

Vanuatu Technical Vocational Education and Training Sector Strengthening Program (Phase 2)

Strategic Review, June 2010

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Abbreviations

APTC	Australia Pacific Technical College
BDS	Business Development Services
ETF	Employment and Training Fund
GoV	Government of Vanuatu
HRD	Human Resource Development
M&E	Monitoring and Evaluation
MYDST	Ministry of Youth Development Sports and Training
NGO	Non Government Organisation
PDD	Program Design Document
PETF	Pacific Education and Training Framework (Draft)
PPD	Pacific Partnership for Development
PTB	Provincial Training Board
REDI	Rural Economic Development Initiative
RTC	Rural Training Centre
TVET	Technical and Vocational Education and Training
VIT	Vanuatu Institute of Technology
VNTC	Vanuatu National Training Council
VRDTCA	Vanuatu Rural Development Training Centre Association

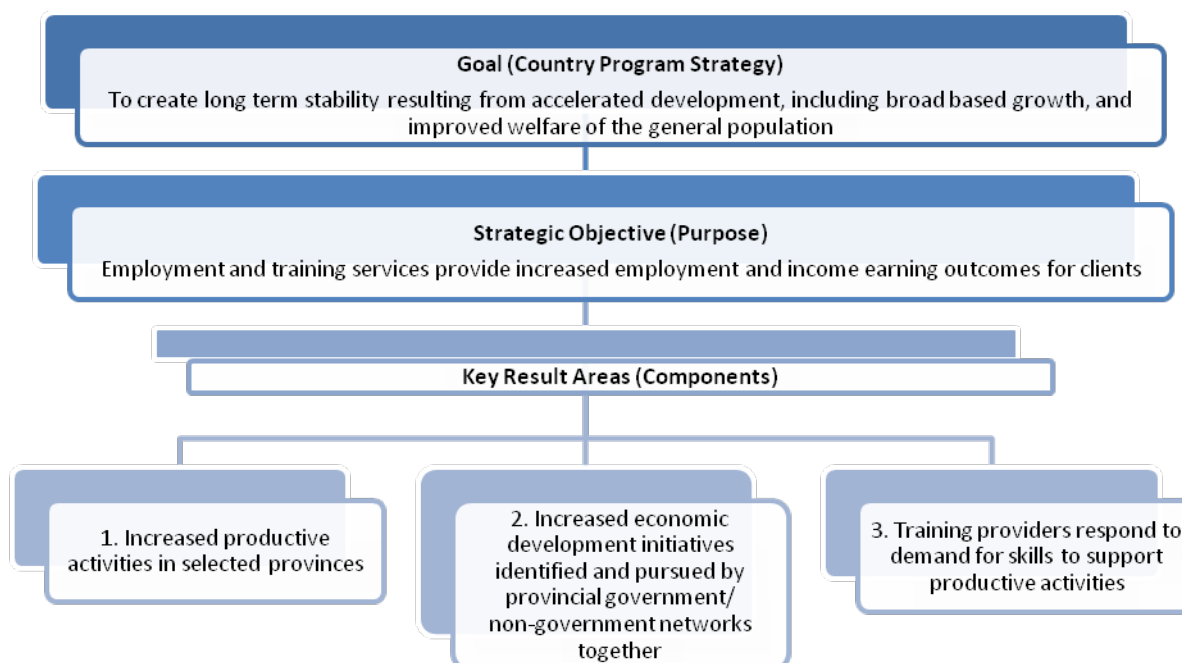
Key Points

- The Vanuatu Technical Vocational Education and Training [TVET] Sector Strengthening Program (The Program) is closely aligned to and contributing to current national needs and priorities and to the Vanuatu-Australia Partnership for Development.
- Its 'One Stop Shop' model of decentralised service delivery based on contestable funding, national quality assurance systems, vertical and horizontal integration and provision of integrated training and business development services is innovative and highly strategic. The work of the two TVET Centres is demonstrating what an open TVET system should look like and do. This is, in turn, facilitating greater political and bureaucratic understanding of what is needed to grow the national TVET system.
- While it differs from other AusAID TVET programs in the Pacific in that it focuses on both the formal and informal sectors of the economy and on rural areas, the Program remains within the scope of the (draft) Pacific Education and Training Framework and indeed suggests that some adjustments may be required to that Framework.
- The Program is performing well against its objectives and although only mid-way in its implementation is producing promising outcomes. These relate to system-building, decentralising service delivery, improving training quality and access, delivering training and related business services that lead to income-generating activity and maximising the value of existing available government, private sector and community resources.
- The Program is well-managed by both the Managing Contractor and the Post. The partnership approach between the two means that risks are identified early and managed and that implementation is continuously and seamlessly improved.
- Sustainability is not yet assured. Staffing the Centres with locally-engaged staff and developing their capacity is a good strategy but an ongoing challenge. Policy and operational support by the provincial administration in Malampa is strong, but much less so in Sanma, largely due to local political factors that need to be constantly managed.
- The M&E Framework is still a work in progress and its alignment to the Program's vertical logic as set out in the design document is not self-evident. A mid-term correction to the design may be needed to address the overly ambitious and expansive objectives originally set for the Program. This would reflect the long-term outcomes being sought through the Program and confirm the directions the Program is taking as it evolves its M&E system. This would not require a major shift in Program direction.
- The Program yields many significant lessons for other national TVET support programs in the Pacific, particularly in the way it has found a new and demand-focused 'third way' between developing the TVET system architecture and strengthening TVET providers. By aggregating demand on the one hand and strengthening the training supply chain on the other, the program is overcoming a range of training market failures.
- The proposed TVET program in the Solomon Islands could learn much from the experience of the Vanuatu TVET program, and the Vanuatu TVET Program staff would benefit from the experience of describing and demonstrating their approach to Solomon Island stakeholders. Similarly, Tonga could learn much from the Vanuatu experience with an education and training fund.
- To give sharper focus to TVET outcomes within its Partnership for Development with Vanuatu, Australia should consider supporting the Government of Vanuatu to develop its Human Resource Development Plan and using that in the medium term as the basis for a more coherent approach to the aid programs' support to education, TVET, workforce development and scholarships.

1 The Program

The Vanuatu Technical Vocational Education and Training [TVET] Sector Strengthening Program (The Program) commenced in October 2004 and is due to end in June 2012. Phase 1 which finished in December 2007 focused on the establishment of a non-formal TVET curriculum, training of trainers and assistance to TVET providers to increase their efficiency. Phase 2 started in June 2008 with a new approach focused on decentralisation of training, employment and business development services in two provinces, Malampa and Sanma.

The Program's logic is as follows



To achieve these objectives, the Program is working simultaneously across three levels/ focus areas.

1. Quality national TVET system	2. Provincial Coordination of TVET	3. Provincial TVET Centres (A One Stop Shop)
<ul style="list-style-type: none"> • Advocacy for a common vision for TVET through a National TVET Policy • Supporting collaboration between national and provincial level stakeholders • Assisting strengthening quality systems 	<ul style="list-style-type: none"> • Establishment of strong networks amongst TVET sector stakeholders • Systemization of existing provincial plans and priorities • Strengthening provincial training coordination through the Provincial Training Board 	<ul style="list-style-type: none"> • Facilitating and funding accredited training by training providers in response to community needs and requests • Facilitating and funding business development support activities in response to community needs and requests • Strengthening training providers' capacity to respond to skill demands • Providing information support services for a range of TVET clients • Facilitating links between employers and prospective employees

The intended long term outcomes for the Program are:

- Decentralised TVET service delivery;
- Effective and appropriate National TVET policies developed with provincial input;
- An integrated and coordinated TVET system at Provincial level;
- Provincial training responsive to economic development objectives;
- Network of active training providers capable of responding to existing and emerging skill demands in the productive sectors;
- Increases in economic activity in provincial priority sectors;
- Greater social inclusion in productive activity through improved access to training by marginalised and disadvantaged groups;
- Opportunity for lifelong learning and pathways to further education and training
- TVET Centres functioning as a replicable model; and
- A network of TVET Centres operating in each Province.

2 The Review

The purpose of this Review is to provide AusAID with a strategic assessment of the Program and an evaluation of its alignment with Government of Vanuatu (GoV) TVET policies and priorities (including the *Australia-Vanuatu Partnership for Development* and AusAID's *Draft Pacific Education and Training Framework - PETF*). Specifically, the Review is tasked to:

- determine the extent to which the Program is on track to achieving its stated objectives;
- determine what is needed to ensure or enhance its effectiveness, efficiency and sustainability;
- consider how the Program could inform, or be informed by, national and regional TVET policies and initiatives; and
- determine the best way to incorporate TVET considerations into upcoming Partnership talks.

This report arises from a five-day field visit to Vanuatu 17-23 June.¹ Consultations were held in Port Vila and in Malampa and Sanma Provinces. The people and organisations consulted are listed in [Annex A](#). The Documents reviewed are listed at [Annex B](#).

3 Program Alignment

The strategic objective of the Program remains relevant to the Vanuatu-Australia aid program and is becoming progressively more relevant as national and provincial level policies and plans recognise TVET as a priority strategy for increasing employment opportunities and income earning outcomes for citizens.

3.1 Alignment with the Government of Vanuatu Policies and Priorities

The Program directly supports the Government's stated policies and priorities.

In April 2010 the GoV issued its *Priorities for 2011* document which identifies the highest priority actions to which the government will 'devote its full attention and resources' and for

¹ I was fortunate to be accompanied on the mission by Christelle Thieffry, Senior Program Officer (Education), AusAID - Port Vila and express my appreciation of her assistance and for sharing her many strategic insights into the Program.

which it expects to be held accountable.² One of these priorities is Human Resource Development which includes a range of education, training and youth development strategies including:

- Expand trade skills development;
- Strengthen the capacity of the Ministry of Youth Development, Sports and Training (MYDST);
- Implementation of 'A Vision for VNTC/PTB Decentralised Operations through a network of TVET Centres';
- Improve access, quality, relevance, management and delivery of skills development for effective participation in national, regional and global markets; and
- Expand seasonal worker and other overseas employment opportunities.

The emphasis in the last two strategies on regional and global labour markets is relatively new, and demand for labour export appears generally low, unlike for example Kiribati or Tonga. APTC is contributing in these two areas, but the current bilateral TVET program is not. However previous support to the Vanuatu Institute of Technology (VIT) and the Vanuatu National Training Council (VNTC) did so directly. By continuing to support the National Qualifications Framework and the National Quality Training Standards for the registration of providers and accreditation of courses, both of which were established with earlier programs of assistance, and by engaging with VNTC and VIT in multiple and innovative ways, the current Program is creating and consolidating pathway opportunities from informal to formal labour markets.

One of the four priorities identified in the *Vanuatu Education Sector Strategy 2007 – 2016* is:

Secondary education, TVET, higher education and scholarships ... must be more focused on supporting the productive sectors (urban and rural), and access to these levels of education should be increased, especially for the poor. ...Opportunities to access ... TVET education are unfairly distributed between provinces, between urban and rural areas, and between boys and girls.

Over the past year the GoV has been leading the development of the *Vanuatu Technical Vocational Education and Training Policy* (Draft, June 2010), supported by the Program. The draft TVET Policy identifies four objectives for the Vanuatu TVET system:

1. Competent, productive and employable citizens who contribute to an economically and socially developed Vanuatu;
2. A stable management structure and system with clear roles and responsibilities and is accountable to the National Parliament through the MYDST;
3. Sustainable partnership between Government, private sector and civil society to resource the provision of TVET; and
4. A quality assured training system that is demand driven, accessible and provides skills training leading towards recognised qualifications

The Vanuatu TVET Program is contributing directly and indirectly to these various national priorities and objectives by:

² Issued by the National Department of Strategic Policy Planning & Aid Coordination

- Demonstrating how quality training services can be delivered in provinces in ways that maximise the value of existing available government, private sector and community resources;
- Demonstrating how skills training can be made more relevant and flexible to meet the needs of different clients;
- Expanding places and equity of participation in TVET, particularly by addressing the urban bias in current training provision;
- Fostering inter-agency collaboration and coordination at national and provincial levels around skills development issues;
- Encouraging and assisting the VIT to play a key role in supporting other providers and the TVET system as a whole;
- Helping to clarify responsibilities between Education, MYDST and other Ministries/ Departments/ Agencies;
- Pursuing strategies that develop alliances between providers (public and private) with the productive sectors;
- Strengthening the quality and relevance of TVET through supporting the registration of providers and accreditation of courses with the VNTC;
- Continuous improvement of the VNTC as a central coordination and quality assurance body for TVET and its Provincial Training Boards (PTBs) in two provinces; and
- Helping to streamline arrangements for articulation between rural training centres and private and public training providers.

3.2 Alignment with the Australia-Vanuatu Partnership for Development

Under the *Australia-Vanuatu Partnership for Development (PPD) Priority Outcome 1, Improved Education*, there is a joint commitment to 'increased training and employment opportunities through support for demand-driven vocational training services'.

Australia's contribution to this outcome is through the bilateral TVET Program and through the Vanuatu campus of the APTC. However TVET has a low profile in the Partnership relative to basic education. This is discussed later in Section 8.

3.3 Alignment with AusAID's [Draft] Pacific Education and Training Framework

At first sight the Vanuatu TVET program appears not to be closely aligned with the (draft) Pacific Education and Training Framework (PETF) in two respects.

3.3.1 Training for the formal or informal economy?

The PETF expects that Australian assistance will achieve increased *employability* of Pacific Islanders through access to regionally accepted and/or internationally recognised post-secondary professional, technical and vocational education and training. This implies a bilateral focus on recognised qualifications in demand in the formal labour market at or near the level of the Australian Certificate I and II.

In contrast, the Vanuatu TVET Program focuses on training that is intended to lead to increased employment and income earning outcomes for clients at the provincial level who may be in the (small) formal labour market, seeking entry to it, in the informal economy, in subsistence work or unemployed. However, a good deal of the Program-supported short-course training results in statements of attainment that are recognized within the Vanuatu Qualifications Framework and which can be aggregated to a national qualification. As in

Australia, it is up to individuals to decide whether they wish to undertake further study towards formal qualifications or whether their learning needs are met by short modular courses.

Train the Trainer qualifications delivered through the Program appear to be primarily (but not exclusively) at Community Certificate Levels I and II which, in the Vanuatu Qualifications Framework, sit on the lower two rungs of a 12-level framework and are likely to be significantly below the minimum Australian TAA4 standard for trainers.

In considering whether this apparent misalignment presents a PETF implementation problem for AusAID, four factors are relevant.

- The structure of the labour market in Vanuatu (and in Solomon Islands and PNG) is very different from that prevailing in Fiji and in the Polynesian countries. The rural informal sector accounts for most of the current labour market in Vanuatu. With about 80% of ni-Vanuatu living in the rural areas and dependent on subsistence agriculture; with only around 15% of the working age population in formal sector employment;³ with few formal sector jobs available and with low rates of functional literacy especially in rural areas, the TVET program is very strongly aligned with current national needs and priorities.
- The Program is focused on the delivery of training for skills that can be deployed in either the formal and informal economies and skills in processing and merchandising economically important products. These skills support the transition of some rural producers into the formal sector, as well as facilitating productivity gains in rural enterprises.
- Previous programs of assistance to TVET in Vanuatu by Australia (and the European Union) have focused on training for the formal economy. The current TVET Program, while focused on both the formal and informal labour markets, builds on and benefits from earlier work to improve the quality of higher level VIT programs in Port Vila, and in doing so is consolidating that work and demonstrating its continuing relevance across the formal-informal TVET spectrum. VIT is being strengthened indirectly by the Program through its new roles in 'affiliating' providers and trainers in the provinces and in delivering short accredited courses at Provincial level.
- The PETF and the Program also share a common emphasis on nationally recognised qualifications, nationally registered providers and relevant nationally accredited courses. All training funded through the Program's Education and Training Fund (ETF) is formal in that it is planned and conducted within the framework of Vanuatu's National Training Quality Standards and accredited under Vanuatu's National Qualifications Framework. All ETF providers are registered and all ETF courses are accredited. The Program is facilitating the transition of all training providers and all TVET courses into a nationally recognised quality assured system of post-school skills development.

Taking these factors into account, Phase 2 of the Program is not considered to be inconsistent with the intent of PETF. It strengthens the quality of the TVET system through a holistic approach which includes progressively bringing ad hoc and informal rural training into the formal TVET system to sit alongside, act as a feeder for and be informed and

³ In the Solomon Islands this figure is around 10% and in PNG around 6%. In contrast, some 67% of the working age population in Tonga is in formal sector employment and 63% in Samoa.

supported by higher level training. While the Program does not lead directly to regionally accepted and/ or internationally recognised qualifications as expected under the PETF, it does strengthen the pathways into such qualifications, and also has some potential to facilitate some regional mobility as illustrated in Box 1.

Rather than adjusting the Program to more closely align it with PETF in terms of the formal economy, the PETF itself needs to be adjusted slightly to acknowledge that structured and recognised skills development is essential to both the formal and informal sectors of the economy and that the balance in Australia's assistance between the two needs to take account of the structure of the economy, particularly the structure of the labour market and national demography.

There is however an important countervailing consideration. The *Vanuatu Economic Report 2009: Accelerating Reform*, produced by the ADB and AusAID (ADB 2009) discussed the relative priority to be given to skills development for rural versus urban employment. While acknowledging the importance of developing rural skills to boost productivity and address poverty, it placed some caveats on this:

Box 1: A Luganville example of mobility

Having established his own small welding business with one employee, and with skills learned entirely on-the-job, a business operator undertook a two-week ETF welding course at Certificate III level delivered by Vanuatu Institute of Technology. He also did a BDS business planning/book-keeping program. As a direct result, he has been able to improve the quality of his products, increase his prices and now has four employees. Because he and some of his staff are now certified welders, his firm has been sub-contracted to do ship welding in the Solomon Islands later in the year.

- *...subsistence productivity is keeping pace with population growth and ... rural ni-Vanuatu are able to meet their immediate food needs and are generally also able to generate some cash for costs such as school fees and health care;*
- *...the trend toward urbanization and monetization of the economy will continue and most likely accelerate. Rural people's reliance on subsistence agriculture is likely to decrease over time as more people participate in the cash economy and large numbers, particularly of the young, move to the towns;*
- *Vanuatu's urban centres are growing faster than its rural areas as people move in search of cash employment and better access to services, material goods, and lifestyle choices;*
- *There are skills shortages throughout the formal employment sector (i.e., public and private) and ...skills shortage is a major impediment to the development of the private sector in Vanuatu.*

The report concluded that *...while it is undoubtedly important to improve the productive and business skills of those who remain in the rural areas, it is just as important to address skills shortages and increase employment opportunities in the urban centres.*⁴

While the Program's primary focus at present is on rural employability (as well as TVET system development), it does deliver services in the urban area of Luganville. The approach could transfer to a more urbanised province such as SHEFA and service the formal labour market using short-course and flexible delivery modes within the national quality

⁴ ADB (2009) pp.68-69

framework. The rural-urban balance needs to be borne in mind as Post's attention begins to turn to whether there should be a further program of Australian support to TVET in Vanuatu. It should not necessarily be assumed that a next stage (if there is to be one) would simply extend the current Program out to one or two new rural Provinces. If the model were to be applied in Port Vila, there may also be opportunities to incorporate enterprise-based training within it.

3.3.2 Training or integrated services?

The PETF expects that Australian assistance will focus on skills training while the Vanuatu Program focuses on providing integrated training, employment and business development services.

There is some global evidence to suggest that there is an increasing probability of positive labour market impacts from programs that offer multiple services, i.e., combinations of vocational training, job and/or life-skills training, job search assistance, entrepreneurial services and a range of other social and employment-related support services.⁵ However, the evidence is not conclusive, especially in relation to the impact in largely informal small economies such as Vanuatu.

The Program Design Document (PDD) made provision for the Provincial TVET Centres to outsource the delivery of Employment Services such as vocational and social information and counselling, provision of labour market information, aptitude/ interest assessment, job search, job club programs, labour exchange and relocation services. Provision of such wide-ranging services would place the Program at odds with the narrower intent of PETF. However, the Program has now adopted a different strategy because there are organisations already offering local Employment Service platforms and programs. The Program is formalising working arrangements with the Vanuatu Chamber of Commerce and Industry (VCCI) and Youth Challenge (a private not-for-profit organisation) to support their existing Employment Services platforms and programs and the decentralisation of them. Direct delivery of Employment Services through the Program will be largely confined to (a) conducting specific Employment Services workshops focused on job-seeking strategies, CV and interview preparation and (b) on continuing to update the TVET Centres' Employment Services Boards, both of which directly support employability outcomes and are consistent with PETF.

The predominance of self-employment in the provinces means that entrepreneurial skills are also needed. The PDD made provision for the TVET Centres to offer Business Development Services (BDS) in addition to Training Services. All the evidence to date suggests a most successful marriage between the two. Many of the BDS services offered through the TVET Centres take the form of what in a more sophisticated TVET system would be termed 'workplace training', 'action learning' or 'customised training', and would be incorporated and recognised under a formal TVET umbrella. That is, the BDS Services provide structured and intentional TVET learning but in more flexible ways than are possible through more traditional course-based TVET. Demand for these customised BDS learning services is high. The boundary between the program's Training Services and BDS services is highly permeable with one set of services leading to or informed by the other. In addition,

⁵ See for example Jean Fares & Olga Susana Puerto (2009) 'Towards Comprehensive Training', Social Protection Unit, World Bank, <http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Labor-Market-DP/0924.pdf>

many of the BDS services offered through the two Provincial TVET Centres are core services that should be provided by the provincial officers of national agencies such as Fisheries, Agriculture, Cooperatives, Livestock etc and by the Vanuatu Chamber of Commerce and Industry. However these have not been provided to the extent possible because until the establishment of the TVET Centres and their associated funding mechanisms and brokerage function, there was no systematic way for under-resourced provincially out-posted officers to identify or aggregate localised demand for their services or to fund expanded service delivery. Thus the TVET Centres are addressing market failures arising from information asymmetries by bringing demand and supply into alignment.

While offering a wider palette of services than envisaged in the PETF, the Program is not inconsistent with it and indeed offers many important and practical lessons on how employability outcomes from more traditional TVET could be enhanced.

3.3.3 Links between regional and bilateral programs

There are few direct links between the bilateral TVET program and the APTC. APTC is focused on Port Vila and at Certificate III and above while the Program operates largely at provincial level and mainly (but not exclusively) at Community Certificate I & II. Unless APTC decides to deliver some training at provincial level it is hard to see how it can support the bilateral program other than through the Teaching and Assessment Certificate IV for trainers in some of the larger providers.

4 Progress against Objectives

Progress against the Programs' strategic objective and its three component objectives is not easy to track or verify. The Review supports the Program's assessment that the Monitoring and Evaluation (M&E) Framework in the PDD was unnecessarily complex. A new more realistic framework has been developed this year and a more participatory approach to data collection and analysis has been adopted. The proposed new M&E Framework (as presented in Annex 3 of the draft Annual Plan 2010-2011) offers a suite of short, medium and long term results that a TVET Program could actually achieve, in contrast to the unrealistic results set out in the original PDD (such as increase in permanent, temporary, seasonal jobs; increase in household income; and increase in citizens from target provinces reporting improvement in standard of living). It also seeks to give greater weight than in the past to contextual analysis and learning, complementing accountability-focused performance information. The new M&E Framework has much to commend it, although its reporting framework could be more focused. As a result of these changes, aggregated outcome-level performance information is limited at present and is not readily aligned with component objectives or with the Program's Strategic Objective.

That said, the Review believes that the Program's progress against its design objectives is good.

Key Result Area 1: Increased productive activities in selected provinces

Early indications are that six months after participating in ETF courses, a large proportion of participants report positive changes in income and production and positive changes in their employment status. While the performance data is based on a relatively small sample of initial courses offered by both TVET Centres, it does reflect the views of some 186 participants. It suggests that as a result of the ETF courses, there has been an increase in the number of people who are economically active and an increase in the number of people

running their own business. The Department of Cooperative & Ni-Vanuatu Business reports a significant increase in the number of applications to establish cooperatives that it attributes directly to Program activities.

The change stories from people who had participated in ETF and/or BDS activities also indicate an increase in productive activities by participants in both Provinces.

Whether the large increases reported to date can be sustained over a 12 month period is yet to be tested.

Key Result Area 2: Increased economic development initiatives identified and pursued by provincial government/ non-government networks together

Progress in this area is has been slower, and more evident in Malampa than in Sanma. The decision of the Malampa provincial administration to incorporate the Programs' training and business development services into its overall economic planning and link them to its own efforts to revitalise Area Councils is a key factor differentiating the progress in the two provinces. In Malampa at least, there is a marked increase in inter-agency cooperation both horizontally at the provincial and vertically to the national level that can be attributed to a range of Program strategies. The Program's work in supporting a Provincial Skills Development Plan in partnership with Provincial Planners is a significant contribution to provincial economic planning. Good progress is evident in linking government and non-government organisations at provincial level, but it is too early to assess the impact of these linkages on economic development. The Provincial Training Board for Malampa provides an excellent model for promoting inter-agency planning, collaboration and resource sharing.

Key Result Area 3: Training providers respond to demand for skills to support productive activities

The Program is progressing very well against this objective. From commencement of training under the Education and Training Fund (ETF) (June 09) to the end of May 2010, a total of 54 ETF Training proposals were approved and 34 Training courses delivered to 833 participants across the two provinces. Around 53% of participants in Malampa programs were female, while in Sanma this was around 33%.

Training Centre services are strongly demand based. The Program's requirement that only registered training providers delivering accredited courses can access the ETF has been an important catalyst for change. There has been a substantial increase in accredited courses available to training providers. The number of training providers that are registered with VNTC has increased from none in June 2009 to some 29 in May 2010 which is a remarkable achievement given that the registration and accreditation standards were legislated in 2004. With encouragement from the Program, the VNTC and the Vanuatu Rural Development Training Centre Association (VRDTCA) are now working closely together to increase the registration and improve the quality of Rural Training Centres (RTCs). The quality of TVET training being offered is slowly but steadily improving, and the Program's provision of training provider support services and Train the Trainer Programs has been an important input to this. People and organisations in both Malampa and Sanma provinces now have

access to a wider range of short courses, and those courses are tightly linked to productive activities. However there is a need to diversify the range of productive sectors served.⁶

5 Issues and Opportunities

The Program is closely monitored by the Technical Director, the Team Leader and by AusAID Port Vila who have good working relationships. Post is very knowledgeable about the TVET sector and the Program, and by staying close to the key agents and stakeholders, is able to identify any areas of concern early and steer the necessary adjustments. The design is a flexible one and through a rolling annual planning process, strategies for continuous improvement are developed and implemented.

This very brief Review has identified few significant areas requiring change or improvement that have not already been identified and are being acted upon by Post and/or the Program. However, there are risks to be highlighted and a design issue that needs to be considered.

5.1 Risks and Sustainability

The Program is systematically learning from experience and adjusting implementation accordingly, but there are three significant risks to sustainability that need careful management.

- In Malampa Province support for the Program is strong most impressive, they remain fragile and dependent on the strong support of a small number of champions within the provincial administration and some provincial officers of national government agencies. Provincial political factors have hindered progress in Sanma Province, and the TVET Centre there does not yet enjoy the same level of support as the one in Malampa Province.
- Staffing the TVET Centres with national staff and developing them to the required level is a substantial challenge. Despite strong localisation strategies, including the planned appointment of a locally engaged Deputy Team Leader this year, the progressive transfer of responsibilities to national staff, and structured capacity development activities, the Program is still reliant on a group of short term and long term international advisers, and is likely to be so for the next year at least - and potentially longer given local staff turnover and provincial recruitment difficulties.⁷
- The dearth of quality training providers and accredited courses has made it difficult for the TVET Centres to offer the quantity and range of training originally envisaged, but this has driven the Program to devise innovative approaches which can be labour intensive. Until the number and quality of training providers improves, what can be offered through the TVET Centres will continue to be limited.

The Program and Post are both aware of and are managing these risks effectively. However, because of them, the human and organisational sustainability of the Program benefits is not yet assured. Both Malampa and Sanma Province have approved the provision of two

⁶ Courses are currently delivered in the following productive sectors: Agriculture, Business Management / Planning, Fabric Art Printing, Fisheries, Food Preparation, Forestry, Horticulture, House Keeping, Livestock, Manufacturing, Rural Fishing and Tourism.

⁷ Excluding the Team Leader and the proposed Australian Volunteer to Malampa, international consultants are (a) the long term Employment Training Fund and Business Development Services Adviser; (b) short term TVET Systems Adviser (role undertaken by Technical Director); (c) short term M&E Adviser; and (d) short term Skills Development (Workforce) Planning Adviser.

provincial government staff members to the TVET Centres in line with an agreement between the Program and the Province and recruitment action is underway. This is an important step towards organisational sustainability.

On the issue of financial sustainability, the ETF provides an efficient and effective mechanism for allocating resources to TVET delivery at the provincial level. The Program is seeking to demonstrate the benefits of the ETF's contestable 'purchasing' model over a more traditional grant-based model of funding TVET. At the end of the Program in 2012, Australia may need to commit to medium and even long-term financial contributions to the ETF (or to a National Training Fund should that eventuate as proposed in the Draft TVET Policy), alongside contributions of other donors and GoV. More broadly, if the TVET Centres can prove over the next couple of years that they are value-for-money service delivery mechanisms, the national government will also need to provide modest funding to them from the recurrent budget to ensure their financial sustainability, alongside provincial staffing contributions.

5.2 Program Design

The M&E Framework is still a work in progress and its alignment to the Program's vertical logic as set out in the PDD is not self-evident. The Review has a sense from the documentation that the Program, through its new M&E Framework, is inching away from the original design structure (but not from its Purpose) to a more workable structure based around the three Output/Focus Areas. Given that the Program is experimental in nature and adjustments during implementation are to be expected, there is ample scope for such a shift. But if that is what is indeed happening, it should be made explicit rather than emerging implicitly through the new M&E Framework.

This would also address a design weakness in that the original Key Result Area (KRA) / Component objectives were overly ambitious and expansive for a TVET as distinct from a rural development program. This would mean revising the Program's structure for 2010-2011, keeping the strategic objective (Purpose) of the Program unchanged, but changing/modifying the original three KRAs discussed in Section 4 above to better reflect the long-term outcomes being sought through the Program, notably in relation to decentralised quality assured service delivery, increased productive activity in selected provinces and TVET system development. The Review regards this as a mid-term correction rather than a significant move away from the original design.

5.3 Gender

The Program is generally attentive to issues of gender equality. It seeks to increase the participation of women in TVET Centre services by targeting women-specific groups through partnerships with the Vanuatu Women in Development Scheme (VANWODS), Mothers' Union and other Church groups. Training data is always sex-disaggregated. As noted earlier, female participation in Sanma training is below expectations. Of the 46 participants in Train the Trainer certificated programs conducted between November 2009 and February 2010, just 16 (35%) were female but this may reflect a gendered trainer workforce. Sex-disaggregated data on women's participation in BDS does not seem to be tracked. Program accountability would benefit from more systematic reporting on the extent to which it is advancing gender equality across the Program and the cultural or other barriers preventing more equitable participation of women in TVET Centre services in Sanma.

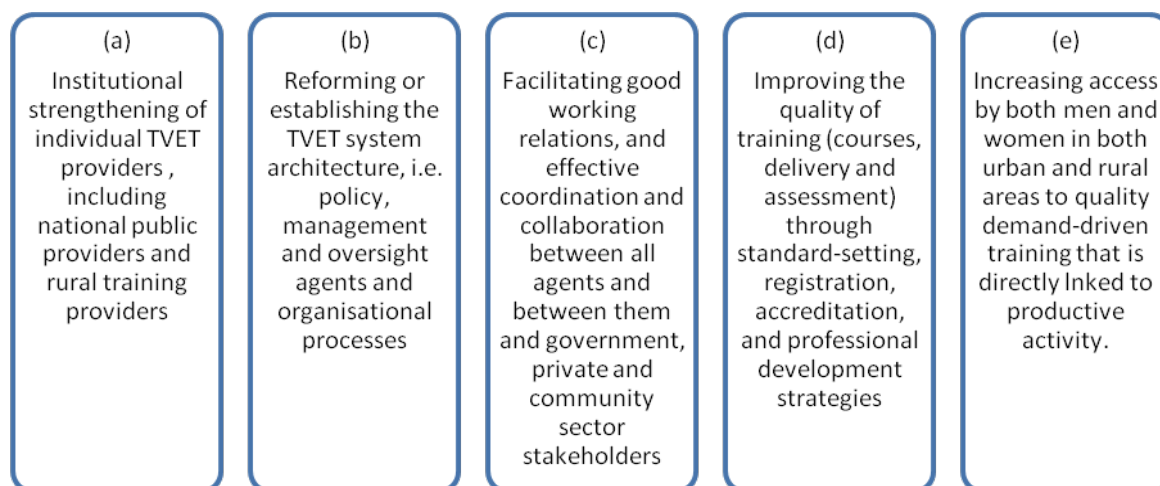
6 Lessons from the Vanuatu TVET Program

Uniquely in the Pacific, Australian support for TVET in Vanuatu has been continuous for almost 15 years; it is a most interesting case study in the benefits of long-term assistance. This history has been captured briefly by the Program and the Post in [Annex C](#).

6.1 Multi-dimensional action is necessary

The Program's history suggests that successful TVET reform requires long-term action in five dimensions.

Figure 1: Five Dimensions of TVET Reform



Note: TVET 'agents' are public entities or organisations, created by the Constitution, laws or regulations of the country, and financed by the budget. They may be autonomous or semi-autonomous entities.

The relative weight given to each dimension will vary from country to country and over time, but the Vanuatu Program suggests that the full effect of action on one dimension will not be achieved without complementary action on the other dimensions. While some time-sequencing is always necessary, the Program's long history suggests that while (a) and (b) were necessary precursor activities, the national impetus and political support for TVET reform now strongly evident in Vanuatu has largely come from (c) and (e). This claim would obviously need to be tested.

Of particular importance in the current Program is the issue of working relations, coordination and collaboration between agents and stakeholders, and one that could be given more attention in other Pacific TVET programs. Any TVET system involves a broad range of agents and stakeholders and this is a major factor in its complexity. Policies and practices that achieve clear differentiation in roles, responsibilities, authority and accountabilities and ensure buy-in to those differentiations are essential.

The current work by the Technical Working Group on the Vanuatu TVET Policy suggests that these issues of roles and responsibilities have been particularly prominent in the policy debate, and that the protracted nature of that debate has resulted in a greater buy-in to a whole-of-TVET approach. The Program has consciously fostered this buy-in through a number of strategies. It has 'forced' different agents and stakeholders to work together on an issue where differences of opinion were evident (e.g. the VRDTCA - VNTC national road show on registration and accreditation). The Program's work in the two Provinces also suggests that relationships, collaboration and coordination are central to the

implementation system and purposeful strategies for strengthening them are just as if not more important as strategies for achieving technical outcomes.

6.2 Broad-based political and bureaucratic will for TVET reform is strengthened by delivering integrated training services to people living in rural areas.

Vanuatu, along with most other Pacific Island Countries, is trying to deal with a substantial youth bulge,⁸ with a dearth of formal sector waged jobs, with a high proportion of the population living outside urban centres, and with rural drift to Port Vila and Luganville. These issues are usually very high on political agendas but systems for delivery of services to rural areas are usually weak. While training programs alone cannot resolve these problems, integrated skills development strategies at the sub-national level can play a role in slowing the drift and strengthening pathways between the formal and non-formal labour market and formal and non-formal training.

The positive income generating impacts that the TVET Training Centres are having at provincial level are beginning to change political and bureaucratic perceptions of the value of TVET at both provincial and national level for the better. Even in Sanma Province where support for the work of the TVET Centre is much less robust than in Malampa Province, there are positive signs of growing political and bureaucratic support. It is doubtful that this support would be evident if the Centres were simply supporting more traditional course-based TVET in Port Vila.

6.3 In a decentralised system of governance, establishing/strengthening both vertical and horizontal links simultaneously is a key success factor

Vanuatu's governance system may be best described as a deconcentrated. This is the least ambitious level of decentralisation, where responsibilities are transferred to an administrative unit of the central government that is spatially closer to the population where service is to be provided, usually a field or regional office.⁹

Provincial government in Vanuatu is widely recognised as functioning poorly. *...There is no coherent set of relationships between central and provincial government. The provinces are systematically starved of resources, while confused lines of responsibility make it difficult for the public to see who is responsible for what.*¹⁰ Provincial outlets of central agencies such as the Department of Agriculture find that their annual budgetary allocations are diverted to other needs during the course of the financial year.

In such a system, good vertical links between provincial offices and the national Ministry/Department are vital if resources are to flow to local service delivery and if provincial resources (staff and budgets) that may be available are to be mobilised. The Program has focused on strengthening the vertical links between local field officers and their national agencies (e.g. through Letters of Understanding), and especially between the VNTC and its Provincial Training Boards.

In both provinces, the Program is also working to strengthen the Rural Economic Development Initiative (REDI). REDI is the only channel by which the state funds small development projects at community level, and represents '*...a laudable attempt to create a*

⁸ More than 50% of Vanuatu residents are under age 20

⁹ Other forms of decentralisation are delegation (intermediate level) and devolution (most ambitious form)

¹⁰ Cox, Marcus et al (2007), p.46

*set of working relationships between the central administration, provincial governments and local communities.*¹¹

Notwithstanding limited capacity at provincial and area levels, and travel and communication challenges, Program implementation in Malampa Province demonstrates that it is possible to support development at the community level through training where community level structures are functioning. The Program is working in and through these local structures and thus reinforcing them.

The Program has also established promising horizontal linkages at provincial level and, as discussed earlier, between agents at national level.

6.4 National Qualifications Frameworks and Competency Standards matter less than National Quality Training Standards.

Qualifications Frameworks are valuable because they provide transparency on the various qualifications in an education system (national or regional) and how they relate to each other, facilitate the mobility of learners and workers and provide employers with clear signals about what a person can actually do.

Competency Standards are valuable because they provide nationally developed benchmarks for certification.

Both are needed in a well-developed TVET system. However, their value as a driver of change in an emerging TVET system is limited.

The experience of the Vanuatu TVET Program seems to suggest that it has been the consistent application of the Vanuatu Quality Training Standards - the standards that are applied by the VNTC when registering providers and approving courses - that is effectively driving change along the training supply chain, while the contestable ETF provides the incentive for change. The combination of the two is proving to be a potent mix.

7 Knowledge sharing between AusAID's TVET programs across the region

Knowledge sharing between developing countries is a capacity development opportunity for both AusAID Posts and the partner countries.

While exchange of TVET program documentation between Posts is useful, bilateral approaches are always country-specific. Even activities with the same name or focus have different meanings in different political economies. There is more to knowledge sharing than the exchange of documents.

AusAID should consider how the Vanuatu TVET experience could be shared with other Pacific Island Countries through meaningful interactions such as exchange visits of Program (national staff especially) and Post personnel. Two suggestions are made below in relation to Solomon Islands and Tonga.

7.1 Relevance to the Solomon Islands National TVET Program

While their TVET systems are at very different stages of development, Vanuatu and the Solomon Islands share many socio-cultural, political and economic characteristics.

¹¹ *ibid*, p.47

- Both have decentralised systems of government, although the mode of decentralisation is quite different.¹²
- Both have around 80% of the population living in rural areas (only PNG has a higher proportion).
- Both have high rates of projected population growth (only RMI has a higher rate).
- Both have a very low proportion of the working-age population in formal employment. Only PNG has a lower proportion. The majority of the working-age population is in the informal sector.¹³
- Both lack migration outlets and migrant flows are small.
- Both have a national network of small, under-resourced Rural Training Centres providing a limited range of training of variable quality.¹⁴ In both countries there is a peak body coordinating the efforts of RTCs. NZAID is supporting the VRDTCA and the European Union is supporting the Solomon Islands Association of Rural Training Centres.

The proposed TVET program in the Solomon Islands could learn much from the experience of the Vanuatu TVET program, and the Vanuatu TVET Program would benefit from the experience of describing and demonstrating their approach to others. Of particular interest to the proposed Solomon Islands program would be:

- The establishment and operations of the VNTC at national and sub-national levels, and the relative emphasis on National Training Quality Standards of a National Qualifications Framework;
- The institutional strengthening of VIT and lessons that may be relevant to the Solomon Islands College of Higher Education (SICHE);
- The collaborative process of developing the TVET policy for Vanuatu, and the allocation of roles and responsibilities;
- Sub-national operations and their integration with provincial planning and Area Councils, and the implications for Solomon Islands Provinces and Wards; and
- Integration of training with business development services.

This knowledge sharing should not wait for the Solomon Islands TVET program design process but should be viewed as creating a more informed environment for the design. It could be started almost immediately by:

- A carefully structured, outcomes-oriented problem-based study tour by a small group from Solomon Islands (perhaps a representative group from the TVET Technical Working Group) to Vanuatu involving visits and consultations in Port Vila plus the two TVET Training Centres);
- A visit by the President of VRDTCA and a couple of the Association's members who have been registered and are actively involved in the Vanuatu TVET Centres to the Solomon Islands Association of Rural Training Centres to discuss approaches to quality training provision, including a visit to the Vanga Teachers College;
- A visit by the AusAID Vanuatu Senior Program Manager and the Vanuatu TVET Program's Technical Director to Honiara to, amongst other things, meet with AusAID,

¹² Vanuatu has 6 provinces and a sub-provincial system of Area Councils while Solomon Islands has 9 Provinces plus the Capital Territory of Honiara and a sub-Provincial system of 167 Wards

¹³ Proportion in Solomon Islands is 9% and in Vanuatu it is 15%.

¹⁴ Vanuatu has 38 RTCs while Solomon Islands has about 34 serving a much larger population.

the EU and NZAID on the question of how the Vanuatu program has approached integration of formal and non-formal TVET; addressed the needs of those who do not complete, or have not attended, primary and secondary education; promoted a variety of training opportunities for adults and strengthened and promoted rural and community based training centres.

7.2 Relevance to the Tonga TVET Support Program

Both Tonga and Vanuatu TVET programs are using an Education and Training Fund mechanism to make training more responsive to demand from individuals and groups and to raise its quality.

While the country contexts are very different, there would be benefit in the Tonga program looking closely at how the Vanuatu ETF works before finalising the Tonga ETF. Simply sharing Tonga ETF documents is not sufficient to ensure effective knowledge sharing. The concepts underpinning the Vanuatu ETF have relevance to Tonga and beyond, and the Vanuatu experience suggests that establishment of a contestable fund can act as a major catalyst for provider improvement and system reform.

It is suggested that the Vanuatu ETF could be added to the agenda for AusAID's next regional workshop and that Christelle Thieffry be invited to present a session on it, with Tonga asked to provide a response on its relevance to the Tonga TVET Program.

7.3 APTC and Regional Benchmarking

In considering ways that AusAID could help maximise the value and sustainability of the APTC, the Mid-Term Review for APTC suggested that AusAID could offer to the APTC's five institutional training partners (which include Vanuatu Institute of Technology) the opportunity to participate in a confidential, voluntary and non-competitive benchmarking exercise with a small number of comparable Australian RTOs or New Zealand accredited training providers. The indicators and benchmarks would be agreed amongst the benchmarking partners, and comparable with Australian or New Zealand provider registration/accreditation standards, with a focus on management, financial efficiency and teaching quality. This idea originally emerged in discussions with the Vice-Chancellor and Deputy Vice Chancellor of National University of Samoa (NUS) who saw it as a way of obtaining external and independent advice on the current standards of the NUS-Institute of Technology, and of guiding institutional strategies for reaching Australian or New Zealand TVET Certificate II standards.

The issue of regional benchmarking was raised spontaneously by VIT during the review's consultations. The Principal sees value in being able to benchmark VIT performance regionally to help him identify where additional effort needs to be directed as he seeks to progressively raise training delivery and management standards.

A regional benchmarking exercise would give the leading national providers of TVET in the Pacific, and AusAID, a better sense of the nature and size of the gap between national training standards and Australian Certificate III standards, and could also provide a platform from which targeted support could be provided to them in relation to specific standards so that they can come closer to achieving Australian Certificate II standards.

Individual demand for VIT places exceeds supply, and there may be scope for expanding its offerings and improving quality. However this should not be seen as an alternative to strengthening the quality and increasing the quantity of rural training for the majority of ni-Vanuatu through the existing Phase 2 Program. A regional benchmarking exercise might

prove useful in guiding some additional Australian support targeted to quality improvement at VIT.

8 Issues for Partnership Talks

An end-of-mission debrief with Post (Gordon Burns, Christelle Thieffry and Belynda McNaughton) focused on the forthcoming Partnership Talks and how TVET issues could be incorporated in them and in the PPD.

Creating space to raise TVET issues in the Partnership talks is not easy.

- TVET does not sit neatly within one Ministry. Although most of it falls under a single Minister, a good deal of the Program contributes to the work of other Ministries (notably the Ministry of Education; Ministry of Agriculture Quarantine, Forestry and Fisheries; and Ministry of Cooperative and Ni-Vanuatu Business Development).
- Australia's primary interlocutor on PPD Outcome 1 is the MoE. Its priorities are firmly on school education and it appears to have little interest in TVET beyond some lower priority actions related to TVET in Schools. However the MYDST is now responsible for development of the TVET system but is not yet legally established, it is not adequately staffed and does not yet have the capacity/experience to take a lead in Partnership talks.
- Planning is well advanced for the talks and briefings have already been prepared and submitted. It may be too late to introduce additional TVET issues, or the existing agenda may be too crowded.

Nevertheless three areas warrant consideration in the talks should the opportunity present, or subsequently.

First is the issue of TVET financing. Australia has been supporting the TVET sector in Vanuatu for almost 15 years but the financial base of the sector remains weak. This is recognised in the June 2010 Draft National TVET Policy which identifies reform to the financing of skills development as a priority action and proposes a detailed economic and financial analysis to determine appropriate funding mechanisms to support Government financing. As part of this analysis, options for the funding, administration and monitoring of a National Training Fund are to be explored.

To secure a degree of financial sustainability of the Program's benefits, the GoV will need to commit (modest) additional funding to the TVET sector in the 2011 budget and begin to harness the contributions of other donors. Without this, one must question the Government's commitment to the sector and its willingness to back its stated policy priorities with appropriate budget allocations. Without such a commitment, the sectoral improvements supported by the Program are unlikely to be sustained and continuing Australian support beyond June 2012 without greater reciprocity needs to be questioned.

The **second** is the issue of the performance indicators in the PPD. The Target Result (Higher numbers of technical and vocational trainees increase their incomes through skill development) should remain but the single indicator (Share of TVET trainees who achieve employment or increased income following their training) should be amended to better reflect what the Program is actually doing (as well as the data that is being collected) and two new indicators should be added

- *Change in share of TVET Program trainees engaged in income generating activities within the 12 months after training*

This would serve as an indicator of training outcomes and reflect the fluid boundaries between the formal and informal labour market.

These income generating activities would include (a) Employed full time and with salary; (b) Employed part time and with salary; (c) Seasonal work; (d) Own business or income generating activity. Excluded would be subsistence farming; unemployed; and those not economically active (includes domestic duties, school attendance and other undefined). This is not to say that data should not continue to be collected and reported across all these categories, but that for the PPD purposes, only income-generating outcomes are reported.

- Number of registered training providers

This would serve as a proxy indicator of changes in the quality of TVET provision and the incorporation of informal providers into the national TVET system.

- *Number of male and female participants in ETF courses in Malampa and Sanma*

Since local training was almost non-existent prior to the TVET Program, this would serve as an intermediate indicator of increased provincial access and participation. If/as TVET Centres extend to other provinces, these could be added.

The **third** is a matter for the medium term, perhaps to be considered in the preparations for the 2011 Partnership talks. The question is whether TVET should remain as a marginal element of the existing Education Priority Outcome 1 or whether Australia should be starting to move towards a new broader priority outcome related to Human Resource Development. The Ministry of Education has recently passed responsibility for developing the National HRD Plan to the Department of Strategic Policy Planning and Aid Coordination, citing work load and higher priorities as the reasons.¹⁵ However it remains a key issue for GoV. Australia has already offered to assist GoV as needed in the further development and finalisation of this Plan, and the work done within the TVET Program on Provincial Skills Development Plans is particularly relevant to this process.

All education and training policies and programs (including basic education, TVET and Australian scholarships) could then be aligned in support of this plan/strategy. A PPD Priority Outcome of HRD rather than Education is likely to facilitate a more holistic approach to education, training and workforce development more broadly. It would still allow sectoral discussions on Education, but would broaden them and allow more discussion on education and training pathways to work or further study.

¹⁵ The preparation of a national Human Resources Plan was one of the critical areas identified in the draft medium-term expenditure framework for 2008–2010 prepared by MoE in July 2007

Annex A: People and organisations consulted

Port Vila	
Kalbeo Kalpat	Principal, Vanuatu Institute of Technology
David Lambukly	CEO, Vanuatu National Training Council
Sam Samuel	Accreditation Officer, Vanuatu National Training Council
Sowany Matou	Director, Dept. of Cooperative & Ni-Vanuatu Business
Joe Massing	Training Manager, Vanuatu Chamber of Commerce & Industry
Kathy Solomon	President, Vanuatu Rural Development Training Centres Association
Jesse Dick	Senior Education Policy Analyst, Dept. of Strategic Planning & Donor Coordination
Paul Nalau	Senior Planning Officer, Ministry of Youth Development, Sports & Training
Gordon Burns	First Secretary (Development Cooperation), AusAID Port Vila
Christelle Thieffry	Senior Program Officer / Education sector, AusAID Port Vila
Malampa Province	
Palen Ata	Malampa Provincial Planner
Renjo Samuel	Chair, Malampa Provincial Training Board
Malampa TVET Centre Staff	Joe Timothy, Centre Manager & Acting Deputy Team Leader
	Joyce Robert, Provincial Training Coordinator
	Sharon Bule, Administrative Assistant
	Jimmy Kawiel, Training Provider Support Services (Cross-Program role)
	Fremden Shadrack, BDS/ETF (Cross-Program role)
Peter Morris	Technical Director, Vanuatu TVET Sector Strengthening Program (Phase 2) & Program Adviser, TVET Systems
Etienne Tiasinmal	Nawori Sea View Bungalow; President, Malekula Bungalow Owners Association
Kalki Regenvanu	Uripiv Rural Training Centre & Ngaim Orsel Guesthouse
Sanma Province	
Sakariah Daniel	Sanma Provincial Planner
Jimmy Solomon	Chairperson, Sanma Provincial Training Board
Jimmy Jacques Wanami	Business Owner & training participant
Anna Gibert	Team Leader, Vanuatu TVET Sector Strengthening Program (Phase 2)
Sanma TVET Centre Staff	Moulin Tabouti, Centre Manager
	Jimmy Lava, Provincial Training Coordinator
	Sheryl Tamata, Administrative Assistant
	Ruth Seketa, Finance Manager (Cross-Program Role)
	Adelyne Nelson, M&E Officer (Cross-Program Role)
	Alberto Capati, Program Adviser, Employment & Training Fund & Business Development Services (Cross-Program Role)
	Paul Roger de Villiers, Program Adviser, Skills Planning

Annex B: Key Documents

ADB (2009) “Vanuatu Economic Report 2009 - Accelerating Reform”, (prepared with AusAID support)

AusAID (2009) “AusAID Support for TVET in Vanuatu: Timeline”

AusAID (2010) Quality at Implementation Report for TVET Phase 2, February

Australia-Vanuatu Partnership for Development (2009)

Cox, Marcus et al (2007) “The Unfinished State – Drivers of Change in Vanuatu”, AusAID, April

Government of Vanuatu (2006) “Vanuatu Education Sector Strategy 2007 – 2016 (Incorporating the Ministry of Education Corporate Plan and Medium-Term Expenditure Framework for 2007 – 2009)”, December 2006 Working DRAFT

Government of Vanuatu (2010) National TVET Policy, Draft, June 2010

AusAID (2010) (Draft) Pacific Education and Training Framework

Pacific Education Development Framework (2009)

Pacific Plan for Strengthening Regional Cooperation and Integration (2007)

Vanuatu TVET Sector Strengthening Program Phase 2 Design Document, April 2008

Vanuatu TVET Sector Strengthening Program (Phase 2) interim Review - 2009

Annex C: Timeline of AusAID Support for TVET in Vanuatu: The trajectory towards rural training and support for provincial development

[Prepared by the TVET Program for AusAID Port Vila]

1996	<p>Tender for Institut National de Technologie de Vanuatu (INTV) Institutional Strengthening Program</p> <p>Program design to move INTV from a Francophone institution to a dual Francophone/Anglophone institution. Design included components for management, curriculum, trainer training, industry liaison, substantial capital works and rural training.</p>
1997	<p>Tender awarded with AusAID instructions to remove rural training component – rationale being that INTV needed substantial strengthening before it could contemplate outreach into rural areas</p>
<p>1997- 1999 Phase 1 2000- 2006 Phase 2</p>	<p>INTV Institutional Strengthening Program</p> <p>At commencement</p> <ul style="list-style-type: none"> • 400 students, 40 teachers but only 19 ni-Vanuatu. No ni-Vanuatu teacher had any formal teaching qualification. Only one course (general mechanics/automotive) available to Anglophone students in years 11 and 12 compared with 8 programs for Francophone students – including as well as general mechanics, electrical, masonry, construction, joinery, business studies, hospitality, engineering <p>By End</p> <ul style="list-style-type: none"> • Act of Parliament converting INTV to Vanuatu Institute of Technology (VIT) as a ‘semi-autonomous’ institute • 500 students, 50 teachers all ni-Vanuatu and all with a teaching qualification. Management and some teachers also with management qualifications • equal distribution of courses between Francophone and Anglophone • substantial construction and refurbishment completed • establishment of Vanuatu National Training Council (VNTC) under Act of Parliament – development of quality training and qualification frameworks • beginnings of outreach with establishment of a rural training unit within VIT in 2005
2006 – 2008 Phase 1	<p>Vanuatu TVET Sector Strengthening Program</p> <ul style="list-style-type: none"> • focus on support for rural training, but with continuing support for VIT particularly its rural training unit and the establishment of VIT Centres in two provinces (TANNA and

	<p>SANMA)</p> <ul style="list-style-type: none"> • extensive rural trainer training, curriculum and learning materials, and development, grants to rural training centres. • continuing support to VNTC including revision of the VNTC Act and refinement of quality assurance mechanisms. Work with Vanuatu Rural Development Training Centre Association (VRDTCA) to encourage rural training providers to register and deliver accredited programs.
2009 – 2012 Phase 2	<p>Vanuatu TVET Sector Strengthening Program</p> <ul style="list-style-type: none"> • focus on human resource development specific to economic development objectives of individuals, businesses and communities in two provinces (MALAMPA and SANMA) selected by GoV. • an Employment and Training Fund (ETF), coupled with business development services are two primary mechanisms to fund training specific to skills demanded by employers and communities and to assist business start-up • service delivery through two newly established TVET Centres and capacity building for Provincial Training Boards as the decentralised arm of the VNTC to manage the TVET Centres in the future. • continuing support for national TVET system reform with the VNTC. The vision is to use the ETF to stimulate an active training system with training providers responding to skill demands and providing flexible delivery of accredited courses leading to nationally recognised qualifications under a quality training framework.
2008 – on-going	<p>Australian Pacific Technical College</p> <p>School for Tourism and Hospitality established on VIT Campus under complimentary arrangements including shared use of facilities and credit transfer</p>
2009 – on-going	<p>Australian Pacific Technical College</p> <p>School for Health and Community Service established at Vila North Primary School</p>