



Annual Program Monitoring and Evaluation Report 2014

February 2015

Technical and Vocational Education and Training
Vanuatu TVET Sector Strengthening Program

Skills for Economic Growth



**Australian
Aid** 

“With the successful results produced by TVET Sector Strengthening Program in MALAMPA and SANMA, and its recent establishment of a third TVET Centre in TORBA, I am convinced that the model of provincial TVET Centres must be supported by my Government and replicated to other provinces so that whole of Vanuatu can benefit.

“Today marks a new chapter in the development of the TVET sector in Vanuatu to ensure that our people have access to quality skills training that leads to economic growth outcomes - whether they are working in the formal economy or informal economy, whether they are living in urban areas or rural areas, whether they are a man or a woman, whether they are able-bodied or disabled. The TVET Centre network that has been established in Vanuatu is now a model of best practice for the rest of the Pacific and my Government is extremely pleased to pledge its financial and systemic support to ensure that our TVET system, in a true relationship of partnership with the Australian Government, will be sustained for the long-term.”

(The Hon. Joe Natuman, Prime Minister of Vanuatu, July 2014)

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List of Acronyms

AT	Accredited Training
BDS	Business Development Services
DFAT	(Australia) Department of Foreign Affairs and Trade
KRA	(Program) Key Result Area
LLN	Language, Literacy and Numeracy
M&E	Monitoring and Evaluation
MoET	(Vanuatu) Ministry of Education and Training
PGTB	Provincial Government Training Board
PTC	Provincial Training Coordinator
QMS	Quality Management System
RTC	Rural Training Centre
SAG	(Program) Strategic Advisory Group
TA	Technical Assistance
TPSS	Training Provider Support Services
VQA	Vanuatu Qualifications Authority
VQTF	Vanuatu Qualifications Training Framework
VRDTCA	Vanuatu Rural Development Training Centres Association

The TVET System Strengthening Program Phase 3 (the Program) commenced in March 2013. This second Annual Program M&E Report for Phase 3 reports the results of program work in 2014. It provides evidence of performance in terms of outputs and progress towards outcomes in line with the Program's three Key Result Areas and its program logic.

PROGRAM DESCRIPTION

Phase 3 of the Vanuatu TVET Sector Strengthening Program is designed to operate over a four year period from 2013 to 2016. It operates in three Key Result Areas:

1. National TVET System
2. Provincial Skills Development Coordination
3. Training, Business Development and Employment

The Program is supporting the Ministry of Education and Training (MoET) and the Vanuatu Qualifications Authority (VQA) in the implementation of the National TVET Policy. This includes assisting with:

- a) strengthening linkages with national stakeholders;
- b) increasing awareness and support for investment in skills development, with the potential establishment of a National Training Fund;
- c) improving the quality of TVET provision; and
- d) the provision of technical assistance for MoET and VQA for improved management of the TVET sector, including capacity building in strategic planning and policy development, implementation and evaluation.

At the provincial level, the Program focuses on facilitating the delivery of nationally accredited skills training and business development support services aligned to provincial economic development priorities. The delivery of these services is coordinated through the TVET Centres in Sanma, Malampa and Torba provinces and financed through the Employment and Training Fund (ETF). There are plans for a fourth Centre, in Tafea, to open in 2015.

Three key strategies underpin the implementation of Phase 3:

- a) To continue to strengthen national TVET systems development in the MoET, VQA and productive sector agencies and to ensure continuing **convergence** between Program and Government of Vanuatu policy, practices and processes.
- b) To **consolidate** gains made to date at both the provincial and national levels.
- c) To **expand** the reach of Program support through the establishment of at least one other provincial TVET Centre and the development of two national strategies - a Disability Inclusion Strategy for the Vanuatu TVET Sector and a National TVET Workplace Literacy and Numeracy Strategy.

The Program developed a comprehensive Monitoring and Evaluation Plan to guide all aspects of monitoring and evaluation for Phase 3. As part of the process of developing the M&E Plan, the program developed a program logic diagram for Phase 3 (see Annex 1). The logic, and the M&E Plan was updated in May 2014 to reflect ongoing developments in the Program and the lessons learned from the early period of M&E implementation. As well as the program logic, the M&E Plan includes a set of quantitative and qualitative indicators.

MONITORING AND EVALUATION TOOLS AND METHODS

Monitoring and evaluation for the Program uses a range of quantitative, qualitative and mixed methods tools to collect and analyse data. It is based on a set of principles, set out in the M&E Plan, and is undertaken with an explicit commitment to ethics and international standards for evaluation work. TVET Centre staff are engaged in M&E data collection processes, and participate in program learning, reflection and adaptive management. Periodic M&E skills workshops are held to build staff capacity to participate in M&E processes and to draw on their experience and insights in the development and refinement of M&E tools and processes. The M&E system also aims to actively engage the Provincial Government Training Boards (PGTBs) in the analysis, interpretation and use of results.

Monitoring what we do: Outputs

Several tools enable the collection of data for monitoring outputs on a continual basis, particularly focused on accredited training, business development support, and training provider support services:

- **Baseline Form:** Data is collected from all participants in all TVET Centre coordinated accredited training (AT) and business development services (BDS) in order to provide insights into the reach and coverage of these activities, enabling analysis by key program variables and providing a baseline against which outcomes can be compared.
- **Accredited Training and BDS Progress Reports:** TVET Centres consolidate program management data on accredited training and BDS activities into monthly reports, which provide additional reach and coverage data as well as data regarding training provider participation.
- **Participant Feedback Forms:** A simple form collects feedback from accredited training and BDS participants regarding the quality of the activity, utilising a standard set of quality criteria.
- **Accredited Training and BDS Observations:** Quality monitoring is enhanced by routine AT and BDS observations by qualified TVET Centre staff. Staff utilise the standard Observations Record to assess training and BDS delivery according to a set of quality criteria.

Monitoring what we achieve: Outcomes

The M&E system utilises a number of tools to collect evidence on the extent to which the Program progressing towards, and achieving, its outcomes.

- **Participant Outcomes Survey:** The program began its twice-yearly Participant Outcomes Surveys in 2014, each time surveying a sample of past participants to explore their personal, economic and broader outcomes resulting from their participation in TVET Centre activities.
- **Case Study DVDs:** In 2014 the Program prepared the first DVD for Phase 3: *Skillling Women – Empowering Communities*.
- **Annual Stakeholder Interviews:** The M&E Specialist undertakes semi-structured interviews to collect qualitative data from key program personnel, government and productive sector stakeholders and other key respondents, focusing on monitoring progress towards systemic-related outcomes at the national and provincial levels.

In addition to these routine monitoring and evaluation activities, the Program is working with the Department of Foreign Affairs and Trade (DFAT) to support a more independent

evaluation of the Program. Currently scheduled for May 2015, and likely to include both qualitative and quantitative approaches, this evaluation should contribute important evidence showing what works, under which conditions (why, and how), and for whom.

MAJOR ACTIVITIES IN 2014

There were many significant activities in 2014, in addition to the ongoing implementation of established Program activities. A number of these are noted below, and discussed further in relevant sections of the Report.

Torba Opening

The most public and prominent development in 2014 was the opening of the third TVET Centre in Torba Province, following the competitive process undertaken in 2013 to select the Province which would host the new Centre. An important aspect of the approach to establishing the TVET Centre in Torba was its strength-based approach. The Chair of the Torba Provincial Government Training Board (PGTB) has highlighted the importance of the fact that the TVET Centre is in Torba not because of its isolation or disadvantage, but because it successfully competed in a transparent selection process against other provinces on the basis of formal and equal criteria. This was also emphasised by many Torba representatives during the joyful opening ceremony in Sola in October 2014. This appears to have contributed to what is emerging as a very strong and positive relationship between the TVET Centre, the Torba PGTB and other stakeholders across the province.

“The grassroots people... they spend (much) of their time sitting and listening to speeches with all these terms like “agriculture is important”, “tourism is important”....but it’s like, after some years, it becomes like a kastom story... workshop after workshop and information after information...But now... people see that not only is TVET coming in to teach and train, but also to counsel. We have many workshops, but TVET is unique because it comes and says ‘according to your context’ and the system of TVET becomesthe most successful Program or organisation to really sink into, adapt into, the system. Very easily. That’s the very important point: the Provincial Government finds it very easy to work with TVET.... Because it comes with the nambawan approach....it comes into the system, respects the system, and that really helps us.”¹



¹ Hopkins Dick, Chair, Torba Provincial Training Board. Interview 9 December 2014

Team Leader Transition

The long-standing commitment of the Program to localisation, to minimising expatriate staff, and to embedding the Program in Vanuatu and its systems, reached its zenith in December 2014 with the official transition of team leadership to the new Team Leader, Fremden Yanhambath. This process reflects the multi-year investment that DFAT and the Program have made in staff development. It realises the original and clear strategic vision of Technical Director Peter Morris, with his focus on localisation, and represents a unique achievement in the history of donor-funded development programs in Vanuatu. In the year since he completed his Master's studies in Australia he has established his leadership and authority across Program staff and stakeholders, including those within the Government of Vanuatu, laying the foundation for a new level of closeness for the Program and its partners. The transition of Program leadership to Fremden also reflects his own patient and professional commitment to the Program over five years of involvement.

It is also difficult to overstate the importance of the outgoing Team Leader Anna Gibert in the achievements of the Program. Multiple stakeholders from Government, from training providers, and amongst Program staff, emphasised the value of her work and her approach. With cultural understanding, communication skills in all three languages, her tireless commitment to supporting TVET development in Vanuatu and, importantly, her emphasis on relationship building as the bedrock of development, she has built a culture of professionalism, respect and relational spirit across the Program team. This has been fundamental to the continuing performance of the Program.

Technical Assistance Inputs

The past year was characterised by an unusual level of additional technical assistance (TA) activity on the Program, utilising the unallocated adviser budget. This level of TA, not seen on the Program before, was possible in response to several important opportunities arising in the TVET sector and was enabled by the growing strength of commitment to the sector across the Government of Vanuatu. This growing commitment and partnership approach resulted in technical assistance being meaningfully directed in a number of key areas, complementing the ongoing work of the TVET Systems Adviser:

- **Quality Coach for Training Providers.** Jane Wiesner worked for six months to support eighteen training providers across Vanuatu to develop their quality management system (QMS), so that they could meet the requirements of the Vanuatu Qualifications Training Framework (VQTF) and secure their re-registration with the Vanuatu Qualifications Authority (VQA).
- **Skills Planning Adviser.** Nick Crosling worked across two three-month assignments to develop Skills Plans for all six provinces of Vanuatu. The process was founded on close consultation and collaboration with Provincial Government Training Boards and representatives from the private sector and industry groups.
- **TVET Teacher and Manager Qualifications.** Sue Hamilton worked for three months with the VQA to review the existing trainer regulatory framework and its associated qualifications. She worked to revise policies, strategies and qualifications so they are now in line with VQA quality standards.
- **Workplace Language, Literacy and Numeracy.** Carol Macreadie worked for four months to develop four products to support language, literacy and numeracy (LLN) issues amongst adults in the workplace, and in training. Following intensive work in collaboration with the VQA and two working groups of stakeholders, Vanuatu now has a National Adult LLN Skills Framework, a National Adult LLN Assessment Kit, three

literacy and three numeracy units for inclusion in Vanuatu's Generic Skills Training Package, and LLN units within the new Vanuatu Certificate IV in Training and Assessment.

- **Tourism and Hospitality Curriculum Training Specialist.** Over late 2014 and into 2015, Anthony Bailey is working in national curriculum development for the tourism sector in close collaboration with the VQA. During the first input, in 2014, he developed two Certificate 1 in Tourism qualifications (Tour Guiding and Accommodation Services). The qualifications include generic skills of competency and basic bookkeeping, as well as specific competencies, and the Specialist also developed necessary additional teaching and learning materials. The two Certificates will be piloted early in 2015, working with selected training providers and trainers.
- **Gender Adviser.** Lindy Kanan worked for six months, based at the Malampa TVET Centre, to advocate for women's participation in skills development, to build skills and knowledge amongst Program staff and stakeholders, and to support the development of the Gender Equality Strategy for the TVET Centres.

Lessons

A number of lessons can be drawn from the intensive provision of technical assistance in 2014. In general, the TA inputs were more effective than they otherwise might have been because they were tightly specified and targeted specific technical areas, in response to clear opportunities and needs. In other words, 2014 appeared to be the 'right' time for TA after a long period of focusing on building processes, demonstrating local delivery, and developing the deep relationships that ultimately made technical input more effective. The existence of a discretionary budget for technical advisers was an essential element of flexibility that enabled the Program to be responsive and creative in providing technical input.

But short-term TA can place substantial demands on Program staff and on those within counterpart organisations who work most closely with advisers. In 2014 the Program placed heavy demands on some Program staff (particularly the operations staff and the TPSS Manager) with multiple concurrent TA inputs, and also caused some challenges for key VQA personnel who were trying to engage with more than one adviser, and advisory task, at once. This was particularly so for the CEO, who was central to much of the technical work. A more sequenced approach may have been more manageable for all involved. However feedback from stakeholder interviews and in discussions at PGTB and Strategic Advisory Group (SAG) meetings was almost universally positive on the work of the advisers and the value and relevance of their products.

RESULTS

This section summarises the findings of data collected and analysed for 2014, including through routine processes, the Participant Outcomes Survey and end-of-year stakeholder interviews². Evidence is also drawn from other qualitative sources including Program and adviser reports, media sources and records of meetings and discussions.

Across all data, however, what is striking is the sense that 2014 was the year when many long-term efforts came to fruition and the results of ongoing, deep engagement and genuine collaborative relationships became evident. While this is an annual report, most of the achievements it documents are the result of many years of sustained and focused effort. The forthcoming DFAT evaluation of the Program will examine this conclusion further, but this report concludes that the developments across all aspects of the Program in 2014 demonstrate the success of the TVET Sector Strengthening Program design established in Phase 2, and validates the approach the Program team has taken throughout implementation. The combination of a long-term approach, embedded in existing systems with flexibility and capacity to respond to opportunities as they arise, and supported by a genuine commitment to localisation, is paying dividends across the TVET sector in Vanuatu.

The approach has been: “relational and contextual, reading the situation....development is relationships, and development in Vanuatu is relationships. So if you are not focused on that you can kiss everything else goodbye...You have to have that mindset, not a technical mindset”³

More broadly, there are now indications of an emerging national recognition of the importance of decentralised, relevant service delivery at the provincial level. This is partly due to the demonstration effect of the TVET Centres.

Stakeholders interviewed across the TVET sector provided commentary and analysis that highlighted, and applauded, the inter-related set of factors that have enabled the Program to be so successful. These are discussed throughout the following section, and include:

- The establishment of the Vanuatu Qualifications Authority and the VQA Board
- The shift in responsibility for the TVET sector to the new Ministry of Education and Training
- The level of political and budgetary support now in existence for the TVET sector
- The changing perception and status of TVET and skills development in Vanuatu
- The new Quality Management Systems within training providers
- Program leadership and the team of staff working on the Program
- The strong approach to gender and disability inclusion

A number of challenges were also identified prominently:

- The capacity of training providers in Vanuatu to meet the growing demand for skills development across the country as a result of the expanding TVET Centre network.
- The challenges facing training providers in implementing their new quality management systems, and supporting trainers to meet increased qualification requirements

² The M&E Specialist undertook twenty interviews with stakeholders from within the Program, in VQA, the Ministry of Education and Training, in selected training providers, from Provincial governments and

³ Anna Gibert Interview, 22 December 2014

KRA1: NATIONAL TVET SYSTEM

Phase 3 has seen the continuation of Program efforts to sustain and deepen its relationships with the national TVET system. As noted, 2014 proved to be the period when the preceding years of work came to fruition in several important ways, following the announcements by the Minister of Education in December 2013 regarding Government of Vanuatu commitments to the TVET sector. The sum of these developments in the national system represent the most substantial shift in the sector for several years, and also indicate very substantial progress towards the outcomes of the TVET program. They represent a major advance in the significance and prominence of TVET in the broader education and training sector in Vanuatu.

Legislative and Institutional

Responsibility for TVET has been transferred to the Ministry of Education, which has become the Ministry of Education and Training (MoET). Within the Ministry there is now a Directorate of Tertiary Education, which includes a TVET Division and provision for TVET Centres in all six Provinces. This institutional change finally clarified governance responsibility for TVET within the Government of Vanuatu⁴.

The Vanuatu Qualifications Authority Act passed Parliament in April, repealing the Vanuatu National Training Council Act and replacing it with the Vanuatu Qualifications Authority (VQA). It also established a new structure for the Board of the VQA, which now brings representatives from public and private sector stakeholders with an interest in skills and economic development into the regulatory and advisory framework.

These two major institutional changes together represent an important milestone in the development of the TVET system (and the explicit aims supported by the Program), and subsequently catalysed a number of significant further developments. As changes in the formal sectoral arrangements they signify material shifts in the level of support and engagement in TVET within the Government of Vanuatu.

"A fundamental premise of the TVETSSP design has been development of sustainable models of TVET sector behavior at the provincial level that could be observed, understood and rolled out at national levels. By broadening understanding at the political level of the potential for economic and social change through targeted skill development, the TVETSSP has created an appetite for further investment by the Government of Vanuatu."⁵

Budgetary Commitments

In December 2014 the final processes to transfer three Provincial Training Coordinator (PTC) positions in the TVET Centres into the Public Services Commission were completed, and PTCs began to receive Government of Vanuatu salary payments instead of Program salaries. The activation of the Government of Vanuatu's financial allocations to the salaries and costs of the

Relevant MEF Indicators

project supported activities to build capacity in MYoET (1.1)

project supported activities to build capacity in VQA/VQA (1.2)

New organisational structure for MoET approved (1.3)

VQA established (1.4)

new policy and strategy implemented by VQA/VQA and MoET as a result of project support

Evidence of leadership in the coordination of the TVET sector by MoET

Program Logic Reference

"Capacity development for MoET & VQA"

"MoET is restructured"

"VQA is reformed (VQA created)"

⁴ The original Program design, and program logic, refers to the Ministry of Youth Development Sport and Training as the key partner Ministry, however with the creation of MoET, that partnership has shifted and program logic references have been updated accordingly

⁵ Peter Morris Interview, 10 February 2015

TVET Centres is the most tangible step towards genuine sustainability for the sector and the establishment of the TVET Centre model as the Government's own mechanism for decentralised TVET planning and service delivery. The significance of this shift – often sought but often not achieved – is great, as summarised by the Technical Director:

“While we have observed increasing GoV commitment over the past couple of years it is great to see now the real evidence of that commitment in the form of on-going budget allocations to the sector.

This level of GoV commitment is a product of the overall Program achievements which have clearly been seen by Government and the community to be important contributors to provincial economic development.

But we have also observed how difficult it is to translate verbal commitments into actual practice. As we have seen, it is no small thing for a developing country with enormous and competing demands on scarce resources to agree to additional public service positions. This can only occur if there are strong and persistent advocates within Government who have the evidence base to support their proposals.”⁶

This financial investment in the TVET Centres has now opened the way forward for Australia, through the Program, to also support a fourth TVET Centre, in Tafea Province⁷ in 2015.

On the other hand, though, stakeholders observe that the TVET sector remains generally under-funded in Vanuatu. The full implementation of the VQA Act and the Education and Training Act, including the full resourcing of the VQA and the new MoET structure, is constrained by funding shortfalls, and this will continue to hamper the development of the sector.

Sustainability

With the transition to a ni-Vanuatu Team Leader, the transfer of PTC positions into the public service, and the investments now being made by the Government of Vanuatu towards developing a Tafea TVET Centre, there continues to be tangible progress towards real sustainability. There is now a high degree of faith in the TVET Centre model within Government of Vanuatu⁸ and confidence that it can be sustained within the Vanuatu system and with Vanuatu resources.

Discussions regarding sustainability at the December 2014 Strategic Advisory Group (SAG) meeting covered many of the issues also raised in stakeholder interviews, and covered throughout this report. In summary, the overall assessment by the SAG of the sustainability of Program achievements was broadly very positive, especially in light of the very substantial institutional, budgetary and system changes in 2014. There was equally an acknowledgement that there continue to be challenges with full implementation, with still limited Government financial resources, constraints within training providers, and further to go in establishing TVET as a valued option for education and training that meets employer and enterprise needs.

The Technical Director summarised the situation at the end of 2014:

“I believe there is now a critical mass of support for ongoing commitment by the Government of Vanuatu irrespective of the volatile political environment.... Both the preceding and current Prime Ministers have expressed support and commitment for the sector”⁹

⁶ Email to Program staff from Technical Director Peter Morris, 5 December 2014

⁷ This financial contribution was the condition on which the Program would expand further to Tafea, in response to the Government of Vanuatu request.

⁸ Peter Morris Interview, 10 February 2015

⁹ Peter Morris Interview, 10 February 2015

Perceptions and Status of TVET Sector

A number of stakeholders highlighted the changing status of the TVET sector in Vanuatu as an important indicator of progress. Several commented on the fact that, until recently, TVET had been considered as largely a system to provide training for youth who were not going on to further formal education. It was seen as a 'second-best' option and generally not something relevant to people already in the workforce, or to employers and businesses. And certainly it had not been given priority by the Government of Vanuatu.

However there is evidence that the perception of the TVET sector is changing in Vanuatu. Stakeholders commented that this was partly the result of the changes in government arrangements, such as the creation of MoET, as well as the tangible demonstration of personal impact at the community level by the TVET Centres. The Chair of the Torba Provincial Government Training Board offered the most compelling articulation of the changing perceptions, as well as the effect of the new Torba TVET Centre:

"TVET coming to Torba has given a second chance for those who see for many, many years, an education system... a chance to train... for the first time they can see they are still important in society, they are still valuable.... [they can] become a human resource, a useful human resource..... In Torba Province it is very difficult... with access, we are very disadvantaged. So TVET when it comes, it ... addresses the area of access. Gives us a second chance to be part of the development statements made by government many times."¹⁰

The level of understanding of TVET varies across productive sector departments within the Government of Vanuatu. Clearly, given the continuing success of the TVET for Tourism Program, the tourism sector is very clear on the place of skills development in sector development. Other productive sectors are still to develop their appreciation of the sector, and the role of the TVET Centres. The representation of productive sectors in the VQA Board, as well as the growing number of formal MOUs with the Program, are likely to assist in this regard.

Training Provider Capacity

An important element of the program's work, which crosses both the development of the national TVET system (KRA 1) and the provision of good quality skills development services (KRA 2), and which underpins the service delivery activities of KRA 3 is the continual strengthening of training providers in Vanuatu. The contracting and management of local providers is an important component of building their capacity. But 2014 has seen the Program make a substantial additional investment in capacity development for Vanuatu's training providers, in response to the suspension of their registration by the Vanuatu Qualifications Authority in late 2013.

Central to this support was the development and provision of an intensive coaching program for training providers. The Quality Coach, Jane Wiesner, supported providers to establish a foundational understanding of quality management, and then to develop and document their own QMS and submit it to the VQA. In addition, she supported the development of capacity within the Vanuatu Rural Development Training Centres Association (VRDTCA) in its role supporting rural training centres (RTCs) in Vanuatu.

Relevant MEF Indicators

training providers provided with capacity development support (3.9)

training providers providing accredited training through TVET Centres (3.10)

Program Logic Reference

"Training providers that comply with national QA requirements are more able to provide (equitable) AT in provinces in relevant skills areas"

¹⁰ Hopkins Dick, Chair, Torba Provincial Training Board. Interview 9 December 2014

As a result, the end of 2014 sees some major milestones achieved: training providers have developed and documented their quality management systems, and have submitted them to the VQA as evidence in support of their re-registration. Training providers in PGTB meetings and stakeholder interviews identified this as an important achievement reflecting their commitment to providing good quality training, and most training providers should have re-registration finalised early in 2015. The suspensions were difficult for all training providers and others in the sector (such as the TVET Centres, and the many individual trainees enrolled in TVET courses). However there appears to be some shared views that quality was a concern. The dramatic approach taken by VQA certainly elicited tangible responses, including through the substantial support the Program provided through the Quality Coaching Program. Ultimately it seems that, as one stakeholder commented; “it hurt, but it helped”.

Several stakeholders commented that they do expect to see training quality improve now that quality management systems have been established. Within the Program there is already a perception of early indications that some training providers are taking a more quality-focussed approach, with improvements in proposals and reporting documents reflecting the influence of the quality coaching program¹¹.

However training providers and stakeholders equally acknowledged that the *implementation* of quality management systems – which will start in 2015 – will be a substantial challenge. This is likely to be the case for even the most established training providers; the challenge may be greater still for the smaller and rural training providers. The Program must monitor this carefully and may need to provide further support so the advances of 2014 are not lost.

The centrality of training providers to the TVET sector also raises some significant challenges. With the expansion of the Program to a third Province, it became evident that there are limits in the capacity of existing training providers to meet the level of demand for training delivery. A major reason is the limited availability of individual trainers,, which is an issue that several stakeholders highlighted.. In the larger training providers staff are already engaged in full-time training, so can only provide TVET Centre training in semester breaks. The requirement to travel to varied training sites creates an additional hurdle to the deployment of trainers. Expansion to a fourth, and possibly further Provinces, is only likely to exacerbate this issue¹².

The VQA requirement that trainers must meet higher levels of qualifications will place an additional burden on training providers in 2015, especially in light of the fact that trainer availability is already proving a constraint to expanded training delivery. The foundations for trainer upgrading were laid in 2014 with the work of the technical adviser in TVET teacher and manager quality. She reviewed the existing regulatory framework and its associated qualifications (Community Trainer Certificate I & II, Certificate of Vocational Training and Assessment), so that new trainer qualification standards would at least match regional quality standards. This is intended to both improve training quality in Vanuatu, and to deepen the credibility of the Vanuatu quality system within a regional context. A competitive process by the Government of Vanuatu selected the Vanuatu Institute of Teacher Education as the provider for these qualifications, however implementation is currently stalled.

Looking ahead to 2015, the next step in implementing the quality agenda is course accreditation. This will be demanding and place additional burdens on training providers. This is likely to be a significant area of demand on the Program.

¹¹ Fremden Yanhambath Interview, 23 December 2014

¹² Fremden Yanhambath Interview, 23 December 2014

Media Coverage

Media monitoring by the TVET program has continued to achieve a high level of coverage for TVET Centre skills development activities, especially in the print media. This reflects ongoing efforts by Program staff, including the Field Communications Officer (a position created in early 2014). The opening of the Torba TVET Centre was the catalyst for substantial coverage, but there has also been regular general coverage, including media stories generated entirely independently of the Program. Social media is also beginning to reflect interest in the TVET sector, including via the active Facebook page *Yumi Toktok Stret*.

This level of sustained media coverage contributes to the positive profile of the TVET Sector and thus to the broader advocacy work for national investment into the TVET system of Vanuatu; the public profile of the Program and the TVET Centres has certainly contributed to the continuing political support for TVET development and the tangible Government of Vanuatu commitments.

Media coverage is also an important component of the public diplomacy effort for the Government of Australia.



Disability Inclusion

The Program made considerable investment in disability inclusion in 2014, building on the work that began in 2013. The Program continued to employ a Disability Inclusion Officer¹³ in the Sanma Centre (but who provided support across all three Centres) as well as the Disability Inclusion Adviser. The *TVET Sector Disability Inclusion Strategy* was presented to the Strategic Advisory Group meeting in July. The VQA is very supportive of disability inclusion across the sector, and has invited the Program to work with them to develop a Disability Inclusive TVET Policy. Work on this will commence early in 2015. This represents an important milestone in progress towards a more inclusive TVET sector in Vanuatu.

Other achievements in disability inclusion in 2014 include:

¹³ A volunteer placement until May 2015

- Creation, training and support for Disability Focal Persons amongst the staff of each TVET Centre, and disability awareness training for all TVET Program staff
- Training and awareness raising amongst provincial and national stakeholders from across government, which included individual action plans to advance disability inclusion within departments, ministries and provincial government.
- Positive and sustained media coverage of efforts to make skills development accessible to people with disabilities, contributing to a broader effort in Vanuatu to advance disability inclusion.

A striking feature of many stakeholder interviews was the frequency with which disability inclusion was mentioned as an important development in 2014. This observation was made by stakeholders from training providers, from Government, and within Program staff. In the absence of previous interviews it is not possible to confirm that this is a recent development, however there are certainly indications that this level of awareness is new.

Most importantly, the implementation of the Disability Inclusion Strategy across the TVET Program also appears to be paying material dividends in the participation of people with a disability in skills development, with a doubling in the proportion of TVET Centre participants who have a disability. This is a dramatic improvement in inclusion, and further details are provided on page 22.

KRA2: PROVINCIAL SKILLS DEVELOPMENT COORDINATION

In interviews, stakeholders mentioned three main issues in considering how the coordination of skills development had changed over the course of 2014. Most prominent was the development of the Skills Plans, which are discussed further below. Another issue discussed was the continuing improvement in cooperation and coordination across some sectors, although this is not universal and continues at a relatively slow pace. Finally, some stakeholders observed that the level of engagement in skills development by individual leaders in provincial government could be instrumental in the extent to which coordination was effective.

As already noted, the most substantial event at a provincial level in 2014 was the opening of the Torba TVET Centre and the start of skills development activity in Torba Province.

The opening of the Torba TVET Centre also brought a third Provincial Government Training Board (PGTB) into the activities supported by the Program. Over the course of 2014 the PGTBs in program provinces have continued to meet often (eight times in Sanma, seven in Torba, and seven in Malampa), in line with the target of meeting at least two-monthly. Meetings continued to be initiated and arranged by the TVET Centres in consultation with the Chairs.

Two PGTB meetings in each Province were designed to focus on discussing progress with skills development in the Province. The M&E team supported these meetings by presenting Program data (both individual TVET Centre data and whole-of-Program data), and facilitating PGTB members to discuss the data and its implications for planning and managing skills development activities in their province. This continued the practice established during Phase 2, and continued to prove a catalyst for useful discussion amongst members. The Torba TVET Centre Manager reported that the M&E report to the PGTB in December Torba galvanised Board members to subsequently meet to jointly forward plan their 2015 activities, including with the TVET Centre. This demonstrates the potential that relevant and targeted M&E data has to support improved planning and management.

More broadly, stakeholders observed the importance of the TVET Centres, and their way of working, in supporting improved provincial coordination. As the Torba Centre Manager comments: “the TVET Centre is like a magnet, pulling people together”¹⁴, and this was echoed by government officials at the highest level.

The extent to which sectoral and stakeholder representatives are actively engaging with TVET Centres to guide the identification and prioritisation of training and BDS activities is highly variable. The tourism sector is extremely engaged in all three provinces, reflecting the much more significant investment the Program and the sectoral leadership in Government have been making in that sector since Phase 2 through the TVET for Tourism sub-program. The positive impact of this level of support to the sector is evident in several ways: the tourism representatives on the PGTBs are active in meetings and in guiding training and BDS activities

Relevant MEF Indicators

- # PGTB meetings (2.1)
- # Provincial Skills Development Plans prepared (2.2)
- # PGTBs restructured in all provinces in line with national TVET Policy (2.3)
- Extent to which PGTB members from a range of stakeholder groups are actively advising TVET Centres on priority skills development needs (2.5)
- # Provincial Skills Development Plans updated and used by TVET Centres and training providers to guide training delivery (2.6)

Program Logic Reference

- “Capacity development for PGTBs”
- “PGTBs implement national TVET Policy in program provinces”

¹⁴ Albert Ruddle Interview, 11 December 2014.

in their sector; they are increasingly leading support to their clients in the industry; and data regarding training and BDS provided in tourism (which is reported under KRA3 and the text box below) shows a continuing high level of activity through the TVET Centres.

There are also signs that there is increasing appreciation of the extent to which sectors are interconnected. Several stakeholders highlighted the example of the agriculture sector increasingly engaging with tourism, in recognition of the importance of agricultural production in supporting the capacity of tourism operators to provide food and other products to clients.

By comparison, some other productive sectors still do not appear to be taking advantage of the opportunities offered through the TVET Centres. Not only are some sector representatives not active in their PGTB membership, there is also little demand for skills development support in some sectors (as evident from the data presented under KRA3). This observation was made again at Strategic Advisory Group discussions in 2014, and in stakeholder interviews, although some interlocutors also acknowledged the very limited resources with which provincial sector representatives are trying to undertake their roles.

Provincial Skills Development Plans – a basis for discussion, analysis and looking forward

Skills Development Plans, developed through the Phase 2 Program, already existed for Sanma and Malampa Provinces, although they were somewhat dated and decreasingly used to guide decisions related to skill development needs. Over several inputs throughout 2014, the Skills Planning Adviser undertook extensive consultations, analysis, research and collaborative discussion with stakeholders across Vanuatu. As a result, there are now revised and updated Skills Plans for Sanma and Malampa, and new Skills Plans for Torba, Tafea, Penama and Shefa. These Skills Plans identify the skills and training that are in demand in each province; the workforce drivers and barriers to skill development; the potential numbers of people requiring training in each sector; and reference the new national qualifications relevant for each sector. Sectors addressed in the Skills Plans are: agriculture and horticulture; forestry; livestock; fisheries and aquaculture; tourism and hospitality; construction and property services; transport and logistics (including maritime); and cross-sector.

An important aspect of the process of developing the Skills Plans was the effort the Adviser put into involving PGTB members in the development process. Thus the Plans may provide a vehicle for greater engagement in proactive skills development planning within provinces and sectors, capitalising on the understanding, interest and discussions that were catalysed in the process of developing the Plans.

The Skills Plans should be a useful tool for TVET Centres and PGTBs to make strategic decisions about where to direct support for skills development in each Province. This will be especially important in a period where the funding available through the Employment and Training Fund is likely to be more stretched than ever before. While many stakeholders highlighted the value of the Skills Plans, many also observed that implementation is likely to be a continuing challenge. The availability of skills trainers, and the availability of other resources to support implementation, were both emphasised as pressing issues.

KRA3: TRAINING, BUSINESS DEVELOPMENT, AND EMPLOYMENT

Skills Development Activities – Snapshot of 2014

- 77 skills development activities including
 - 14 accredited training courses providing 18 units of competency
 - 63 BDS workshops and coaching/mentoring activities
- 1062 participants
- 48% women
- 58% rural participants; 33% from remote areas
- Average age of participants: 36 years old
- 8% of participants with a disability
- 21% of participants were youth
- 28 providers including
 - 6 registered training providers
 - 15 individual industry experts
 - 4 government departments
 - staff of two TVET Centres and one private company

Skills Development Activities

Over the course of 2014 the TVET Centres have supported the delivery of seventy-seven skills development activities, including 14 accredited training courses, made up of 18 units of competency, as well as 63 coaching/mentoring and BDS training workshops.

Comparing skills development delivery in 2014 to the history of activity since the Program began in 2009 shows, at a glance, the development of the program. The graphical illustration below shows the transition from the early establishment phase, when systems and processes were being developed; to the period of high volume service delivery, when the focus was on refining methods and demonstrating the value of the TVET Centre model; and thence to the quality-focussed and demand-driven approach that characterises Phase 3 implementation.

Relevant MEF Indicators

AT units delivered (3.1)

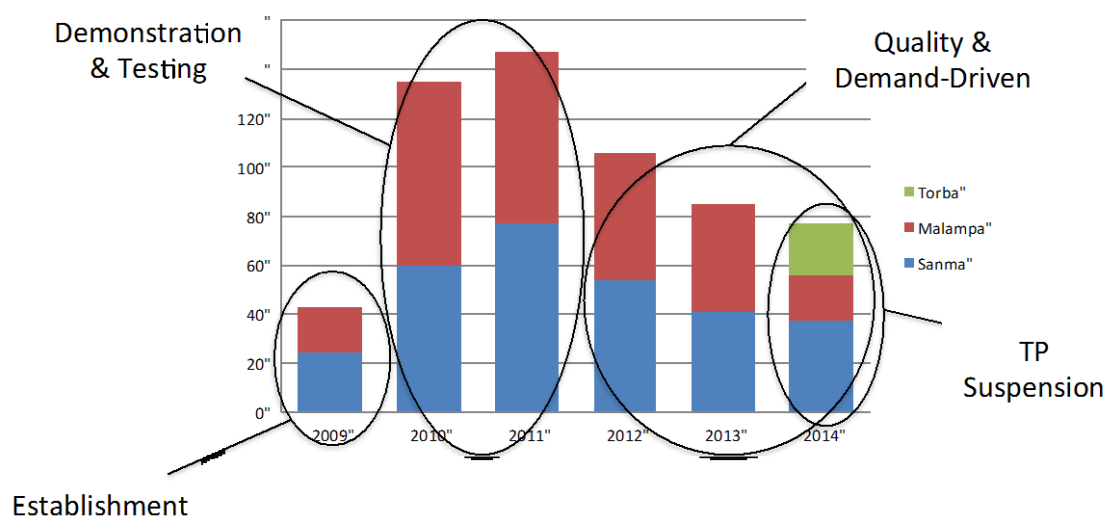
BDS services delivered (3.6)

Program Logic Reference

“Accredited training”

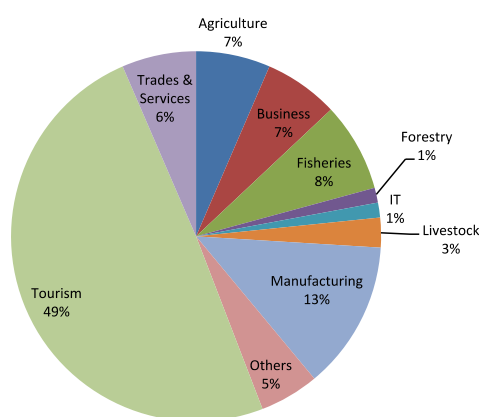
“Business Development Services”

TVET Centre Activities by Province and Year



The tourism sector continued to dominate activity in 2014 under the auspices of the ongoing TVET for Tourism program (see page 18), which expanded to Torba Province in 2014. Almost half of all activities were in Tourism (49%), with the next most common sector being Manufacturing (13%), which included a number of activities supporting handicrafts development (see text box below).

All TVET Centre Activities (2014)



The data echoes the comments from stakeholders that there continue to be varying level of engagement with TVET Centres from productive sectors in the provinces, and nationally. The model being demonstrated by tourism, and the dramatic positive outcomes that are now becoming evident and well-reported, is acting as a catalyst for further engagement by other sectors. Several sectors (through the Ministry of Agriculture, Livestock, Forestry and Biosecurity) have now signed

Memoranda of Understanding with the TVET Program, although it is still too soon to see the effect of those agreements on skills development activity in those sectors.

The differences between provinces is also striking: Sanma province has activity in almost all sectors, while Malampa remains focused in fewer and in Torba fewer still. Economically Sanma is the most diverse, while Torba will always have a limited range of economic sectors, so there will always be different levels of sectoral activity. But the continuing varying levels of engagement from provincial sector representatives, as already observed, is also likely to be having an effect on the level of activity in different sectors.

Table 1: All TVET Centre Skills Development Activities (2014)

	Sanma	Malampa	Torba	Total
Agriculture	2	0	3	5
Business	4	1	0	5
Fisheries	4	0	2	6
Forestry	1	0	0	1
IT	1	0	0	1
Livestock	1	1	0	2
Manufacturing	6	3	1	10
Others	4	0	0	4
Tourism	14	9	15	38
Trades & Services	0	5	0	5
Grand Total	37	19	21	77

Clearly, the greater the level of information sharing, cooperation and joint planning and implementation, the greater is the potential for tangible achievements.

Malampa Handicrafts Centre

...an example of cooperation for women's economic empowerment

Handicraft makers from Malekula, Ambrym and Paama, mainly women, are now providing their products for sale at the Malampa Handicrafts Centre, which officially opened in October 2014.

The Centre is a remarkable example of cooperation, underpinned by the coordination efforts of the TVET Program and its partnership with the Malampa Provincial Council of Women. The building was built and fitted out with financial assistance from the Australian High Commission Direct Aid Program and with labour from men and women participating in Malampa TVET Centre training activities. It is located on land provided by the Malampa Provincial Government and its development was supported by a volunteer placed through Australian Youth Ambassadors for Development. Suppliers are being supported to develop skills in handicraft quality through TVET Centre training as well as business development support.

- The number of handicraft makers selling products at the Centre has grown from fifteen to more than one hundred
- By November 2014, handicraft sales had generated more than 300,000vt in income for makers

The pattern of utilising the variety of skills development activity types continued to develop over 2014, with TVET Centres moving towards a more integrated approach rather than the previously more segregated conception of 'accredited training' and 'business development services'. This is enabling Centres to consider the full range of options when seeking to respond to a request for skills development, in some cases building a package of support that blends formal training with coaching and mentoring and technical follow-up.

This more integrated approach is becoming recognised as an important strength of the TVET Centre approach, and one which has potential for wider application in Vanuatu as the TVET sector develops. The CEO of the Vanuatu Qualifications Authority has emphasised¹⁵ that the

¹⁵ Interview with M&E Specialist, 27 November 2014.

model demonstrated by the TVET Centres – providing skills training as well as coaching and mentoring that support individual business growth – is a good model for the sector.

TVET for Tourism – continuing success and expansion

The TVET for Tourism program continued to achieve important successes in 2014, and to further develop its own approach to skills development and business support in the tourism sector. It expanded into Torba Province with the opening of the Torba TVET Centre, commenced a second year of capacity building support to the Department of Tourism and the Vanuatu Tourism Office, and expanded its stable of industry coaches including, for the first time, several ni-Vanuatu coaches and trainers.

The program has now grown to support 106 client businesses (up from 67 in 2013 and 11 at its commencement in 2010), with a subsequent flow-on benefit for many people:



TVET for Tourism client businesses are continuing to demonstrate growth and development across several indicators:

- Twenty client businesses now hold business registration, the first step in becoming official businesses and entering the formal economy
- Sixty-one client businesses now meet Department of Tourism quality standards, which will become mandatory in 2016

The valuable cruise ship industry is now also recognising the improvements in ni-Vanuatu tourism businesses. Nine TVET for Tourism clients in Sanma have now secured agreements with Carnival Cruises which sees their products sold on board ships. And Carnival is negotiating a formal agreement with the Program to support further such developments. The significance of this for ni-Vanuatu tourism operators in Sanma is great.

In 2015 the TVET for Tourism Program will stabilise. Continued expansion at the rate seen over 2013 and 2014 is not sustainable, nor is it likely to be needed as much of the indigenous tourism sector in Program provinces are already involved.

TVET Centre Participants

The program collects baseline data from participants in all skills development activities, enabling analysis of access and participation rates as well as providing a basis for subsequent outcomes evaluation work. The tool and processes for baseline data collected continued to be refined over 2014, enabling improved data collection, management and analysis.

Over the course of 2014, 1062 men and women participated in TVET Centre skills development activities. This compares to a total of 852 men and women in 2013

The suspension of accredited training for the first half of 2014 appears to have had an impact on some aspects of participation. Because accredited training tends to support younger participants, and is provided much more in some sectors than others (in trades and services, for example, and not in tourism), there have been shifts in the age profile of participants and in the sectoral mix of activities. This is documented below.

Relevant MEF Indicators

AT trainees (3.2)

trainees that receive certificates (i.e. attain competency/ complete) (3.3)

BDS clients (3.7)

Program Logic Reference

"Increased (equitable) access to good quality, relevant AT"

"Increased (equitable) access to BDS services"

"Participants receive formal certification of competency"

Gender

Women's economic empowerment is a high priority in Australia's aid program, and the participation of women in skills development activities is a central aspect of achieving that in Vanuatu. In response to the lower-than-expected women's participation in 2013 (28%), TVET Centres and PGTBs made considerable progress in gender equality in skills development. This has paid dramatic dividends in women's participation in skills development activities in 2014, with women now representing 48% of participants. This is close to equitable participation, and represents a considerable achievement.

Table 2: TVET Participants by Gender (2014)

	% Sanma	% Malampa	% Torba	% Total
Male	57%	37%	59%	50%
Female	41%	60%	41%	48%
Sex not recorded	3%	4%	0%	2%

The Malampa TVET Centre was especially successful in supporting women's participation, achieving 60%, through a combination of factors. The Centre established a formal partnership with the Malampa Provincial Council of Women (designed to increase the number of women in skills development activities). The Program hosted a six-month volunteer placement in the Malampa Centre, providing the targeted technical input of a Gender Adviser¹⁶. The Gender Adviser was a strong advocate for women's participation in skills development who also built the skills and knowledge of Program staff and stakeholders and facilitated the collaborative development of the *Gender Equality Strategy for the TVET Centres*. This work was assisted by the emergence of the Malampa Centre Manager as an active male champion of change.

The Program will continue to monitor women's participation to assess the extent to which this becomes a sustained change.

¹⁶ Provided through Australian Volunteers for International Development

Gender Equality Strategy for the Vanuatu TVET Centres

Launched at the December Strategic Advisory Group meeting, this Strategy provides practical guidance on how to promote gender equality in TVET Centre activities in order to:

- Address barriers to participation
- Ensure a family friendly work environment in TVET Centres
- Strengthen partnerships for advocacy and research in gender quality and improved access to finance
- Ensure a monitoring system that enables the Program to track and report on gender quality results
- Take steps to reduce TVET Centre participation vulnerability to violence and support those who are survivors of violence.

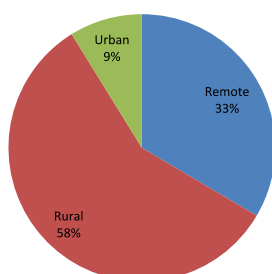
The Strategy will be implemented until June 2016 via an Implementation Plan that will be developed early in 2015. It will be reviewed in late 2015 to ensure its implementation is progressing effectively.

"...a well written, structured and considered document, that I think should be an example of how we look at gender equality mainstreaming across our programs."
(DFAT Gender Equality Advice)

Location

The Program collects baseline data regarding the location of its participants – coded according to the Area Council in which they live – as part of its monitoring of access to the Program. Continuing the pattern of 2013, the differences between the provinces partially reflect the differences in their geographic make-up: only Sanma has an urban area, Malampa has only one Area Council classified as 'remote', and Torba Province is considered entirely 'remote', reflecting the many challenge to skills development and business development in Vanuatu's northernmost province.

TVET Centre Participants by Location (2014)

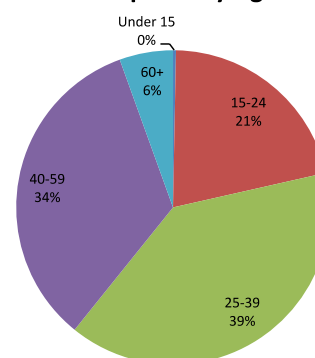


Thus 2014 saw a substantial increase in the proportion of participants from remote areas: a third of the men and women participating were from remote areas (compared to only 6% in 2013), and urban participants now represent fewer than ten per cent of participants, down from 23% in 2013. TVET Centres continue their efforts to ensure that access is extended to people in remote areas as much as possible where there is genuine potential for economic impact.











Age

The average age of TVET Centre participants in 2014 was 36, with similar average ages for both men (37 years old) and women (35 years old). This is slightly higher than in 2013 (when the average was 32). The Program supported youth skills development throughout 2014, with 21% of participants being aged 15-24. This is a lower level than in 2013, most likely explained by the absence of accredited training in the first half of the year, because participants in accredited training tend to be younger than those in BDS activities¹⁷. Most commonly TVET Centre participants were aged 25-39 (39% of participants), as in 2013 (43%).

TVET Centre Participants by Age Group (2014)



Sector

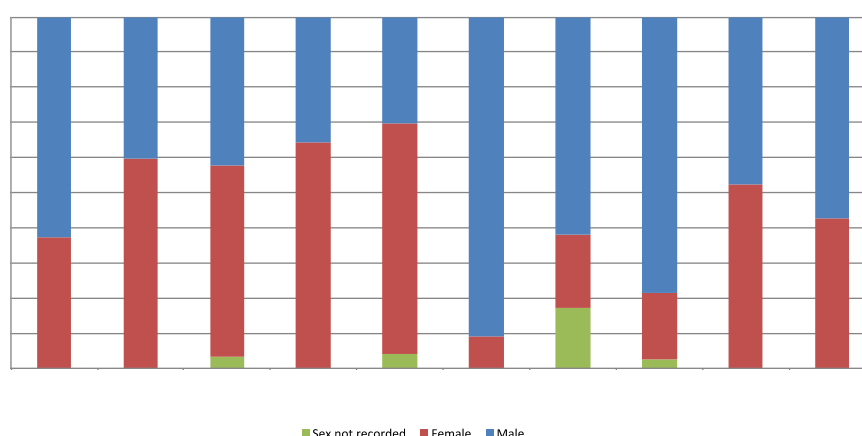
		% Participants
	Agriculture	5%
	Trades & Services	7%
	Tourism	41%
	Business	7%
	Manufacturing	14%
	Fisheries	13%
	Forestry	3%
	Livestock	4%
	IT	2%
	Other	4%

The sectors with the largest number of participants in 2014 have been Tourism, Manufacturing and Fisheries. This reflects the continuing significance of the TVET for Tourism Program, continuing investments in handicrafts and other activities in the manufacturing sector, and the importance of the fisheries sector for many communities across Program provinces. As already noted, too, the suspension of accredited training for the first half of the year has influenced the lower level of activity in some sectors, such as Trades and Services.

The advances in women's participation are reflected in most sectors where the Program has coordinated the delivery of skills development, but there remain several sectors that continue to be dominated by men, as the figure below makes clear. In particular, the Fisheries, Forestry and Livestock sectors have seen low levels of women's participation in TVET Centre activities. This is a continuation of a pattern evident in 2013 participation data.

¹⁷ This was reported in the 2013 Annual Program M&E Report

TVET Centre Participants by Sector and Sex (2014)



Participants with a Disability

Data in 2014 indicates that 8% of TVET Centre participants were men and women with a disability. This is a substantial increase compared to 2013 (4%), and suggests that the efforts associated with the Program's Disability Inclusion Strategy are having an effect.

Supporting this have been a number of important activities including:

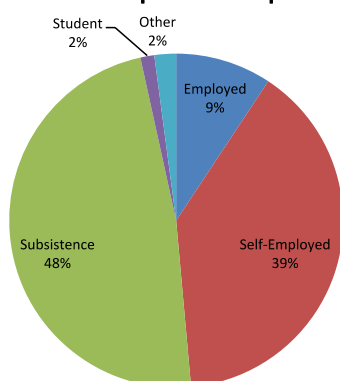
- Adjustment to several TVET Centre processes, such as expression of interest forms
- Integration of disability considerations into the Gender Equality Strategy
- Development of a needs assessment tool
- Commencement of development of a referral guide, which will be further refined in consultation with the Vanuatu Disability Civil Society Network in early 2015.

These continuing efforts, combined with the positive approach within VQA and other parts of government, should continue to result in good levels of disability inclusion in skills development.

Occupation

Half of the participants in skills development in 2014 were men and women who support themselves and their families mainly through subsistence activities (48%). This is a substantially higher proportion than in 2013, likely to reflect the substantial increase in participants from

TVET Centre Participants Occupations (2014)



remote areas who are much less likely to be in formal employment or operating established businesses.

The extent to which skills development is contributing to participants shifting from subsistence to more established business and self-employment is not yet possible to assess, and the six-monthly participant outcomes surveys are not designed to investigate this in depth. If this question is considered an issue of sufficient importance, a small-scale stand-alone evaluation study would be necessary to establish any outcomes in this regard.

Training Providers

The contracting and management of local providers is an important component of building their capacity, and thus the capacity of the whole TVET sector in Vanuatu. Over 2014 a range of training providers and industry experts provided skills development services through the TVET Centres and supported a continuing program of training provider capacity development.

With the limitations in accredited training delivery in 2014 there was a resulting drop in the number and diversity of registered training providers engaged in TVET Centre skills development delivery. Only four registered training providers provided accredited training in 2014 (compared to ten in 2013), and all were larger providers (Vanuatu Institute of Technology, Vanuatu Agriculture College, Vanuatu College of Nurse Education, and the Vanuatu Chamber of Commerce and Industry). No Rural Training Centres provided TVET Centre accredited training in 2014 as a result of their de-registration and the ongoing work involved in their re-registration process.

In contrast, the Program continued to expand its range of industry experts who provided business development services (training workshops and coaching/mentoring) through the TVET Centres in 2014. A total of twenty-six different organisations and individuals delivered skills development. Individual experts dominated BDS activities, delivering 73% of activities, with Government Departments the second most common BDS provider (13%). BDS experts included for the first time several non-Vanuatu individual experts. This is a positive development in terms of sustainability. Other BDS activities were provided by registered training providers, government departments, staff of the TVET Centres, and one private sector organisation.

A list of all training providers and industry experts who delivered skills development activities in 2014 is provided at Annex 2.

Participant Outcomes

The Participant Outcomes Survey was launched in March 2014, establishing a cycle of six-monthly survey interviews with a sample of TVET Centre participants. Designed to explore personal, employment, business and economic outcomes at a period six-to-eight months after participating in skills development, the Survey has been completed twice, as scheduled. The survey is conducted across Program provinces by an interview team of two (the Program M&E Manager and M&E Officer), who visit past participants in their homes and workplaces to conduct a structured interview of 20-30 minutes duration. The M&E team then enters data into a Survey Monkey database before raw data is exported into an Excel file. Specialist personnel at the Australian Council for Educational Research undertake the quantitative analysis, including weighting to reflect the different sample populations, using SAS¹⁸. The survey design and instrument are provided at Annex 4.

The two rounds of interviews completed in 2014 have yielded a total data set of 185, enabling some analysis of outcomes for participants¹⁹, examining core aspects of their post-training experiences. As the dataset grows over the course of 2015, with two more interview rounds, the basis for more complex analysis will become stronger. It may enable exploration of, for example, differences in outcomes between participants in different sectors, age groups, or provinces, or whether there are emerging patterns in the kinds of obstacles participants are facing. However at this stage, preliminary conclusions can be drawn about some aspects of personal economic

¹⁸ SAS 9.3 for Windows. Copyright (c) 2002-2010 by SAS Institute Inc., Cary, NC, USA.

¹⁹ The lower than expected sample in the second survey (only 85) was the result of the suspension of accredited training. This meant that the total population from which to sample was fewer than 90, which, with a small number of non-responses, delivered a data set of 85.

outcomes and changes in business income. These findings are estimates based on weighted data, and further details can be found in Annex 5.

Personal Income and Livelihood Outcomes

Examining the extent to which participants report increased income or improvement in their livelihood six to eight months after participating in skills development through the TVET Centres, some differences are apparent between occupation types²⁰:

- 18% of employed participants report increased income
- 93% of self-employed report increased income
- 74% of subsistence/ students/ other participants report improved livelihood.

This suggests that people who are self employed or otherwise generate their own income directly (i.e. mainly subsistence workers) have much greater scope to change their income or livelihood within six to eight months. Intuitively this is a plausible conclusion, because those in formal employment need to wait for a promotion, a new (higher-paying) job, or a pay rise before their income can increase. A longer timeframe may be necessary before any conclusions could be drawn about the income outcomes of skills development for those in formal employment. But these data do suggest a clear positive income effect of TVET Centre activity for the majority of those who are self-employed and subsistence workers.

Looking more closely at the outcomes for women participants, similar distinctions are apparent between occupational groups:

- 11% of women in formal employment report increased income
- 88% of self-employed women report increased income
- 91% of subsistence/ students/ other women report improved livelihood

The most successful seem to be the women subsistence workers, with almost all reporting improvements in livelihood as a result of their skills development. This may partly be influenced by the low base from which subsistence livelihoods are being improved. Self-employed women are almost as frequently reporting income improvements.

Overall, 65% of women reported increased income or livelihood, compared to 59% of men. This may suggest that women have a somewhat greater capacity for income or livelihood improvements, but the data has not yet been tested for statistical significance in this regard. This will be examined more closely in the 2015 analysis.

Business Outcomes

The study also explores changes in business income for those participants who are self-employed, and also the reasons for any changes in business income. Analysis finds that 100% of self-employed participants say their business has improved²¹ as a result of skills development, and 84% say this is because they use new techniques or systems learned through their TVET Centre participation.

Looking specifically at the income generated by businesses, 92% of self-employed participants report increased business income. When asked what was most valuable in their skills

²⁰ It is also worth noting that the data does not enable any analysis of the *scale* of change in income or livelihood, due to the difficulties measuring non-monetary income and livelihoods and the challenges in collecting such personal data from respondents.

²¹ This question explores a broad concept of ‘improvement’ without specifying the nature of the improvement (e.g. income, profitability, efficiency, level of output etc)

development in order to achieve increased business income, the most common responses were: new skills and knowledge (76%), and support through coaching and mentoring (57%).

Participant Outcomes Stories – Tilapia Fish Farming

The October interview sample for the Participant Outcomes Survey included many men and a few women who had completed training in tilapia fish farming. In addition to the quantitative data collected, this enabled the interview team to hear many personal stories that, together, offer some useful observations.

First, for many participants 6-8 months had not been long enough to start generating income with their new skills. It was not sufficient for the time required to build ponds, establish water supply and then grow fish ready for harvest. This points to the fact that for some sectors or some skills there will be a longer lead time before participants can see economic benefits.

Second, there were several stories about participants passing their skills on to others in their families and communities. These others are now also building ponds and buying fingerlings to launch their own fish farming businesses. This has the potential for flow-on benefits beyond just the men and women directly trained, as long as it does not generate an over-supply of product in the market. This flow-on effect may also hold true for other skills and sectors.

Finally, some participants found that they could not fill their ponds with water, due to low capacity village water supply systems, or no access to rain catchment, or drought, or the absence of an underground water system. Sometimes this might mean that fish farming was not an appropriate choice for the individual. But the stories also highlight the fact that, regardless of the quality of training or the motivation of participants, barriers outside of an individual's control – such as poor infrastructure – can prove insurmountable. This emphasises the great importance of sectors working together to support economic development in the provinces: because sometimes skills development is not enough.

It is important to note that the outcomes data collected and reported here examines outcomes at a relatively short timeframe after skills development. There would be great value from a further evaluation of participant outcomes at a longer timeframe, and with greater complexity, so as to examine the outcomes for those with extended and multi-dimensional skills development support, as well as those with more limited involvement. It is hoped that the DFAT evaluation may provide some of this insight.

MONITORING AND EVALUATION PRIORITIES FOR 2015

Because 2015 will be the third year of Phase 3 implementation, the M&E team will further increase its focus on outcomes. There will be two further Participant Outcomes Survey data collection periods, which will more than double the dataset of participant outcomes 6-8 months after participation. We hope that this will mean that, by the end of 2015, stronger conclusions across a greater range of variables will begin to emerge from our outcomes data. There will also be a sustained commitment to supporting ways to tell the real life stories of TVET Centre participants and their communities. These stories have proven a powerful means of engaging political and public support and understanding.

Our ongoing data collection and analysis activities will be complemented by the other high priority for M&E in 2015: the DFAT program evaluation, which is planned for early in the year. The M&E team will support the evaluation and will participate to the greatest extent possible. It is hoped that this evaluation will shed light on two critical aspects of the program: identifying and documenting the complex network of factors that have enabled the program to work so effectively in and with Vanuatu's systems and structure; and producing a strong set of quantitative evidence about the longer-term outcomes for program participants, possibly also with evidence of the economic impact on communities that has resulted.

The M&E team, and the whole staff of the Program, will also continue efforts to continually improve the monitoring and evaluation system in 2015. This will include producing a further updated Monitoring and Evaluation Plan. The team will also direct considerable attention to supporting the new Tafea TVET Centre, including staff training, establishing data collection systems and process for Tafea Province, and engaging with the Tafea Provincial Government Training Board as the TVET Centre establishment progresses.

CONCLUSIONS

Based on the data analysed for this report, a number of conclusions can be drawn regarding progress towards the end-of-program outcomes of the TVET Program Phase 3:

The model and approach of the TVET Program is distinctive, and distinctively effective amongst development cooperation programs. This has been repeatedly emphasised by stakeholders from a wide range of perspectives. The elements that make up the Program approach are many, but include fundamental characteristics including its strength-based approach, its genuine embeddedness in the Vanuatu system, a long-term commitment to respectful collaboration with partners in government and training providers, and an openness to working with others in the private sector and other development partners.

The leadership of the Program, supported by a committed, hard-working and highly professional team of ni-Vanuatu staff, has been fundamental to its achievements.

Underpinning all the other results of the Program has been the invaluable leadership of the Program with the partnership of the Team Leader (with her deep cultural understanding and language skills) and Deputy Team Leader, supported by the management team and the Technical Director, and Program staff, and their commitment to a relationship-based approach to long-term development work. In short, the people on the TVET Program are the key to its success because:

“Unless the people delivering the program are empowered, supported, and happy, you are not going to get the results you want”²²

There are genuine and tangible signs of institutional sustainability, with the transition of Program staff to PSC positions and commitments of funds to fourth TVET Centre. The high degree of engagement in the technical work of short-term advisers in 2014 bodes well for the continued implementation of the new systems and tools and the now sustained political and public support for the TVET sector is also significant. Although these signs are early and remain fragile, they are nevertheless very significant.

The TVET sector in Vanuatu has now substantially re-shaped and is better placed to support the development of skills that meet industry needs and economic opportunities.

This is the outcome of institutional reform in the VQA and MoET, coupled with investments in training provider quality systems, new packages to support language literacy and numeracy and tourism and hospitality, new tools to support improvements in trainer quality, and the new provincial Skills Plans. The changes made by the Government of Vanuatu, and the new tools and systems that are now in place, are substantially the result of Program advocacy and support.

The continuing growth, success and expansion of the TVET Centre network, and its gradual integration into national systems, does bring some risks. There are risks with continuing expansion to a fourth province and integration into government systems with the associated risks of further stretching the limited resources of the Program and the TVET sector. There is some concern about the possibility that staffing and governance could become politicised in the future, and that there may be pressure on the expenditure of the Employment and Training Fund. It will be essential that the Program and DFAIT manage these risks carefully and retain active mitigation strategies.

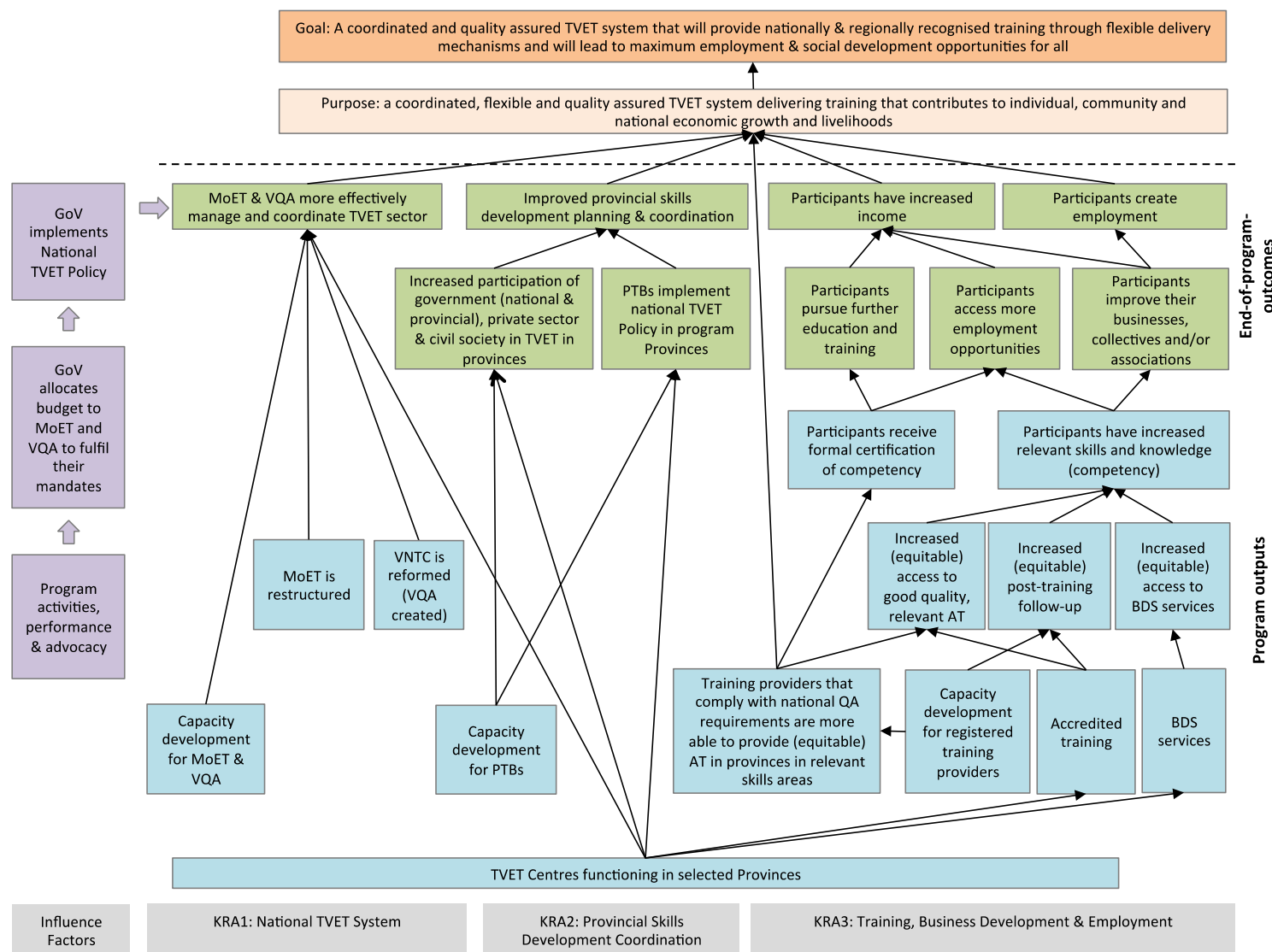
Investment and commitment to addressing gender and disability is paying real dividends in inclusion as well as awareness, understanding and support for inclusion amongst stakeholders in government and training providers.

²² Anna Gibert Interview, 22 December 2014

Operational challenges, including difficulties in the provision of contextualised IT, finance and human resource management systems, made the achievement of the Program's significant outcomes more difficult than was necessary. As the Program, and the network of TVET Centres, continues to develop over 2015 it will be essential that the new Team Leader is sufficiently supported and enabled by the operational systems that underpin Program implementation. This is critical to sustaining Program success over the coming year.

There is evidence of positive and substantial economic outcomes for participants, especially those who are self-employed and subsistence workers. This appears to confirm the findings of earlier evaluations regarding participant outcomes and provides an important endorsement of the Program's approach to skills development that is contextualised, linked to industry needs, and delivered in the community.

ANNEX 1: PROGRAM LOGIC



ANNEX 2: TRAINING PROVIDERS AND INDUSTRY EXPERTS

Accredited Training Providers (2014)

Private Training Provider
Vanuatu Chamber of Commerce and Industry
Public Training Provider
Vanuatu Agricultural College
Vanuatu Institute of Technology
Vanuatu College of Nurse Education

BDS Providers (2014)

Government Department
Sanma Dept of Fisheries (Glen Alo)
Dept of Forestry
Sanma Industry Dept (Keith Antfalo)
Sanma Agriculture Dept (Oniel Tabito)
Individual
Pascal Guillet
Eslylin Molly
Eslyn Turner - Ezzy Business Accounts
Jacklyn Tinning
Jane Laycock
Joanne Wade
Mary Orielly
Gina Tari
Mereana
Odile Guiomar
Pascal Gavotto
Renata.R.Netaf
Eric Natuoivi
Linda Taveimasa
Mereana
Private Training Provider
Listair Adventist Technical Institute
Telecom Vanuatu Ltd
Vanuatu Chamber of Commerce and Industry
Public Training Provider
Vanuatu Agriculture College
Vanuatu Maritime College
TVET Centre
Sanma TVET Centre
Malampa TVET Centre
TVET for Tourism Program Staff

ANNEX 3: STAKEHOLDER INTERVIEWS

The Program M&E Specialist conducted semi-structured interviews with stakeholders from a range of organisations and perspectives in November and December 2014, with a small number of interviews with Program staff finalised in January and February 2015. Interviews were recorded, with interviewee consent. The views expressed in these interviews were analysed for common themes and notable stories, and these are reflected throughout this report.

Interviews were conducted with:

- Jocelyn Mete, First Political Adviser to the Minister for Education and Training
- David Lambukly, CEO, Vanuatu Qualifications Authority
- George Borugu, Director, Department of Tourism
- Emmanuel Aru, TVET in Schools Coordinator, Ministry of Education and Training
- Kalpa Kalbeo, Principal, Vanuatu Institute of Technology
- Jerrol Arnhambat, Vanuatu Rural Development Training Centres Association
- Arthur Edgell, Training Manager, Vanuatu Chamber of Commerce and Industry
- Palen Ata, Acting Secretary General, Malampa Province
- Renjo Samuel, Chair, Malampa Provincial Government Training Board and Provincial Education Officer
- Kalowie Robert, Centre Manager, Malampa TVET Centre
- Ketty Napwatt, Secretary General, Torba Province
- Albert Ruddley, Centre Manager, Torba TVET Centre
- Hopkins Dick, Chair, Torba Provincial Government Training Board
- Moulin Tabouti, Centre Manager, Sanma TVET Centre
- Zakariah Daniel, Secretary General, Sanma Province and Chair, Sanma Provincial Government Training Board
- Jill and Alistair Macgillivray, Listair Training School, Santo
- Fremden Yanhambath, Team Leader, TVET Program
- Anna Gibert, former Team Leader, now Implementation Adviser, TVET Program
- Marian Loughman, Training Provider Support Services Manager, TVET Program
- Peter Morris, Technical Director, TVET Program

ANNEX 4: PARTICIPANT OUTCOMES SURVEY SAMPLING AND IMPLEMENTATION PROCEDURES

(October 2014)

The M&E team will undertake data collection twice a year in order to make logistics manageable, given the geographic spread of program participants and the travel, cost and communication implications of that geographic spread.

We will select a sample of participants who completed their AT or BDS activity at a time period of 6-8 months prior to survey implementation, according to the following calendar:

2013												2014											
Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
				Population								Population				Population							
													SURVEY									SURVEY	
														Analysis								Analysis	
									SAG						SAG							SAG	

This will mean two intensive periods of survey data collection, in March and October every year.

The first survey will take place in March 2014 and the second in October 2014 – leading into the first full outcomes report to the SAG in December 2014.

The sample for each survey will be drawn from amongst participants who participated in either July-September, or February-April, each year. Participants from activities that take place in October-January and May-June will not be surveyed.

This scheduling will exclude from the survey the period of the year likely to have the smallest number of training activities and trainees (i.e. December-January), and will align with the six-monthly analysis and reporting timetable for the SAG (noting that the intention is mainly to report outcomes data annually at the December SAG).

This approach will enable much better forward planning, sampling, and logistics management. It will offer a more efficient use of M&E team time and enable them to focus more on other M&E activities in the intervening months of the year, while concentrating their time and attention on the Outcomes Survey in a more focused way, twice a year.

Sample

For each period we plan to collect enough data for each of four subpopulations (strata) defined by the cross-classification of: (i) **Gender** and (ii) **Activity Type** (Accredited Training participants and Business Development Services participants) to enable reporting of outcomes by subpopulation. We will collect 25 responses from each of these subpopulations for each survey period – 100 responses in total.

Within each stratum, the list of participants will be sorted by province and sector.

Province: three provinces.

Sector: We have nine (9) sector categories. The sectors in which we provide training are important, and diverse, and it may well be important to try and discern differential outcomes for trainees/ clients in different sectors.

A systematic random sample from these lists will ensure that the drawn sample is also representative across these two variables.

Because data will be collected every six months, the overall sample will expand each time, as we aggregate the overall data set. Over time, this will increasingly enable the analysis of data by Province and Sector.

In summary, each survey will sample as follows:

A	25 Male (♂) Accredited Training Participants	C	25 Male (♂) Business Development Clients
B	25 Female (♀) Accredited Training Participants	D	25 Female (♀) Business Development Clients

Total Sample: **100 Respondents**

Weighting

Because of the different rates of sampling for each subpopulation – for example, because of fewer females in the population – weights will be necessary when analysing the data. For example when analysing the outcomes for training participants as a whole, the 100 male responses will need to have higher weights than the 100 female respondents because a higher proportion of the population of trainees is male.

Process Outline

Equipment Required:

- Pens and pencils
- Two clipboards
- Envelopes
- Camera
- Photo consent forms (from Field Communications Officer)
- Business cards (to give people contact details if necessary)

#	Task	Responsible	Timing
1.	Extract sampling frame from Survey Monkey for each population cohort (A-D). Randomise list and sample first 25 respondents. Subsequent 20 respondents are defined as substitute respondents to allow for non-response (refusals and 'cannot contact').	M&E Specialist	15 Feb 15 Sep
2.	Prepare Outcomes Survey Sample List and Response Record Sheet providing details of those participants sampled, and substitutes. Sort each sample by location (Area Council, then village) Sort substitutes list by same criteria, so that substitutes can be chosen from same location (<i>for logistical convenience only</i>)	M&E Adviser	15 Feb 15 Sep
3.	Provide Sample List and Response Record Sheet to MEO and MEA	M&E Adviser	15 Feb 15 Sep

#	Task	Responsible	Timing
4.	M&E team works together to plan the logistics of travel for data collection, grouping sampled respondents by geographic location, and seeking assistance from TVET Centre Staff as necessary	M&E Team	End Feb End Sep
5.	<p>Before travel is finalised and before travelling, the MEO and MEA try to contact all respondents sampled by phone, or via contact with the Area Secretary (or other contact) – to confirm agreement to the interview and arrange interview time and place.</p> <p>MEO and MEA use the Response Record Sheet to keep notes of all attempts to contact, the outcomes of contact, and to record (with an 'x') the progress of each respondent through the survey (i.e. 'agreed' 'refused' 'not found' and/or 'interview done')</p>	MEO and MEA	End Feb End Sep
6.	Before travelling to interview sites, complete Outcomes Survey forms for all sampled respondents, pre-completed with all baseline data inserted for each sampled participant.	MEO and MEA	End Feb End Sep
7.	<p>MEO/MEA also takes full baseline survey data for all participants in the population (extracted in full from Survey Monkey).</p> <p>This will be required in case pre-completed Survey Forms are misplaced or damaged, and in case data is required to complete a Form for substitute participants who are interviewed in place of sampled participants who refuse or cannot be located.</p>	MEO and MEA	End Feb End Sep
8.	MEO/MEA take a good supply of blank forms as back up.	MEO and MEA	March October
9.	Prepare an envelope for each batch of forms with details on the cover (grant #, AT/BDS name, Survey Response Ref #s for the batch (from baseline))	MEA	Before travelling for data collection
10.	<p>MEO and MEA conduct interviews in accordance with Survey Questionnaire.</p> <p>As much as possible, female interviewer will interview female respondents.</p> <p>Interview team will take photographs of respondents, locations and businesses, using Consent Form for photos that identify individuals</p>	MEO and MEA	March September
11.	<p>On completion of each interview, put completed form into correct envelope at the end of each survey interview (after checking)</p> <p>Once all forms in a batch have been collected, seal envelope for confidentiality.</p>	MEO and MEA	March September

#	Task	Responsible	Timing
12.	MEO/MEA records consent, refusal, or absence of every sampled participant on the Response Record so we have a record of response and refusal rates.	MEO and MEA	March September
13.	Return completed surveys to MEA for data entry.	MEO	On completion of each trip
14.	File Response Record Sheet completed with records of consents/ refusals/ substitutes – on completion of data collection M&E Specialist reviews refusals to check interviewer progress and ID any issues with refusals or substitutions – includes in reporting if necessary	M&E Officer	
15.	Data entry into Baseline and Outcomes Database	M&E Assistant	To complete by 30 April and 15 November

Data Analysis

On completion of data entry, the M&E Specialist will analyse the data for consideration by the program team, as well as the Provincial Training Boards and the Strategic Advisory Group.

The Specialist will require assistance from data analysis specialists at ACER to support quantitative analysis and reporting, in order to appropriately address the weighting of data and the consideration of confidence intervals and other statistical requirements.

ANNEX 5: PARTICIPANT OUTCOMES SURVEY DATA

Income/Livelihood Improvements

Data Table 1: Income - all TVET Centre Participants

	Participants' Income (weighted %) (n=150)
No increase	39%
Increase	61%

(Table 154 - Table sal_inc_live_, freq_allcases_wt)

Looking at all TVET Centre participants, we see an estimated 61% experiencing an increase in their income/livelihood.

Data Table 2: Income - Employed Participants

	Participants' Income (weighted %) (n=39)
Not increased	82%
Increased	18%

(Table 86, Q14, freq_allcases_wt)

This indicates that only an estimated 18% of employed participants (who were the only respondents asked this question) experienced increased income within 6-8 months of their participation in TVET Centre activities.

Data Table 3: Income - Self-Employed Participants

	Participants' Income (weighted %) (n=46)
Not increased	7%
Increased	93%

(Table 108, Q24, freq_allcases_wt)

By comparison to employed participants, many more self-employed participants experienced increases in their income – an estimated 93%

Data Table 4: Income/ Livelihood - Subsistence, Student and Other Participants

	Participants' Income (weighted %) (n=65)
No increase	26%
Increase	74%

(Table 110, Q27, freq_allcases_wt)

For participants who are subsistence farmers, students, or otherwise engaged (e.g. unemployed), increases in incomes/livelihoods are experienced by an estimated 74% of participants.

Overall, this suggests that perhaps it is most difficult for those in formal employment to increase their incomes after their skills development; by comparison, participants who are self-employed and subsistence workers seem to largely be able to improve their incomes.

Data Table 5: Increased Income/ Livelihood – all Participants

	Participants with Increased Income/ Livelihood (Weighted %) (n=185)
Accredited Training Participants	44%
Business Development Participants	74%

(incomeupbyactivitytype_wt, 141126crosstabs_SW)

This data suggests that an estimated 44% of participants in accredited training have increased their income / livelihood. By comparison, an estimated 74% of BDS participants have increased their income/livelihood. However the data set remains too small to reach firm conclusions on this question, particularly in light of the very small number of accredited training participants in the second sample. As we continue to expand our data set we will increasingly be able to examine this to assist us to consider whether BDS is more effective than accredited training - although we note it will be difficult to isolate this as the determining variable - because other factors such as the sector in which participants work may be equally or more influential of their income outcomes.

Data Table 6: Increased Income/ Livelihood – All Participants

Sector of TVET Centre Activity	Increased Income/ Livelihood (Weighted %) (n=185)
Business	90%
Fisheries	33%
IT	32%
Manufacturing	54%
Tourism	85%
Trades & Services	50%
Other	52%

(incomeupbysector_wt, 141126crosstabs_SW)

Participants participating in TVET Centre activities in Business and Tourism appear to be doing very well; those participating in Fisheries and IT, much less so. This may suggest that participants in some sectors are much more commonly able to increase their incomes/ livelihoods than others. The sector in which a participant receives training may therefore influence the extent to which they can then improve their incomes; however it is unlikely to be the single determining factor. However the data set is much too small to draw these conclusions.

yet; analysis at the end of 2015 will be a more solid basis to conclude whether there are sectoral differences in outcome.

Experiences of Women

Data Table 7: Income Increase - All Participants

	Increased Income (weighted %) (n=185)
Female	65%
Male	59%

(incomeupbysex_wt, 141126crosstabs_SW)

Overall, it seems that women participants are increasing their income more often than men are; with an estimated 65% of women participants compared to 59% of men reporting increased income.

Data Table 8: Income Improvements - Employed Participants

	Increased Income (weighted %) (n=39)
Female	11%
Male	22%

(q14bysex_wt, 141126crosstabs_SW)

Data Table 9: Income Improvements – Self-Employed Participants

	Increased Income (weighted %) (n=46)
Female	88%
Male	98%

(q24bysex_wt, 141126crosstabs_SW)

Data Table 10: Income Improvements - Subsistence/ Student/ Other Participants

	Increased Income (weighted %) (n=65)
Female	91%
Male	66%

(q27bysex_wt, 141126crosstabs_SW)

This set of tables is interesting. It seems to indicate that women in employment and self-employment increase their incomes slightly less often than men; but women who are subsistence workers or students are much more successful than men at increasing their income after their TVET Centre participation.

Business Outcomes

If we just look at the experiences of those participants who are self-employed:

Data Table 11: Business Income - Self-Employed Participants

	Participants' Business Income (weighted %) (n=47)
No Increase	8%
Increase	92%

(Table 107 - Table Q23, freq_allcases_wt)

This indicates that a very high proportion of self-employed participants – an estimated 92% - increased the income their business earns, after their TVET Centre participation.

Data Table 12: Business income - Self-employed Participants

	Increased Business Income (weighted %) (n=47)
Female	90%
Male	94%

(q23bysex_wt, 141126crosstabs_SW)

This suggests there is no substantial difference in the experiences of self-employed women and self-employed men. Further analysis might shed light on whether this is a statistically significant difference.