training.
6. Demonstrated experience in the use of MS Word, MS Excel, email and the Internet.

Desirable

1. Ability to understand / converse in Bislama
2. Previous experience in preparing summaries, reports and other documentation.

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Good communicator and trainer, both verbally and in writing.
2. Ability to provide professional technical assistance within a small but relatively complex organisation.
3. Ability to develop an effective working relationship with senior VNTC and TVET staff.
4. Ability to listen to external perspectives and to work with counterparts to further develop and maintain VNTC provider, GoV and industry networks.
5. Ability to work cooperatively with Partner agencies and counterparts and to deal with culturally sensitive technical issues.
6. Well-developed problem solving skills.

POSITION: ICT Adviser

DURATION: 6 months

LOCATION: Provincial capital to be determined, with regular travel to Port Vila and other provincial locations.

REPORTING TO: Team Leader

A. DESCRIPTION OF DUTIES:

Provide all required ICT inputs in the establishment and operation of provincially-based Program offices and TVET Centres.

Tasks will include:

1. Source appropriate server providers and establish networks to service Program offices and TVET Centres.
2. In consultation with the Team Leader, source, procure and establish all required ICT equipment for offices and centres.
3. Provide training in ICT operations to Program office support staff.
4. Provide training in ICT operations to TVET Centre Managers and provide strategic direction and mentoring in the establishment and operation of the TVET Information Systems and Services (TISS).
5. Support the PCC Executive in liaising with training providers and stakeholders from the productive sectors in ensuring TISS meet provincial development needs.
6. Provide specialist ICT advice to the Curriculum and Training Adviser in the development of short-courses that meet business and commercial needs.

B. QUALIFICATIONS AND EXPERIENCE:

Essential

1. Degree or higher qualification in Information Technology.
2. Experience in the development of ICT systems in developing country contexts, preferably within a bi-lateral program environment,
3. Demonstrated experience in skills transfer, trainer training, mentoring and/or on-the-job training.
4. Experience in developing modular IT training courses to meet business and commercial needs.
5. Excellent skills in the use of MS Word, MS Excel, the internet and email.

Desirable

1. Experience in working in skills development programs in developing country contexts.
2. Experience in working in the Pacific region.
3. Working-level Bislama.

C. KEY PERSONAL SKILLS AND ATTRIBUTES

1. Very good cross-cultural communicator, both verbally and in writing.
2. Excellent training and mentoring skills.
3. Ability to provide appropriate professional direction within a small but relatively complex and resource-constrained environment.
4. Responsive attitude and excellent problem-solving skills.

Annex 7. Technical Advisory Group - Final Report (August 30, 2007)

DRAFT

Phase 1 Evaluation

Vanuatu Technical Vocational Education Strengthening Program

Final Report

August 30, 2007

The findings, interpretations, and conclusions expressed in this report are those of the members of the review team listed in the Introduction of the Report, and should not be considered as representing official AusAID Policy.

Executive Summary

This Report summarizes the results of an evaluation of Phase I of the AusAID Technical Vocational Education and Training (TVET) Strengthening Program¹. The evaluation was carried out between Aug. 1-10, 2007, by a team from AusAID and in cooperation with the Government of Vanuatu. The objectives of the Mission were to evaluate the effectiveness and efficiency of Phase I of the Program, provide recommendations to AusAID on any improvements for Phase II, including whether to continue with the current service provider, and comment on the opportunities to further improve training in areas of potential work or for improved economic outcomes. *This Executive Summary is deliberately brief and readers are encouraged to read the full text for clarification of recommendations.*

The commitment of the Government of Vanuatu to education is large as reflected by the fact that 27% of the Government Budget is allocated to the sector, which is one of the highest in the World. However, almost all funding is allocated to teacher salaries, and only 0.7% of funding is spent on TVET. The primary focus of Government plans is the expansion of quality and access to basic education. Progress has been made on the access goal, with estimates of initial enrollment and retention of over 60-70% of the cohort according to the Ministry of Education, but there is much work left to do to improve quality. The expansion of secondary, technical, and further education is a second longer term goal of the Government. Currently only about 32% of the cohort is enrolled in secondary education.

Several overarching issues that affect development in Human Resource Development (HRD) provide a context for recommendations made in this Report (*see Section II for details*).

- First, there are weak links between economic development and HRD.
- Second, while there is recognition of the need to develop a broad HRD strategy, which should integrate a vision for Technical and Vocational Education and Training (TVET), little progress has been made on a strategy and there is no clear vision for TVET.
- Third, poverty levels are high and they are linked to rural development, but sustainability of rural development initiatives has been weak.
- Fourth, there are multiple causes of unemployment including a lack of demand for labor, structural, and frictional unemployment². TVET can address structural issues, but a broader menu of program is necessary to address lack of demand for labor and frictional unemployment among youth and adults.
- Finally, there needs to be a strategic and sustainable balance between public investments in quality of basic education, expansion of secondary education and technical/vocational training

¹ This Report provides additional background information on the results of the Evaluation Mission which were summarized in an Aug. 9, 2007 Aide Memoire which was provided to the Government at the end of the Mission.

² Structural unemployment occurs when individuals lack skills, or have inappropriate skills; frictional unemployment occurs when individuals have skills that are in demand but they may not be aware of the demand and/or are in the wrong location to use their skills.

The purpose of Phase I of the Program was to strengthen and extend the provision of skills development and training through targeted support to the Ministry of Education, Ministry of Youth Development & Training, Vanuatu National Training Council, Vanuatu Institute of Technology, and selected training providers in Port Vila and in the Provinces via five program components (*see Section III for details*).

- The first component focused on development of training for the formal labor market, primarily via the Vanuatu Institute of Technology (VIT). This work has essentially been completed as designed. However, programs primarily target school leavers with long term programs, and do not serve adults and the employed that need short term training.
 - ⇒ **There is a need to increase short term programs and provide just-in-time support to small business and enterprises.**
 - ⇒ **There is also a need to provide trainees with concrete information on skills and competencies obtained, in addition to institutional Certificates, to enhance communication with employers. Skill and competency information is important for completers of long and short programs, but particularly critical for completers of short non-formal programs.**

- The second component focused on strengthening Provincial and non-formal training. Model secondary school TVET programs were developed in two Provinces. These models provide guidance for future expansion. **The review recommends:**
 - ⇒ **that the most effective secondary schools TVET model is that TVET be integrated into the secondary curriculum, so that students gain both TVET skills and general education and certification³;**
 - ⇒ **that the MOE consider co-location in Provinces of training equipment that could support both TVET in schools and Rural Training Centres and Provincial Vocational Training Centres, thus maximising the benefit of the facilities.**

Two Provincial Vocational Training Centres were initiated, with the assumption that VIT would be the sponsor, but VIT support for the Provincial Centres did not materialize.

- ⇒ **A competitive approach should be used for selecting agencies which will administer future Provincial Centres.**

Program support was also provided to develop other rural training providers. This was effective.

- ⇒ **However future support to rural training providers should increasingly focus on sustaining service delivery, as opposed to system development. This support could be provided via an Employment and Training Fund. Such a Fund could**

³ Other TVET support for secondary school graduates, dropouts, or forced outs, should be provided via adult education and training programs which should operate outside standard secondary school graduate certificate programs and could be provided by existing service providers such as NGOs, RTCs, and adult education programs operated by Secondary Schools

provide resources to help the existing network of rural human resource development agencies deliver a broad menu of services which could address frictional unemployment and lack of demand for labor, as well as provide training.

- The third component supported the Vanuatu National Training Council (VNTC). Enabling legislation was passed, but implementation has focused on a narrow portion of VNTC's role in TVET, the registration of training providers. Registration procedures are complex and VNTC has provided limited technical assistance to providers. As a result the registration process has become somewhat of a disincentive to training agencies to request accreditation and use new training curricula and programs.
 - ⇒ **The registration process needs to be simplified, perhaps by creating different procedures for large formal, and small non-formal, training providers.**
 - ⇒ **Future support to VNTC (eg potential national management of the Employment and Training Fund mentioned above) should be contingent on successful rework of the registration process and implementation of existing responsibilities.**

- The fourth component supported the Ministry of Education (MOE), and Ministry of Youth Development and Training (MYDT) to strengthen TVET planning and management. As noted previously, several model secondary vocational school programs were developed. However, MOE has not created or staffed a unit with clear responsibility for TVET. Basic TVET data has improved, but these data have not been integrated into the overall Education Management Information System. MYDT has the legislated responsibility for policy leadership for non-formal training. However, the Ministry has not implemented this role, provided necessary staffing to provide policy leadership, or allocated available funding to provincial non-formal training (all rural training funds are allocated to sports activities).
 - ⇒ **Any future support needs to focus on:**
 - **development of an overall vision for TVET (see next component) and defining the responsibilities of different agencies;**
 - **selection of an appropriate model for secondary TVET;**
 - **integrating TVET and education management information systems; and**
 - **clarifying and filling the current gap in leadership for non-formal training.**

- The fifth component supported overall operation of the Phase I program, including fiscal and program management, and operation of the Project Coordinating Committee. The Committee has operated effectively, and program and fiscal management has been acceptable. The contracted managing agent for the program, Melbourne Development International (MDI), provided effective program management, though there were some

concerns that progress could have been quicker and more achieved in the timeframe. Overall operation of the Program has been complicated by the lack of an overall vision for TVET. MOE has been tasked by the Government with development of an overall HRD strategy, which should contain a vision for TVET. However, the HRD strategy as currently envisioned by the Government has a rather narrow focus on development of labor market information, but not on definition of a broad HRD vision and definition of the role of institutions in addressing labor market challenges. The Government has obtained a consultant to develop a framework for the HRD strategy and develop an initial plan.

1. **Future TVET support could build on this initial work, and should provide assistance to develop labor market information and the refine the overall strategy, including developing details for a TVET vision.**
2. **AusAID should continue with MDI as the contracted managing agent for Phase II, noting that the revised components of Phase II will require staff skilled in economic development, employment and training, with a good understanding of labour market demand and labour programs that address employment and unemployment. Transition arrangements between Phase I and II will ensure continuity of those initiatives that will continue into Phase II, in particular support of Rural Training Centres and Provincial Vocational Training Centres.**
3. **Finally, it is recommended that selected elements of Phase II management move from VIT to MOE, if the focus of Phase II is changed as proposed in the following paragraphs.**

This Report recommends that in Phase II AusAID assistance shift the primary emphasis *from providing inputs* and developing TVET systems (e.g. facilities, equipment, software, and personnel) *to focusing on outcomes* and facilitating access to and use of already developed TVET and related HRD systems. The overall goal of Phase II should be to improve the knowledge and skills of citizens in order to support economic development and investment, and improve their quality of life, through productive employment. Development outcomes should include:

- a) **a net increase in employment and/or measurable social outcomes, including poverty reduction, by individuals who have participated in knowledge and skill programs supported by the Program; and**
- b) **evidence that program investments have continuity with past programs, there is national ownership of programs which can be sustained without continued donor support, and the programs are harmonized with initiatives of the Government and other donors.**

Three specific objectives are suggested for Phase II, including (*see Section IV for Details*):

- **To develop, and provide updating, for an overall HRD strategy, that integrates a vision for TVET, and will provide policy guidance and define roles of HRD**

institutions to ensure citizens can obtain knowledge and skills to support economic development and investment, and improve their quality of life, through productive employment.

- **To facilitate sustainable delivery and use of already developed TVET and related HRD services to enable citizens to enter productive employment and increase their standard of living.**
- **To continue strengthening TVET systems, to a sustainable level in selected high priority areas, to enable citizens to enter productive employment and increase their standard of living.**

The majority of Phase II financing should be allocated to the second objective.

- **Design of component objectives and activities should include clear definitions and plans to measure:**
 - **outcomes (i.e. do program participants have positive employment and/social outcomes), and**
 - **impacts (i.e. do program participants have better employment and social outcomes than similar non-participants).**
- **Outcomes were not sufficiently defined at the initiation of Phase I. The initial emphasis was on measurement of outputs. However, several follow-up surveys have been completed to give initial baseline data on outcomes. These need to be replicated and strengthened during Phase II.**

Acronyms

HRDHRS	Human Resource Strategy
LMI	Labour market information
MOE	Ministry of Education
MYDT	Ministry of Youth Development and Training
PTB	Provincial Training Board
PVTC	Provincial Vocational Training Center
REDI	Rural Economic Development Initiative
RTC	Rural Training Center
TIF	Training Incentive Fund
TVET	Technical Vocational Education and Training
VESS	Vanuatu Education Sector Strategy
VETEP	Vanuatu Education Transition and Expansion Program
VITE	Vanuatu Institute of Teacher Education
VNTC	Vanuatu National Training Council
VIT	Vanuatu Institute of Technology

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I. INTRODUCTION

This Report summarizes the results of an evaluation of Phase I of the AusAID Technical and Vocational Education and Training (TVET) Strengthening Program⁴ which was carried out between Aug. 1-10, 2007, by a team consisting of John Fahy (Team Leader and Senior Adviser, Education & Vocational Training, AusAID) Mark Waltham (Principal Education Adviser, AusAID), Christelle Thieffry (Senior Program Manager, Vanuatu AusAID), Kali Vatoko (Government of Vanuatu Representative), and David Fretwell (Consultant, Scarcliffe Associates). This Report has been authored by Dr. Fretwell, based on AusAID Terms of Reference executed July 17, 2007. All mission members extended their thanks to Daniel Lamoureux (Director General, Ministry of Education - MOE) and all other representatives of the Government, Non Government, AusAID, private agencies and institutions at the local and provincial level, including those in Tanna and Santo which coordinated local visits⁵.

The objectives of the Mission, and this Report, were to:

- a) evaluate the effectiveness and efficiency of the project in relation to its intended goal and objectives;
- b) identify the strengths and weaknesses of the project design and implementation;
- c) provide recommendations to AusAID on any improvements for Phase II; including whether to continue with the current service provider, and
- d) comment on the opportunities to further improve training in areas of potential work or for improved economic outcomes for the country supported by Vanuatu Technical and Vocational Education Strengthening Program (hereinafter referred to as the "Program").

Although the primary focus of this Report is on the Phase I Program, it is recognized that AusAID has, and continues, to be active in TVET and other parts of the HRD sector outside the current Program. AusAID is also currently involved with the Government and other donors in developing a Sector Wide Approach (SWAp) for Education.

This Report intentionally does not attempt to summarize the content of all previous mission reports, related policy documents, and project documents and reports (which are voluminous). Rather, the Report attempts to "add value" by drawing on the content of these reports and documents, on-site observations, and international best practice, to identify key areas of progress and issues on the current Program, and recommendations for future AusAID investments in the Human Resource Development (HRD) sector in Vanuatu. The Report is deliberately brief, to assist readability and usefulness to inform future investments in HRD. The Report is organized in three sections including:

- Identification of several principles, assumptions, and issues that provide a context for comments on the existing Program and future investments (Section II of the Report)

⁴ This Report provides additional background information on the results of the Evaluation Mission which were summarized in an Aug. 9, 2007 Aide Memoire which was provided to the Government at the end of the Mission.

⁵ Annex I contains a list of institutions and individuals met during the mission.

- Summary of the status, achievements, issues and recommendations on the Phase I Program (Section III).
- Recommendations for goals, major objectives and activities, outputs and outcomes for the proposed Phase II Program (Section IV).

II PRINCIPLES, ASSUMPTIONS AND ISSUES

There are several internal and external forces which have been and continue to drive investment in the HRD sector, and in TVET. From the internal Government side, the commitment to education is large as reflected by the fact that 27% of the Government Budget is allocated to the sector, which is one of the highest in the World. However, almost all funding is allocated to teacher salaries, and only 0.7% of funding is spent on TVET. The MOE 2008-2010 Draft Three Year Corporate Plan, Medium Term Expenditure Framework which includes an Education Transition and Expansion Plan, and the Vanuatu Education Sector Strategy (VESS) outline the principles for expansion of investments in the HRD sector.

The primary focus of these plans is the expansion of quality and access to basic education to Year 8 and providing access for all young children within the framework of Millennium Development Goals, and the longer term Education For All (EFA) target of expanding basic education to year 10. Specific goals include 74% net enrollment in 2006 in years 1-6, and 100% in 2015, and 100% in years 7-8 by 2020. Every primary school is to have a school improvement plan by 2009. Some progress has been made on the access goal, with estimates of initial enrollment and retention of 60 to 70% according to the Ministry of Education. However, there is much work left to do to improve quality.

The expansion of secondary, technical and further education is a second, longer term, goal of the Government. Currently only about 32% of the cohort is enrolled in secondary education, and any expansion has major program and resource ramifications. The Government Plan for this part of the sub-sector is less precise. The Goal is to expand:

- the number of education places and access to secondary education in each province in proportion to the number of young people; and
- TVET courses to meet the development needs of the formal, informal and non-formal economies and promote self-employment and in particular training in rural areas to meet provincial development needs.

Specific goals include at least one secondary school center of excellence, and one TVET center or school offering TVET courses, in each province by 2009.

Underlying *internal* issues include:

- low literacy rates, particularly among adults;
- resource implications of maintaining multi-lingual (French, English) education and training programs in a country with over 100 vernacular languages,
- the geographic diversity of the island nation and related infrastructure issues, and
- the disparities between urban and rural areas;

- Vanuatu has a Gini Coefficient (imbalance between income levels in the population) of 0.57, which is the highest in the World, and increasing youth unemployment as youth migrate to urban areas;
- last, but certainly not least, is the interaction between the traditional life and economy (*kastom ekonomi* in Bislama) and the formal “cash economy”. The majority of the population lives in rural areas and is primarily involved in the “*kastom ekonomi*” outside the cash economy, which raises many questions about how to support economic and human resource development, and about using development indicators such as the Gini to evaluate and plan investments.

The *external* development policies of the Government of Australia, as well as most other international organizations in the international donor community, also affect investments. In Australia these policies are outlined in the 2006 White Paper “Australian Aid: Promoting Growth and Stability” which emphasizes four themes:

- accelerating economic growth;
- fostering functioning and effective states;
- investing in people; and
- promoting regional stability and cooperation.

With regard to investments in HRD, the May 2007 paper titled “Better Education, a Policy for Australian Development Assistance in Education” outlines two broad priorities:

- a) improving the functions of national education systems, to enable more girls and boys to complete primary school and progress to higher levels of education; and
- b) improving the relevance and quality of education, including in vocational and technical education, so that students acquire the knowledge and skills necessary for life and productive employment.

In order to increase the effectiveness of aid, the Policy has three underlying principles:

- strengthening the performance orientation of aid;
- combating corruption; and
- enhancing regional engagement and partnerships.

It is also informative to look at Vanuatu in a regional context, particularly in view of the limited size of its economy, its geographic isolation, and the emphasis of AusAID on regional development and partnerships. Regional issues are summarized in the 2006 Australian Government Report “Pacific 2020 – Challenges and Opportunities for Growth” which identifies four cross cutting growth factors - investment, labor, land and governance - and five sectors - agriculture, fisheries, forestry, mining and petroleum, and tourism. The Report states that the region suffers from high unemployment and joblessness, leading to poverty, frustration and potentially social instability. The governments are often failing to meet the expectations of their citizens. Several countries in the region suffer from social or

political instability, and face daunting health and environmental challenges. The Report states, not unexpectedly, that only growth will create employment which will create the revenue the public sector needs to deal with such challenges as the environment and health. Economic growth will not be sufficient, but it is necessary as no country has succeeded in reducing poverty without it.

Vanuatu's position with regard to each of these challenges varies as summarized in the Report.

- Vanuatu, like most of the islands is a lower middle income developing country with a GDP of USD 1,472 per person.
- It has one of the lowest adult literacy rates at 34% in the region according to UNICEF, and one indicator of vulnerability ranks Vanuatu as the most vulnerable of 111 countries.
- The urban population is 23% of the total which is similar to most countries in the region, and compares with 31 to 53% in low and middle income countries respectively.
- However it is estimated that Port Vila's population will double by 2016 with related strains on infrastructure, and the ability of migrants to find jobs.
- Thirty four percent of the population is youth aged 0-14 years, which is similar to most countries in the region, and creates social and economic pressures.
- A recent HRD public opinion survey of youth found that 93% wanted more information on finding a job (Bibi, 2006).
- Overall population growth is 2.7%, one of the higher rates in the region, which when combined with low economic growth, resulted in little or no growth in GDP per person, which is similar to several other countries in the region.
- It is estimated that an annual growth rate of 7% in non-agricultural employment will be needed to keep joblessness from worsening.
- Agriculture and Tourism represent 15.4 and 16.6 percent respectively of non-government GDP.
- Most people in the region still depend on agriculture for their livelihood, and if they are to experience higher incomes agriculture must be improved. The annual growth rate of agriculture in Vanuatu is 2%.
- Foreign aid is USD154 per person in 2003, which is very high as compared with an average of USD 14 for low income countries. However the rate in Vanuatu is one of the lower rates in the region.
- Remittances per person are USD 43, one of the lower rates in the region, perhaps reflecting the low adult literacy rate.

With respect to growth and investment the results of a recent survey of businesses by the Vanuatu Chamber of Commerce indicated that the major problems are instability and corruption, followed by lack of confidence in the legal and judicial institutions to protect investment, particularly land-based investment (a common problem in the region). Recent economic reports including the Vanuatu Economic Opportunities and Fact Finding Mission funded by AusAID/NZAID (Bazeley, 2006), and the 2007 Vanuatu IMF Report, provide the most up-to-date summaries of the climate for economic growth and investment in Vanuatu.

- Vanuatu ranks about 49 out of 155 countries, and lower than several other countries in the region, relative to the ease of doing business.
- Infrastructure is a major problem in the region, particularly with regard to development of tourism, a major economic development sector in Vanuatu.
- Only about 25% of the population has access to electricity, one of the lower rates in the region.

In summary, the question is will Vanuatu be able to move forward and grow its economy and provide increased opportunities for its citizens, or continue at the current pace potentially with growing unemployment and social tensions? The following paragraphs highlight several of the key overarching issues that affect development in the HRD sector and set the context for recommendations made later in this report.

Linking Economic and Human Resource Development (HRD).

This is an underlying principle of the Vanuatu Government development policy, and the AusAID White Paper, the policy for Australian Development Assistance in Education. Vanuatu's National Plan, Draft Priorities and Action Agenda (2006-2015) focuses on building economic growth through the productive sectors, improved infrastructure, improved education and health services and poverty alleviation.

- However, while the intentions are good, in reality there is little concrete cooperation between HRD agencies and their initiatives and economic development initiatives and agencies such as the Regional Economic Development Initiative (REDI), Department of Cooperatives and Ni Vanuatu Business Development, and Chamber of Commerce.
- The AusAID TVET Program has in the past been primarily supply driven (i.e., by the education and training sector) by both Government Agencies and AusAID.

However, there are some limited activities (eg, advisory groups including limited participation of private sector representation in HRD planning, and isolated community surveys, and competency based training initiatives) which if supplemented with other concrete links to economic development and investment, can bring together labor demand and supply planning. However, this will take considerable effort and refocusing of current HRD policy and programs.

Human Resource Strategy (HRS) Policy and Vision of TVET:

The Government recognizes the need for a broad HRD policy and has, after considerable delay, allocated the responsibility for development of HRS to the Ministry of Education, and a consultant has been retained to develop a framework and initial strategy. However, Government documents describe the HRS as primarily focused on development of labor market information.

Labor market information (LMI) is an essential part of HRS, but a primary focus on LMI will not result in development of a coherent vision of HRD including policies for interagency governance, administration, financing and delivery. TVET suffers from a similar lack of vision and definition concerning the role of the public and private sectors, and related institutions, in the development and delivery of formal and informal TVET.

Poverty Alleviation and Rural Development.

These issues are inter-related and are key priorities of the Government of Vanuatu and AusAID. As noted previously, Vanuatu has the highest Gini coefficient (income inequality) in the world. All parties are aware of the key difficulties encountered in addressing rural development and related social issues, the interactions between social/cultural values and economic development, and that poverty is both a rural and growing urban issue.

Unfortunately, there is a gap between the rhetoric and reality of the Government's commitment to sustaining economic development, and related rural poverty and development programs, even when they show promise (e.g., not providing costs of recurrent implementation). This gap applies to TVET as well.

Unless the Government is willing to define a clear role for rural TVET, and stimulate more sustainable recurrent investment and technical support to local services delivery agencies (from public and/or private sources), many TVET Programs (like other economic development programs) have a high probability of failure when international donor support is concluded.

Addressing Unemployment.

Cooperation between the Government and AusAID is based on the principle that economic, not human resource development, creates employment. However, at least two issues need to be addressed.

- First, there are multiple causes of unemployment which can be due to a lack of demand for labor, structural issues (i.e., lack of appropriate education/skills) or frictional unemployment (i.e., skills are available but in the wrong place).
- Second, a minimum level of basic education, and increasingly secondary education, is internationally recognized as one of the preconditions of economic development.

Vanuatu has committed a large portion of its budget to education. However, there is a need to address the expansion of secondary education and improve the quality of basic education (grades 1-6).

Future investments in TVET need to address both of the above issues in a holistic manner.

- *The current AusAID Program focuses on institutional training, which is only one approach to addressing unemployment, in particular structural unemployment.*
- *The Program needs to be expanded to support a broader menu of employment and training programs which can respond to local priorities and address the lack of demand for labor, frictional unemployment, as well as structural unemployment.*
- *Further, any investment in secondary TVET needs to be done in concert with policies regarding any long term expansion of secondary education and further education. Specialized secondary TVET has proven to be expensive to initiate, difficult to sustain, and with limited employment outcomes.*
- *There needs to be a rational balance established between initial and recurrent cost investment in the HRD sector, and if unemployment is to be addressed not all investments should be focused on formal sector institutional training.*

III SUMMARY OF THE STATUS, ACHIEVEMENTS, ISSUES AND RECOMMENDATIONS ON THE PHASE I PROGRAM

The following section briefly summarizes the achievements, issues and recommendations on the Phase I Program. Annex 5 contains a more complete summary in tabular form on each of the defined outputs for each of the five project components. More extensive detail can be found in quarterly and annual reports of the Program. Two general comments need to be highlighted at the outset regarding Program outcomes and achievements.

- The original Program plans do not generally specify what would normally be considered outcomes of TVET courses. These normally include:
 - a) increased wages and employment, or less unemployment, among individuals completing TVET;
 - b) increased enrollment in higher level education and training programs, and/or
 - c) evidence of employer satisfaction and increased productivity at enterprises where TVET completers work.

It is understood that both specifying and measuring economic, employment, and social outcomes, particularly for program sub-objectives, is difficult. However gross outcomes, and net impacts, of TVET programs can and are being measured in other developing countries. The lack of specification of overall outcomes was a major shortcoming of the original design of the Program.

- The Program design did, however, define the “*outputs*” for specific Program objectives and activities. These outputs were essentially derived directly from inputs and often revolved around the content of training courses. (eg, number of curricula developed, number of teachers and others trained, etc.) financed by the Phase I Program. A substantial number, but not all, of these outputs have been achieved. The Program has been supported by technical assistance from Melbourne Development Institute (MDI). It should be noted that the Contractor, in cooperation with Vanuatu institutions and AusAID, has initiated a number of surveys which are beginning to provide baseline information on gross outcomes, and in one instance net impacts, of TVET programs. These latter activities are noted in the following paragraphs and in Annex 2.

Component 1: Strengthen Skills Training in the Formal Sector.

- Competency based modular curriculum materials Levels 1-2 and 5-6 have been developed in selected areas and distributed to appropriate providers at both VIT and other training providers.
- Train the trainer programs have been developed and training provided to local institutions.
- Business and IT training centres are being designed at VIT.
- A graduate tracer study has been completed which shows positive employment gross outcomes for most courses and job clubs at VIT.

Issues:

- VIT programs are primarily long term (two year) programs operated as in a school based environment for youth. VIT is not serving adults and out of school youth, in particular the unemployed or adults already in the workforce who may wish to upgrade their skills and increase their income. VIT generally does not provide short programs for adults and youth which, if competency based and linked together, could increase the probability of clients gaining broader certification and better employment.
- Such activities could be used to supplement VIT income, including through the proposed Employment and Training Fund (see page 14) and to improve the efficiency and impact of VIT programs.
- To date the Program has only been able to improve the curriculum and certification of existing and lower skills level training offerings. This means that few industry/occupation competencies are fully achieved, even at the higher Vanuatu Foundation Certificate levels. Certificates have been structured into modules to facilitate improved access to training. Where competencies are achieved, these are listed on the certificates of completion or statements of attainment where the whole qualification is not completed⁶.

⁶ The Vanuatu Community Certificates (VCC) I & II are basic level access courses for later vocational training entry, and with life skills development pre-dominant. As the courses are generally below the achievement of industry competencies, given the preparatory nature, there are few competencies to industry level achieved. The Program team then pegged the next 2 Certificates – Vanuatu Foundation Certificates (VFC)- at levels 5 and 6 against the Vanuatu system descriptors, for the delivery at VIT in the trades areas. Again here the level achieved is low compared to international standards so only the competencies achieved are listed on the Certificates. For example, the full set of competencies against international standards for electrician, builder, or cook can not be achieved under the current VIT operation. Additionally, the pathways from VCC to VFC need to be more fully developed because of the wide gap in the level of training between RTCs and VIT. The emphasis in the Program has been on improving the curriculum for both sectors. However, in Phase II institutes like VIT may now be able to improve delivery further by increasing the use of modular delivery from basic skills through to the full trades level; and an increased number of industry/occupational competencies will be able to be listed as achieved.

- The Program does not sufficiently provide trainees with certification of skills and competencies achieved during short term programs that do not lead to full certification. This is a major short-coming since there is an increasing demand and for shorter term training. The certificate approach may not be only or the best approach to communicate to employers what skills trainees have achieved during long or short term training, or support portability of skills in and outside the region, recognition of prior learning, or facilitate the short term training needs of adults and the unemployed.
- The heavy focus on the long term Certificated programs has not helped stimulate the initiation of short term programs, and may in some cases led to the artificial lengthening of short term programs at some institutions like some RTCs which cannot, and probably should not, attempt to provide long term Certificated programs due to lack of resources.

Recommendations:

- Continued support for development of any further formal long term programs should be contingent on VIT providing evidence that it is broadening its operation beyond a technical senior secondary model to meet adult learning and business development needs, by meeting agreed performance levels on
 - providing competency based short skill course training for adults and youth,
 - providing one-on-one “just in time”⁷ consultancy services (in addition to formal training) for small and micro businesses via the Business Center, and
 - establishing an office and pilot procedures for piloting tailor made training to help new and enlarging enterprises train their workforce.
- Phase II should provide support for these initiatives, along with minimal support for VIT to continue development of selected nationally available curricula in high priority areas (e.g., plumbing) for new or expanding enterprises. More emphasis should be placed on defining and marketing the skills and competencies attained by trainees (i.e., issuing of statements of attainment for modules completed and competencies achieved), as opposed to a major focus on attainment of formal long term certificate levels⁸.

⁷ Tailor made or customized training refers to training developed on demand from new and enlarging enterprises which need specialized training for new employees. Such enterprises may not have or wish to develop in-house training capabilities. Such programs are often financed by enterprises (or economic development agencies) and delivered at enterprise locations, but designed and delivered by such institutions as VIT in support of economic development and investment. Such programs normally do not use standard VIT curricula or instructors.

⁸ This does not mean that Certificates are not important, but employers usually want to know what a potential employee can do more than what certificate the individual holds, particularly if the employer does not understand the certificates or has a jaded opinion of the formal education and training system (which is often the case, even in some developed countries). In short, lead with the statement of attainment (skill card), and then relate it to a certificate, not the other way around as is the current approach.

- The Program should ensure that all “Certificates” issued to trainees on completion of both long term and short term programs are accompanied by “skill cards” which clearly define what skills and occupational competencies have been achieved.
- There is a need to replicate and institutionalize the graduate tracking study, with a control group, so the net impact of VIT programs can be assessed.

Component 2: Strengthen Skills Training for Rural and Provincial Development:

- VIT Provincial TVET Centers in Santo (near the Provincial Office) and Tanna (at Tafea College) are operating, and helping initiate the provision of literacy and basic TVET training in rural areas, primarily via other service providers (i.e., Rural Training Centres, schools) and have had meetings with local community leaders to identify training needs. Tanna has started training clubs and has designed a written questionnaire to obtain community needs during awareness meetings. Neither Centre has received any substantial operational support from VIT or the Ministry of Youth Development and Training (MYDT).
- The Quality Fund has provided support to selected institutions in all provinces, identified in cooperation with the Provincial Training Committees, for development of TVET.
- A net impact follow-up study of the graduates of RTC programs, and a parallel group of similar non-participants, has been completed. The results show that RTC training can help address unemployment, and the quality of rural life, in rural areas.

With regard to secondary education support for TVET:

- Matevulu College has strengthened several TVET programs for 10th grade completers. These programs essentially broaden and expand the previous industrial arts and home economics programs in to construction and mechanics and hospitality and cooking. These programs are electives, provide 3-6 hours of training per week, and graduates can still qualify for standard school completion certificates.
- Tafea College has started two TVET programs for 10th grade leavers. However these programs are not integrated into the secondary school program, do not include any general education classes, and completers cannot qualify for secondary school completion certificates. The Tafea program is supported by the TVET Center.

Issues:

- As noted previously the use of VIT as the lead national institution for Provincial Vocational Training Centres (PVTC) is not viable due to lack of financial and personnel support from VIT, and the fact that VIT is not really delivering short term TVET programs at its main campus, let alone training for adults and unemployed at remote sites. These short term programs form the core of PVTC operations. Obtaining buildings for Provincial training centres has proven to be very difficult and all PVTC programs, as well as counterpart programs, suffer badly from lack of funds to pay for service delivery due to lack of support from all national and provincial agencies.
- Development of TVET at the secondary (college) level has major cost ramifications. The two pilots already have problems with selection and payment of technical teachers

and purchase of equipment and consumable supplies. Any policy regarding secondary TVET must take into account the overall cost of expanding secondary education while increasing the quality of basic education. While the interest in providing some “life skills” to secondary graduates or dropouts is understood, there are several options open. These include use of the Tafea model, which is essentially outside the school program and is an adult training program, or the Matevulu model which delivers broad basic workplace skills in several selected sectoral programs (eg, construction, hospitality and catering) while keeping the investment and number of hours low to help ensure sustainability and ensuring that general education subjects are not displaced as in the Tafea model⁹. Given the low level of funding available for TVET, there is also the difficulty of accessing and maintaining the equipment needed for training; the Tafea model demonstrates the possibility of sharing of facilities, beyond schools to RTCs and PVTCS.

Recommendations:

Provincial Vocational Training Centres (PVTCS).

- Given the initial contribution of the PVTCS in helping stimulate and coordinate the delivery of a range of short term training, Phase II should support development of additional PVTCS in the four remaining provinces and development of additional basic skill development programs and nationally available curricula should be supported.
- The process of selection of Centres, and receipt of resources and technical assistance, to develop the PVTCS should be open to a broad range of institutions (i.e., VIT, Schools, RTCs, Provincial Offices, others) on a competitive basis, as opposed to pre-selection of VIT as was done in Phase I.
- Institutions wishing to support/start a PVTCS should have a reduced emphasis on provision of training facilities, and more on the “Centre” concept which would emphasize the identification of demand, and coordination and stimulation of delivery of training to clients in rural areas using facilities of other providers (eg RTCs, Schools, etc.), and mobile equipment.
- The review also recommends that the MOE consider co-location in Provinces of training equipment that could support both TVET in schools and Rural Training Centres and Provincial Vocational Training Centres, thus maximising the benefit of the facilities and limited public funds.

⁹ The World Bank has just completed a major study of secondary education reform and expansion which is available (World Bank, 2005). A general conclusion is that secondary TVET and general education programs are converging, not becoming separate streams, for many reasons. TVET, if included in secondary, is broad in nature (not specialized), increasingly occurs at the upper secondary education level (i.e., Grades 11-12), and graduates of both programs receive full secondary school certification to allow them entry to a range of post secondary programs or employment. Continued provision of general education courses to students at the secondary level is critical given the low quality of basic education and growing importance of good literacy and numeracy skills, often beyond basic literacy, to function in a modern economy.

Addressing Unemployment:

- Institutional training is only one approach to addressing unemployment, in particular structural unemployment. The Phase II Program needs to be expanded, through the implementation of an Employment and Training Fund¹⁰ which can provide resources to local service providers to deliver a broader menu of employment and training programs, respond to local priorities, and address the lack of demand for labor, frictional unemployment, as well as structural unemployment.
 - The Fund would finance the cost of services, based on local needs, for delivery of: job clubs, institutional training, subsidizing of on-job training provided by employers, establishment of small business incubators, and provision of small/micro business technical assistance.
 - Funds would be made available to individual service providers (public, private and NGOs), and could be managed at the Provincial level by the Provincial Training Boards (PTB)¹¹, on an “application basis”.
 - All services would be contracted and financed on an agreed unit cost basis, and after initial mobilization payments (i.e., 15-25%), ongoing costs would be paid monthly to service providers based on actual services delivered to clients.
 - All contracts would include minimum levels of performance outcomes (i.e., agreed levels of business start-up and/or employment of participants) which could vary between provinces depending on the state of the economy.
 - Phase II financing of the Employment and Training Fund should be on a matching basis to help ensure sustainability. For example AusAID could match funds provided by the Government which could include commitment of existing MYDT rural training funds which are now all allocated to sports.
 - The Existing Phase I Quality Fund should be integrated into the Employment and Training Fund.

If the proposed Fund is established and operates effectively (i.e. an agreed proportion of participants get jobs and the program has a net impact), and the Government provides partial funding, international experience shows that there is a good chance of sustainability and that other donors would be interested in providing supplemental funds.

Secondary TVET:

- If further implementation of TVET in the formal secondary school program is to be supported, it should take the form of the Matevulu model described previously, i.e. TVET integrated into the secondary curriculum, so that students gain both TVET

¹⁰ The World Bank has considerable experience in operating these funds in high unemployment areas, including in rural areas in developing countries (Fretwell, 2004).

¹¹ This would require a full time staff person at each PTB, similar to the “Youth Ambassador” program.

skills and general education and certification. Phase II could provide support for development of broad elective TVET curricula in selected sectors, and test sites in several schools and provinces.

- Other TVET support for secondary school graduates, dropouts, or forced outs, should be provided via adult education and training programs which should operate outside standard secondary school graduate certificate programs and be provided by existing service providers such as NGOs, RTCs, and adult education programs operated by Secondary Schools.
- Decisions to expand Secondary TVET need to be made within the context of an overall TVET vision statement.

Component 3: Strengthen Vanuatu National Training Council (VNTC):

- Supporting legislation has been passed which gives the VNTC broad responsibilities to provide leadership for policy and program development and monitoring of TVET in Vanuatu, including for registration of training providers.
- A Quality Assurance Manual has been drafted by VNTC.
- Most Provincial Training Boards (PTB) are operational and have been involved in “vetting” Quality Fund proposals supported by the Program.
- A consultant has been retained to review the feasibility of an apprenticeship and trade testing system.
- The TVET awareness campaign has been implemented as well as a related Citizen Awareness Survey (Bibi, 2006). Results indicate a high level of awareness of and interest in TVET at all levels, but a high proportion (83%) found it difficult to access TVET. Suggestions for changes to improve TVET included the need for more services in provinces, more information on courses and how to find a job, and assistance in starting small businesses. Responses vary somewhat between provinces, and in some places between males and females.

Issues.

- A major issue is the lack of attention VNTC has paid to assisting MOE to develop an overall vision and policies for TVET, as provided for in the enabling TVET legislation. This is exacerbated by the lack of representation from key economic development stakeholders (i.e. Rural Economic Development Initiative - REDI, Department of Investment, Department of Cooperatives and Ni Vanuatu Business Development, Department of Economic and Sector Planning) in the VNT Council, and failure to provide for the establishment of Provincial Training Boards (with similar representation) in VNTC legislation.
- The focus of VNTC has primarily been on starting the TVET registration and accreditation process. Unfortunately, the process has become quite complex and regulatory in nature; there is a lack of capability for support and follow up to institutions during and after registration, and a lack of incentives for training providers to register. In fact, the complex regulatory process has created a disincentive for TVET providers to register, even for large formal institutions like VIT and the Vanuatu Maritime College, and therefore to adopt the use of newly developed competency based training materials.
- Provision of support for initiating a formal “apprenticeship system” is questioned given the fact that such apprenticeship systems do not function well in economies with large non-formal sectors and where there is an excess supply of labor. Such systems primarily focus on large formal sector employers which are not present in Vanuatu. There are concerns about initiating, and long term sustainability, of

establishing the proposed “trade testing scheme” which is also being investigated under Phase I.

Recommendations:

- There is a need for VNTC to expand stakeholder representation to include “demand side” stakeholders (e.g REDI, Dept. of Investment), and formalize operation of the PTBs (which are not mentioned in VNTC legislation).
- Assistance should be provided to simplify the registration process for TVET providers (perhaps by developing less demanding procedures for institutions such as RTCs) thus removing some of the disincentives for such institutions to register and use new competency based training materials designed to improve the quality and articulation of TVET.
- The Citizen Awareness Survey provides good baseline information input for program planning and should be replicated.
- With regard to developing a formal apprenticeship scheme, it may be more productive for the VNTC to develop and maintain a roster of enterprises willing to provide informal on-job training and work attachments to existing training programs, or provide on-job-training for the unemployed, which could be financed by a proposed Employment and Training Fund.
- With regard to trade testing, it may be better to develop performance and knowledge test item data banks¹², based on existing training standards, and then train and accredit selected institutions to develop tests from these item banks and provide testing as needed on demand (Fretwell.2001).
- If the Employment and Training Fund mentioned above is established, one flexible and responsive national agency which is familiar with HRD programs must be selected to manage the national administration of the Fund.
 - The VNTC could be one alternative, as such an activity would provide the VNTC with a concrete incentive to work with provincial authorities and providers, and the latter to work with VNTC. However, the review was concerned at the capacity of VNTC for such a role, given its limitations to date in implementing the quality procedures, and recommends that future support to VNTC (eg potential national management of the Employment and Training Fund mentioned above) should be contingent on successful rework of the registration process and implementation of existing responsibilities.
 - Local administration and contracting of services (to a maximum agreed level) could be done by PTBs and/or PVTCs. Such an approach would provide an opportunity to pilot test decentralization of government services.

¹² These would be composed of knowledge and performance test items for all skills in a given occupation. Institutions, which were certified to develop tests in specific occupations, would select items from the data bank to develop and administer tests, certify learning from short and long term programs, and certify knowledge gained from informal and non-formal learning.

- The Fund would provide training service providers an incentive to register at VNTC since only registered training providers would be eligible to provide training services financed under the Fund.
- Based on experience in other countries, operation of an Employment and Training Fund would require 2-3 full time staff at the national level. and one full time extension officer in each province. Duties of extension officers would parallel the current youth ambassador program and would help communities and service providers identify demand for different services, help service providers prepare proposals, evaluate proposals, and monitor implementation of contracts.
- Additional detail on operation of these funds is found in Annex 2.

Component 4: Strengthening MoE and MYDT.

- Phase I has established a Training and Incentive Fund (TIF) which has resulted in the training of a number of Government staff.
- The Ministry of Education has developed a three year Draft Corporate Plan and Medium Term Expenditure Framework, and VESS (Ministry of Education, 2006). These include a detailed plan for supporting pre-school and basic education up to grade 8 (not a part of AusAID TVET Program support), and expanded opportunities for secondary, technical and tertiary education (which does have ramifications for Phase II of the TVET Programs). The government is looking for donor support for the investment component of the plan, called the Vanuatu Education Transition and Expansion Program (VETEP), and the Vanuatu Education Sector Strategy (VESS). However, the bulk of planning, investment and recurrent financing, is focused on improvement of basic education, not TVET.

Issues.

- The MOE plan highlights the difficulties of providing funding beyond just salaries which is now the case at all levels of education, and balancing the expansion of secondary education with improving the quality of basic education. Concerns about the costs, returns, and ramifications of inclusion of TVET at the secondary level (particularly specialized programs of long duration that crowd out general education subjects) have already been raised.
- The merging of Vanuatu Institute of Teacher Education (VITE) and VIT is proposed, but given that the functions and objectives of the two institutions are very different, the plan to amalgamate is questioned.
- There does not appear to be a unit in the MOE with sufficient staffing and clear responsibility for development of TVET in secondary, post secondary, or adult education.
 - VNTC is not providing assistance for policy development as provided for in its legislation.
 - MYDT is responsible for informal training but has no staff support, does not provide policy or program leadership, or provide any financing (e.g., the 13,000,000 V allocated to Provinces is used totally for sports and none is allocated to rural training). RTCs receive no support from MYDT. In short, the allocation of the responsibility for development of informal training policy and programs to MYDT has resulted in a void and is currently detrimental to development of the sector.
- Finally, there is a lack of direct linkage of TIF investments and measurable outcomes to development of TVET.

Recommendations:

- Phase II should
 - Assist the MOE in examining sustainable alternatives for developing TVET life skills programs at the secondary school level, in the context of the overall expansion of secondary education as defined in the VESS; and
 - Ensure that the Project Coordinating Unit should assist the MOE and MYDT examine and implement policies for governance, administration, and delivery of *non formal education and training*, including examining the alternatives for financing and supporting partial recurrent costs of operating RTCs.

Component 5: Program Management.

- The Project Coordinating Committee composed of key stakeholder has been established, meets every two months, and has proven to be effective in dealing with program issues and working together as a group.
- The MOE has established a Vanuatu Education Management and Information System.
- The contracted managing agent for the program, Melbourne Development International (MDI), provided effective program management, though there were some concerns that progress could have been quicker and more achieved in the timeframe.

Issues.

- TVET continues to operate without an overall vision as to the objective of different elements of the system (i.e. a policy and model for implementation of Secondary TVET). The roles of different actors in implementing the current system, even when a responsibility is defined (e.g. MYDT has the responsibility for non-formal training but provides no policy leadership or funding).
- The management of the Phase I TVET Program was placed at the VIT; however the content of the Program goes considerably beyond VIT responsibilities (eg, stimulating rural training) and sends the message that the Program is a VIT support project.
- The Vanuatu Education Management and Information System (EMIS) does not provide for collecting TVET information in formal secondary and post secondary education.
- The development of an HRD Strategy has been allocated to the MOE. While an HRD strategy is broader than TVET, such a strategy will no doubt address broad issues that affect TVET¹³. The HRD approach proposed by MOE in its Corporate Plan appears rather narrow. It mainly focuses on the development of labor market information for TVET and tertiary institutional planners, but this is only one aspect of an HRD strategy. Such strategies normally define broad policy options and recommendations for governance, finance, delivery, and evaluation in the HRD sector. While it is understandable that the Government has allocated development of an HRD plan to the MOE, the MOE is a supply side institution and does not have expertise in development of labor market information which normally comes from agencies like the Chamber of Commerce or the Department of Labor. If MOE does attempt to develop broad HRD policies, which may impinge on other Ministries, it

¹³ A term of reference has been written, and a consultant is on site to develop a framework for the HRD plan for the strategy, and then an initial strategy. Output from this work should be considered and integrated into development of a vision for TVET, and Phase II funding for TVET.

may be difficult for MOE to implement them unless there is a broad level of stakeholder involvement and final ratification at the highest levels of Government. There is a need to develop a clear vision of TVET as an integral part of the HRD strategy.

Recommendations:

- AusAID should continue with MDI as the contracted managing agent for Phase II, noting that the revised components of Phase II will require staff skilled in economic development, employment and training, with a good understanding of labour market demand and labour programs that address employment and unemployment. Transition arrangements between Phase I and II will ensure continuity of those initiatives that will continue into Phase II, in particular support of Rural Training Centres and Provincial Vocational Training Centres.
- The Program should support MOE in its immediate efforts to develop better Labour Market Information (LMI) to guide implementation of a TVET and the national HRD strategy. This support should include assistance in:
 - a) using existing labour market information that can provide signals for HRD and TVET development (e.g. economic development investments like REDI, profile of annual businesses licence registrations); and
 - b) design and implementation of regular labor force surveys such as “Key Informant Surveys” which have been used by the International Labour Organization in rural areas, and medium term qualitative and quantitative surveys of the private formal sector. Sustainability of these surveys is an important issue as one time project type surveys are of limited usefulness in medium and long term HRD and TVET planning.

Additional information on LMI approaches is provided in Annex 3.

- The Phase II Program should, as necessary, support dialogue within the Government to facilitate continued development of a broad HRD strategy addressing inter-institutional governance, finance, and delivery of HRD services to both youth and adults (employed and unemployed) including an integrated vision for TVET that is linked directly to economic development plans and investments.
- Selected elements of the Phase II Program leadership should move to the MOE from VIT. In order to facilitate this, membership of the Project Coordinating Committee should be broadened to include more “demand side” industry stakeholders (e.g. representatives from REDI, Dept of Cooperatives and Ni Vanuatu Business, Dept of Investment).
- The Program should provide support to ensure that collection of information about TVET in secondary and post secondary institutions is an integral part of the developing Education Management Information System and linked to other donor supported efforts, as opposed to starting a stand alone system for TVET. An overall

framework for evaluating TVET cost/benefit, outputs, outcomes, and impact (Fretwell, 2007) should be developed as an integral part of an enhanced Monitoring and Evaluation program aligned to the Government's system to track progress and demonstrate performance outcomes.

IV CONCLUSIONS AND FRAMEWORK FOR DESIGN OF A PROPOSED PHASE II PROGRAM

General Conclusions: The following conclusions form the basis for organization of the proposed framework for design of Phase II, and reflect the lessons learned from previous investments in TVET as summarized in the issues, and recommendations highlighted in previous pages.

- Vision for Human Resource Development and TVET Development. One of the impediments to the efficient and effective use of the TVET systems developed over the past several years is the lack of vision and objectives of different levels of formal and informal TVET supported by various institutions and donors. This should and can be addressed through the emerging Human Resource Strategy if the Government is committed and appropriate stakeholders are involved.
- Sustainable Delivery of Outcome Driven Human Resource Development Services. After a number of years of AusAID and other donor support for TVET, it is time to shift the primary emphasis *from providing inputs* and developing TVET systems (e.g. facilities, equipment, software, and personnel) *to focusing on outcomes* and facilitating access to, and the use of already developed TVET and related HRD services, to enable citizens to enter productive employment and increase their living standards.
- TVET Systems. One of the key contributions of AusAID has been the development of the concept of competency based TVET systems including facilities, equipment, software, and personnel. These systems, in particular competency based instruction, are a key to improving the quality of TVET, including enhancing TVET employment outcomes, facilitating articulation of TVET between institutions, and opportunities for lifelong learning for Vanuatu citizens.

Disincentives to use of this infrastructure and competency based training need to be removed; existing training materials need to be widely disseminated throughout TVET; and additional carefully selected and targeted system development should be continued in high priority skill development areas.

Increased emphasis should be placed on ensuring systems are sustainable and replicable. Phase I has established a system of nationally recognised training and certification, including statements of attainments for any modules completed towards a certificate. Phase II should build on the certification introduced in Phase I and ensure that statements of skills and competencies attained in long term certificated programs and short term non-certificated programs, are provided to trainees. This will help ensure that both trainees and employers understand what labour market skills have been gained through training.

The following pages outline a framework for design of the Phase II Program and include:

- Program goal and broad development outcomes; and
- Program objectives, a rationale for each based on evaluation and recommendations from Phase I and international experience, related outcomes, and activities and outputs.

The Framework is written to be somewhat “self standing” however readers should note that the rationale section is deliberately brief, and as such there may be a need to refer to previous sections where the analysis of previous projects and recommendations are more fully explained. Finally, several background Annexes are provided, particularly for the operation of the proposed Employment and Training Fund outlined in Component 2. It is emphasized that the following framework is intended as only an initial starting point for discussion between officials in Vanuatu and AusAID.

Phase II Program Goal and Development Outcomes

Goal:

To improve the knowledge and skills of citizens in order to support economic development and investment, and improve their quality of life, through productive employment.

Development Outcomes:

- A net increase in employment and/or measurable social outcomes, including poverty reduction, by individuals who have participated in knowledge and skill programs supported by the Program.
- Evidence that program investments have continuity with past programs, there is national ownership of programs and they are sustainable without major continued donor support, and they are harmonized with Government’s and other donors’ initiatives.

Phase II Program Component Objectives, Rationale, Activities, Outputs and Outcomes

Component 1: Vision for Human Resource Development (HRD) and Technical and Vocational Education and Training (TVET) Strategy and Development

Objective: To develop, and provide updating, for an overall HRD strategy, that integrates a vision for TVET, and will provide policy guidance and define roles of HRD institutions to ensure citizens can obtain knowledge and skills to support economic development and investment, and improve their quality of life, through productive employment

Rationale: The links between economic development and an HRD strategy is an underlying principle of the Vanuatu Government development policy, and the AusAID White Papers on Australian AID, and Policy for Australian Development Assistance in Education. Vanuatu's national plan, Priorities and Action Agenda (2006-2015) focuses on building economic growth through the productive sectors, improved infrastructure, improved education and health services and a poverty alleviation. However, while the intentions are good, in reality there is little concrete cooperation and linkage between HRD agencies and institutions, and economic development initiatives and agencies such as REDI, Department of Cooperatives and Ni Vanuatu Business Development, and Chamber of Commerce. HRD and TVET continue to operate without an overall vision as to the objective of different elements of the system.

The development of an HRD Strategy has been allocated to the MOE, a term of reference has been written, and a consultant identified to develop a framework for the HRD plan for the strategy. The approach proposed by MOE in its Corporate Plan appears rather narrow. It mainly focuses on the development of labor market information for TVET and tertiary institutional planners, which is only one aspect of an HRS which normally defines broad policy options and recommendations for governance, finance, delivery, and evaluation in the HRD sector. The Government, and MOE, need support to develop a long range and sustainable HRD strategy, as well as support for its immediate work in improving labor market information. With regard to already procured consultant services, any funding under Phase II would need to be coordinated with, and not duplicate, already completed work.

Component I: Vision for Human Resource Development (HRD) and Technical & Vocational Education and Training (TVET) Strategy and Development		
Proposed Activities	Outputs	Measurable Outcomes
<p>1. Labor Market Information (LMI): Develop and implement alternative methods of obtaining medium and short and long term LMI¹⁴ from formal and non-formal economic sectors to advise on development of HRD, including TVET, and develop staff capabilities to analyse LMI in developing HRD policy and TVET investment¹⁵.</p> <p>2. Linking Economic Development and HRD: Develop procedures and internal staff capabilities to analyse implications of economic development and investment policies on HRD.</p> <p>3. HRD Logical Framework and Strategy. Develop or update (depending on the output of previous consultative assistance) the framework and strategy.</p> <p>4. TVET Vision: based on the broad TVET vision defined and integrated in the HRD strategy, define specific TVET policies, administrative procedures, financing arrangements, delivery, and evaluation strategies that clearly define the role of Government and Provincial authorities, as well as private, public and NGO formal and non formal training institutions, in providing TVET at different levels, and for youth, adults and the unemployed.</p>	<p>1.1 Annual Key Information Labor Market Surveys of non-formal sector</p> <p>1.2 Annual Medium Term surveys of the formal sector</p> <p>1.3 Strengthening of selected and existing sources of LMI (see Annex 3)</p> <p>1.4. Templates and staff training to complete annual update summary of LMI with implications for the HRD and TVET strategy and investments.</p> <p>2.1 Templates and staff training for analyses of linkages between economic development and HRD.</p> <p>3.1 Updated Logical Framework and Strategy</p> <p>4.1 TVET vision, related staff training and template for updating</p>	<p>An HRD and TVET strategy which is used to inform decisions about:</p> <p>(a) initiating and/or reducing TVET programs, and</p> <p>(b) changing the content of programs so they respond to economic developments and changing demand and supply for labor thus helping ensure the employability of TVET participants.</p>

¹⁴ This should include, but not be limited to qualitative and quantitative key information surveys of the non-formal sector, medium term annual surveys of the formal sector)

¹⁵ See Annex 3 for summary of approaches for obtaining LMI.

Component 2: Sustainable Delivery of Outcome Driven Human Resource Development (HRD) Services

Objective: To facilitate sustainable delivery and use of already developed TVET and related HRD services to enable citizens to enter productive employment and increase their standard of living.

Rationale: After a number of years of AusAID and other donor support for TVET, it is time to shift the primary emphasis *from providing inputs* and developing TVET systems (e.g. facilities, equipment, software, and personnel) *to focusing on outcomes* and the use of these systems and related HRD services. Past and current analyses of the HRD and TVET sector indicate several concerns, including but not limited to:

- (a) concern over access by different clients (i.e. adults, out of school youth, unemployed, rural vs. urban);
- (b) quality of programs and linkage to employment outcomes;
- (c) inability of local service providers (there are a broad array of private-public-NGO providers) to continue delivering programs, even after initial investments have been made, due to the lack of recurrent cost funding; and
- (d) programs that primarily focus on long term institutional training for youth, and do not provide short term training needed by other clients such as adults and the unemployed.

Examples of these concerns are highlighted in the recent Citizen Awareness Survey. Results indicate a high level of awareness of and interest in TVET at all levels, but a high proportion (83%) found it difficult to access TVET and requests included the need for more services in provinces, more information on courses, how to find a job, and assistance in starting small businesses. VIT programs are primarily formal long term (two year) programs operated in a school based environment for youth. VIT generally does not provide short term programs, and is not serving adults and out of school youth, including the unemployed or adults already in the workforce who may wish to upgrade their skills and increase their income.

Meanwhile, international experience, and emerging experience in Vanuatu provide evidence that a broad range of HRD support is needed to address employment issues. There are multiple causes of unemployment which can be due to a lack of demand for labor, structural issues (i.e., lack of appropriate education/skills) or frictional unemployment (i.e., skills are available but in the wrong place). Thus TVET institutional training is only one approach to addressing unemployment and other approaches are needed. A number of these have already been piloted in Vanuatu and there are a variety of private, public, and NGOs (many of which have already obtained input investment resources from AusAID) which could provide these services if there was some support for the recurrent costs of delivery of services.

Specific services could include:

- employment services including job clubs to address frictional unemployment and help individuals find jobs;

- institutional training and subsidizing of on-job training provided by employers to address structural unemployment; and
- small business consulting assistance and business incubators to address lack of demand for labour.

It is proposed that the Phase II Program be broadened and expanded, through the implementation of an Employment and Training Fund¹⁶ which can provide resources to local service providers to deliver a broader menu of employment and training programs, respond to local priorities, and address the lack of demand for labor, frictional unemployment, as well as structural unemployment.

- The Fund would finance the cost of services noted previously, based on local needs.
- Funds would be made available to individual service providers (public, private and NGOs) based on proposals submitted by these providers using simple templates.
- The Fund could be managed at the national level by a selected agency (e.g. VNTC) with a small support staff (2-3).
- Actual solicitation of proposals, evaluation, contracting, and monitoring would be done at the Provincial level by a selected agency (e.g. PTB, PVTC) which would require the addition of one extension agent per Province (like the Youth Ambassador program).
- All services would be contracted and financed on an agreed unit cost basis, and after initial mobilization payments (e.g. 15-25%) ongoing costs would be paid monthly to service providers based on actual services delivered to clients.
- All contracts would include minimum levels of performance outcomes (e.g. agreed levels of business start-up and/or employment of participants) which could vary between provinces depending on the state of the economy.
- Phase II financing of the Employment and Training Fund should be on a matching basis to help ensure sustainability. For example AusAID would match funds provided by the Government which could include commitment of existing MYDT RTC funds which are now all allocated to sports.
- The Existing Phase I Quality Fund should be integrated into the Employment and Training Fund.

If the proposed Fund is established and operates effectively (i.e., an agreed proportion of participants get jobs and the program has a net impact), and the Government provides partial funding, international experience shows that there is a good chance of sustainability and other donors would be interested in providing supplemental funds. Annex 2 provides more background and criteria for the design and implementation of these Funds. Simple Field Implementation Manuals have been developed and used successfully in other countries and could be adapted for Vanuatu. Such Manuals would be used by Provincial extension agents to administer the program. Manuals include sample advertisements to alert service providers to the availability of funds, templates for use by local service providers in developing proposals, forms for use by extension agents in evaluating proposals, and sample contracts. The average time between receipt of proposal, and signing a contract with a service provider, is about 10 days in developing countries.

¹⁶ The World Bank has considerable experience in operating these funds in high unemployment areas, including in rural areas in developing countries, see Annex 2 for additional detail.

Component 2: Sustainable Delivery of Outcome Driven Human Resource Development (HRD) Services		
<u>Proposed Activities</u>	<u>Outputs</u>	<u>Measurable Outcomes</u>
<p>1. Criteria and Policies for Employment and Training Fund: Develop and finalize polices for operation of the fund, including which National and Provincial agencies will manage the fund and agreement for staff allocations at each level, general criteria for fund operation, and specific criteria for different services (see sample Annex 2).</p> <p>2. Administrative Procedures: Develop simple, easy to use, Field Implementation Manual for operation of the Fund including templates: for advertising the availability of funds, proposals, evaluation of proposals, contracting, financial and program management and monitoring.</p> <p>3. Implement Fund: Train National and Provincial staff to administer the fund, publicize the availability of funds to local service providers¹⁷, assist service providers develop proposals, evaluate and sign contracts, and monitor implementation¹⁸.</p> <p>4. Evaluate Outcomes and Impact: Complete a quazi experimental design study of the net impact of services financed by the Fund at approximately 18 months after start up, and the study would include information on gender, age, education and other demographic categories).</p>	<p>1.1 Agreed Criteria and responsibilities for management of the Fund.</p> <p>2.1 Agreed Administrative procedures for Fund operation.</p> <p>3.1 Staff training procedures 3.2 Provision of human resource development service to up to 4,000 citizens over a three year period¹⁹.</p> <p>4.1 Net Impact study completed, results disseminated, and used to improve Fund operation.</p>	<p>Gross outcome information, to be provided by service provider as condition of receiving funding, indicates significant positive outcomes on employment and/or agreed measurable social outcomes for participants.</p> <p>Net Impact Study shows statistically significant positive impact on agreed employment and/or social outcomes for participants.</p>

¹⁷ It is anticipated that the fund would provide financing for delivery of the following services, based on local needs and demand: (a) employment services including job clubs to address frictional unemployment and help individuals find jobs, (b) institutional training and subsidizing of on-job training provided by employers to address structural unemployment, and (c) small business consulting assistance and business incubators to address lack of demand for labor. Note that it is not anticipated that the Fund would finance micro credit because: there are already several schemes operating; setting up and operating micro credit is complex; and small business and incubator services are sometimes as effective as and less risky than providing micro credits.

¹⁸ It is anticipated that some international technical assistance, one full time advisor for the initial period, and a short term specialist in small business consulting and incubator development will be needed to ensure quick start up and effective implementation.

¹⁹ If the average cost per participant is AU\$200, for programs averaging 6 months, the total cost would be about AU\$800,000 for 4000 participants. The cost and number of participants need to be refined based on current experience with existing programs. It is recommended that the program be made available to all 6 provinces at the same time rather than select one province for start up. Allocation of resources to each Province would be based on population, possibly combined with other agreed development criteria, with the understanding that if a Province did not use its allocation of funds by an agreed date the the funds would be reallocated to other provinces (i.e. use or lose).

Component 3: TVET Systems:

Objective: To continue strengthening TVET systems, to a sustainable level in selected high priority areas, to enable citizens to enter productive employment and increase their standard of living.

Rationale: One of the key contributions of AusAID has been the development of the concept of competency based TVET systems including facilities, equipment, software, and personnel. These systems, in particular competency based instruction, are the keys to improving the quality of TVET, including enhancing TVET employment outcomes, facilitating articulation of TVET between institutions, and opportunities for lifelong learning for Vanuatu citizens.

However, disincentives to use of these systems, including competency based training, need to be removed; use of existing systems and training materials widely disseminated throughout TVET, and additional carefully selected and targeted system development should be continued in high priority skill development areas. Increased emphasis should be placed on sustainable and replicable development.

In order to facilitate communication between trainees, employees, and training providers all training Certificates issued for both long and short term programs should be accompanied by a “skill card” (statement of attainment) defining the actual competencies achieved by trainees. Such skill certification will support existing long term Certificated programs, and help stimulate development short term training which are needed to address the needs of adults and the unemployed.

There is also need to develop a systematic and sustainable framework (Fretwell, 2003), as part of the overall monitoring and evaluation effort, to evaluate the cost/benefit of different TVET institutions and programs and their output (i.e. number of students), outcomes (i.e. the number of completers getting jobs) and impact (i.e. do Secondary TVET graduates get better employment than general studies graduates). This framework cannot be fully developed, until there is a clearer vision for TVET, as described in Component I.

Component 3: TVET Systems		
Proposed Activities ²⁰	Outputs	Measurable Outcomes
<p>1. VIT support: provide support to VIT for development of short programs for adults and the unemployed, development of small business consulting services from the Business Department, a pilot program to provide tailor made training to enterprises, and selected development of high priority formal training programs.²¹</p> <p>2. Non-Formal Training: provide support for development of up to four additional Provincial Vocational Training Centers (PVTCs) and continue the TVET citizen awareness activities and related impact survey.²²</p> <p>3. Secondary TVET: support development of one model Secondary TVET program in four provinces using competitive selection.²³</p> <p>4. Vanuatu National Training Council (VNTC): support the VNTC in simplification and use of the registration and accreditation procedures and TVET mapping. If Phase I recommendations on strengthening On Job Training and organizing TVET assessment through selected accredited providers are acceptable, then provide support for development of these programs provided the registration process is well underway and stakeholder representation from employers at the VNTC is broadened.</p> <p>5. MOE and MYTD²⁴: provide assistance to MOE to operate the Program Coordinating Unit, strengthen TVET data collection and develop a framework to evaluate the cost/benefit, output, outcomes, and impacts of TVET in coordinated with overall Education Management Information System development, and monitoring and evaluation activities</p>	<p>1.1 Selected short courses, business consulting services, piloting tailor made courses, selected long programs, and net impact study of completers.</p> <p>2. Up to four PVTCs with operating Citizen Awareness programs and a follow-up related impact survey.</p> <p>3. Up to four model secondary school TVET programs with curricula in at least three different sectors, with related net impact survey completed.</p> <p>4. Simplified registration and accreditation procedures for different providers, completed TVET mapping, potentially a model for coordinating and stimulating on-job-training and work attachment, and accreditation of selected centres for TVET assessment.</p> <p>5. Operating PCC with broadened stakeholder involvement, TVET data collection system and evaluation framework, operating monitoring and assessment program.</p>	<p>1. Significant net impact on employment and/or measurable social outcomes.</p> <p>2. Evidence of increased awareness and satisfaction of citizens with non-formal training programs.</p> <p>3. Evidence that new programs result in graduates entering employment or following training at a greater rate than general studies graduates.</p> <p>4. Evidence the simplified procedures are working and encouraging training providers to use new competency training curricula, potentially increased work attachments, and pilot assessment service providing recognition for prior TVET learning.</p> <p>5. PCC operating. Improvement in cost effectiveness, outcomes and impact of TVET.</p>

²⁰ See also Component 2, activities, which if agreed could use the services of the VNTC.

²¹ Development of the last product is contingent on progress of development of the former items and implementation of regular net impact follow-up tracking surveys of completers of long and short courses.

²² The four new Centers should be selected using competitive procedures, open to all institutions meeting minimum criteria, and should emphasize coordination, stimulation, and support of training as opposed to direct delivery.

²³ The model should be based on the Matevulu College approach, i.e. TVET integrated into the secondary curriculum, so that students gain both TVET skills and general education and certification but industry areas should be diversified and the relevant curricula developed.

²⁴ See Component 1 activities for assistance being provided to MOE for developing a HRD and TVET strategy and vision.

Annex 1 List of People Met

Kali Vatoko	Save the Children
Pedro Loughman	Rural Training Officer Sanma
Peter Napuat	Principal Agriculture College Santo
John Lloyd	CEO Vanuatu Maritime College
Hilaire Lesiness	Principal College St Michel, Santo
Dick Lythgo	Principal Counterpart Matevulu College
Peter Uechtritz	Farm Manager Counterpart Matevulu College
Richard	Principal Matevulu College
Sam Samuel	Rural Training Officer, Tafea
Jimmy Lava	Replacement for Sam Samuel; former Youth Ambassador
Johnny Tapasei	Principal Tafea College
	Lume Manager
	Lume trainer
Ture Kailo	Director, Ministry Youth Development & Training
Kalpat Kalbeo	Principal, VIT
Joe Massing	Training coordinator, Chamber of Commerce
Daniel Lamoureux	DG, Ministry of Education (MOE)
John Gideon	Acting Director Planning, MOE
Francis Bryard	TA, MOE
David Lumbukly	VNTC
Peter Snelson	APTC Manager
Margaret Macfarlane	Program Team Leader
Kath Gray	TA training
David Rogers	TA Rural training
Tancie Thompson	Deputy technical director
Peter Morris	Technical Director
Anna Gibert	Program Coordinator
Nimrod Delapena	VANWOODS
Kathy Solomon	CEO VRDTCA
Simon Boe	World Vision
Morsen Daniel	Youth Challenge
Juliette Brassington	1st Secretary AusAID
Robert Tranter	Counsellor
John Pilbeam	High Commissioner
Patrick Haines	Program Officer
Christelle Thieffry	Senior Program Officer
Pierre Gambetta	PEO Malampa
Helen Vusi	PEO Penama
Robert Reggie	PEO Shefa
Veiriki Taforua	PEO Tafea
Marc Imbert	PEO Sanma
Reynold Surmat	PEO Torba
John Coleridge Sovan	PTB Chair Torba
Jimmy Solomon	PTB Chair Sanma
Renjo Samuel	PTB Chair Malampa
Keith Mala	PTB Deputy Chair Penama
Jimmy Lava	PTB Chair Tafea
Michel Kalorae	PTB Chair Shefa

Annex 2

Human Resource Development through Employment and Training Programs

There is a variety of employment and training programs designed to help get citizens enter the labor force in support of economic development, to increase productivity, increase standards of living, and decrease unemployment. There is evidence that employment and training programs can have a significant positive impact (Fretwell, 1999; Betcherman, Olivas and Dar, 2004) if carefully targeted and well-run (i.e., services are demand driven and delivered by service providers which have performance based contracts). A variety of services is needed to address three conditions commonly experienced by citizens wishing to enter the labor market: However, it must be emphasized that employment and training programs, in and of themselves, do not create jobs. They help create needed human capital and improve the mobility of labor. But, in the end, it is investment and economic development that creates employment opportunities. The following are the broad employment issues that need to be addressed, and the type of services that can be used.

- *Structural Unemployment:* Citizens lack skills, or their skills are not in demand, and need some re-skilling to compete and re-enter the labor market. Different types of retraining, including on-the-job-training and/or institutional training is needed in these circumstances and can assist citizens get employment at a moderate unit cost per participant. Vanuatu is providing institutional training, but not facilitating or supporting employer based on-job-training which can be very effective, and lower in cost than institutional training, for some categories of clients.
- *Lack of Demand for Labor:* This is a particular problem in areas of high unemployment in developing countries, and in mono-enterprise communities that shed large amounts of labor due to economic changes. Programs include small business consulting assistance, incubators, and micro-loans (the latter is available in Vanuatu, but not the former to any degree). These programs tend to be *more* expensive than other services, may attract a limited number of participants but can be quite effective. Temporary Community Employment Programs are also sometimes used and, although the social and infrastructure benefits are recognized, these programs must be limited and carefully targeted to the vulnerable because of the high unit costs and considerable evidence that they have no impact, and often negative impact, on post program employment and wages (Fretwell, 1999). Finally, local economic development planning grants, particularly in depressed and mono-enterprise communities, can have a long term impact on job creation and have already been implemented successfully in OECD and Middle Income Countries, and experimented with in Vanuatu.
- *Frictional Unemployment:* Citizens have marketable skills for which there is demand, but they need intensive job placement assistance through such mechanisms as Job Clubs which have been piloted successfully in Vanuatu. These services can have a substantial positive impact on employment and have a low unit cost. These services can include assistance for remote job search and relocation at a low unit cost.

Efficient administration these programs, in response to local community demand, are critical to their success. Some key lessons learned from operation of employment and training programs include a need to:

- Ensure sufficient financing at the outset so programs do not have to be terminated early with subsequent social and political problems;
- Use performance-based contracting (i.e., negotiate job placement or business start-up rates) with service providers to maximize impact and quality;
- Implement ongoing gross impact evaluations, and infrequent net impact evaluations;
- Assess and screen applicants before entry to programs to increase impact and cost effectiveness;
- Limit the use temporary community employment programs as their impact on downstream employment may be negligible or negative, and the programs are very expensive.
- Be careful in generalizing from research on impact of programs from other countries; instead evaluate ongoing programs and adjust criteria as necessary;
- Realize that well-designed and targeted programs may have a positive net impact, but poorly designed and targeted programs probably will not have any economic impact.

The following pages contain an example of general criteria and service specific criteria that have been used successfully to implement a broad menu of employment and training programs in a number of developing countries including post conflict countries, countries with 30-90% unemployment, and lesser developed countries that qualify for World Bank IDA grant funding. As noted earlier in the body of this Report, the services are normally financed via an Employment and Training Fund. Funds are made available to individual service providers (public, private and NGOs) based on proposals submitted by these providers using simple templates. In Vanuatu such a Fund could be managed at the National level by a selected agency (i.e. VNTC) with a small support staff (2-3). Actual solicitation of proposals, evaluation, contracting, and monitoring is normally done at the regional level (i.e. Province) a selected agency (i.e. PTB, PVTC in Vanuatu) which normally requires addition of one extension agent per region (similar to the Vanuatu Ambassador program). All services are contracted and financed on an agreed unit cost basis, after initial mobilization payments (i.e., 15-25%) ongoing costs are paid monthly to service providers based on actual services delivered to clients. All contracts include minimum levels of performance outcomes (i.e., agreed levels of business start-up and/or employment of participants) which can vary between regions depending on the state of the economy. International experience shows that there is a good chance of sustainability once positive net impact is demonstrated. Simple Field Implementation Manuals, which have been used successfully in other countries with high unemployment and in rural areas, are available and could be adapted for Vanuatu and used by Provincial extension agents with potential service providers. These manuals include sample advertisements to alert service providers to forms for use by extension agents in evaluating proposals and sample contracts and procedures for monitoring and management of the contracts by extension agents

Sample General Criteria for Operating an Employment and Training Fund (ETF)

Availability of Employment and Training in the Country: Funds would be available, via Provincial Offices, in all Provinces. Allocation would be done by 6 provinces based on an algorithm agreed between AusAID and the Government. It is understood that the allocation would be done on a yearly basis, and that during the last quarter of each year unused funds within Oblasts could be reallocated.

Availability of ETF services to individuals: ETF services will be provided to individual citizens, through local services providers selected following procedures agreed by with the Bank. Eligible individuals include those who are formally registered as unemployed at Local Employment Bureaus and those who have been served notice that they are going to be released from employment within three months. At least 50 percent of participants served in each Oblast must be those identified as eligible for social assistance.

Allocation of ETF Funds by type of Service: The ETF is demand driven; there is no specific allocation of resources by ETF program at the national, provincial level. However, Provinces will develop a general plan for use of the services each year, which is to be presented National Authorities which will coordinate the plan with Regional Development authorities before solicitations for individual service provider contracts are begun by Provincial Offices. Once the general plans are approved by the National Level, Provincial offices with solicitations and sign contracts without further approval from National authorities, unless a specific project clearly goes outside the parameters of the general plan.

Cost of services reimbursed to service providers: In general, reimbursement will be based on the contracted average cost per client (i.e. by month, day, hour) times the number of clients receiving services. Service providers are eligible for limited mobilization payments to a maximum of 25 percent, but will thereafter bill for services provided on a monthly basis or as needed basis.

Monitoring and Evaluation of Services: Provincial Offices will have the primary responsibility, with support from the National Agency, for monitoring of service providers. The gross impact of services will be evaluated by all service providers as a condition of their contracts as service providers are required to report on the status of clients at the end of each program, when a client terminates a program, and before final invoices are paid (e.g., did clients get jobs after services, did they start businesses, what is their wage and/or income). Service provider contracts have built-in incentives to improve labor market impact (e.g. negotiated levels of job placement and business start-up, with financial incentives to meet objectives, and disincentives if objectives are not met). Provincial Offices will also maintain records of all service contracts through a simple Management Information System (MIS) (i.e. use of Excel) developed by the National Office in cooperation with the PCC. Finally, there will be net impact studies of results of the ETF about 18 months after initial service delivery contracts are signed.

Labor mobility: Mobility is to be encouraged by providing information, by the sharing of information on services being provided in different Provinces, by relocation grants that can be provided through Provincial Offices as part of employment service contracts, and by allowing individuals from one Province to participate in programs being provided in other Provinces.

Contracting for ETF: There should not be pre-defined short lists of service providers. Provincial Offices will publicly and regularly (i.e. every several months) solicit proposals from service providers on an ongoing basis. Proposals that meet minimum standards will be negotiated and implemented, depending on availability of funds. There is no direct competition between service providers, unless proposals for identical services are made. If there is sufficient demand, identical proposals may be funded; if not the lowest cost qualifying proposal is to be funded.

Sample Criteria for Specific ETF Services

Criteria for Employment Services:

Eligible Services: vocational and social information and counseling, provision of labor market information, aptitude/ interest assessment, job search, setting up job club programs, labor exchange, and relocation services

Eligible Service Providers: non-government non-profit organizations (NGOs), private firms, and employer and employee organizations. Providers must demonstrate minimum capabilities to be service providers (e.g. staff qualifications, facilities, financial viability, and placement capability) on proposals. Service providers must agree to a negotiated registered job placement rate of a minimum of 20 percent. Contracts can be for up to one year, and follow-up contracts may be implemented if all parties concur.

Eligible Costs: staff and administrative personnel, rent and utilities, consumable materials, client transportation for job interviews, non-durable goods, depreciation of capital equipment – 20 percent per year, relocation costs up to US\$300 lump sum per family.

Criteria for Training Services

Eligible services: vocational and literacy training. Local organizations proposing training programs must show evidence of demand for trained workers and agree to a negotiated registered job placement rate of a minimum of 40 percent for institutional training and 75 percent for employer provided on-job-training.

Eligible Service Providers: enterprises, private, NGO, and public education and training institutions. Institutions must show minimum capability for provision of training services (e.g. staff qualifications, facilities, financial viability, and placement capability on proposals).

Eligible Costs: maximum length of training per client (6 months), training and administrative personnel, rent and utilities, consumable materials, client transportation, non-durable goods, depreciation of equipment (maximum depreciation 20 percent per year), living stipend allowances up to 75 percent of minimum wage, hostel costs if needed, and costs of social insurance for clients in on-job training. Enterprises, which are training clients for internal hiring, will only receive reimbursement for 70 percent of total training costs; other contractors (e.g., training institutions), which are training for the general labor market, will receive 100 percent reimbursement of total training costs.

Criteria for Small Business Consulting Services

Eligible Services: provision of business planning including bookkeeping/financial, legal, marketing and sales services, assistance in the dialogue with local authorities, and other consulting services to the citizens who intend to start, or who have been running informal businesses during the past 24 months.

Eligible Service Providers: private agencies and non-government organizations and other associations. Service providers, which have, or intend to develop, links with micro-small business finance programs and incubators, are encouraged to apply. Contract length is up to one year and

follow-up contracts may be implemented if all parties concur. A minimum registered business start-up rate of 10 percent of clients contacting service providers is required in all contracts.

Eligible Costs: personnel and audit services, transportation costs, rent and utilities, consumable materials and non-durable goods, depreciation of equipment (maximum 30 percent per year).

Criteria for Small Business Incubators

Eligible Services: facility and space for 20—30 business, small business technical assistance for incubator tenants²⁵, shared support services (i.e. accounting, security, and communications) and general office support equipment.

Eligible Service Providers: private and non-government organizations and foundations. Applicants will be judged on availability of initial facilities, qualifications of management staff, linkages with existing small business organizations and financing institutions, financial and administrative capabilities, and experience with small business, and linkage with sources of micro-small business finance. Contract length is up to three years, with no follow-up contract allowed. Service providers may also be awarded a separate contract for provision of small business technical assistance to the unemployed who are not tenants of the incubator (see 2.3 above). Minimum business success rate of 90 percent each year for businesses in the incubator.

Eligible Costs: maximum of 30% of the grant for facility refurbishment and/or rent but not land or new building construction, general office support equipment; limited staff costs (e.g., manger, secretarial/accounting, security staff), administrative costs, consumable supplies and non-durable goods, and operating expenses. Reimbursement of operating costs to be phased out over three years (e.g., 100 percent first year, 66 percent second year, and 33 percent for third year).

²⁵ Incubator service providers may apply for a separate grant to provide small business consulting services for the community as a whole, including incubator tenants. Note that there is no opportunity for micro credit provision in the proposed Fund as there are already multiple funds operating in Vanuatu. There is no funding to provide tenants with specialized equipment as this is the responsibility of the tenant business.

Annex 3

Labor Market Information for Human Resource Planning

Skill training programs must reflect ongoing economic and technical changes in the economy that result in changing demand for different occupations in the workforce, and in skills required to perform the occupational tasks. Before starting any new skill training programs, determining if existing programs should be replicated or reduced in number, and what should be the content of the training stakeholders need labor market information (LMI) to provide “early warning”, identify priorities, and to help answer the following questions:

- What is balance between supply and demand for specific occupations in the market?
- Are there any major shortages or areas where there are excess labor that could signal a need to increase or decrease the number of programs and output of labor?
- Are there any long term and new economic developments/investments or reductions coming in selector that may affect specific occupations (i.e., are mines being shut down, are several cruise ships scheduling more stops at one place in the Country)?
- Are there any specific technical changes in sectors and related occupations (i.e. automation port cargo handling which reduces the need for unskilled labor, and opens up new areas of skilled and semi skilled employment)?

The following paragraphs summarize different types of LMI that may be available to help Human Resource Development planning. Not all are of course available, some sources provide short term information for short term employment and training programs, some provide medium and long term information for planning longer term training, some provide qualitative data and others quantitative data. It is usually best to develop multiple sources of LMI, and then specific personnel need to be trained to do the analysis and summarize the conclusions so they can be used by human resource planners. The process is not an exact science, and continual updating is necessary. In developing countries, where private and public resources are normally in short supply, it is critical that LIM is available so scarce resources are not wasted, and special attention needs to be paid to monitoring developments in the small and medium enterprise sector and the informal sector. The following paragraphs provide a brief comment on different approaches.

International and National Economic Trends: Such studies, while not giving specific signals in a give country for individual sectors and or occupations can provide standards organizations with early warning signals of general trends in the future for demand for clusters of occupations, and changes in the content of these occupations. Common threads in existing reports include: globalization of trade; changes in workplace and organizational culture; changes in marketing and customer requirements; regulations which affect health and safety, finance, and environmental issues; and increasing levels of technology and telecommunications. All of these affect the content of occupations, national occupational standards, and training standards. Developing countries are affected by global changes, particularly when there is inward investment from multi-nationals, and when they wish to compete in worldwide markets.

The World Employment Report from the International Labor Organization (ILO) is a biannual report, the 2001 issue is available in hard copy, on CD-ROM, and more information on this publication and others can be obtained at www.ilo.org. The Organization for Economic Development and Cooperation (OECD) Employment Outlook publications can provide information on member countries. More information can be obtained on this and other publications at www.oecd.org. The World Development Indicators from the World Bank is available in hard copy, on CD-ROM, and more information can be obtained at www.worldbank.org.

National Enterprise Employment Data: Most countries maintain, at least for the formal sector, employment figures on registered enterprises. This is normally regularly updated for tax purposes. This type of data does not usually give detailed occupational employment, but may provide a synopsis for managerial, skilled, and unskilled employment. Such data can give signals as to changes in overall sectoral employment, which can be translated into employment in selected occupations as the occupational structure of sectors is generally known. There are comparative tables of employment by sector in a number of countries, which HRD planner can use to determine the impact of rapid changes in overall sectoral employment on specific occupations. The following figure is an example of recent changes in sector employment in transition countries. An issue with this data, particularly for developing countries, is that it may not accurately reflect total employment because of large informal sector activity. This is a particular issue in countries where small firms make up the bulk of employment.

Sector Surveys: Some countries carry out irregular, or regular, sector surveys, including surveys in selected regions of the country. These may provide more detailed employment data by sector, and include occupational categories. They may provide additional information on types of investment, particularly in technology, that has a direct impact on HRD planning. Some countries also attempt to obtain forecasts of future employment demand by asking employers to provide the information on these sector surveys. However, research has largely discredited this approach to forecasting labor demand, as employers have not demonstrated that they can forecast occupational demand other than in the short-term (i.e., three to six months).

Census, Social Security, and Household Survey Data: Most Census data has occupational information. The problem is that it is often old and only replicated about every 10 years, and people self-report their occupation. Trends between surveys need to be treated with caution, because of the long time lapse between surveys. In addition, social security pension data may provide occupational trend data, but in developing countries the majority of people may live and work in the informal sector, thus the data will not be complete. Finally many countries, including middle income countries, conduct regular household surveys. These often provide a wealth of employment and unemployment data, which may give some signals for HRD planning. These surveys suffer from the same self-reporting problem as Census data, but not from the informal/formal data problem of social security systems, because the surveys are based on a household sample frame. Some countries use

special survey modules to investigate issues like informal and small-scale enterprise employment.

Medium Term Employment Forecasts: There are methods of obtaining some medium-term (i.e., 3-6 month) forecast information. The technique includes selection of a sample of small, medium, and large enterprises then conducting on site interviews to obtain general qualitative trends. Immediate reporting of information, and regular replications, is critical to this technique due to the rapid aging of information. The approach provides qualitative, vs. quantitative, information on the labor market and economic development trends. Developed countries (e.g., Sweden, UK, and USA) use these surveys, as well as developing countries (e.g., Hungary, Turkey, and Poland). If these surveys are done on a regular basis they can provide some longer-term trend data useful to set priorities to developing standards. This approach is of particular interest in developing countries, which often have rapidly changing economic conditions but lack the other types of statistical systems. The Swedish approach has been adapted in a number of countries, and repetitive applications have proven quite successful in Hungary. *A related technique, developed by the ILO is the “key informant system”. This technique is intended for use in lesser-developed countries with high levels of informal employment in traditional cultures.*

Employment Service “Job Bank” Data: When a country operates a public employment service, which all developed and most middle income developing countries do, standards organizations have access to job vacancy and job seeker data. This data is often one of the most readily available sources of LMI in middle income countries and is often used as an indicator of labor market demand and supply. However, there are several concerns about its validity, even when job vacancies registered at the employment services are supplemented by special job development efforts (i.e. adding information from job advertisements placed in public media by employers). First, in countries where there is a large informal economy the job vacancy information at the job bank may represent only a very small portion of actual demand. Second, formal sector registration of job seekers and job orders is normally voluntary, and as such there may be a large under-count of demand and supply, even if there is an unemployment benefit system operating (which is often not the case in developing countries). Third, normally, even in highly developed countries only about 25% of job vacancies get listed, and these are often in low and semi-skilled occupations. Fifth, job vacancies may not really be new openings as such. They may just represent continuing and rapid turnover in unattractive occupations (i.e., occupations with low wages and difficult working conditions), thus not reflect hard to fill jobs or high demand jobs. In summary, Job Bank data needs to be used with caution, and in combination with other LMI in setting priorities.

Employer Advisory Committees: Employer advisory groups, sometimes referred to as focus groups, are often used to obtain LMI, and are one of the “softer and qualitative” methods of obtaining information on employment and economic trends. Three levels of committees are used: (a) national multi-sector tripartite committees to give general trends, (b) sector specific committees to give more focused input, and (c) occupational specific committees to give very direct input on a group of similar occupations, to assist in development of a particular occupational standard. These committees can provide useful

information, and can help interpret information from other sources. But, the data is anecdotal, may be subject to bias from individual committee members, and needs to be integrated carefully into the overall analysis.

Follow-up Surveys of Completers on Training Programs. Such surveys do provide feedback on the status of trainees after training, and can send immediate signals for program expansion or contraction based on the number of completers who get jobs in the same area as their employment. However, this approach is essentially “after the fact” planning since public and private investments have already been made and if there is little or no related employment the investment has been largely wasted. Secondly, if there is no control group involved (i.e., individuals with similar demographic characteristics who did not take the training) there is no way to determine if in fact the training had any net impact (i.e. did more trainees get jobs than those who did not get the training).

Occupational Employment Surveys and Long Term Forecasting: There are methods of forecasting long term demand (i.e., 5-10 years) for occupations, that have proven fairly reliable, can quickly respond to major shifts in the economy, and overcome the problem of inaccurate employer forecasts. Few developing countries have the necessary data systems, but it is useful to mention the technique, which is used in several developed countries (i.e., the US Occupational Employment Statistics program – OES). The technique includes completing sample surveys of employment in enterprises, by sector, on a rotating basis about every three years. This produces a profile of employment, by occupation, and by sector (see Figure 2). Employment by occupation in the total sector can be extrapolated by using employment data generated from national employment files. Growth, or decline, in overall employment in the sector is then forecasted by a multiple linear regression technique using variables that have proven significantly affect employment in the sector (i.e., financial interest rates affect construction). If the overall employment in the sector increases, employment in each occupation in the sector will increase proportionately. Information on withdrawals of labor from the sector, due to death and retirement, are developed from life insurance actuarial tables. These techniques can rapidly respond to changing economic conditions as the sector data can be quickly recalculated

Annex 4

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Annex 5
Phase I Program Outcomes, Achievements and Sustainability Issues, and Recommendations

Output	Outcomes ²⁶	Achievement and Sustainability	Issues	Recommendations
COMPONENT 1: Strengthen Skills Training for the formal economy: to assist VIT develop additional programs and to strengthen its capacity in providing leadership and innovation for training providers across Vanuatu				
Output 1.1 Support ongoing Curriculum and Training Materials adapted into a Modular Format Suitable for use in delivering VCC, VFC and other courses in the provinces.	Competency based curriculum adopted/adapted from other sources, Mention of cost benefit analysis of different modalities of learning, no employment outcomes defined.	Agreed curricula developed for foundation and basic TVET levels, and support literacy courses, based on VNTC templates. No evidence of cost benefits analysis. Initial follow-up of gross outcomes of formal program graduates indicates fairly high levels of employment. <u>Sustainability of formal courses probably high.</u>	No real employment outcomes defined, but graduate follow up study initiated, no regular qualitative or quantitative labor market surveys. Formal Certification at completion of formal long term programs is provided, but certification for short term programs weak and does not include skills and competencies gained via training.	Establish clear employment outcomes for curricula programs; undertake net impact study of graduates. Place more visibility and emphasis on occupational skills competencies achieved through both long and short term TVET (i.e. through use of “skill cards” (statements of attainment) as suggested by Vanuatu counterparts),
Output 1.2 Joint Industry/ VIT/ VNTC/Chamber of Commerce cooperation to determine the priority VIT industry /skills gaps for development and delivery Year 13-14.	VIT Industry advisory committees developed to identify priorities and skill content, in cooperation with VNTC, and related labor surveys.	Four Committees established, to define curriculum for advanced two year programs. No evidence of formal surveys. VIT trainers sent on fellowships, following in-country training, to increase technical, training & administrative skills <u>Sustainability of formal programs is acceptable.</u>	Lack of organization and delivery of short term skill training for adults and unemployed youth, including small business consulting services for micro and small enterprises.	Greatly increase provision of short term skill training, link short term skill acquisition (statements of skills attained) to different levels of longer term certification. Continue development of selected high priority skill sets, test model for customized tailor made training for enterprises; provide just in-time business consulting services for small enterprises.
Output 1.3 Business IT courses and trainers further developed	Development of IT and Business courses, and train the trainer courses.	IT and Business center program updated, fellowships provided, short term train the trainer programs provided to VIT and others (e.g. RTCs). Sustainability of formal training good, however train the trainer courses’ sustainability poor without support funding.		

²⁶ In many cases initial outcomes were primarily a summary of the outputs, and outcomes were not related overall output of TVET such as greater employability or income of completers, less unemployment among completers, greater productivity of enterprises where trainees work, or more follow-on to additional higher level education and training. In latter stages of the program measuring of outcomes via follow-up surveys was initiated, and results are noted in this Report.

COMPONENT 2: Provincial (Non Formal and Formal) TVET: to strengthen delivery of TVET and skill formation in the Provinces, through targeted assistance to schools, RTCs, NGOs and other providers				
Output	Outcome	Achievements and Sustainability	Issues	Recommendations
Output 2.1 Increased access and quality of formal and non-formal TVET activities delivered in Pilot Provinces, targeting Sanma and Tafea during first 2 years of the program	Two non-formal Provincial TVET Resource Centers, and pilot formal Secondary TVET. TVET centers established, train the trainer and youth ambassador programs initiated to assist in awareness/outreach. No employment or social outcomes were defined.	Non-formal PTVET Centers established at Santo and Tanna. Technical and Life Skills training delivered, with Quality Fund support. Secondary TVET Pilots established at Matevulu and Tafea colleges. Train the trainer programs run at all sites. Youth Ambassadors helped define demand for training at local level, in one case using a written key informant survey. Sustainability of PTVET Centers difficult without commitment of recurrent funds.	The use of VIT as the lead national institution for VIT Provincial Vocational Training Centres (PVTC) is not viable due to lack of financial and personnel support from VIT Development of TVET at the secondary (college) level has major cost ramifications. Any policy regarding secondary TVET must balance overall investment in education, including taking into account the overall cost of expanding secondary education while increasing access to and the quality of basic education (1-8).	Establish clear employment outcomes for skill training programs and continue net impact study of participants. The process of selection of additional PTVET Centres, and receipt of Quality Funds and technical assistance, to develop the PVTCs should be open to different institutions (i.e., VIT, Schools, RTCs, Provincial Offices, others) on a competitive basis. Select the Secondary TVET model carefully in order to minimize costs of replication, and to ensure it is not creating an economic and social dead end for participants (blocking completion of a secondary certificate). Broad training in selected sectors at selected schools is recommended, based on international experience.
Output 2.2 Increased access and quality of the training courses delivered through TVET providers, RTCs and NGOs in the four non-pilot Provinces during the first 2 years of the program	Mapping of training providers completed Provision of Train the Trainer support to non-formal providers in all provinces. Provision of literacy and numeracy programs. Employment or social outcomes not specified.	Train the trainer programs to providers, including provincial staff, in four provinces. Literacy programs provided with support of the Access fund. Net impact study of non-formal training completed, significant gains in amount and length of employment by RTC participants. Literacy study completed indicating rural literacy is lower than average official figures. Sustainability low without development of PTVET Centers and recurrent cost support.	Institutional training is not the only or sometimes the most cost effective way of addressing unemployment (see recommendations).	Institutional training is only one approach to addressing unemployment, in particular structural unemployment. The Program needs to be expanded, through the implementation of an Employment and Training Fund which can provide partial investment and recurrent cost to local service
Output 2.3 Increased profile of TVET in Provincial communities and a	Media campaign initiated to build understanding and awareness of TVET	Multi Media campaign implemented, with assistance from Youth Ambassadors.	Need for recurrent resources to continue support of awareness campaign.	

<p>greater awareness of the opportunities and pathways that it can provide</p>	<p>Coordination with a variety of stakeholders to build awareness of TVET</p> <p>Citizen awareness survey initiated to determine outcome of media campaign</p>	<p>Coordination undertaken with major stakeholders (i.e., RCTs Schools, NGOs, VIT, Church and Youth Groups, VANWOODS, World Vision, etc.)</p> <p>A Citizen Awareness Survey was completed in all provinces among youth. Results indicate a high level of awareness of and interest in TVET at all levels, but a high proportion (83%) found it difficult to access TVET. Suggestions emphasized to improve TVET included the need for more services in provinces, more information on courses and how to find a job (83%), and assistance in starting small businesses. Responses vary somewhat between provinces and males and females</p> <p>Awareness program and surveys are not sustainable unless a national institution takes full responsibility and has related funding (which is not large).</p>	<p>Media campaign may be ahead of the ability of non-formal service delivery providers to meet the demand for services.</p> <p>Awareness survey needs to be replicated now a baseline has been established.</p>	<p>provider to deliver a broader menu of employment and training programs which can respond to local priorities and address the lack of demand for labor (small business consulting support, small business incubators), frictional unemployment (job clubs), as well as structural unemployment (subsidized on job training as well as institutional training).</p>
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COMPONENT 3 Vanuatu National Training Council: to strengthen VNTC capacity in contributing to a coherent TVET and skill formation system, relevant to urban and rural communities and the productive economy.				
Output	Outcome	Achievements and Sustainability	Issues	Recommendations
Output 3.1 Increased organizational, structural, and operational effectiveness	Enhanced VNTC policy and procedure manual Qualifications Framework developed Plan for VNTC Income generation	Policy and Procedures manual updated. Qualifications framework publicized and initial training provided to Provinces including PTBs Sustainability risk high, given narrow focus of activities.	A major issue is the lack of attention of VNTC has paid to assisting MOE develop an overall vision and policies for TVET, as provided for in the enabling VNTC legislation. A major technical issue is the complex and regulatory nature of the up-front registration and accreditation process, lack of follow up and support to institutions after registration, and a lack of incentives for training providers to register. The complex regulatory process has created a disincentive for TVET providers to register and therefore adopt the use of newly developed competency based training materials.	There is a need for VNTC to expand stakeholder representation to include “demand side” stakeholders (eg REDI, Dept. of Investment), and formalize operation of the PTBs. There is a need to simplify the registration process for TVET providers (perhaps by developing less demanding procedures for institutions such as RTCs) to remove disincentives for institutions to register.
Output 3.2 Operational database mapping national providers/courses for purposes of TVET management.	Mapping of TVET providers and development of registration data base	Mapping initiated but not complete, registration and certification procedures designed and initial dissemination to provinces. Act changed to address issues raised by registration. Complex process cannot be implemented or sustained with existing resources.	Support for initiating a formal “apprenticeship system” is questioned given the fact that apprenticeship systems do not function well in economies with large non-formal sectors	A roster of enterprises willing to provide short on-job-training and work attachments may be a better use of resources than developing a formal apprenticeship program, and testing of competencies may be better carried out by selected institutions which are accredited and specialize in selected programs.
Output 3.3 Increased levels of course and institutional Quality Assurance implementation through Provincial Authorities, VIT, and VNTC linkages.	Training on Quality Assurance to PTBs and provincial staff Feasibility study of establishment of trade testing and formal apprenticeship programs. No outcome indicators specified to measure impact of use of Quality Assurance Program.	Initial training provided to PTBs on Quality Assurance Procedures. Feasibility study of trade testing and apprenticeship underway. Sustainability low unless focus of VNTC changes (see issues).	There are concerns about initiating, and long term sustainability, of establishing a trade test scheme	
Output 3.4 Strengthen VNTC strategic	Definition of organizational framework and roles and responsibilities for stakeholders in TVET	Little or no action has occurred on this output Output defined is not	Current VNTC activities are totally focused on registering and accrediting TVET institutions and programs, no attention is being paid to TVET broader	If an Employment and Training Fund is established (see recommendation Component 2) VNTC, in cooperation with the

<p>management and operational planning to better cater for needs of non-formal and formal TVET and skill formation</p>	<p>Strengthen links between VNTC, provincial authorities and local training providers</p>	<p>sustainable unless the current narrow focus of VNTC activities is changed (see issues).</p>	<p>policy issues, and MOE does not have a strong or active unit responsible for providing leadership in TVET policy development.</p>	<p>PTBs may be an institution that should be considered to administer the Fund.</p> <p>This would provide VNTC with a concrete incentive to work with provincial authorities and providers, and the latter to work with VNTC. The Fund would provide training service providers an incentive to register at VNTC since only registered training providers would be eligible to provide training services financed under the Fund.</p> <p>Based on experience in other countries, operation of an Employment and Training Fund would require 2-3 full time staff at the VNTC and one full time extension officer in each province with duties that would parallel the current youth ambassador program such as helping communities and service providers identify demand for different services, helping service providers prepare proposals, evaluating proposals, and monitoring implementation of contracts.</p>
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COMPONENT 4 Strengthening MOE and MYTD: to strengthen the TVET planning and management systems for expanded skill formation to support rural and provincial development.				
Output	Outcome	Achievements and Sustainability	Issues	Recommendations
Output 4.1. MoE systems strengthened to better accommodate TVET delivered through the secondary school system.	<p>Plans for improving the quality and relevance of secondary schools, including how to improve literacy and numeracy indicators.</p> <p>Plans and advice on how to assist VIT become a tertiary institution after secondary school (colleges)</p>	<p>Baseline data collection and monitoring has been improved.</p> <p>Fellowships provided to Ministry and provincial staff through the TIF</p> <p>Linkages developed with USP Pacific Languages Unit to assist with identification of literacy needs in TVET</p> <p>Sustainability of TVET data systems questionable unless they are integrated into overall Education Management Information Systems.</p> <p>Despite introduction of Competency Based Training and the possibility of part-time modularized delivery of training for adults, VIT continues to operate as a secondary technical school.</p>	<p>Data collection on TVET is not integrated into the overall MOE school management information system, and there are several MIS programs under development.</p> <p>VIT has not developed tertiary level programs.</p> <p>The MOE Mid Term Plan highlights the difficulties of financing at all levels of education, and balancing the expansion of secondary education with improving the quality of basic education. There are concerns about the costs, returns, and ramifications of inclusion of TVET at the secondary level (particularly specialized programs of long duration that crowd out general education subjects). There is no Unit in the MOE with clear responsibility for development of TVET in secondary and or post secondary education or in adult education</p> <p>MYDT is not staffed, and does not have any funds allocated to support non-formal training at RTCs.</p>	<p>MOE needs to examine sustainable alternatives to TVET life skills programs at the secondary school level, in the context of the overall expansion of secondary education. The Pilot program started at Matevulu should be considered as a model as it could be a low cost model which could provide broad basic life skill training in selected sectors as an elective program, while still enabling students to gain important literacy skills and obtain a secondary school certificate. RTC and other non-formal training options for drop-outs need to be expanded.</p> <p>The Project Coordinating Unit should assist the MOE and MYDT examine and implement policies for governance, administration, and delivery of <i>non formal education and training</i>, including examining the alternatives for financing and supporting partial recurrent costs of operating RTCs.</p>
Output 4.2 Strengthen MYDT systems to accommodate TVET outcomes gained through VNTC accredited courses.	<p>MYDT supported programs in compliance with VNTC policies and procedures.</p> <p>Upgrade training of MYDT and provincial staff.</p>	<p>No achievements on MYDT action on VNTC compliance policies</p> <p>MYDC staff trained under TIF.</p> <p>MYDT is doing nothing to support TVET, so there is nothing to sustain.</p>		

COMPONENT 5 Program Management: to utilize quality program management systems and processes to efficiently and effectively implement the program on time and within budget.				
Output	Outcome	Achievements and Sustainability	Issues	Recommendations
<p>Output 5.1: Program management systems established to ensure the timely provision of inputs and required reporting.</p>	<p>AusAID Program management and financial implementation</p>	<p>The majority of the Program, with related financing, has been implemented</p>	<p>The development of an HRD Strategy has been allocated to the MOE, and a consultant identified to develop a framework for the HRD plan for the strategy, (which should include TVET strategies), and an initial strategy. The approach proposed by MOE in its Corporate Plan appears rather narrow. It focuses on developing labor market information.</p> <p>TVET continues to operate without an overall vision as to the objective of different elements of the system and roles of different actors in implementing the vision.</p>	<p>MOE needs support to develop a long term broad HRD strategy addressing inter-institutional governance, finance, and delivery of HRD services to both youth and adults, and including an integrated vision for TVET.</p> <p>MOE needs support in its short term immediate efforts to develop better Labor Market Information to support implementation of a national HRD strategy. This support should include assistance in: (a) using existing labor market information that can provide signals for HRD development (e.g. economic development investments like REDI, profile of annual businesses licence registrations) and (b) design and implementation of regular labor force surveys such as “Key Informant Surveys” which have been used by the International Labor Organization in rural areas.</p> <p>Selected elements of Phase II Program leadership should move to the MOE from VIT. Membership of the Project Coordinating Committee should be broadened to include more “demand side” industry stakeholders (e.g. representatives from REDI, Dept. of Coop and Ni Vanuatu Business, Dept of Investment).</p>
	<p>PCC meetings</p> <p>Program Reports submitted to Government and AusAID</p>	<p>PCC is established, and has met regularly and managed the Program, and included key stakeholders.</p> <p>Program and financial management systems functioning</p> <p>Program reports (less completion report) submitted.</p>		
<p>Output 5.2. Program monitoring systems established to provide data for Quarterly reports, Annual Plans, and flag implementation modification when necessary</p>	<p>Baseline data system established for TVET.</p> <p>Quality Assurance system operating and providing feedback.</p>	<p>TVET data is not included in Education Management Information System yet.</p>	<p>The management of the Phase I TVET Program was placed at the VIT; however the content of the Program goes considerably beyond VIT responsibilities (i.e. stimulating rural training) and sends the message that the Program is a VIT support project.</p>	<p>Collection of information about TVET in secondary and post secondary institutions should be an integral part of the developing Education Management Information System and linked to other donor supported efforts. Monitoring and Evaluation should be aligned to the Government’s system to track progress, and demonstrate Program outcomes.</p>

Annex 8. Consultative Workshop Outcomes

DESIGN CHECKLIST

How improvement in employment and living standards has been achieved in other developing countries through:

- Business Services
- Employment Services
- Education and Training Funds

[Hong Tan]

Group Responses:

Perceived Benefits

Government	Economic	Social
<ul style="list-style-type: none"> • Whole of Government approach to training and employment. • Demand driven by real provincial needs not supply driven. • Opportunity to deliver training in provinces – limiting urban drift. • Could tie in with REDI and provincial development plans. • Reach to remote communities 	<ul style="list-style-type: none"> • Increased collaboration and understanding of industry needs. • Linkages between employment and training provision. • More jobs. • Creation of employment services • More trained people to respond to labour market demand. • Cost-effective and efficient. • Would assist existing small businesses to expand individually and cooperatively. • On the job training • Employment agency / job search assistance • Micro-credit scheme / small enterprise development • Mixed institutional and on the job training • Open to any quality providers to co-ordinate training. 	<ul style="list-style-type: none"> • Opportunities for non-formal providers (eg NGOs, RTCs) to access support and resources. • Second chance for those pushed out. • Integration of TVET into formal education (primary and secondary). • Could provide finance to youth, women previously excluded from bank borrowing. • Voucher system could deal with “knowledge gate keeper” problem where people with skills and knowledge will not share.

Perceived Issues

Government	Economic	Social
<ul style="list-style-type: none"> • Question of sustainability of TVET programs if donor is no longer providing support. • Monitoring will be very expensive and difficult. • Donor-driven and donor-dependent. • Lack of co-operation between key agencies. • Lack of leadership for sustainability. • Lack of decentralisation will delay implementation. • Insufficient collaboration. 	<ul style="list-style-type: none"> • Small formal economy. • Lack of employment and business opportunities. • Lack of established industry. • Small size of available markets. • Market for products to sell may not be close by. • How can we make business development work on a provincial level? • Some approaches are not suitable for Vanuatu context due to population size. • Not easy access because of transport problems and cost of transport. • High production cost. • Who will do the training? (not enough trainers). • Lack of qualified personnel for training. • Scarce training resources. • Poor repayment of credits due to cultural practices • Interest rate of loan repayments to credit facilities may be quite high. • Sustainability of credit funds 	<ul style="list-style-type: none"> • Low literacy and numeracy. • Difficulties in relation to limited skills and knowledge. • Basic education standards are very low. • Education, literacy levels and geography of remote communities. • How to find out about the training (VBTC is no longer operating). • Cultural attitudes to formal employment.

Suggested TVET Responses

Government	Economic	Social
<ul style="list-style-type: none"> • TVET to assist PTBs to identify training needs and provide budget support. • TVET to facilitate other government departments and private sector identify training needs. • Provincial REDI plans should be tied in closely with TVET/PTBs to address Ni-Vanuatu business needs in provinces. • TVET program should review and learn from failure in service delivery since 1980 of Agriculture extension officers and REDI. • Strengthen local capacity programs within cooperatives and agriculture sector. • TVET program should facilitate the Agriculture College provide refresher training to field workers in training techniques • Work with Department of Cooperatives to identify training needs for cooperative managers and individual businesses. • Develop a better information system in regard to the agriculture sector and specific commodity business areas. • Assistance for outcome analysis of services provided. • Training must be needs and demand driven and accredited by VNTC • Assist with credit including a “grace period” which addresses failures of 	<ul style="list-style-type: none"> • Set up a training fund to be accessible by training providers • TVET to allow “open bidding” for training providers to run trainings on specific training needs. • Make funding application forms easy (not like REDI). • Invest in the extension officer concept (agriculture, fishing, small business, engineering). • Small business development services eg training, credit access. • TVET should provide a more skilled workforce (industry skills, literacy and numeracy). • Assist in building technical skills and provide funds for specific programs such as business/credit facilities. • Improve involvement of private sector. • What is the contribution of the private sector towards agriculture compared to tourism? • TVET program to facilitate RTCs provide training to community members (marketing, processing, export, packaging, quality control, team work). • Initiate a stock-take of skill needs of cooperatives and assist to address these needs (funding, training, monitoring and evaluation). • Develop linkage between industry and 	<ul style="list-style-type: none"> • TVET program to provide opportunity for higher studies and career development. • Provide basic literacy and numeracy skills • Provide incentives for skills retention in remote communities. • Establishment of a credit facility targeting specific needs/tools and not cash. • TVET program has potential to balance urban issues with renewed focus on rural development and collaboration with REDI, VIT, Agriculture College, etc.

Government	Economic	Social
development banks, CDF, and NV Business scheme.	training producers <ul style="list-style-type: none"> • Provide management skills • Training providers must show that training delivered will enhance employment for trainees or upgraded skills for existing business 	

1. How can an Employment and Training Fund be best implemented in the Vanuatu context?

Group Responses:

Government	Economic	Social
<ul style="list-style-type: none"> • Provide support to improve monitoring and analysis of the project. • Create a provincial training centre where facilities are available for outside training providers (eg accessible by provincial trainers so expensive travel to Port Vila is avoided). • Provinces to strengthen and implement their corporate plans for which PTBs could utilise funding to source activities for training and employment. • After conclusion of the TVET Program, the provincial government should provide budget to support these centres. • Department of Cooperatives to be strengthened in providing its services (eg Business Awareness Program). • Provide support to develop wage subsidies for apprenticeships as part of training. 	<ul style="list-style-type: none"> • Provide training to providers (especially rural trainers) on how to plan and draft training proposals to access funding. • Provide funds/capital/tools to help trainees to find work – provide working allowances. • Provide financial support for development of training providers (resources, logistics, facilities, human resources). • Provide training for industry to undertake workplace competency assessment. • Contribution from Industry to ETF. • Provide funding to small training providers based on training outcomes (incentives). • Training provider to be contracted to find employment for its employees (informal eg community work/formal eg Wilco). • Training to provide a practical 	<ul style="list-style-type: none"> • Establish linkage between youth and adult age groups by utilising the adult population (50+) who are no longer employed to draw from their technical expertise in contributing to training and employment.

Government	Economic	Social
<ul style="list-style-type: none"> • Develop industry standards nationally under VNTC and then support providers to develop learning materials against the standards. • ETF coordination through other agencies (eg CUSO, Peace Corps, etc) or donor partners. • Liaise with MoL and DoL in providing training on areas of land issues, land disputes, land legislation for land tribunals, etc. so that improved economic benefits may derive from land development (eg self-employment). • Develop an effective tax system in addition to VAT (ie income tax, contributions from rural people) – a long-term program. 	<p>component or work attachment with industry as an incentive for capacity building and to assist in finding employment (on-the-job training).</p> <ul style="list-style-type: none"> • Credit funds suppliers to donate funds from their profits. 	

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2. What changes to existing TVET systems are needed to achieve (especially in rural areas and access for women):

- Improved employment?
- Improved standards of living?

Group Responses:

Government	Economic	Social
<ul style="list-style-type: none"> • VNTC to simplify registration processes and provide support to training providers – assist them in improving quality. • Establish a pool of training providers to deliver training to rural communities. • Provide link between MoE/MYDT and MoCNB. • Link training to HRD plan • Link training to job registry (Department of Labour) and DESP and OLM (APTC). • Long-term training plans • Regular M&E of participants 	<ul style="list-style-type: none"> • Short-term modular courses. • Modular competency-based courses that are driven by community and industry needs. • Need for “new money” – focus on productive sectors eg sandalwood export, kava export, coffee, cocoa, niche markets (organic). • Personal money management to be integrated into training programs to ensure money generated benefits meaningfully individuals/communities. • Training and employment initiatives targeted specifically to the needs and potential of women. • Provide IT support to established centres, eg Tanna and other semi-urban centres, where base level skills can be consolidated. • Link training to employment • Encourage business centre initiatives in communities. 	<ul style="list-style-type: none"> • More targeted training for men and women • Package training modules to meet rural communities’ needs (especially women) – need to train the “whole” person. • Link training to better life • Training adapted to local needs for men and women. • Link training to land development • Upgrade and strengthen existing community centres and local TAGS (ie Women’s Centres, Churches, etc.)

Annex 9. Persons consulted

1.1 Individual Meetings

Chris Bleakley	Head, Governance for Growth Program, AusAID
Julliette Brassington	First Secretary, AusAID
John Colwick	Development Program Coordinator, NZAID
Jessy Dick	First Political Adviser, Ministry of Education
Patrick Haines	Program Officer, AusAID
Charlie Hunt	Volunteer, Peace Corps
Joe lautim	Acting Director, Ministry of Youth Development & Training
Simil Johnson	Acting Government Statistician, Office of Statistics
Kalbao Kalpat	Principal, Vanuatu Institute of Technology
Dorosday Kenneth	Acting Director, Dept of Agriculture and Rural Development
David Lambukly	CEO, Vanuatu National Training Council
Daniel Lamoureux	Director General, Ministry of Education
Rolene Lesines	Legal Officer, Dept of Labour
Carolyn Marsh	HRD Adviser, Ministry of Education
Joe Massing	Training Officer, Vanuatu Chamber of Commerce and Industry
Sowany Matou	Director, Dept of Cooperatives and Ni-Vanuatu Business Development
Carolyn Nimmo	NZAID
John Pilbeam	Australian High Commissioner
Kathy Solomon	Director, VRDTCA
Jack Takalo	Deputy Director, VIT
Hilda Taleo	Director, Dept of Women's Affairs
Simon Toka	Finance Administration Manager, VANWODS
Robert Tranter	Counsellor, AusAID

1.2 Participants in Design Workshops

Sebastien Alguet	President, Provincial Council, Sanma
Joseph Alick	Senior Cooperatives Officer, Shefa
Antoine Arnold	Senior Cooperatives Officer, Malampa
John Aruhui	Director, Chamber of Commerce and Industry
Ben Asmus	Senior Cooperatives Officer, Sanma
Alexine Boar	Senior Cooperatives officer, Torba
Simon Boe	Director, World Vision
Juliette Brassington	First Secretary, AusAID
Graham Bule	Principal, Londua Technical School
Nick Cumpston	Counsellor, AusAID
Agnes David	TVET Training Officer, Ministry of Youth Development & Training
Jessy Dick	1st Political Adviser, Ministry of Education
Tony Edwell	Principal Finance officer, Dept of Cooperatives and Ni-Vanuatu Business Development
John Fahy	TVET Adviser, AusAID
Daniel Fairve	Acting General Manager, Iririki Resort
Georgwin Garae	Principal Loans and Savings Officer, Dept of Cooperatives and Ni-Vanuatu Business Development
Chief Selwin Garu	CEO, National Council of Chiefs, Malvatumauri
Edmon Harry	President, Provincial Council, Torba
Paul Helford	Room Division Manager, Iririki Resort
Robbie Henderson	Director, Live and Learn
Joe lautim	Acting Director, Ministry of Youth Development & Training
David Iaukael	Manager, Lume Rural Training Centre
Adele Issachar	Acting Director, National Tourism Development Office
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Draft Phase 2 Design Document
Annex 9 - Persons involved in consultation

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Daniel Lamoureux	Director General, Ministry of Education
Jimmy Lava	Rural Training Officer, TVET Program
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Hilaire Lesiness	Principal, San Michel College
Captain John Lloyd	Director, Vanuatu Maritime College
Marian Loughman	Rural Development Officer, VIT
Pedro Loughman	Provincial Agriculture Officer, Shefa
Margaret MacFarlane	Team Leader, TVET Program
Keith Mala	Chairperson, Provincial Training Board, Penama
Fredrick Malapa	Manager, Norsup Rural Training Centre
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John Markel	President, Provincial Council, Shefa
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John Nirua	Director, Secondary Education, Ministry of Education
Jimmy Pakoa	Panel Supervisor, Asco Motors
Moli Pakoro	Teacher, Matevulu College
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Clentin Roson	Senior Cooperatives Officer, Penama
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Simon Toka	Finance Administration Manager, VANWODS
Robert Tranter	Counsellor, AusAID (formerly)
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Kali Vatoko	Child Protection Project Manager, Save the Children
Henri Vira	Director, VANGO
Pierre Channel Worwor	President, Provincial Council, Malampa

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