

Vanuatu TVET Sector Strengthening Program Phase 3

Annual Program Monitoring and Evaluation Report

February 2014

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The TVET System Strengthening Program Phase 3 (the Program) commenced in March 2013. This first Annual Program M&E Report for Phase 3 reports the results of program work in 2013, since its commencement in March 2013. It provides evidence of performance in terms of outputs and progress towards outcomes (to the extent possible) 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 Training¹ and the Vanuatu National Training Council (VNTC) 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 MoET¹ and VNTC 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 services coordinated through the TVET Centres in Sanma and Malampa provinces and financed through the Employment and Training Fund. A third TVET Centre is being established in Torba province, following the outcome of a competitive selection process conducted by the Government of Vanuatu, and there is a possibility that a fourth Centre, in Tafea, may also open in 2014².

Three key strategies underpin the implementation of Phase 3:

- a) To continue to strengthen national TVET systems development in the MoET, VNTC and productive sector agencies and to ensure continuing **convergence** between Program and Government of Vanuatu policy, practices and processes.

¹ According to the PDD, the Program has the mandate to support the GoV ministry/department responsible for TVET. At the time of writing of the PDD, this was the Department of Youth Development, Sport and Training (DoYDST). However, during the Program's Strategic Advisory Group meeting in December 2013, the Minister of Education (MoE) and the Director General MoE/MoYDST, formally advised that the TVET sector is now to be managed through a dedicated Division within the MoE, which itself would be renamed Ministry of Education and Training. This change will henceforth be reflected in all Program documentation.

² This would be contingent on the Government of Vanuatu meeting its commitments to contribute to the cost of operating all TVET Centres.

- 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 Monitoring and Evaluation Adviser developed a program logic diagram for Phase 3 (see Annex 1), which was subsequently tested and refined at staff workshops and meetings with the Sanma and Malampa Provincial Training Boards (PTBs).

The M&E Plan (Version 1) was finalised following approval from the Australian Aid program in October 2013. As well as the program logic, the M&E Plan includes a set of quantitative and qualitative indicators. Annex 2 provides data against those quantitative indicators for which we can report at this early stage.

TOOLS AND METHODS

The Phase 3 approach to monitoring and evaluation maintains much from Phase 2, integrating the M&E system into program implementation. 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 Training Boards (PTBs) in the analysis, interpretation and use of results.

Monitoring and evaluation for Phase 3 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.

During 2013 the M&E team gave priority to establishing monitoring tools and systems. This was essential, as monitoring needed to commence as training and BDS activities commenced. As a result, data collection to date – and thus, reporting – is focused on outputs, particularly the outputs of training and BDS. From 2014 onward, monitoring and evaluation data will increasingly include outcomes data, as the evaluative work program comes on line. This includes: Participant Outcomes Surveys, Case Studies and other evaluation and research studies. Data collection from 2014 onwards will also include annual qualitative interviews with key stakeholders from within Government of Vanuatu, the program team, and training providers, to provide structured insights into progress towards outcomes in Key Result Areas 1 and 2. Thus, this Annual Program M&E Report will be considerably expanded at the end of 2014.

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 and 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 feedback form collected 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.
- **Training Provider Support Services Activity Reports:** Program staff responsible for TPSS activities consolidate activity management data into a regular activity report, which comprises an input into the M&E system.

Monitoring what we achieve: Outcomes

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

- **Participant Outcomes Survey:** The program will commence twice-yearly Participant Outcomes Surveys in 2014, surveying 200 past participants in AT and BDS activities to explore their personal, economic and broader outcomes resulting from their participation in TVET Centre activities. The 2014 Annual Program M&E Report will provide the first opportunity to formally document the first findings from these surveys.
- **Case Studies:** Also in 2014, the program will prepare up to two case studies. These will enable in-depth exploration of specific cases, providing an important complement to the broad routine monitoring data. The program plans to have a strong gender focus within case studies.
- **Annual Stakeholder Interviews:** From 2014 onwards, the M&E team will undertake semi-structured interviews to collect mainly qualitative data from key program staff, 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, an Impact Assessment Study (utilising data from the 2014 Household Income and Expenditure Survey) and an Independent Evaluation³ are part of the longer-term workplan for the M&E system during Phase 3.

³ It is anticipated that the Australian Government will commission an independent evaluation of the Program towards the end of Phase 3.

RESULTS

This section summarises the findings of data collected and analysed for 2013.

KRA1: NATIONAL TVET SYSTEM

Phase 3 has seen the continuation of program efforts to sustain and deepen its relationships with the national TVET system, especially with the VNTC and the Ministry of Education and Training.

The Strategic Advisory Group (SAG) of the TVET Program, at its meeting in December 2013, saw the most significant evidence to date of Government of Vanuatu commitment to the TVET sector. At that meeting, the Minister of Education announced:

- Responsibility for TVET will be shifted to the Ministry of Education, which will become the Ministry of Education and Training (MoET). Within the Ministry there will be a Directorate of Tertiary Education which will include a TVET Division.
- The Ministry will develop a National Human Resources Plan, based on Provincial Skills Development Plans.
- The current Education Act will be revised to become the Education and Training Act.
- In 2014, the Government will take on responsibility for the salaries of the existing Provincial Training Coordinators (in Sanma, Malampa and Torba), as well as co-financing the establishment of a fourth TVET Centre in Tafea Province.

These announcements require a number of approvals and formal decisions to take effect in practice: they must be considered by the Council of Ministers, staffing must be approved by the Public Service Commission, and there must be a budget allocation approved in the next national Budget. However, if implemented, they will represent the most substantial shift in the sector for several years, and also indicate progress towards the outcomes of the TVET program. They represent a major increase in the significance and prominence of TVET in the broader education sector in Vanuatu. In particular, if the Government begins to contribute financial allocations to the salaries and costs of the TVET Centres, it will be the most significant 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 TVET Program and the Australian government will continue to advocate strongly for the Government of Vanuatu to implement these decisions.

Alongside the reforms at Ministry level are the ongoing reforms to the VNTC and the qualifications framework. The Act to establish the Vanuatu Qualifications Authority (VQA), replacing the VNTC, has been ready for legislative consideration for several months. It is currently scheduled for the March sitting of Parliament in Vanuatu and government stakeholders are hopeful it will be passed then. Once this legislative milestone is achieved, the VNTC/VQA will be able to move ahead with other

Relevant MEF Indicators

project supported activities to build capacity in MYDST (1.1)

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

New organisational structure for MYDST approved (1.3)

VQA established (1.4)

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

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

Program Logic Reference

"Capacity development for MYDST & VNTC"

"MYDST is restructured"

"VNTC is reformed (VQA created)"

establishment tasks which are ready for launching, such as the new VQA website and its associated information systems and processes.

In the meantime, it is evident that the VNTC is taking an active approach to its role as the registration and accreditation body for TVET in Vanuatu, especially focusing on issues of compliance with the quality standards for training providers. In late 2013, the VNTC deregistered all training providers in Vanuatu, from the smallest to the largest and including national and international institutions such as VIT and the Australia Pacific Technical College. This created widespread concern and uncertainty in the training sector (including for those trainees who were mid-way through training programs) and was the subject of some heated discussion at the Strategic Advisory Group meeting in December.

The immediate effect of the wide deregistration has been to cease all delivery of accredited training in Vanuatu, including training through the TVET Centres⁴. Thus the pipeline for accredited training in early 2014 is empty and it is difficult for trainers and sectoral representatives to make forward plans for skills development activities. The TVET Program and representatives of the Australian government are working closely with VNTC to pursue this matter, and it is likely that additional support to training providers may be needed through the Program through the mobilisation of a Training Provider Quality Coach.

Sustainability

At each Strategic Advisory Group meeting the members discuss progress towards sustainable for eleven sustainability criteria for the TVET sector. At the meeting in December 2013, the Group reflected on the assessment they had made a year earlier, at the end of Phase 2. That assessment highlighted several key areas of change in progress towards sustainability:

- **Policy Framework:** the SAG judged the policy framework to be about 80% in place, a less optimistic assessment than in 2012, but perhaps reflecting a more ambitious goal for the sector. The assessment also reflects the need to finalise the legislative framework to establish the VQA and the need to update the National TVET Policy.
- **Government Funding:** the SAG assessed this at 50%, up from only 10% at the end of Phase 2. The commitments made by the Minister for Education at the SAG meeting were extremely significant, however budget allocations were still unsecured. It is notable that this assessment was made before the Minister for Education made his announcements.
- **Political Commitment:** the SAG increased its assessment of this criterion to 50%, also reflecting the Minister's announcements, as well as the high profile given to TVET in the Prime Minister's Independence Day speech in 2013, and the prominence of TVET in the December visit by Australia's Foreign Minister.

Media Coverage

Media monitoring by the TVET program has recorded a high level of coverage for TVET Centre skills development activities, especially in the print media. Over the period

⁴ Training can still be delivered (though no certificates issued) as long as the providers demonstrate commitment to rectifying areas of non-compliance. Forward planning is, however, difficult as all existing accredited courses have been declared as expired by the VNTC and training providers will need to go through a new course accreditation process, based on the new VNTC training packages scheduled to be launched in March 2014.

since March 2013, the activities and achievements of the TVET Program and the Centres have been reported in 31 newspaper articles, as well as stories on television, radio, and in several significant public speeches in Vanuatu. Most notably, the program was highlighted in the Prime Minister's speech on Independence Day in 2013, as well as his speech at the launching of the Phase 3 program in late December during the visit of the Australian Foreign Minister.

This media coverage contributes to the profile of the program and thus to the broader advocacy work for national investment into the TVET system of Vanuatu. It is also a component of the public diplomacy effort for the Government of Australia. The program has put substantial effort into enabling this media coverage and the appointment of a Field Communications Officer at the start of 2014 should increase and enhance the profile of the program, and of Australian aid.

KRA2: PROVINCIAL SKILLS DEVELOPMENT COORDINATION

Since March 2013 the Provincial Training Boards (PTBs) in program provinces have met often (seven times in Sanma, and eight in Malampa), in line with the target of meeting at least two-monthly. Meetings are initiated and arranged by the TVET Centres in consultation with the Chairs. At the first meetings of the PTBs during Phase 3 the Government of Vanuatu, through the VNTC and with the assistance of the TVET Program, re-structured the Boards in all provinces in line with the National TVET Policy. This was done by declaring all Board positions vacant and relevant sector/organisational recommending new appointments, with some long-standing members not re-appointed, and a number of new members taking up positions. This was accompanied by a formal briefing by the CEO of the VNTC to the refreshed PTBs on their roles and responsibilities under the National TVET Policy. This demonstrates the active implementation of this component of the Policy by the VNTC.

In Sanma and Malampa the new PTBs elected Chairs and Vice-Chairs, and all four have been active in PTB meetings and other fora. Both PTBs held an end-of-year meeting to consider the monitoring and evaluation of TVET Centre work. These meetings were facilitated by the M&E team and enabled members to consider the strengths and weaknesses of progress to date. The Sanma PTB was especially animated, with wide-ranging discussions of the issues arising from monitoring data on training and BDS activities. The Chairs and Vice-Chairs of both PTBs actively led discussions and the two Chairs gave a joint presentation to the Strategic Advisory Group meeting that reflected the issues and conclusions arising out of each PTB meeting.

Provincial Skills Development Plans were already in place in Sanma and Malampa provinces by the start of Phase 3, although the evidence regarding the extent to which they are actively in use is patchy in the absence of a detailed assessment of their use. Discussions are underway between the TVET Centres and the PTBs regarding the

Relevant MEF Indicators

- # PTB meetings (2.1)
- # Provincial Skills Development Plans prepared (2.2)
- # PTBs restructured in all provinces in line with national TVET Policy (2.3)
- Extent to which PTB 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 PTBs"
- "PTBs implement national TVET Policy in program provinces"

updating of Skills Development Plans, and this is likely to occur during 2014. This should strengthen the extent to which the provinces use the Plans to guide training planning and delivery.

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 both 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 PTBs are active in meetings and in guiding training and BDS activities 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.

By comparison, some other productive sectors 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 PTB membership, there is also little or no training or BDS support in some sectors (as evident from the data presented under KRA3). This observation also arose at the December Strategic Advisory Group meeting: there is broad awareness of the differing levels of engagement between sectors. There will be value from TVET Centres and PTB Chairs and Vice Chairs making additional efforts in 2014 to bring other sectors more actively into the TVET sector so they can achieve benefits comparable to those being experienced in the tourism sector.

TVET for Tourism – Success through Sectoral Support

The TVET for Tourism sub-program is demonstrating the benefits of providing complementary demand-driven training and BDS, initiated in response to genuine demand in collaboration with the sector. It is led by a contracted industry expert and is implemented as a partnership between the Department of Tourism (DoT) and the TVET Program. TVET for Tourism includes five components: product quality development; DoT tour guide certification; cruise-ship tourism development; Call Centre development; and DoT/VTO officers' capacity building.

Support for the tourism sector in Malampa, and more recently in Sanma, has been prominent in much of the public profile of the TVET sector and the TVET Program during 2013, including the speeches by the Prime Minister of Vanuatu and the Australian Foreign Minister.

TVET for Tourism was featured in the December meeting of the Strategic Advisory Group, during which the Director of the Department of Tourism highlighted several important outcomes of the partnership:

- First ever national system to train and certify tour guides, increasing quality of service and safety for international and national tourists;
- Significant increase in business and personal income for tourism business (both accommodation and tours), leading to personal and community benefits;
- 28 ni-Vanuatu bungalows operating above minimum quality standards;
- Strong progress towards increasing the number of ni-Vanuatu products contracted to cruise ships, with agreements likely to be finalised in 2014; and
- Continuing increase in business through the Malampa Call Centre, which generated Vt20 million in bookings in 2013, and which will be financially self-sustaining in 2014.

Providing formal training (leading to qualifications) integrated with industry-specific coaching and mentoring has delivered measurable outcomes for participants and the sector. This is likely to be especially successful when the sector is vibrant and so significant in the national economy.

KRA3: TRAINING, BUSINESS DEVELOPMENT, AND EMPLOYMENT

**Accredited Training and Business Development Services
Snapshot of 2013 (Phase 3)**

- 35 accredited training courses providing 79 units of competency
- 50 BDS workshops and coaching/mentoring activities
- 852 participants since March 2013
- 28% women
- 58% participants completed accredited training (42% BDS)
- 71% rural participants; 6% from remote areas
- Average age of participants: 32 years old
- 20 participants with a disability (4%) since July 2013
- 176 youth participants (32%)

Detailed data and analysis is provided in the following sections.

Accredited Training Delivery

Since the start of Phase 3, the program has delivered thirty-five accredited training courses, made up of seventy-nine units of competency. These courses have provided training across six sectors, with almost an equal number of courses in both program provinces (17 in Sanma and 18 in Malampa). Similarly, there was a close-to-equitable provision of training places taken up in each province: Sanma trainees utilised 273 training places (55% of all training places) and Malampa trainees took up 222 places (45% of the total).

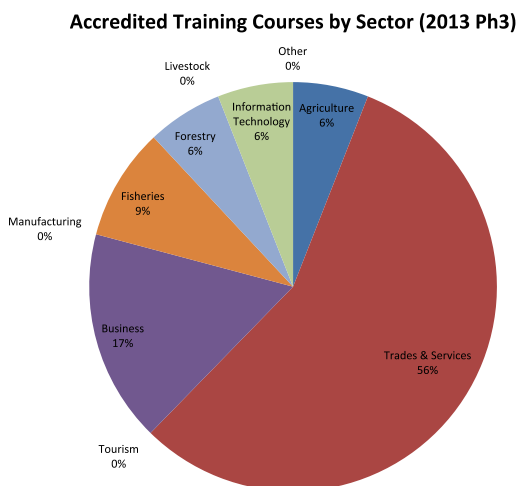
Relevant MEF Indicators

AT units delivered (3.1)

Program Logic Reference

“Accredited training”

The sectors in which training was delivered varied between the two provinces: Sanma training courses were in trades and services, business and IT, while courses in Malampa



were in agriculture, trades and services, business, fisheries and forestry. The data set is small, and it is early in Phase 3 of the program, so there is a limit to the analysis that is possible at this stage. However over time it will be important for the program, the Centres, and the government representatives of the various sectors, to consider the spread of accredited training. There are differences between the economies of the provinces, which would be expected to influence the sectors in which training is

needed (and in which employment and income opportunities exist). There are also a

limited number and range of accredited training courses available in Vanuatu, with many sectors not covered by formal training. The program is working with training providers and the national system to expand the range of accredited training to new sectors. This work will take time, but it should eventually increase the opportunities for workers in these sectors, especially those more often dominated by women, such as tourism and the handicrafts segment of the manufacturing sector. However it will also be important to monitor the extent to which individual sectors are taking more or less advantage of the training opportunities available through the TVET Centres, so as to identify any sector representatives who require additional support.

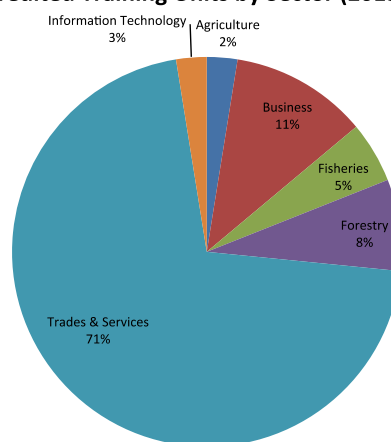
Table 1: Accredited Training Courses by Sector and Province (2013 Ph3)

	Sanma	Malampa	Total
Agriculture	0	2	2
Trades & Services	10	10	20
Tourism ⁵	0	0	0
Business	5	1	6
Manufacturing	0	0	0
Fisheries	0	3	3
Forestry	0	2	2
Livestock	0	0	0
Information Technology	2	0	2
Other	0	0	0
Total	17	18	35

When accredited training delivery is examined by units of competency, instead of courses, it is clear that there is still an emphasis on training in the trades and services sector.

As noted above, across these thirty-five courses, places were available for 495 trainees⁶. Of these places, half (51%) were in trades and services training courses, and training places were relatively evenly shared between the two provinces in which the program operates.

Accredited Training Units by Sector (2013 Ph3)



⁵ It should be noted that a large number of accredited training courses were delivered in the tourism sector during Phase 2 of the Program, which partly explains the lower level of accredited training in the first months of Phase 3.

⁶ The program is endeavouring to minimise any over-reporting of participant numbers by distinguishing between the number of *places* (from accredited training management data), and the number of *participants* (from baseline data collection).

Table 2: AT Participant Places by Sector

	Total	% Total
Agriculture	25	5%
Business	105	21%
Fisheries	54	11%
Forestry	22	4%
Information Technology	36	7%
Trades & Services	253	51%
Total	495	100%

Business Development Services Delivery

Since the start of Phase 3, the program has supported the implementation of fifty BDS workshops and coaching/mentoring activities, as well as a number of pre-assessment activities that are necessary for BDS planning⁷.

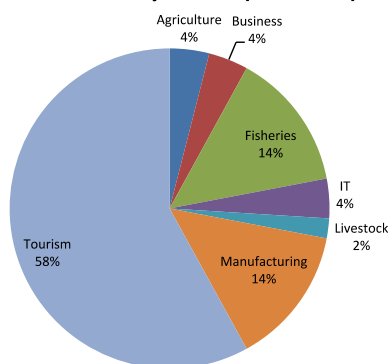
Relevant MEF Indicators

BDS services delivered (3.6)

Program Logic Reference

“Business Development Services”

BDS Activities by Sector (2013 Ph3)



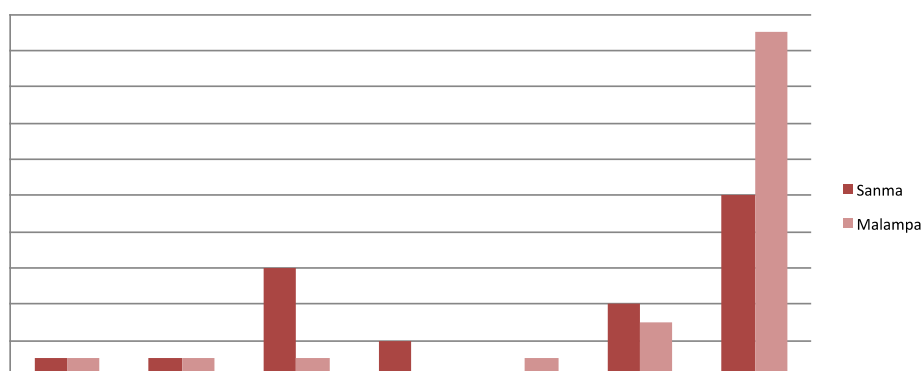
Reflecting the ongoing TVET for Tourism Program, activities in tourism made up more than half of all BDS activities. This is also a deliberate strategy to build on the accredited training many participants completed during Phase 2, by subsequently providing support through coaching and mentoring. The sectoral spread also reflects the varying levels of engagement by the sectoral

representatives in each province, and discussed in earlier sections of this report. The TVET Centres are increasing efforts to improve sectoral engagement, and the effects of this effort will be monitored closely.

The delivery of BDS workshops and coaching/mentoring activities across sectors varied between the two provinces, as shown below, although tourism was a dominant sector for both TVET Centres.

⁷ Analysis and reporting focuses on the workshop and coaching/mentoring activities, as they are the core of the capacity building and business support effort.

Monitoring Activities in 2013



Across these fifty BDS activities, a total of 854 participant places were taken up. Clearly the tourism sector dominated the take-up of places – 55% of participant places were in tourism – reflecting the very substantial focus the program continues to have in this sector through the TVET for Tourism program. Tourism is also a dominant sector in the national economy of Vanuatu, so it would be expected to play a significant role in demand on skills development services.

Table 3: BDS Participant Places by Sector

Sector	# Places	% BDS Places
Agriculture	27	3%
Business	39	5%
Fisheries	169	20%
Livestock	13	2%
Information Technology	36	4%
Manufacturing	98	11%
Tourism	472	55%
Total	854	100%

TVET Centre Participants

The program collects baseline data from all new participants, enabling analysis of access and participation variables as well as providing a basis for subsequent outcomes evaluation work. The new Phase 3 Baseline Form was introduced in July 2013, meaning that some data is only available for participants since that date.

Over the course of 2013 (since March), a total of 852 men and women have participated in accredited training and BDS activities. Of these, 494 participated in accredited training, and 358 in business development services.

Gender

Only 28% of participants were women, reflecting a somewhat lower level of participation compared to Phase 2, which reported that 40% of trainees and 46% of BDS clients were women.

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”

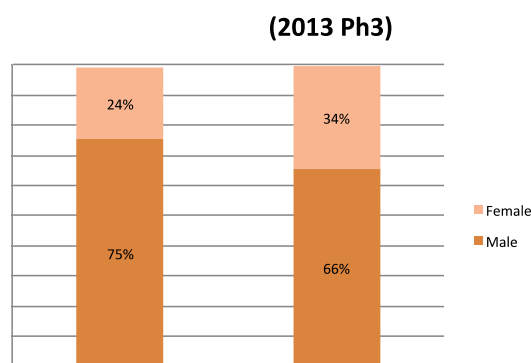
Table 4: TVET Participants by Gender (2013 Ph3)

	Sanma		Malampa		Total	
	#	%	#	%	#	%
Female	156	31%	83	24%	239	28%
Male	352	69%	255	75%	607	71%
Missing	3	1%	3	1%	6	1%
Total	511	100%	341	100%	852	100%

In keeping with the Phase 2 experience, BDS clients were more often female (34% of BDS compared to 24% of accredited training participants). This is likely to reflect the relative spread of activities across sectors, with accredited training dominated by sectors in which women are usually less active (such as the trades and services), while BDS has been focusing on tourism.

The TVET Centres, working with their Provincial Training Boards, are actively exploring the reasons for the relatively low participation by women, and identifying options for addressing the issue. Possible explanations already identified in discussions include the relative mix of sectors receiving support (perhaps dominated by male-focussed sectors). Possible responses that will be explored in 2014 include: more active efforts to involve women and women’s groups in identifying and planning for training and BDS activities, more active screening of participants (working with communities and organisations) to identify suitable women participants, and efforts to identify more training and BDS needs in sectors that involve more women.

The forthcoming 2014 gender-focussed Case Study may also identify other strategies to address women’s participation in TVET Centre activities.

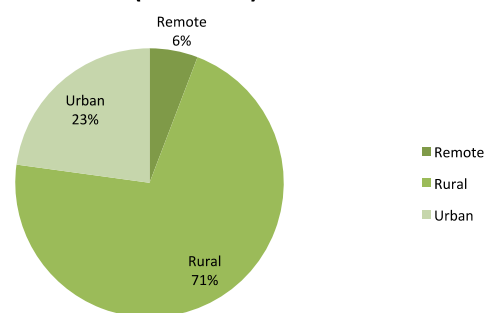


Location

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. Almost three-quarters of participants (71%) for whom the program holds location data are rural residents⁸. One in five (23%) are urban – living in Luganville – while 6% live in remote Area Councils.

The differences between the two provinces reflect the differences in their geographic make-up: only Sanma has an urban area, and Malampa has only one Area Council classified as ‘remote’. It is difficult to compare this level of representation in TVET Centre activities with the broader population of Vanuatu, as there is no consistent definition of use of geographic classifications in

TVET Centre Participants by Location (2013 Ph3)



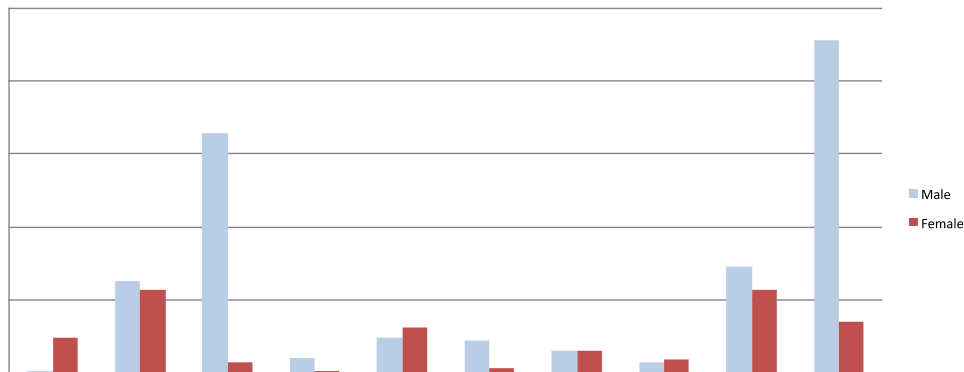
⁸ Location data has only been collected following the launch of the new Baseline Form in July 2013.

national statistical collections. Regardless, however, it will be important for the TVET Centres to 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.

Sector

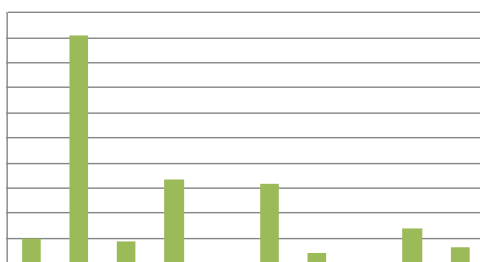
Amongst the 852 participants, most have participated in activities in the trades and services, fisheries and tourism sectors, with men clearly dominating activities in fisheries and the trades and services, as shown below:

Participants by Sector and Sex (2013 Ph3)

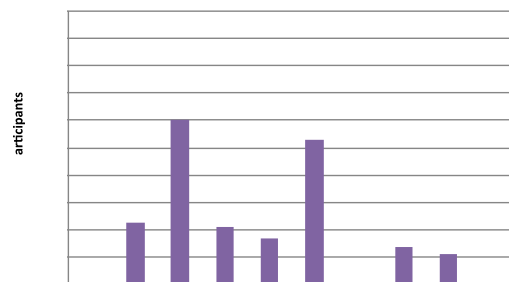


By comparing the sectoral participation between accredited training and BDS activities, it is clear that accredited training participants have mainly been in the trades and services, while BDS clients have mainly been in fisheries and tourism. This reflects the sectoral mix of activities already described above.

3)



BDS Participants by Sector (2013 Ph3)



Participants with a Disability

Phase 3 data collection and analysis utilises a more sophisticated approach to disability data compared to Phase 2. This is informed by the inputs of the Disability Adviser and guided by internationally recognised question formats to uncover participants' disability status. These new questions have been used in baseline data collection since July 2013.

Table 5: TVET Participants with a Disability (Jul-Dec 2013)

	# Participants (since July 2013)	# Participants with a disability	% M/F Participants
Male	385	12	3%
Female	172	8	5%
Total	557	20	4%

In addition to these participants, eleven other men and women with a disability participated in a targeted accredited training program for disability groups in Sanma. This course provided training in micro and small business skills. They are included in the dataset as their baseline data was collected prior to the roll-out of the new baseline form.

Overall this level of access to TVET Centre activities by people with a disability compares well to Phase 2. The Final Evaluation Report for Phase 2, prepared in February 2012, reported 2% of participants were people with a disability. However this level of participation is considerably lower than the estimated number of people in the population with a disability: the 2009 Household Income and Expenditure Survey reported that 12% of Vanuatu's population are people with a disability. This suggests that the TVET Centres could aim for a much higher rate of participation in their activities.

The program is investing considerable resources in preparing a Disability Strategy, and has appointed a Disability Inclusion Officer (through Peace Corps) to support the Disability Adviser in a more ongoing way. There have been regular discussions within the TVET Centres on this issue, and there is evidence of a strong commitment to increasing the participation of ni-Vanuatu with a disability in TVET Centre activities. This is likely to include providing support and guidance to training providers so they are better able to include participants with a disability in all courses and BDS activities, as well as the continuing efforts to identify targeted training and BDS opportunities to meet the needs of people with a disability in TVET Centre provinces.

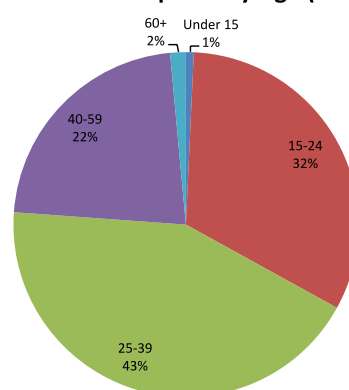
Age

The Program has a focus on providing support and access to youth in Vanuatu, which the Program defines as someone aged 15-24. Across both accredited training and BDS, a third of participants were youth (32%), while the most common group of participants was men and women aged 25-39 (43% of participants since July 2013).

The average age of TVET Centre participants in 2013 was 32, with similar average ages for both men (31 years old) and women (33 years old).

Participants in accredited training tended to be younger than those in BDS activities: 43% of participants in accredited training were youth, while only 17% of BDS clients were the same age. This is likely to reflect the fact that BDS activities target men and women who are, or who have the potential to, operate their own businesses, and this can be assumed to be a greater challenge for youth than for adults.

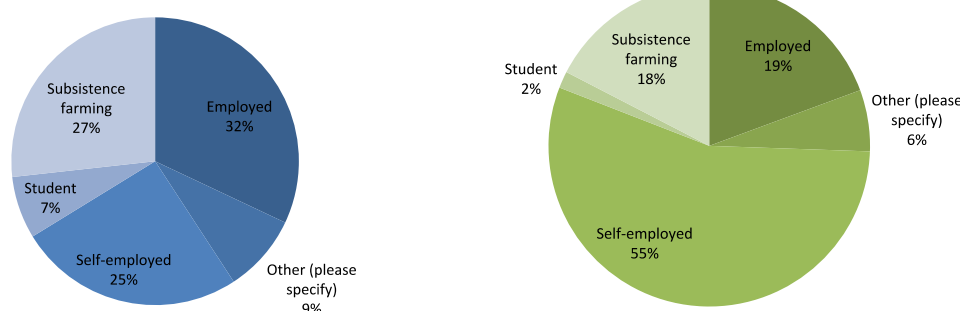
TVET Centre Participants by Age (2013 Ph3)



Occupation

During the collection of baseline data, participants are asked to indicate the category in which they consider to represent their main occupation, or their main source of income or livelihood. This data shows that, overall, a quarter (26%) of participants are employed as wage or salary earners, while 39% are self-employed and just under a quarter (23%) are subsistence farmers. There are considerable differences between participant occupations in accredited training compared to BDS, however, as shown below:

Accredited Training Participant Occupations (2013 Ph3) **BDS Participant Occupations (2013 Ph3)**



This difference can be considered to represent the varying target groups for the two different types of support available through the TVET Centres, with BDS by definition more likely to focus on those who are self-employed. What will be especially interesting; however, will be to assess the extent to which participants report changes in their occupation type during outcomes evaluations. This will be examined and reported in the next Annual Program M&E Report.

Quality of Accredited Training and BDS

The TVET Centres use two main tools to monitor quality of service delivery: Participant Feedback and Observations.

Both tools were launched in July 2013 and data collected through their use indicate a generally good level of quality in TVET Centre service delivery.

Participant Feedback forms seek feedback using a simple four-point scale (excellent/ good/ bad/ not sure), assessing five specific criteria as well as providing an overall quality rating of the activity. Participant feedback has been collected from 411 participants across both accredited training (300 participants) and BDS (111 participants).

Only one participant rated an activity (accredited training) as overall 'bad (no gud)'. Overall, 91% of participants rated their activity as 'excellent', indicating a high level of satisfaction amongst participants in both AT and BDS, with the quality of TVET Centre facilitated accredited training and BDS⁹.

Relevant MEF Indicators

% AT delivery rated as good or excellent quality (3.5)

% BDS delivery rated as good or excellent quality (3.8)

Program Logic Reference

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

⁹ It is worth noting that participant feedback tools generally have a strong positive bias and return high satisfaction ratings.

Within the specific criteria assessed, the criterion rated ‘excellent’ least often was “how easy the written materials were to understand and use”, however this was still rated as ‘excellent’ by 70% of participants (and ‘good’ by another 29%).

Observation of the quality of delivery of accredited training and BDS activities (mainly workshops) commenced using the upgraded Observations Record tool in July 2013. Since then, formal observations have been conducted of 21 trainers in 18 accredited training activities, and 6 BDS activities.

Observations found a consistently good quality of delivery, with few assessed as ‘excellent’ quality but none rated as ‘poor’ quality. Of those accredited training observations completed, 81% were assessed as ‘good quality’; of the BDS observations completed, 83% were assessed as ‘good quality’.

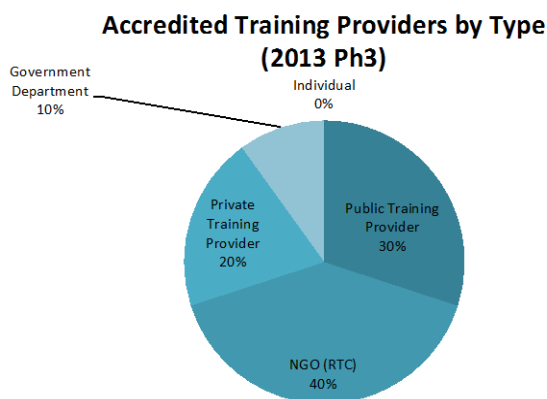
The volume of Observations data is still very small, but over time and as the data set grows, the Centres will increasingly be able to use this data to analyse the quality of service delivery by providers. It will be important for the program team to further develop the system that supports staff to make the greatest use of observations in their management and capacity building work with training and BDS providers.

Training Providers

The Program continues to utilise a range of training providers and experts to provide the accredited training and BDS activities for Phase 3. The contracting and management of local providers is an important component of building their capacity, and the improved management and monitoring tools, such as the new AT and BDS Observations Records, are designed to support this.

Accredited Training – Providers

A total of ten different training providers were engaged by the Program to provide the thirty-five accredited training courses in 2013 (since the start of Phase 3). These included the three major public training providers (Vanuatu Agricultural College, Vanuatu Maritime College, and the Vanuatu Institute of Technology), as well as four Rural Training Colleges (who, in one instance, collaborated to deliver a training course), two private training providers, and the Cooperatives Department.



Public training providers – the larger, established formal institutions – dominated delivery in terms of the number of courses, delivering 61% of courses overall and almost 90% in Malampa. This may suggest that these more developed institutions are still best placed (in institutional terms) to respond to training needs through the TVET Centres. It may also indicate that there is a good match between the types of courses they offer, and the demand for accredited training that is being identified through the TVET Centres.

Table 6: Accredited Training Course by Provider Type (2013 Ph3)

	# Courses Sanma	% Courses Sanma	# Courses Malampa	% Courses Malampa	Total	% Total
Public Training Provider	6	33%	16	89%	22	61%
NGO (RTC)	4	24%	2	11%	6	17%
Private Training Provider	5	29%	0	0%	5	14%
Government Department	2	12%	0	0%	2	6%
Individual	0	0%	0	0%	0	0%
Total	17	100%	18	100%	35	100%

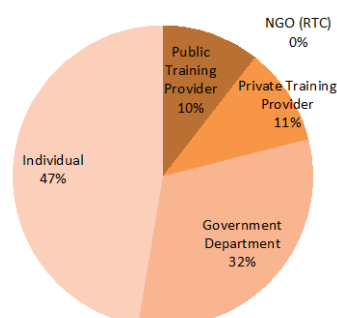
What is not yet possible is any assessment of the relative quality of training delivery between different provider types. As the data set collected through quality monitoring (as reported, above) grows over the course of Phase 3, it will be important to begin examining the quality of delivery as well as the volume of delivery, amongst providers. The strengthening approach of VNTC to its role in auditing training provider quality will also be an important part of quality monitoring.

A list of all accredited training providers active in 2013 is available in Annex 4.

Business Development Services - Providers

Nineteen different training providers and experts implemented BDS activities (workshops and coaching/mentoring) in 2013, including public training providers, private training providers, representatives from Government of Vanuatu departments, and individuals. Individuals made up almost half of BDS providers (47%) and provided 70% of all BDS activities (implementing 35 out of 50 workshops and coaching/mentoring activities). This reflects the emphasis on utilising BDS to connect clients with experts in their industries who can provide access to current, relevant and practice expertise and advice.

BDS Providers (Workshops/ Coaching/ Mentoring) by Type 2013



The varying involvement of different types of BDS providers in each province reflects the different sectors of BDS activity.

Table 7: BDS Activities by Provider Type (2013 Ph3)

	# Activities Sanma	# Activities Malampa	Total Activities
Government Department	9	1	10
Individual	13	22	35
Private training provider	2	1	3
Public training provider		2	2
Total	24	26	50

A list of the active BDS providers is available in Annex 4.

Training Provider Support Services

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), is the continual strengthening of training providers in Vanuatu.

The contracting and management of local providers is an important component of building their capacity, and the improved management and monitoring tools, such as the new AT and BDS Observations Records, are designed to support this.

Since the commencement of Phase 3, the TVET program has also supported the delivery of eight capacity building workshops for training providers in Vanuatu, five of which were led by VNTC. The workshops covered subjects including:

- Roles and responsibilities of course review and Internal Audit Committees and how these committees play an important role on the quality management system of an institution
- Development of organisational policies, procedures and guidelines; interpretation of institutional quality documents; development of action plan for remaining institutional policies, procedures and guidelines.
- Consultation by VNTC regarding training and assessment policy and RPL Policy to seek final feedback prior to submission of document to Council
- Training for Senior Trainers and Managers on Unit of Competency and how they can use Units of Competency to develop Training and Assessment plan and delivery

A total of 28 training providers have participated in these workshops (many attending multiple workshops), from nine islands across 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"

Table 8: Capacity Building Workshop
Participation by Provider Type (2013 Ph3)

Provider Type	#	%
Public Training Provider	7	25%
NGO (RTC)	16	57%
Private Training Provider	4	14%
Government Department	1	4%
Individual	0	0%
Total	28	100%

Table 9: Capacity Building Workshop
Participation by Provider Location (2013 Ph3)

Provider Location	#	%
Port Vila	10	36%
Santo	5	18%
Malekula	4	14%
Malo	2	7%
Ambae	2	7%
Erromango	1	4%
Tanna	2	7%
Banks Islands	1	4%
Pentecost	1	4%
Total	28	100%

Looking forward to 2014, the most pressing issue facing the TVET sector, and thus, the Program, is the deregistration of all training providers in Vanuatu. The priority for the Program will be engaging with VNTC and providing support to training providers so they can comply with the national quality standards, become re-registered, and recommence the delivery of accredited training. The fact that a Training Provider Quality Coach will be mobilised in early 2014 is an important first step.

MONITORING AND EVALUATION PRIORITIES FOR 2014

The M&E team, and the whole staff of the Program, have gained valuable experience developing and implementing the Phase 3 monitoring and evaluation system since March 2013. Following the first SAG and PTB engagement with program monitoring data in December 2013, the M&E team has revised and updated all the monitoring tools in use by the program, and the tools are provided at Annex 3.

The highest priority activity for monitoring and evaluation in 2014 is the launching of the biannual Participant Outcomes Survey. This regular survey will play a central role in collecting information about post-participation outcomes for participants in training and BDS activities. It has been designed, pre-tested, refined and pre-tested again, and is ready for commencement in March 2014. The first round of data collection, through structured face-to-face interviews, will act as a full pilot of the survey, and will seek to survey 200 participants who participated in TVET Centre activities during 2013. This important survey will be conducted twice in 2014, providing the first outcomes data for reporting at the end of the year.

In addition to the Participant Outcomes Survey, and ongoing monitoring data collection, the M&E team has a number of other responsibilities in the coming year:

- The M&E team is finalising the Evaluation Report from the recent rapid evaluation of the national DoT Capacity Strengthening Program (part of TVET for Tourism). The program will use the evaluation findings to consider the future of support to the Department of Tourism.
- The team will work closely with the program communications team to prepare a gender-focussed Case Study DVD. It will be designed to focus on the program's priority of women's economic empowerment, and will be completed by the end of 2014.

- In order to deepen the analysis of progress in Key Result Areas 1 and 2 – progress towards change at the national and provincial levels in the TVET sector – the M&E team will undertake a structured program of qualitative interviews with key program staff, government and productive sector stakeholders and other key respondents in late 2014. This data will be analysed and reported in the next Annual Program M&E Report in early 2015.

Finally, the M&E team will prepare an updated Monitoring and Evaluation Plan early in 2013. The revised Plan will reflect developments in the program, such as the addition of responsibility for a component of the Pacific Women Shaping Pacific Development initiative, and also refine some indicators and processes in response to experience in 2013. In particular, a number of output indicators would benefit from refinement or removal, as they do not assist with monitoring or reporting, and the description of the Participant Outcomes Survey requires updating following pre-testing and the finalisation of survey processes.

CONCLUSIONS

Based on the data reported in this Report, a number of conclusions can be drawn regarding progress towards the end-of-program outcomes of the TVET Program Phase 3 (with reference to the Program Logic at Annex 1). These conclusions are in line with the conclusions also drawn by the Program itself, and priorities for action identified here align with Program priorities for 2014, thus providing an additional endorsement of the direction and plans for the coming year.

The TVET Centres are continuing to function well in selected provinces

This is a foundational activity on which the Program relies, as shown in the program logic. The evidence indicates that the Centres continued to function well in 2013, delivering accredited training and BDS activities in a range of sectors. While some sectors are receiving more support, in terms of TVET Centre services, than others, there is a range of reasons for this, including the varying degrees of engagement by sector representatives. The tourism sector is dominating sectoral development as a result of TVET support and engagement from the sector heads at national level. It will be important for the TVET Centre staff, and Program staff more generally, to direct efforts towards widening the sectoral reach of the program (continuing to use the tourism sector as both model and advocate for the potential benefits). The ongoing development of systems to connect staff between TVET Centres so they can share experiences and learn from one another should be another important priority for 2014, especially as the Torba Centre, and possibly Tafea, come into operation.

In summary, the delivery of skills development activities – accredited training and business development services – have been progressing well and delivering the outputs anticipated in the program logic, with the exception of the equity of access (see below).

Access to skills development – accredited training and business development services – is not as equitable as it could be

Monitoring data from the first months of 2013 show that the participation of women and people with a disability in the skills development activities of the Program is not yet achieving the ambitions of the Phase 3 design: equitable access. Women make up fewer of the participant numbers than in Phase 2, and are still well below 50%. People with a disability represent 4% of TVET participants; substantially lower than population numbers. Program staff and stakeholders are well aware of the implications of these participation data, as evidenced by frequent internal discussions and Program plans, as

well as high level discussions at Provincial Training Board and Strategic Advisory Group meetings. The Program is investing substantial effort in improving access and equity to TVET Centre activities in 2014, as it should, including the development of both Gender and Disability Inclusion Strategies. The 2014 Annual Program M&E Report will examine this aspect of program implementation and performance closely.

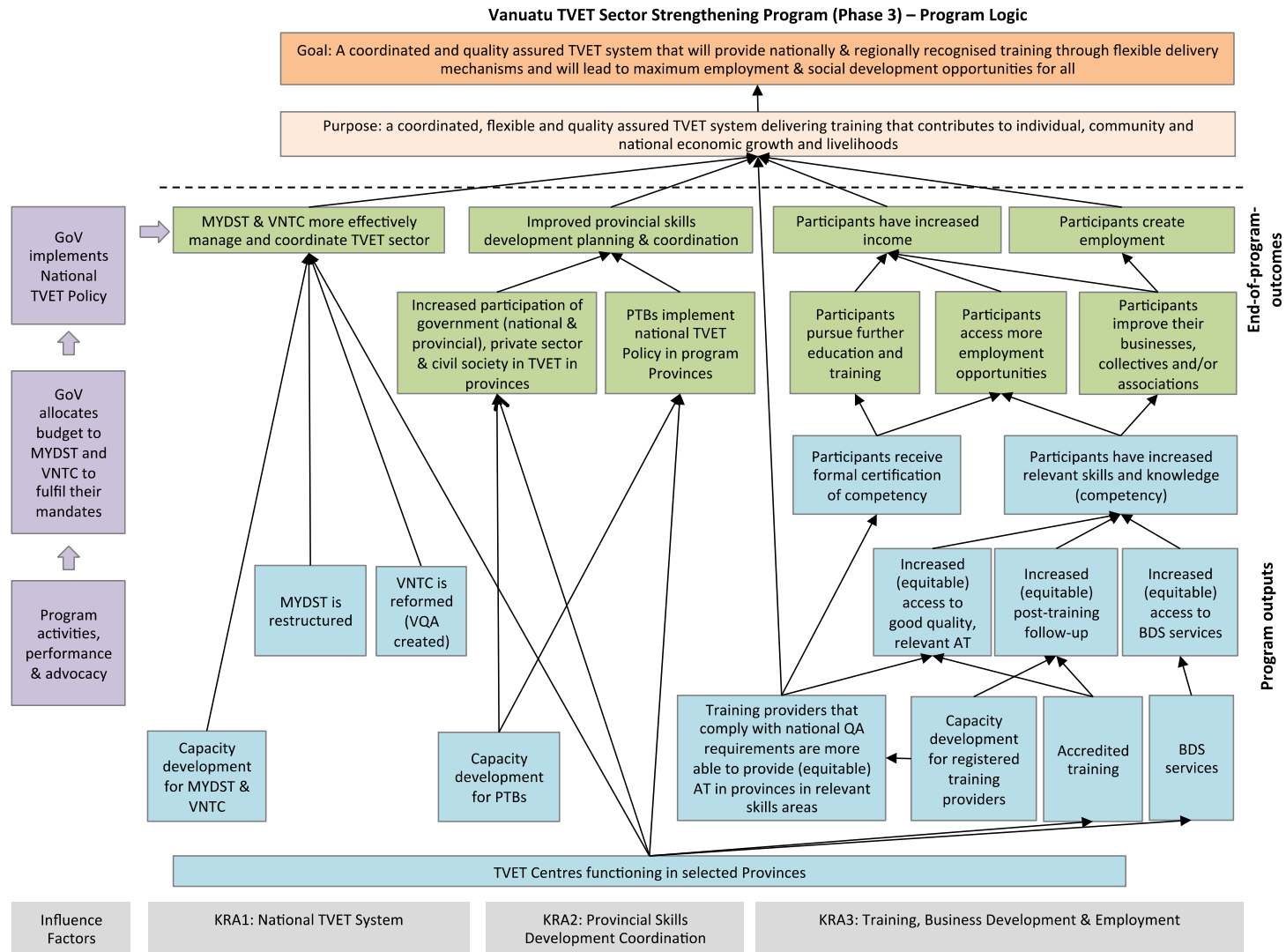
The Government of Vanuatu is implementing the National TVET Policy and is moving toward budget allocation and the integration of the TVET Centres into the public sector.

The commitment of budget and institutional resources to the TVET sector broadly, and the TVET Centre model specifically, and the active implementation of the TVET Policy, are crucial influence factors that will ultimately determine the extent to which the Program achieves its intended outcomes. At the time of writing, the signs of positive progress are strong, with the substantive and significant announcements made at the December Strategic Advisory Group meeting and the high public and political profile of TVET. This represents a significant opportunity for the Program and Australian Government representatives at the post to maintain their engagement with the VNTC, the Minister of Education and other key decision-makers and influencers in the Government of Vanuatu, so as to translate these commitments into funded and institutionalised actions.

Training providers are not currently compliant with national QA requirements

The logic of the Program relies in part on the existence, and gradual expansion and improvement, of the community of registered training providers in Vanuatu. The emphasis on registration in this regard is significant: it indicates a commitment to the quality of training provided through the TVET Centres. It also indicates the commitment to the eventual sustainability of a TVET sector that is able to meet the skills development needs of the Vanuatu labour market. The deregistration of all training providers in Vanuatu by VNTC in late 2013 is evidence of the non-compliance of those training providers with national QA requirements. The Program is intensely aware of the urgency of addressing the lack of any registered training providers in Vanuatu. Not only does this mean there is no accredited training delivery occurring, but it also poses risks to the financial and operational viability of training providers in the short term. It is critical that the Program places a high priority on supporting the VNTC and training providers to resolve the situation quickly, and it is clear that the Program is doing so.

ANNEX 1: PROGRAM LOGIC



ANNEX 3: LIST OF ACTIVE TRAINING PROVIDERS AND BDS EXPERTS

ACCREDITED TRAINING PROVIDERS

Government Department	
	Cooperative Department
NGO (RTC)	
	Londua RTC
	Pektel RTC
	Uleveu RTC
	Vaiduhu RTC
Private Training Provider	
	Edwards Computer Foundation
	Vanuatu Chamber of Commerce and Industry (VCCI)
Public Training Provider	
	Vanuatu Agriculture College (VAC)
	Vanuatu Maritime College (VMC)
	Vanuatu Institute of Technology (VIT)

BDS PROVIDERS

Government Department	
	Department of Cooperatives
	Glen Alo - Sanma Fisheries Department
	Patterson Wotleh
	Jonas Masovish
	Marie Buama and Luisa Letlet
Individual	
	Gibson Gilbert
	Joanne Wade
	Odile Quiomar
	Pascal Gavotto
	Pascal Guillet
	Renata. R.Netaf
	Rosemary Oneil
	Tias James
	Tonny Bruce
Private Training Provider	
	Edwards Computer Foundation
	Pro - Medical
Public Training Provider	
	Vanuatu Agriculture College (VAC)
	Vanuatu Maritime College (VMC)

ANNEX 4: DATA COLLECTION INSTRUMENTS

The following data collection instruments are provided in this annex:

Instruments from which data is included in this report:

- Baseline Form (Bislama)
- Accredited Training Observations Record
- BDS Observations Record
- Feedback (Bislama)

Instruments which will come into use in 2014:

- Participant Outcomes Survey