



# Annual Program Monitoring and Evaluation Report 2015

February 2016

Technical and Vocational Education and Training  
**Vanuatu TVET Sector Strengthening Program**

**Skills for Economic Growth**



**Australian Aid**



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### List of Acronyms

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

## 1 SUMMARY OF RESULTS AND CONCLUSIONS

The 2015 Annual Program M&E Report includes the following main results, findings and conclusions:

### 1.1 NATIONAL TVET SYSTEM DEVELOPMENT

- Although the context in which the program is working to support TVET sector and skills development was difficult in 2015, the Program continued to perform well and to be extremely well regarded across diverse stakeholders. In fact there is evidence that the position of the TVET Program in Vanuatu has further deepened with broader engagement across government sectors at the national and provincial levels, the expansion into Tafea, and participation in Cyclone Pam recovery efforts.
- By the end of 2015, nineteen training providers were re-registered and had begun submitting their Intentions to Accredit new courses to the VQA as the first stage in the accreditation of their training. Program support for course development and accreditation is an important contribution to support the process.
- Accredited training through TVET Centres remained low in 2015 at 15% of all skills development activities, significantly lower than the years up to 2013 (when it was 41% of activities). This reflects the overall drop in accredited training nationally as a result of training provider de-registration. Across both accredited training and BDS activities, only around 25% of Program skills development was delivered by formal training providers.
- The 2014 *TVET Sector Disability Inclusion Strategy* provided the foundation for the new *National Policy on Disability Inclusion TVET*. The development of the Policy began in September 2015 and it is currently with government for approval. In parallel, the Program supported a *Toolkit for Disability Inclusion* that, along with training and support, is enabling TVET Centre staff to continue promoting and supporting inclusion in skills development.

### 1.2 PROVINCIAL SKILLS DEVELOPMENT PLANNING AND COORDINATION

- There is evidence of positive developments in the planning and coordination of skills development at the provincial level. This is evident despite – or perhaps, partly because of – the demands created by the Cyclone Pam recovery effort. PGTBs are generally maintaining their level of activity in planning and coordination of skills development or, in the case of Malampa, showing strong signs of rejuvenation.
- Across all provinces the TVET Centres are seen as an important element of the central coordination mechanisms at the provincial level. This is a strong endorsement of the approach the Program has taken to working within, and supporting, the existing coordination mechanisms.

### 1.3 SKILLS DEVELOPMENT ACTIVITIES

Highlights of the skills development activities in 2015 include:

- 105 skills development activities including:
  - 63 BDS workshops
  - 26 coaching and mentoring programs
  - 16 accredited training courses delivering 25 units of competency

- 792 participants
  - 36% women
  - 53% rural participants; 37% from remote areas
- Average age of participants: 36 years old
- 8% of participants were people with a disability
- 20% of participants were youth
- 34 providers including:
  - 22 individual industry experts
  - 5 government departments

#### 1.4 PARTICIPANT OUTCOMES

The Participant Outcomes Survey shows estimated outcomes for participants 6-8 months after skills development:

- 63% of all TVET Centre participants report increased *personal income*
  - 60% of men
  - 68% of women
  - 52% of participants with a disability
  - 21% of employed participants
  - 89% of self-employed participants
  - 72% of subsistence workers/ students/ other participants
- Income improvements most common in the Forestry, Manufacturing and Tourism sectors within 6-8 months
  - Improvements least common in Fisheries and IT
- 91% of self-employed participants report increased *business income*
- 79% of employed participants improved their employment situation (e.g. responsibility, satisfaction, income, etc)
- Important personal changes included: increased confidence, and new ideas and inspiration for the future

#### 1.5 CONCLUSIONS

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

**There is robust evidence of improvements in income and livelihoods for the majority of individual participants in TVET Centre skills development.** Those participants who are most commonly experiencing benefits are those who are self-employed and subsistence workers, with no substantial differences between men and women. TVET for Tourism participants are proving especially successful. More than half of participants with a disability also reported positive livelihood outcomes from their skills development.

**The Program has been successful in influencing continuing TVET sector development,** despite a year of political and policy uncertainty, coupled with the challenges of Cyclone Pam,

the el Niño drought, and budget constraints. The Program has maintained its strong support across all stakeholder groups and this is providing a base from which it has continued to advocate for system development. This advocacy has been underpinned by a continuation of its demonstration approach: showing how new courses can be developed and piloted; demonstrating gender and disability inclusion; and facilitating cross-sectoral collaboration.

**The new Team Leader and the whole Program staff continue to perform exceptionally.**

This was confirmed by the Independent Evaluation and throughout stakeholder interviews, supported by the Program monitoring data and the survey of participant outcomes.

**Investment in gender and disability remains strong and across the board, but participation rates have fallen compared to 2014 in light of the changing mix of skills and sectors supported through the Program.** This will require close examination in 2016 with a few to ensuring that the Phase 4 design supports an effective approach to inclusion and gender equality into the future.

## 2 INTRODUCTION

The TVET Sector Strengthening Program Phase 3 (the Program) commenced in March 2013. This third Annual Program M&E Report for Phase 3 reports the results of program work in 2015. It provides evidence of performance in terms of outputs and progress towards outcomes in line with the Program's three Key Result Areas and its program logic.

### 2.1 PROGRAM DESCRIPTION

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

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

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

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

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

Three key strategies underpin the implementation of Phase 3:

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

The Program continues until June 2016, when it will transition into Phase 4 via a design-implement process from July 2016 onwards.

The Program developed a comprehensive Monitoring and Evaluation Plan to guide all aspects of monitoring and evaluation for Phase 3. As part of the process of developing the M&E Plan, the Program developed a program logic diagram for Phase 3 (see Annex 1). The logic, and the M&E Plan was updated in May 2014 to reflect ongoing developments in the Program and the lessons



learned from the early period of M&E implementation. Since then, several key M&E tools and processes have been further refined to meet Program needs. As well as the program logic, the M&E Plan includes a set of quantitative and qualitative indicators which are referenced throughout.

## 2.2 MONITORING AND EVALUATION TOOLS AND METHODS

Monitoring and evaluation for the Program uses a range of quantitative, qualitative and mixed methods tools to collect and analyse data. It is based on a set of principles, set out in the M&E Plan, and is undertaken with an explicit commitment to ethics and international standards for evaluation work. TVET Centre staff are engaged in M&E data collection processes in collaboration with the specialist M&E Team<sup>1</sup>, and participate in program learning, reflection and adaptive management. Periodic M&E skills workshops are held to build staff capacity to participate in M&E processes and to draw on their experience and insights in the development and refinement of M&E tools and processes. The M&E system also aims to actively engage the Provincial Government Training Boards (PGTBs) in the analysis, interpretation and use of results.

### 2.2.1 Monitoring what we do: Outputs

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

**Baseline Form:** Data is collected from all participants in all TVET Centre coordinated accredited training (AT) and business development services (BDS) in order to provide insights into the reach and coverage<sup>2</sup> of these activities, enabling analysis by key program variables and providing a baseline against which outcomes can be compared.

**Accredited Training and BDS Progress Reports:** TVET Centres consolidate program management data on accredited training and BDS activities into monthly reports, which provide additional reach and coverage data as well as data regarding training provider participation.

**Participant Feedback Forms:** A simple form collects feedback from accredited training and BDS participants regarding the quality of the activity, utilising a standard set of quality criteria.

**Accredited Training and BDS Observations:** Quality monitoring is enhanced by routine AT and BDS observations by qualified TVET Centre staff. Staff utilise the standard Observations Record to assess training and BDS delivery according to a set of quality criteria.

### 2.2.2 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 began its twice-yearly Participant Outcomes Surveys in 2014, each time surveying a sample of past participants to explore their personal, economic and broader outcomes resulting from their participation in TVET Centre activities.

**Case Study DVDs:** In 2015 the Program produced its second DVD for Phase 3: *Skills for All: Disability Inclusion, bisnis blong yumi everiman*.

**Annual Stakeholder Interviews:** The M&E Specialist undertakes semi-structured interviews to collect qualitative data from key program personnel, government and productive sector

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<sup>1</sup> The M&E team is made up of the part-time M&E Specialist (Australia-based), plus the M&E Manager and M&E Officer, both full-time and based in Port Vila.

<sup>2</sup> In other words, this provides additional data regarding geographic reach, the characteristics of participants and the nature of training providers.

stakeholders and other key respondents, focusing on monitoring progress towards systemic-related outcomes at the national and provincial levels.

In addition to these Program-led monitoring and evaluation activities, the Department of Foreign Affairs and Trade (DFAT) commissioned an independent evaluation of the Program in 2015, which is discussed further below.



Malekula Panorama

### 3 MAJOR ACTIVITIES AND EVENTS IN 2015

In addition to the ongoing implementation of established Program activities, there were a number of significant events in 2015. These are noted below, and discussed further in relevant sections of the Report.

#### 3.1 CYCLONE PAM

Severe Tropical Cyclone Pam hit Vanuatu on 13 March 2015, one of the worst natural disasters ever to hit the country. Pam caused extensive damage to gardens, buildings and other shelter, and to infrastructure, with particularly intensive damage to the islands of Tafea and Shefa Provinces. Eleven people were killed in Tafea and Shefa. Telecommunications systems were rendered inoperative by the storm and transport was restricted, meaning that damage assessment and response took an extended period to complete. The economic cost of the cyclone is estimated at VT 31.9 billion (66% of the total) for Shefa Province, VT 10.3 billion (21%) for Tafea Province<sup>3</sup>.

Across the whole country an estimated 65,000 people were displaced from their homes and approximately 17,000 buildings were damaged or destroyed, including houses, schools, clinics, and other medical facilities. The cyclone destroyed crops on a large scale and compromised the livelihoods of at least 80% of Vanuatu's rural population<sup>4</sup>. However it is generally agreed that the combination of many years of work in community disaster preparedness, plus the use of SMS warnings via the now extensive mobile phone network, and the widespread use of local building materials, kept the death toll low and supported the recovery effort<sup>5</sup>.

Nevertheless, Pam was a devastating event for Vanuatu, both materially and emotionally. For the Program, it necessitated the temporary delay in some activity implementation, although this was less than initially anticipated as it became clear that the impact of the cyclone in Torba, Malampa and Sanma Provinces was less severe. However the concentration of damage in Tafea Province required an immediate re-focusing of plans for the new Tafea TVET Centre – discussed below. More generally, Cyclone Pam and the subsequent relief effort considerably affected government activity, including at provincial levels, as officials were required to coordinate relief agencies, damage assessments, and to redirect resources into recovery efforts.

Cyclone Pam proved a genuine test of the Program's underlying commitment to working flexibly and in response to needs and demands. It was able to re-orient its activities and priorities in the face of post-Pam recovery priorities, increasing its focus on agricultural recovery, rebuilding, and tourism support, which evidences the effectiveness of this approach<sup>6</sup>.

The Participant Outcomes Survey provided an opportunity to seek feedback from a sample of participants about the effect of Pam on their income and livelihoods, undertaken by adding a simple question to the survey in the fourth (and post-Pam) round of interviews. The cyclone had relatively modest impact on the Provinces where the Program was operating: around a third (34%) of respondents indicated they had experienced some negative impact, most often damage to food gardens and crops (24% reported this damage)<sup>7</sup>.

#### 3.2 EL NIÑO

Environmental challenges in Vanuatu increased later in 2015 with the emergence of a strong el Niño system. The resulting drought in many areas has exacerbated shortages in food and water

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<sup>3</sup> <http://reliefweb.int/report/vanuatu/post-disaster-needs-assessment-tropical-cyclone-pam-march-2015>

<sup>4</sup> <http://reliefweb.int/report/vanuatu/post-disaster-needs-assessment-tropical-cyclone-pam-march-2015>

<sup>5</sup> <http://www.abc.net.au/news/2015-04-01/explainer3a-why-was-the-vanuatu-death-toll-from-cyclone-pam-so/6363970>

<sup>6</sup> Peter Morris interview, 18 January 2016

<sup>7</sup> Analysis of Participant Outcomes Survey, completed in November 2015.

supplies which were already affected by Pam. The response to Pam has been made more difficult with el Niño, as have the lives of local people more generally. Some planned TVET Centre skills development activities in Torba and Malampa (Ambrym) late 2015 were actually postponed due to concerns within the community about additional people and not enough water. This provided a dramatic example of the seriousness of the el Niño drought and its effect on people and communities.

### 3.3 TAFEA TVET CENTRE OPENING AND BUILD LOCAL BUILD STRONG ACCORDING TO STANDARDS

The Tafea TVET Centre opened in June 2015. This event was widely welcomed in Tafea Province, including by officials who had been part of the earlier unsuccessful bid for the third TVET Centre in 2013. As one Tafea stakeholder put it, the years without a TVET Centre had been a missed opportunity for Tafea Province, but the fact that it is now operational – even in the aftermath of Cyclone Pam – is a cause for pride and satisfaction.

The original plans envisaged a focus in Tafea establishing relationships with stakeholders and the Provincial Government Training Board, integrating a new Centre into the TVET Program family and its systems and processes, and establishing a forward plan of skills development likely to focus on tourism and the productive sectors. But the devastation of Cyclone Pam required a different approach. The Program worked with stakeholders to re-examine the priorities for the Centre, and agreed to shift the focus to the high priority of rebuilding as well as the updating of the Tafea Skills Plan. This led to Program support for *Build Local Build Strong According to Standards (BLBS)*, working with the local Department of Tourism and the Provincial Tourism Council to support the recovery of the tourism (accommodation) sector on Tanna.

The centrepiece of the BLBS activity at the Tafea TVET Centre was the building of a model bungalow as a full size prototype of a traditional Namaletan house, designed and built out of local materials to resist cyclones and other natural disasters, and adapted to meet the accommodation needs and expectations of tourists. As one Tanna stakeholder involved in the program explained:

“What is the advantage of using traditional technology and disadvantage of modern building? The local materials can be recycled, they are natural and they are their [local people’s] identity. But it doesn’t mean we only survive with traditional technology, but we can integrate it with modern technology, and add more techniques to it”<sup>8</sup>.

The model bungalow sits beside the provincial headquarters in Isangel, is furnished with locally-made furniture and decorations, provides accessibility for people with disabilities, and includes a unique attached indoor-outdoor bathroom. It is available for inspection by anyone interested in seeing how local bungalow accommodation can be rebuilt in a more attractive, economical, and disaster-resistant manner.

The parallel components of the model bungalow project were:

- skills development amongst local builders to build to standard with local materials, while also providing formal and recognised training and contributing to post-Pam rebuilding and recovery capacity;
- engaging with local industry experts on Tanna; and

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<sup>8</sup> Stakeholder interview with small training provider representative, 7 December 2015

- the development of skills within training providers such as the Vanuatu Institute of Technology (VIT) and the local Lume Rural Training Centre, in developing new courses using the new VQA training packages and course accreditation processes.

The Director of the Department of Tourism identified the model bungalow project as ‘the highlight of the year’, giving substance to the ideas of building local and strong by providing a hands-on example that people can see and touch and experience for real. The bungalow can be seen in this video: <https://vanuatudaily.wordpress.com/2016/01/13/video-tanna-traditions-triumph-after-cyclone-pam/>.

The Program also worked with Lume Rural Training Centre to build a komuniti haus in its local area, using the same construction approach of local materials and local skills, providing accredited training.

Another Program stakeholder commented:

“The Program has some amazing successes that no-one knows about...the fact that we managed to complete the first building post-Pam was a significant step in the reconstruction activity, let alone its future contribution to tourism...demonstrating you can build back fairly quickly and you can build better.”<sup>10</sup>

Local government officials in Tafea faced massive demands on their time and attention in 2015 in response to Cyclone Pam. Personnel within the Program and stakeholders in government report that this had some negative effect on the level of engagement from provincial officials in the Tafea TVET Centre. Regardless, there is evidence across stakeholder interviews and documentary sources which confirms the positive foundation that the Program is establishing in Tafea Province.

It is also important to record that the Tafea TVET Centre has been operating in a former storage cupboard in the Tafea Ministry of Education and Training office. This extremely constrained office accommodation has been managed with great good humour, creativity and flexibility within the Program and particularly the Tafea team. Construction of a stand-alone TVET Centre to commenced in early 2016.

### 3.4 TECHNICAL ASSISTANCE INPUTS

After the intensity of technical assistance (TA) inputs in 2014, as reported in the 2014 Annual Program M&E Report, 2015 saw less of the short-term adviser activity. In addition to the Program’s ongoing advisers (the Disability Inclusion Adviser and the part-time advisers in the TVET for Tourism Program), there were two main areas of adviser input:

**Quality Management System Specialist.** Jane Wiesner returned to Vanuatu after her input of quality coaching for training providers in 2014. She worked mainly with the Vanuatu Qualifications Authority (VQA) to support the development and implementation of a quality management system (QMS) within the VQA. This input was necessary to assist the VQA to manage the re-registration of training providers and the accreditation of new courses under the Vanuatu Qualifications Training Framework (VQTF).

**Curriculum Development Specialist.** Building on his curriculum development work in 2014, Anthony Bailey returned to the Program in 2015 to complete two projects as well as other advisory activities. These projects further developed and piloted new accredited training courses in tourism and construction. He worked closely with the Vanuatu Qualifications Authority

<sup>9</sup> Stakeholder interview 10 December 2015

<sup>10</sup> Program adviser stakeholder interview 19 January 2016

(VQA), with the Vanuatu Institute of Technology (VIT) and Lume Rural Training Centre to do this.

The *Tourism and Hospitality Curriculum Development Project* worked to establish a model of local training provider delivery of national accredited training that meets the needs of outer island tourism, blending formal training with action plan coaching. It included materials development and support for training providers to deliver the two qualifications: Certificate I in Tourism (Tour Guiding) and Certificate I in Tourism (Accommodation Services).

The *Construction and Tourism Project* piloted a construction training qualification using the new national Construction and Civil Engineering Training Package to meet skill demands of outer islands affected by TC Pam. It included development of materials, support for training providers, a skills development program for local bungalow operators in Tafea for local rebuilding. The model bungalow described above was constructed during this project.

During this period the Adviser also supported work with the VQA to develop a Recognition of Non-Formal Learning (NFL) Policy and Procedure and to develop accreditation, course development and Quality Management System (QMS) resources to support VQA and training providers. He also completed some other advisory activities linked to his earlier inputs in 2015: a Forestry qualification in partnership with the VAC and Department of Forestry, collaboration with the Department of Cooperatives in development of an accredited rural book-keeping course, and the development of the on-line Accreditation Toolkit to assist providers with the VQA accreditation processes.

### 3.4.1 Language, Literacy and Numeracy

No additional technical input was provided in language, literacy and numeracy following the 2014 activity, nor was the work progressed within the TVET sector in 2015. However work in language, literacy and numeracy is back on the agenda for 2016 and tackling these issues within the new qualifications and courses will likely mean it is more successful than had it been pursued in 2015 as it will be undertaken within the new systems and processes.

## 3.5 INDEPENDENT PROGRAM EVALUATION

The Department of Foreign Affairs and Trade (DFAT) commissioned an independent evaluation of the Program in 2015. Designed to assess the Program against the primary evaluation questions:

1. What impact has the Program had since the commencement of Phase 2 in June 2008?
2. What can be learned about the factors driving the success of the Program?
3. Has the Program delivered value for money since it commenced in June 2008?

The evaluation team presented its findings and recommendations in May 2015. While DFAT did not accept all recommendations in its management response, it accepted the evaluation report as providing further evidence of the Program's achievements and the strengths in its approach, while also offering guidance for future developments as the investment heads into Phase 4 in 2016. The evaluation is summarised further below, and its findings are referenced throughout, where relevant.

## 3.6 PROGRAM LEADERSHIP

The Program operated under its new structure in 2015, with new Team Leader Fremden Shadrack Yanhambath at the helm, and staff movements in the TVET Centres and in Port Vila. Stakeholders within the Program team, and across the board in Vanuatu, universally indicated that the new leadership has maintained, and even extended, the Program's effectiveness. As one stakeholder commented, having a ni-Vanuatu team leader has reinforced the message to

government that this Program is different from other development partner programs, and that it is more ‘home-grown’<sup>11</sup>. Another observed that the new Team Leader provided ‘a new freedom’ for stakeholders to communicate with the Program.

Clearly the transition in leadership has been successful, maintaining the strengths of the Program while bringing important new dimensions to stakeholder relationships, which would perhaps be impossible with a foreign Team Leader. Multiple interviews with diverse individuals confirmed that the Team Leader has won the respect of staff and stakeholders, while the former Team Leader, now Implementation Adviser, is acknowledged as a ‘first rate mentor’<sup>12</sup>. The willingness of DFAT and the Program’s Technical Director to invest in the planned, supported, and long-term succession process has clearly paid dividends.

Stakeholder interviews also highlighted other strengths in the Program team. The Malampa TVET Centre has been revitalised, and the small team at the Torba TVET Centre continues to impress, supporting a program of skills development activity that is comparable to larger Provinces and Centres, and demonstrating leadership in disability inclusion.

In the words of one stakeholder:

“This is an amazing team.... Phase 4, for the new manager [managing contractor], they have to be very careful with the team, to protect it.”<sup>13</sup>

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<sup>11</sup> Stakeholder interview 2 December 2015

<sup>12</sup> Stakeholder interview 18 January 2016

<sup>13</sup> Program adviser stakeholder interview 10 December 2015

## 4 RESULTS

The 2014 Annual Program M&E Report summarised that year as: “the year when many long-term efforts came to fruition and the results of ongoing, deep engagement and genuine collaborative relationships became evident.”<sup>14</sup> In contrast, 2015 was characterised by political instability and changes in government. The relatively long-standing Natuman Government was toppled by a Parliamentary vote of no confidence in June 2015, followed by the extraordinary jailing of fourteen Members of Parliament for corruption, including five serving Ministers and at least one former Prime Minister. Several legal challenges and a caretaker government over the rest of the year meant an extended period of extreme uncertainty. The snap election in January 2016 has brought this period to a close.

Cyclone Pam, in March 2015, was the other major event that characterised 2015 for Vanuatu, and for the Program. As noted, it had particular impact on Tafea and Shefa Provinces, but was a national disaster that greatly affected Vanuatu materially, and emotionally. The effect of Cyclone Pam is discussed throughout the report: the response and recovery diverted government resources, focus and priorities substantially, and across the country communities focused on rebuilding homes, gardens and businesses while also recovering from the trauma and distress the cyclone caused.

Program data and stakeholder interviews show that, although the context in which the program is working to support TVET sector and skills development was difficult in 2015, the Program continued to perform well and to be extremely well-regarded across diverse stakeholders. In fact there is evidence that the position of the TVET Program in Vanuatu has further deepened with broader engagement across government sectors at the national and provincial levels, the expansion into Tafea, and participation in Cyclone Pam recovery efforts.

Stakeholders interviewed across the TVET sector highlighted, and applauded, the inter-related factors that have enabled the Program maintain its success in a more difficult operating context. These include:

- The restructure of MoET (supported by the Program), the creation of a Tertiary Education Directorate and the appointment of the Director of Tertiary Education
- Effective program leadership and the high calibre and committed staff on the Program
- The continuing growth in understanding and status of TVET in Vanuatu
- Australian commitment to a fourth phase of funding

A number of challenges were also prominently identified:

- Limits in the capacity of training providers in Vanuatu to meet the substantially more demanding and complicated processes associated with course development and accreditation, the implementation of the new quality management systems developed and the long-standing difficulties attracting and retaining skilled and qualified trainers.
- Difficulty securing political support for increased investment in the TVET sector in the face of three different Ministers of Education, freezes on budget expenditure, and policy uncertainty due to political instability.
- The demands of the Cyclone Pam recovery effort, including the redirection of government and development partner resources into relief and recovery and the associated heavy workload on government officials and others.

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<sup>14</sup> 2014 Annual M&E Report, Vanuatu TVET Sector Strengthening Program, February 2015



## 4.1 INDEPENDENT EVALUATION

As noted above, DFAT commissioned an independent evaluation team to evaluate the program in 2015. This report will not re-state the findings of the evaluation but does note its conclusions about the factors underpinning the success of the TVET Program:

- the value chain approach;
- decentralised service delivery;
- the M&E system;
- communications and relationships;
- the Program’s sustainability framework;
- the Program’s links with other aid programs;
- local leadership; and
- ethical, values-based leadership.

The evaluation concludes that:

“the most important of these was the decision to move to decentralised service delivery in the Provinces, although other factors were in play that facilitated this successful change. The M&E system and the value chain approach to sectoral development have also been important drivers”.

The evaluation also finds that:

“local leadership and ethical, values-based leadership ... are likely to be contributing to the emergence of developmental leadership and coalitions for change in the Vanuatu TVET system”<sup>15</sup>.

As such, the evaluation endorsed many of the conclusions derived from the evidence of the Program’s M&E system, and reported in 2014. Its overall theme is one of identifying the lessons and factors associated with the Program’s success – a recognition of its performance and effectiveness.

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<sup>15</sup> Independent Evaluation of the Vanuatu Technical and Vocational Education and Training Sector Strengthening Program, July 2015

## 4.2 KRA1: NATIONAL TVET SYSTEM

Phase 3 has seen the continuation of Program efforts to sustain and deepen its support for the national TVET system. 2015 proved to be a more challenging year in terms of national political and system engagement, following the remarkable congruence of positive factors in 2014, as previously reported. In addition to the factors reported below, government officials at all levels were substantially focussed on Cyclone Pam response and recovery, which further reduced the attention to other sectors, including TVET.

### 4.2.1 Political Instability and Uncertainty

The TVET sector was overseen by four Ministers of Education in the previous term of government, including three in 2015 alone. The change from Minister Bob Loughman – who was instrumental in many of the political and institutional commitments reported in the 2014 Annual Program M&E Report – to Ministers with less engagement in the education sector, was stark. One stakeholder from within the Program observed that 2015 saw the end of:

“...the golden period of Minister Loughman...a politician working for [TVET]... This shows the power of the political relationships...and context [and] what we were able to progress with him in that role. Once you remove that political support you are trading water.... as opposed to pushing forward the way we were before.”<sup>16</sup>

This change, coupled with the uncertainty and instability, led to a lack of policy direction and clarity. Stakeholders also noted that the political situation diverted the focus of senior officials as they responded to continual change. Others commented on a general drop in the national mood and reduced government motivation as a result.

However even though 2015 offered a more challenging and complicated political context, in some ways the Program transcended it, and the perception of the Program remains strongly positive. This ‘political neutrality’ proved a valuable characteristic, possibly achieved through the Program having such a strong base in multiple provinces, not just in central government, and through its focus on delivery at provincial and community level. As such, it offers a possible model for how to engage with reform and sector development at multiple levels in a politically volatile environment.

With the snap election completed in January and a new government settling into office in February 2016, there may be grounds for cautious optimism:

“Good governance is always a concern. We are looking forward to a better, stable government, so this Program can continue to benefit our country...Success is determined by good leadership”<sup>17</sup>

#### Relevant MEF Indicators

# project supported activities to build capacity in MoET (1.1)

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

New organisational structure for MoET approved (1.3)

VQA established (1.4)

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

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

#### Program Logic Reference

“Capacity development for MoET & VQA”

“MoET is restructured”

“VQA is reformed (VQA created)”

<sup>16</sup> Program Adviser Stakeholder interview, 20 January 2016

<sup>17</sup> Stakeholder interview with a Provincial Secretary-General, 7 December 2015

#### 4.2.2 Legislative, Policy and Institutional Developments

Following the 2014 creation of the Ministry of Education and Training (MoET), and its Directorate of Tertiary Education, which includes a TVET Division and provision for TVET Centres in all six Provinces, there is now clear governance responsibility for TVET within the Government of Vanuatu<sup>18</sup>. The substantive development in 2015 was the appointment of the Director for Tertiary Education, George Maeltoka. This means that there is now a senior official with oversight of the TVET sector, who provides a direct counterpart for the Program and especially the Team Leader. The Director is supported by three staff. The new Director and the Team Leader are building a close working relationship, with the TL now part of internal discussions in the Directorate. This is reportedly starting to enable new closeness and avenues for discussion and debate, and provides a further basis for the developments ahead in Phase 4.

Although the Directorate has minimal operating budget, its creation and staffing provides the focal point for the development of Vanuatu's new Post School Education and Training (PSET) Policy. This policy development processes begins in early 2016 with support from the Program. The new PSET Policy will re-shape and re-frame the post-school sector under the leadership of the new government, and in good time to guide Phase 4 of Australia's investment in TVET.

#### 4.2.3 Budgetary Commitments

The TVET sector remains generally under-funded in Vanuatu and this has not changed in 2015. The full implementation of the VQA Act and the Education and Training Act, including the full resourcing of the VQA and the MoET, is constrained by funding shortfalls. This will continue to hamper the development of the sector. This situation, evident in 2014, continued in 2015, and was exacerbated by the broader budgetary instability associated with the political changes in the Government of Vanuatu. Further, the capacity of productive sector representatives in the Provinces to engage with and contribute to skills development was hampered by existing budget constraints and exacerbated by the freeze on government spending that occurred in 2015.

The change in political leadership of the sector reduced the level of advocacy for budget allocations in the Council of Ministers, and changes of government meant that planned supplementary budget allocations of Vt50 million for VQA were not provided. Major training institutions such as VIT report that they did not receive their full budget allocations, causing chaos internally and reducing the extent of training delivery. Multiple stakeholders within the sectors and Provinces emphasised this deep constraint to progress – in interviews and in discussions in formal forums such as Provincial Government Training Board meetings. As one stakeholder explained:

“More commitment from the main stakeholders [is needed]...not only in policies, but in terms of funding. It's good to have policies but when there is no commitment on the accounting part of it, things will not be moving the way [we want]. It will only come if there is commitment at the political level and in the Ministry of Education and Training.”<sup>19</sup>

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<sup>18</sup> The original Program design, and program logic, refers to the Ministry of Youth Development Sport and Training as the key partner Ministry, however with the creation of MoET, that partnership has shifted and program logic references have been updated accordingly

<sup>19</sup> Stakeholder interview with senior training provider staff, 11 December 2015

#### 4.2.4 Vanuatu Quality Training Framework implementation

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 which underpins the service delivery activities of KRA 3, is the strengthening of training providers in Vanuatu. The contracting and management of local providers is an important component of building their capacity. But the program has also been working closely with the VQA in the implementation of the new Vanuatu Quality Training Framework (VQTF), including supporting the re-registration of training providers, the development of national training packages, and the development and accreditation of new courses.

By the end of 2015, nineteen training providers were re-registered and had begun submitting their Intentions to Accredit new courses to the VQA as the first stage in the accreditation of their training. However, as anticipated, the new requirements for accreditation of courses are proving enormously challenging for providers both large and small. The Program’s support for course development and accreditation, through the inputs of the Curriculum Development Specialist described in section 4.1.4, is an important contribution to addresses these challenges.

All training providers interviewed – both large and small – spoke in detail about the challenges they have faced in the new registration and accreditation system. It has been, and continues to be, extremely demanding. Training providers varied widely, however, in the extent to which they understood and supported the *intent* of the new system. Some expressed strong views that the system is excessively complicated and an import from Australia or New Zealand, not well contextualised to the specific requirements of Vanuatu’s economy and small training sector. They further criticised the approach taken by the VQA as not sufficiently collaborative or supportive, especially of small training providers. As one small provider described it, the new system “crushes us like a ton of bricks” and says may lead to their closure<sup>20</sup>. Even the largest national institution, the Vanuatu Institute of Technology, is taking dramatic action in order to achieve accreditation of its courses: VIT is taking no new enrolments in 2016, so its staff can focus on the work of developing and accrediting courses.

On the other hand, at least as many training provider stakeholders recognise the worthwhile intentions of the system – increasing quality and relevance in training – while also commenting on the challenges it creates for them. For example, the Director of a very small rural training centre acknowledged the importance of the VQA in increasing the quality of training provision in Vanuatu; and in policing the growing number of unregistered providers who are charging people for poor quality training.

There are indications that the VQA is well aware of these issues for training providers. The Curriculum Development Specialist’s work in course accreditation required more than 400 person-hours of highly skilled input to develop and accredit one course; a level of input unfeasible for most training providers in Vanuatu. The new systems also place heavy demands on VQA itself. It is working with its own capacity constraints: the promised supplementary budget in 2015 was not forthcoming and its organisational structure remains only partially funded and staffed. There are signs that the VQA will continue to refine its systems and processes, and will continue to seek Program support for this work in 2016.

##### 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”

<sup>20</sup> Stakeholder interview, 3 December 2015

Accredited training through TVET Centres remained low in 2015 at 15% of all skills development activities, significantly lower than the years up to 2013 (when it was 41% of activities). This reflects the overall drop in accredited training nationally as a result of the de-registration of providers. Across both accredited training and BDS activities, only around 25% of Program skills development was delivered by formal training providers.

It is important that this low level of accredited training activity, and registered training provider involvement, does not continue for the Program. After all, the Program is designed and intended to support the national TVET system. As such, it should aim for a greater proportion of formal delivery through that system. As new courses come on stream and training providers become fully operational within the new qualifications and quality system, the Program should look closely at how best to engage while still meeting the expressed demands for skills development within Program Provinces.

The counterpoint to this, however, is the continuing limit on the capacity of the training sector to meet a growing demand for quality-based and relevant skills development. Training providers continue to experience long-standing challenges attracting and retaining skilled and qualified trainers; this was almost universally identified as a fundamental issue during stakeholder interviews. Trainer salaries are low and they generally work in institutions that struggle to provide equipment, technology, supplies and materials in keeping with industry standards. TVET Centre skills development activities are often scheduled during breaks in institutional training delivery programs, increasing the burden on training personnel and institutional systems. Stakeholders report that there is little un-utilised capacity within many training providers that can be utilised by TVET Centres. Expansion of skills development in the future will be constrained by this.

Trainers at some of the larger training providers (such as the Vanuatu Agricultural College) completed Certificate IV in Training and Assessment in 2015, with Program support, as part of the piloting of new training courses. The Program has also supported trainers at some smaller institutions to complete their qualifications, and some Department of Tourism staff in order to build their capacity to take over the coaching role.

Underlying all these issues, there appears to be some uncertainty about the roles of both the VQA and the TVET Program in supporting training providers to meet the requirements of the new system. Some stakeholders reflected on whether the VQA is striking the right balance between its regulatory/supervisory role, and its role in *supporting* training providers to deliver good quality skills development. Further, there are signs that some stakeholders see the Program as the potential solution to all challenges in the system: its successes in the past are creating some high expectations for the future.

#### 4.2.5 Media Coverage

Media coverage of the activities and achievements of the TVET Program is an important component of the Program's approach to advocacy, communication, and influence. There continues to be a good level of media coverage for TVET Centre skills development activities, especially in the print media. This reflects ongoing efforts by Program staff, including the National Communications Officer. The opening of the Tafea TVET Centre was the catalyst for substantial coverage, but there has also been regular general coverage in print, radio and web-based media, including media stories generated entirely independently of the Program. Social media is continuing to reflect the level of general interest in the TVET sector, including via the active Facebook page *Yumi Toktok Stret*. Media coverage is also an important component of the public diplomacy effort for the Government of Australia.



Media monitoring wall in TVET Program Office, Port Vila

#### 4.2.6 Disability Inclusion

The Program continued to support the inclusion of participants with a disability in skills development in 2015, sustaining the efforts begun in 2013. The Program continued to employ a Disability Inclusion Adviser, as well as a Disability Inclusion Officer<sup>21</sup> who provided support across all TVET Centres and to the Port Vila program team,

The *TVET Sector Disability Inclusion Strategy* that was launched in mid-2014 provided the foundation for the new *National Policy on Disability Inclusion TVET*. The development of the Policy began in September 2015 and it is currently with government for approval. In parallel, the Program supported a *Toolkit for Disability Inclusion* that, along with training and support, is enabling TVET Centre staff to continue promoting and supporting inclusion in skills development.

The national celebration of World Disability Day in 2015 was held in Torba Province. Stakeholders link this decision directly to the sustained efforts of the Program, and the Torba TVET Centre in particular, to raise awareness, advocate for, and demonstrate practical actions in disability inclusion. As one Program staff member said:

“Inside the Program we have strong advocates...[we have] won respect within the community for advocating the rights of people with disability to access services...”<sup>22</sup>

The experience of the Program in supporting increased participation of people with a disability in skills development was the focus of the 2015 Program DVD. Titled *Skills for All: Disability inclusion, bisnis blong yumi everiwan*, the DVD premiered at the December 2015 Strategic Advisory Group meeting and is now being distributed widely. These continuing efforts, combined with the positive approach within VQA and other parts of government, should continue to achieve good levels of disability inclusion in skills development.

Most importantly, the implementation of the *Disability Inclusion Strategy* across the TVET Program also appears to having a material effect on the participation of people with a disability in skills development. The Program has maintained the good level of participation of people with disabilities, which had doubled in 2014 after several years of low participation rates. Not only this, but the Participant Outcomes Survey shows that at least half of participants with disabilities are experiencing positive outcomes in their livelihoods. Further details are provided below.

<sup>21</sup> This position was supported through an Australian Volunteers in International Development placement.

<sup>22</sup> Stakeholder interview with senior Program staff member, 20 January 2016

### 4.3 KRA2: PROVINCIAL SKILLS DEVELOPMENT COORDINATION

As a contrast to the challenges at the national level, stakeholder interviews and discussions at Provincial Government Training Board meetings in 2015 show positive developments in the planning and coordination of skills development at the provincial level. This is evident despite – or perhaps, partly because of – the demands created by the Cyclone Pam recovery effort.

#### 4.3.1 Planning and Coordination

The opening of the Tafea TVET Centre brought a fourth Provincial Government Training Board (PGTB) into the network supported by the Program. Over the course of 2015 the PGTBs in program provinces have continued to meet often (five times in Sanma, six in Torba, seven in Malampa, and three in Tafea since the opening of the TVET Centre), generally in line with the target of meeting at least two-monthly. Meetings continued to be initiated and arranged by the TVET Centres in consultation with the Chairs.

In keeping with established practice, two PGTB meetings in each Province included a focus on discussing data collected by the Program M&E team. The M&E team supported these meetings by presenting Program data (both individual TVET Centre data and whole-of-Program data), and facilitating PGTB members to discuss the data and its implications for planning and managing skills development activities in their province. This continued to prove a catalyst for useful discussion amongst members.

There is evidence that PGTBs are generally maintaining their level of activity in planning and coordination of skills development or, in the case of Malampa, showing strong signs of rejuvenation. The Malampa TVET Centre is working to support the Malampa PGTB, which appears to be taking a more coordinated and strategic approach to planning skills development, and has developed a tool to enable the monitoring and follow up of its agreed skills development activities amongst members. The Tafea PGTB, despite the focus of its members on the Cyclone Pam response, has actively engaged in developing its relationship with the Tafea TVET Centre. There are signs that a strong foundation for cooperation is now in place in Tafea.

**“In the past there was a very distant relationship between the Provincial Council, the productive sectors, and Area Councils. Now with TVET there, it seems to be connecting everyone.”<sup>23</sup>**

Across all provinces the TVET Centres are seen as an important element of the central coordination mechanisms at the provincial level. This is a strong endorsement of the approach the Program has taken to working within, and supporting, the existing coordination mechanisms. An alternative analysis of this closeness would raise the question about whether there is too high a level of PGTB dependence on TVET Centres and Centre Managers. This is an issue the Phase 4 design may need to explore in consultation with provincial stakeholders.

#### Relevant MEF Indicators

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

#### Program Logic Reference

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

<sup>23</sup> Stakeholder interview with Provincial Secretary General, 10 December 2015

There is not a strong sense that the PGTBs really see themselves as ‘the provincial arm of the VQA’, as set out in the VQA Act, and discussions at PGTB meetings suggest there is confusion amongst members about their real role and responsibilities. This may warrant consideration by the VQA and the PGTBs themselves, including through the process associated with re-appointing PGTB members, due in 2016 and the VQA Executive engaging more closely with the PGTBs.

The Program has continued to work hard to build links between and across the sectors in Vanuatu. The early signs of increasing cross-sectoral links reported in 2014 were more apparent in 2015, especially as the agriculture sector increasingly recognises the importance of agricultural production in supporting the capacity of tourism operators to provide food and other products to clients. This led to a formal memorandum of understanding between the Department of Tourism and the Ministry of Agriculture, and the beginning of small-scale collaborative activities at the provincial levels.

These institutional agreements were further helped by Vanuatu’s moves to decentralise some departmental budgets in some sectors. For tourism, agriculture and forestry, for example, officials at the provincial level now have some autonomy to allocate their small budgets to priority agreed activities, and have greater security that their budget allocations will not be redirected by Port Vila. This has meant some sector representatives have been able to commit to solid cost-sharing agreements with TVET Centres for skills development.

Finally, there are also indications that a key catalyst for the decentralisation of funding in the Forestry section in Torba was due to the evidence of outcomes at the provincial level achieved through the collaboration between the provincial department and the TVET Centre. The regular monthly Centre Manager report to the national Department of Forestry was the primary avenue for sharing this evidence.

The **Provincial Skills Plans** developed with Program support in 2014 and launched in 2015 are definitely functioning as guiding documents for the planning of skills development at the provincial level. Many provincial stakeholders talked about this during interviews. Some questioned aspects of their use – there is uncertainty about who has ultimate responsibility for the implementation, or for monitoring that implementation – but there is clearly a role for such Plans. What is not yet widely appreciated is the notion that the numbers in the plans are indicators of need rather than a specific requirement. Future iterations of the Skills Plans may be more clearly titled Provincial Skills Development *Guides* as opposed to Plans.

The work of the Tafea TVET Centre and the Program in facilitating an update to the Tafea Skills Plan in the context of the Cyclone Pam response was a valuable foundation for establishing the credibility of the Program, and relationships with stakeholders across many sectors and organisations.

The main challenge for the implementation of the Skills Plans, and of skills development generally, is of course the limited budgets available to sector representatives at the provincial level. As already discussed, that has had an impact on the extent to which officials were able to deliver on agreements about cost-sharing with TVET Centres in 2015, exacerbated by budget freezes and policy uncertainty.

The political instability and budget constraints of 2015 could have demoralised government officials, and it has certainly affected them, but some stakeholders commented that working with the TVET Program/Centres has sustained momentum. Cooperation with TVET Centres has meant that sector representatives still had the opportunity to implement some activities and get out and visit communities. As one Centre Manager put it: “the only thing happening in [the Province] is TVET”.



## 4.4 KRA3: TRAINING, BUSINESS DEVELOPMENT, AND EMPLOYMENT

### Skills Development Activities – Snapshot of 2015

- 105 skills development activities including
  - 63 BDS workshops
  - 26 coaching and mentoring programs
  - 16 accredited training courses delivering 25 units of competency
- 792 participants
- 36% women
- 53% rural participants; 37% from remote areas
- Average age of participants: 36 years old
- 8% of participants with a disability
- 20% of participants were youth
- 34 providers including
  - 22 individual industry experts
  - 5 government departments

#### 4.4.1 Skills Development Activities

Over the course of 2015 the TVET Centres have supported the delivery of 105 skills development activities, including 16 accredited trainings, 63 BDS workshops and twenty-six coaching/mentoring programs (multiple clients per program).

The history of activity since the Program began in 2009 shows, at a glance, the development of the Program. The graphical illustration below shows the continuing changes in skills development. It is worth noting the resumption of activity after a relatively low level of delivery in 2014. Both Malampa and Torba TVET Centres supported more activities in 2015, and the opening of the Tafea TVET Centre supported five skills development activities in late 2015.

#### Relevant MEF Indicators

# AT units delivered (3.1)

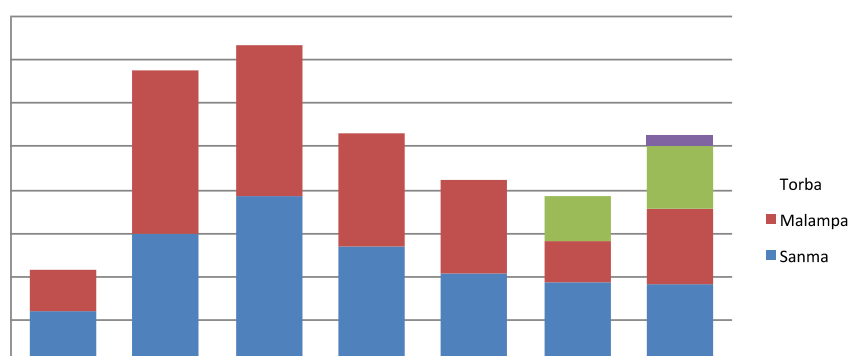
# BDS services delivered (3.6)

#### Program Logic Reference

“Accredited training”

“Business Development Services”

TVET Centre Activities by Province and Year

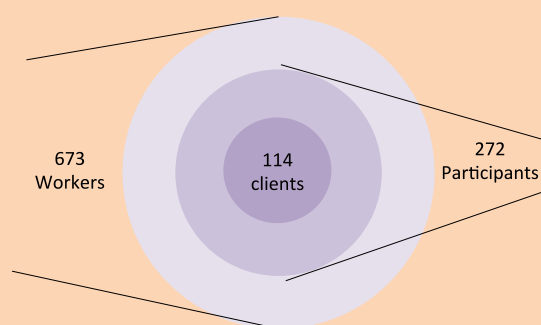


### TVET for Tourism Update

The TVET for Tourism sub-program continued to support ni-Vanuatu tourism businesses, the Department of Tourism, and the Vanuatu Tourism Office, in 2016. A comprehensive evaluation of the program is planned for early 2016, but stakeholder interviews and program data show that the program continued to perform extremely strongly in 2015.

- 77 local operators in three provinces now meet Vanuatu Tourism Operator Minimum Standards, up from 59 in 2014
- 12% of client businesses are now operating in the formal economy, up from 5% in 2014; 37% are semi-formal businesses, up from only 12% in 2013

The TfT program has been focusing on supporting clients with sustained commitment to quality improvement, but it continues to increase its ripple effect:



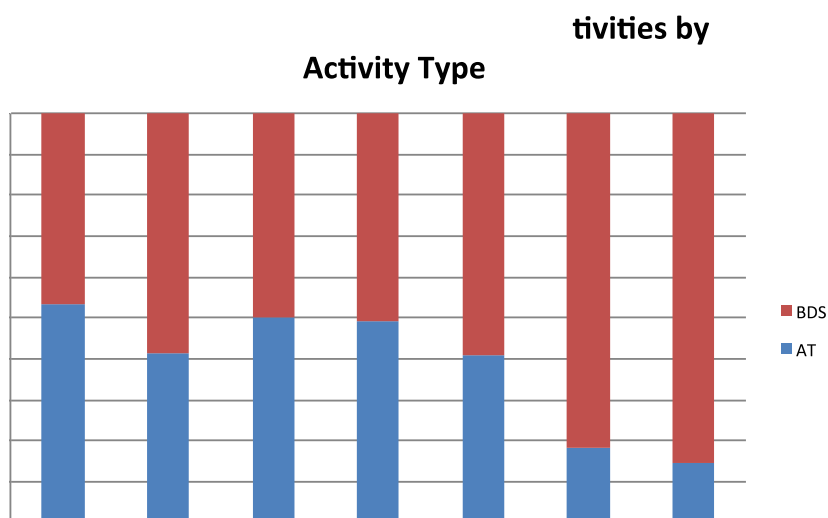
- DoT is taking an increasing role in coaching, supported by a comprehensive package of tools, methods and guidelines produced by the Program in partnership with the DoT. These document all the approaches developed through TfT and are designed to support DoT taking over responsibility for product support in the future.

“The Program is a very excellent program. It’s been a huge success. You see these ni-Vanuatu guys building hotels, getting tourists every day, not just expatriates but local tourists and government offices. And the service you get in these guest houses [breakfast, cleaning of the room, reception]; you can see the difference in these businesses...for ni-Vanuatu entrepreneurs.” (Senior MoET official, stakeholder interview)

There were also many challenges in 2015:

- The rebuilding of the Santo Wharf in Luganville has meant no cruise ship visits – this was a prominent obstacle identified in the Participant Outcomes Survey and also in stakeholder interviews in the tourism sector
- Air Vanuatu’s limited capacity and low reliability in flight connections between provinces, as well as the ongoing problems with Norsup Airport, continue to constrain tourist numbers to provincial locations other than Luganville
- The increasing number of TfT coaches created some difficulties in ensuring they take a consistent approach to coaching. Some stakeholders commented on the varied personal styles of coaches, the challenges of establishing and maintaining personal links (so crucial to effective coaching) with more coaches, and the variability in the level of technical knowledge and familiarity with DoT standards

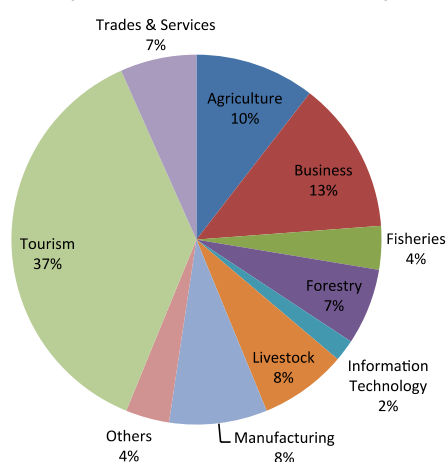
The drop in accredited training as a proportion of activity in 2014 and 2015 is striking in the figure below:



One point should be noted regarding the provision of accredited training in 2015. The process of re-accreditation of training providers and the consequential development and accreditation of training courses was ongoing in 2015 and, indeed, continues in 2016. Thus a number of activities recorded as accredited training did not deliver a formal VQA certificate as they involved the delivering of formerly accredited courses by re-registered training providers. This interim arrangement enabled training delivery to resume in several key areas of skills need, but resulted in participants receiving only a Statement of Participation rather than a recognised certificate.

#### Sectors supported through skills development

The tourism sector continued to dominate activity in 2015 under the auspices of the ongoing TVET for Tourism program. Tourism skills development activities were 37% of all activities, although the sector was less dominant compared to 2014, when it represented 49% of skills development.



Which is normal when Vanuatu is the ninth most tourism-dependent country in the world<sup>24</sup>. The tourism sector accounts for between 40 and 65% of GDP (measures vary by year and source), and creates a third of all employment in the country<sup>25</sup>.

The varying level of engagement with TVET Centres from productive sectors in the provinces, and nationally, has long been discussed in PGTB and Strategic Advisory Group meetings, and has long been a concern.

Following the late 2014 signing of a memorandum of understanding with the Ministry of Agriculture, Forestry and Fisheries, the Program worked closely with the Director General and key staff in provincial offices, and continued to advocate for the opportunities presented by skills

<sup>24</sup> World Travel and Tourism Council. *Travel and Tourism Economic Impact 2015 Vanuatu*. <http://www.wttc.org/-/media/files/reports/>

<sup>25</sup> <http://devpolicy.org/tourism-and-economic-diversification-in-vanuatu-20150616/>

development as demonstrated by the tourism sector. It appears that these tactics are beginning to pay dividends, with notable increases in activity in Forestry, Livestock and Agriculture. For example, Livestock activities are 8% of activities (up from 3% in 2014), Agriculture has grown from 6% to 10% of activities, and Forestry now makes up 7% of activities, an increase from only 1% of TVET Centre activities in 2014.

The involvement of the TVET Centres in the response to Cyclone Pam, and especially the focus on reconstruction and agriculture and food security, has also proven that the Program can operate effectively in partnership with government in sectors outside tourism.

The relatively even level of skills development activity in the three established Program Provinces has continued from 2014, despite the disruptions associated with political uncertainty and instability, and Cyclone Pam, El Nino. It may be that around 30 activities per year reflects a benchmark for the level of demand-driven activity in each Centre, and 2016 could enable this to be tested in Tafea, and confirmed in the other Provinces.

#### 4.4.2 TVET Centre Participants

The Program collects demographic data from participants in all skills development activities, enabling analysis of access and participation rates as well as providing a basis for subsequent outcomes evaluation work.

Over the course of 2015, 792 men and women participated in TVET Centre skills development activities. This compares to a total of 852 men and women in 2013, and 1062 in 2014. Some variability in overall participant numbers can be explained by the fact that an appreciable number of participants are part of the ongoing TVET for Tourism program, or are otherwise returning multiple times to join in skills development activities. This reflects the continuing pattern of participants doing a blend of accredited training, BDS workshops and, in some cases, participating in coaching and mentoring as well.

#### Gender

Women's economic empowerment is a high priority in Australia's aid program, and the participation of women in skills development activities is a central aspect of achieving that in Vanuatu. In response to the lower-than-expected women's participation in 2013 (28%), TVET Centres and PGTBs made considerable progress in gender equality in skills development in 2014, achieving almost parity with 48% of participants being women. By contrast, 2015 has seen a much more mixed level of women's participation:

TVET Participants by Gender (2015)

	% Sanma	% Malampa	% Torba	% Tafea	% Total
Male	43%	80%	62%	88%	64%
Female	57%	20%	38%	12%	36%

Overall women's participation has fallen to 36%. But within this, women's participation varied enormously across TVET Centres, from a high of 57% in Sanma to a low of 12% in Tafea. Further, women represented only 20% of participants in Malampa, compared to 60% in 2014. The changing mix of sectors supported in skills development activities in 2015 appears to have affected the level of women's participation. In particular, the data shows evidence of the long-sought increase in engagement from productive sectors and the heavy emphasis on construction

#### Relevant MEF Indicators

# AT trainees (3.2)

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

# BDS clients (3.7)

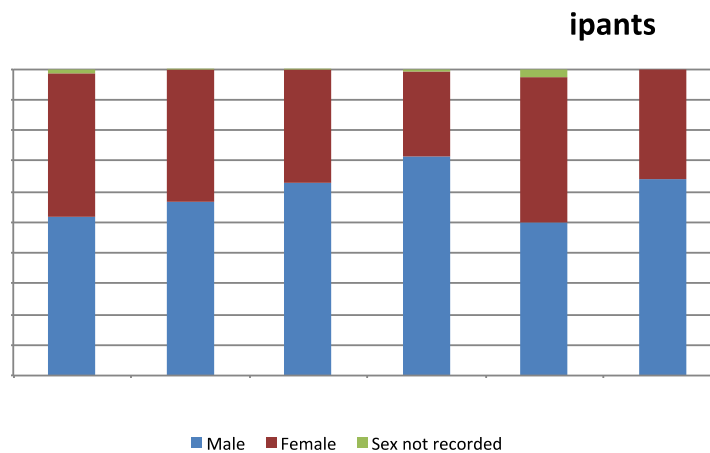
#### Program Logic Reference

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

"Increased (equitable) access to BDS services"

"Participants receive formal certification of competency"

activities in Tafea Province which was necessary for Cyclone Pam reconstruction. Because both of these are traditionally male-dominated sectors this seems to have influenced a lower overall level of women’s participation. TVET Centres will continue to monitor this closely and seek to utilise a range of tactics to return women’s participation rates to a higher level overall.

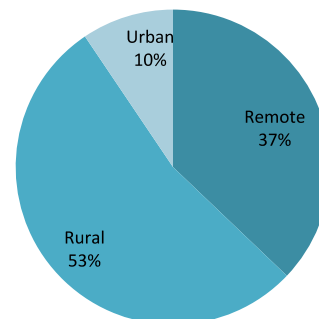


This issue will require serious consideration within the Program in 2016 and into the Phase 4 design.

#### Location

Part of monitoring access to skills development is looking at where participants live, coded according to the Area Council in which they reside and categorised into urban, rural or remote. Continuing the pattern established in 2013, the differences between the provinces partially reflect the differences in their geographic make-up: only Sanma has an urban area, Malampa has only one Area Council classified as remote and Tafea is similarly concentrated in rural areas, while Torba Province is considered entirely remote.

**TVET Centre Participants by Location (2015)**



Participants from remote areas continued to represent around a third of participants; at 37% this is a slight increase compared to 2014. Urban participants represent ten per cent of participants, a similar level as 2014, with participants from rural areas making up a little more than half of the overall cohort. Into the future, TVET Centres will continue their efforts to ensure that access is extended to people in remote areas as much as possible where there is genuine potential for economic impact.

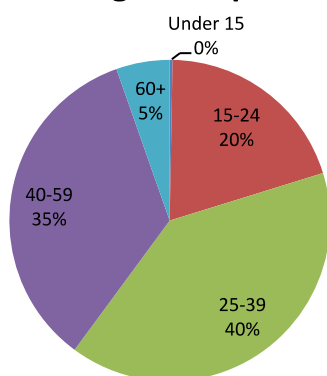
#### Age

The average age of TVET Centre participants in 2015 was 36, as it was in 2014, with similar average ages for both men (36 years old) and women (35).

The Program supported youth skills development throughout 2015, with 20% of participants being aged 15-24.

Most commonly TVET Centre participants were aged 25-29 (40% of participants), continuing the pattern of past years (39% in 2014 and 43% in 2013). Participants were next most commonly aged 40-59 (35%). In some provinces, the proportion of participants aged over 60 is higher than











## TVET Centre Participants 2015 - by Age Group



the program average (7% in in Sanma and 9% in Torba) which prompted some discussion at Provincial Government Training Boards about why this might be occurring and whether this could be diluting the investment in men and women with the highest capacity to contribute to economic growth. This has resulted in a reminder to TVET Centres and sectoral partners of the importance of the participant validation process in ensuring that participants have a strong likelihood of utilising their new skills and knowledge for economic activity.

### Sector

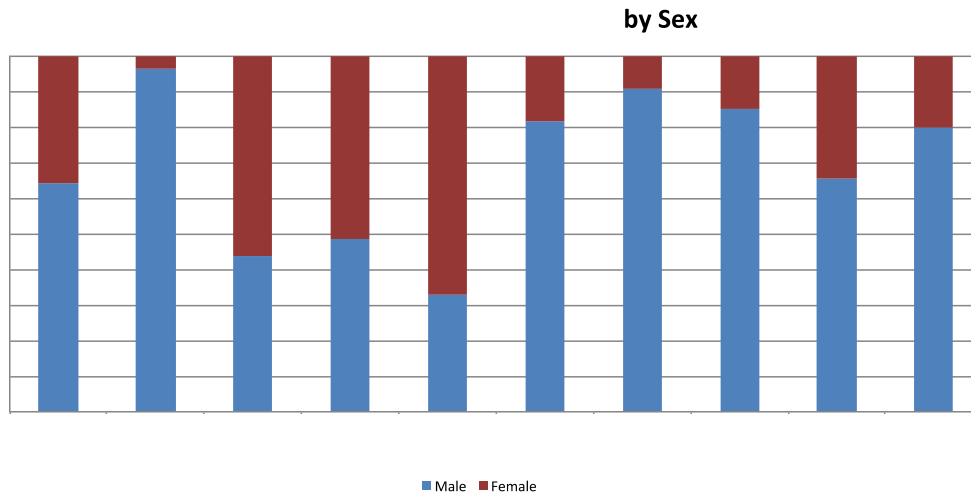
The sectors with the largest numbers of participants in 2015 have been Tourism and Agriculture, highlighting the increased participation of the Agriculture sector, which represented only 5% of participants in 2014. The signing of a formal Memorandum of Understanding between the Ministry of Agriculture, Forestry and Fisheries and the Program in late 2014, as well as the

		% Participants
	Agriculture	20%
	Trades & Services	10%
	Tourism	21%
	Business	12%
	Manufacturing	9%
	Fisheries	5%
	Forestry	4%
	Livestock	14%
	IT	3%
	Other	2%

strong leadership and engagement from the Director General (which was highlighted in several stakeholder interviews) certainly appears to be paying dividends.

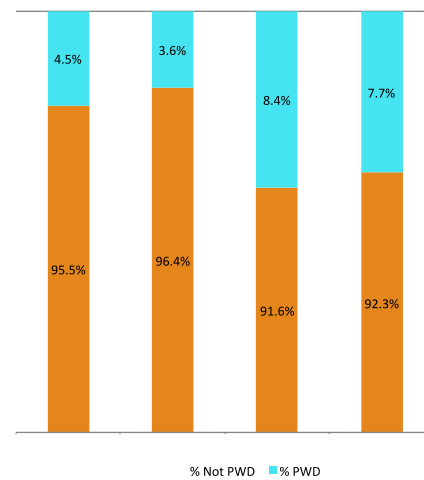
The Livestock, Business and Trades and Services sectors were the next most common sectors for participants, with the most notable change in the Livestock sector which had only 4% of participants in 2014. This reflects, of course, the changing level of engagement by productive sectors reported above.

The advances in women's participation are reflected in most sectors where the Program has coordinated the delivery of skills development, but there remain several sectors that continue to be dominated by men, as the figure below makes clear. In particular, the Trades and Services, Fisheries, Forestry and Livestock sectors have continued to show low levels of women's participation in TVET Centre activities. This is a continuation of a pattern evident in previous years, but has perhaps become more significant as some of the productive sectors have increased their engagement with the Program and thus their level of skills development activity.



### Participants with a Disability

The continued commitment of the Program to supporting the participation of men and women with a disability in skills development has delivered a similar participation rate compared to 2014, with 7.7% of participants identifying as having a disability (8.4% in 2014).



### 4.4.3 Training Providers

The contracting of local providers is an important component of building their capacity, and thus the capacity of the whole TVET sector in Vanuatu. Over 2015 a range of training providers and industry experts provided skills development services through the TVET Centres.

There were ongoing limits in the delivery of accredited training delivery in 2015, resulting from the 2013 deregistration of training providers and the subsequent process of both re-registration and the development and accreditation of new courses in line with the new national training packages. This led to a continued reduction in the number and diversity of registered training providers engaged in TVET Centre skills development delivery compared to 2013. Only five registered training providers provided accredited training in 2015 (compared to ten in 2013 and four in 2014). These included three large public providers (Vanuatu Institute of Technology, Vanuatu Agriculture College, Vanuatu College of Nurse Education) plus the private provider Edwards Computer Foundation. One Rural Training Centre provided TVET Centre accredited training in 2015, compared to none in 2014. Other registered training providers delivered skills development under the BDS banner while they continued to work on course development and the re-accreditation of their course offerings.

By contrast, the Program further expanded its range of industry experts who provided business development services (training workshops and coaching/mentoring) through the TVET Centres in 2015. Individual experts continued to dominate in the provision of BDS activities, delivering 65% of activities, with Government Departments the second most common BDS provider (30%). Building on the inclusion of ni-Vanuatu individual experts for the first time in 2014, the Program now has a much larger cohort of ni-Vanuatu experts: of all individual BDS experts,

77% were ni-Vanuatu. This is a positive development in terms of sustainability and local empowerment.

A list of all training providers and industry experts who delivered skills development activities in 2015 is provided at Annex 2.



Tanna Sunset after Cyclone Pam



## 4.5 PARTICIPANT OUTCOMES

The Participant Outcomes Survey was launched in March 2014 and completed in October 2015. It was designed to explore personal, employment, business and economic outcomes for participants, six-to-eight months after participating in TVET Centre skills development, and used a stratified sample approach. The total sample analysed was 355 men and women, drawn from a population of 793<sup>26</sup>. An interview team of two (the Program M&E Manager and M&E Officer) undertook data collection in four rounds, visiting past participants in their homes and workplaces to conduct a structured interview of 20-30 minutes' duration. The majority of interviews were conducted face-to-face, although a small number of participants were interviewed by phone due to their travel away from home or other difficulties with access. The overall response rate was a very high 96%. Specialist personnel at the Australian Council for Educational Research supported the quantitative analysis, including weighting to reflect the different sample populations, using SAS<sup>27</sup>.

Survey data was analysed to identify differences between the outcomes and experiences of men and women, participants with a disability, and between participants in the three main occupational categories (namely: those in formal employment – ‘employed’; those operating a business – ‘self-employed’; and those who were subsistence workers, students or unemployed)<sup>28</sup>. Importantly, the preliminary findings reported in the 2014 Annual Program M&E Report were sustained in the final analysis of the Participant Outcomes Survey, providing a good basis to be confident in the conclusions that emerge. Detailed data and analysis is provided at Annex 5, with the most significant findings and analysis reported below.

### Participant Outcomes: Main Findings

Estimated outcomes for participants 6-8 months after skills development:

- 63% of all TVET Centre participants report *increased income*
  - 60% of men
  - 68% of women
  - 52% of participants with a disability
  - 21% of employed
  - 89% of self-employed
  - 72% of subsistence workers/ students/ others
- Income improvements most common in the Forestry, Manufacturing and Tourism sectors within 6-8 months
  - Improvements least common in Fisheries and IT
- 91% of self-employed participants report *increased business income*
- 79% of employed participants improved their employment situation (e.g. responsibility, satisfaction, income, etc)
- Important personal changes included: increased confidence, and new ideas and inspiration for the future

<sup>26</sup> The population from which the sample was drawn is not the whole population of participants for 2014 and 2015. Rather it is the population for the time period of activity 6-8 months prior to each round of interviews.

<sup>27</sup> SAS 9.3 for Windows. Copyright (c) 2002-2010 by SAS Institute Inc., Cary, NC, USA.

<sup>28</sup> For all sub-groups, there are likely to be multiple factors influencing the extent to which they increase their income or improve their livelihoods, and it is not possible, with this survey design, to isolate single, specific determinants of reported outcomes.

#### 4.5.1 Income and Livelihood Outcomes

Across all participants, the survey indicates that **63% of men and women experience an improvement to their income or livelihood that they attribute to their participation in TVET Centre skills development.** Within this, most (55%) describe the improvement as ‘a little’, with only 8% reporting ‘a lot’ of improvement in income/livelihood.

**Women** are somewhat more likely to improve their income/livelihood (68%) compared to men (60%), which may partly be due to many women starting from a lower income base. Generally, however, there is not a striking difference in estimated income/livelihood improvements between women and men.

There are considerable differences between participants in the **different occupational groups:** those in formal employment were least likely to increase their income (21%), compared to those in self-employment, who at 89%, reported a very high frequency of income improvements. Similarly, an estimated 72% of subsistence workers, students and others report improved livelihood as a result of skills development. This indicates a very good return on the investment in skills development for self-employed and subsistence workers in Program provinces.

This analysis raises a number of possible questions:

- Are employed participants unlikely to realise an improvement in income from skills development, or does this just take longer due to the timeframe required to secure a promotion, new job, or salary increase?
- Are there more effective ways to develop the skills and incomes of employed participants that might require a change in approach for the Program?
- To what extent are employed participants joining TVET Centre activities at the initiative of, or with the support of, their employers – or are they attending independently? This may influence the extent to which their new skills and knowledge are used and valued at work.

Women and men in formal employment represent only 14% of participants since 2013, so they make up a relatively small cohort within the overall TVET Centre population. As the Program moves into Phase 4 it may be worthwhile considering whether any adjustments to support for employed people are warranted.

The small number of **participants with a disability** in the survey (n=25) provided some insights into the specific experiences of those men and women, with 52% reporting improvements in their income/livelihood as a result of their TVET Centre skills development. Given the many additional obstacles these people face in generating an income in rural Vanuatu, this is a positive outcome and reflects well on the approach taken to disability inclusion across the Program.

Income and livelihood improvements for participants in different **sectors** appear to be highly variable. We estimate positive income/livelihood outcomes for participants in Forestry, Manufacturing and Tourism are most common (85%, 85% and 78% respectively), while participants in Fisheries and IT were least commonly increasing their income/livelihood. It is important to remember the timeframe for assessing outcomes through the Participant Outcomes Survey. The majority of IT sector respondents were in formal employment, which we have already seen appears to reduce the frequency of income improvements. Other sectors may require longer than 6-8 months to generate income outcomes, even if self-employed. For example, there are some indications (including from the main Fisheries Trainer<sup>29</sup>) that

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<sup>29</sup> Stakeholder interview with Glen Alo, 2 December 2015

participants in fish farming require a longer period before their investments in new ponds, fingerlings, and feeding deliver income. There are also challenges with securing access to good quality business inputs (fingerlings), to water supplies, and to technical support.

#### **4.5.2 Business Outcomes**

Survey data indicates that an estimated 91% of self-employed participants – the vast majority – achieve improvements in their business incomes that they attribute to their TVET Centre skills development. This aligns with the earlier conclusion that self-employed participants are also most commonly experiencing increased personal income. There is little difference in the business improvements between self-employed men and women. There is evidence that the skills being developed through TVET Centres are highly relevant to self-employed women and men: 80% report that they are using their new skills and knowledge to increase business income, which can be posited as leading to improvements in efficiency, productivity, quality or price.

##### **The 2015 experiences of Torba Province**

Following the investments in skills development in Torba Province in 2015, stakeholders reported many examples of how these investments are paying off for the men and women in the Province:

- Gaua Island is now self-sufficient in eggs, following skills development in poultry keeping. For the first time this means the Gaua community does not need to import, at high cost, eggs from Santo.
- Vegetable production in Sola has increased in response to growing demands from tourism bungalows and supported by skills development in planting vegetables. This is supporting tourism but also leading to an expanded range and volume of fresh vegetables for sale in the Sola Market for the local community.
- Stakeholders report that tourists are increasingly observed on flights in and out of Torba Province (government data will be examined in 2016 to validate this perception).
- A brand new Nissan Patrol truck is now being driven around Moto Lava, a very visible and sizeable indicator of the economic impact for one participant and client.

There are also some challenges for Torba Province and its communities:

There are difficulties accessing necessary business inputs at a reasonable cost, or at all, for many in Torba Province. One example described the challenges securing supplies of chicken wire for poultry enclosures.

El Niño is also having a brutal effect on some island communities, with severe water shortages affecting daily life as well as food production.

The Provincial Government and sector representatives in Torba are working to secure complementary support to extend the benefits of the emerging outcomes of TVET Centre skills development. Plans include including seeking increased budget allocations for productive sector work with the TVET Centre, and a project to develop the food and handicrafts market in Sola, with Australian High Commission funding through the DAP program.

#### **4.5.3 Most useful aspects of TVET Centre Skills Development**

The survey asked participants who generate their own income (i.e. self-employed and subsistence workers) to identify the specific aspects of their TVET Centre activity which were most valuable. While the most common aspect identified was, unsurprisingly, the technical content (new skills

and knowledge, at 89%), it is interesting to note that the second most common aspect was coaching and mentoring support (28%). This finding is interesting because coaching and mentoring is not usually considered a component of conventional approaches to ‘training’, but they are becoming an increasing feature in TVET Centre skills development activities. Technical follow-up, received by 55% of survey respondents, may be another opportunity to undertake coaching/mentoring activity. This may have scope for further development and may be worth considering in preparation for Phase 4 of the program.

#### **4.5.4 Pathway to further education and training**

The theory of the Program posits that participants will benefit from gaining a recognised certificate by completing accredited training, with the potential to progress to further education and training. The Participant Outcomes Survey asked respondents who completed accredited training to rate the importance of their formal certificate, however 87% had not received a certificate (or did not recall receiving it). The period of the survey did, however, coincide with the period of substantial upheaval in the formal TVET sector and the consequential limited delivery of accredited training or issuing of certificates by the VQA.

Respondents were also asked whether they had progressed to other education and training after their initial skills development participation. An estimated 23% indicated that they had, however it was all further TVET Centre skills development or other local training. Looking at plans for the future, 90% indicate they would like to do more skills development, but only 5% envisage moving on to national institutions or APTC. It is worth considering this in light of one of the Program’s success factors: offering flexible delivery in non-institutionalised settings. While the providers limit their offerings to long cycle courses in institutional boundaries access to further education and training will be limited, and this evidence would appear to confirm this.

This feedback on experiences and plans with further education and training raises a question about whether completing accredited training through the TVET Centres is providing or will provide a pathway to further education and training, but in the absence of a fully-functioning accredited training system and supporting evidence of participant outcomes associated with certification, it is not possible to validate or refute this aspect of the Program’s theory of change.

#### **4.5.5 Obstacles**

Respondents were invited to mention any obstacles they faced in using their new skills and knowledge. The question was open: no multiple choice answers were offered or prompts made. Responses were coded by the interviewers according to a set of pre-determined categories, also allowing for an ‘other’ category. There was no limit to the number of obstacles that could be identified and many respondents identified multiple obstacles.

Overall, an estimated 25% of participants reported that they had not faced any obstacles using their new skills and knowledge, suggesting that around three-quarters did face at least some challenges. The most common of these – faced by an estimated 25% of participants – was difficulty accessing the necessary equipment, technology and supplies. These often included business inputs such as livestock feed, handicrafts supplies, and raw produce for cooking. Examples include the materials necessary to build chicken enclosures in the outer islands of Torba Province, or the supplies for fabric printing and painting on Paama. Stakeholders emphasised these difficulties, along with the challenges of access to finance and to markets although these were less prominent in the findings of the Outcomes Survey. These issues also highlight the questions about the boundaries of the Program versus the responsibilities of provincial and national government in addressing obstacles beyond skills development.

Obstacles that were categorised as ‘family problems, excluding violence’, were reported by an estimated 16% of participants, but this was a much more common problem for women (26%)

compared to men (10%). In fact this was the only common obstacle that showed any notable difference between the experiences of women and men, no doubt reflecting differences in gendered social, family and community expectations.

It is important to note that in the pre-established set of ‘categories of obstacles’, the survey differentiated between general ‘family problems’ and those that are specific to family and gender based violence. We also acknowledge the significant limitations of a survey such as this in eliciting meaningful insights into family violence. Thus we have focused on the obstacles and issues openly identified in interviews, while acknowledging that there may well be additional obstacles and issues not raised by respondents in the interview format utilised for this survey. Any genuine understanding of family violence would require carefully designed methods separate from a survey such as this.

The obstacles faced by participants in the various occupational groups are noticeably different. Employed participants most commonly face no obstacles (an estimated 44%), likely linked to the fact that employers have greater responsibilities than staff in this respect. For those who are self-employed, family problems (excluding violence), and transport and access to markets are the most common obstacles (34% and 29% respectively). Access to the equipment, technology and business inputs was an obstacle faced by an estimated 22% of self-employed participants. For those working in subsistence, and for students or others, family problems (excluding violence) were also the most common obstacle (an estimated 31%). This group also faced difficulties accessing finance (18%).



Local catering, Torba Province

## 5 MONITORING AND EVALUATION PRIORITIES FOR 2016

As the year of transition into Phase 4, 2016 will require a different focus for M&E. With the completion of the Participation Outcomes Survey at the end of 2015 and the forthcoming Phase 4 design process in the second half of 2016, one important focus will be maintaining routine systems for data collection, analysis and reporting. The M&E team, and the whole staff of the Program, will continue efforts to continually improve the monitoring and evaluation system. This will include further refinements to the data collection systems and processes for baseline demographic data across the range of Program participants in order to achieve efficiencies while maintaining (or increasing) quality.

Complementing this will be targeted evaluation activities to deepen the understanding of Phase 3, and inform the Phase 4 design. Central amongst these will be the planned evaluation of four years of the TVET for Tourism Program. Commencing in January 2016, this will seek to combine a final report for the end of the current phase with a process of evaluation and reflection to identify the key factors and features in the program which have led to its success. The evaluation recognises that there is already strong evidence of the effectiveness of TVET for Tourism, and what is sought will be a better understanding of how and why such success was achieved. By extension, this will also seek to explore the extent to which the approach can be replicated or reflected in other sectors in Vanuatu, or in the tourism sector in other countries.

A further area of priority for 2016 will be the investigation of whether mobile data collection technology can be introduced into the Program. With the greater penetration of mobile devices across Vanuatu, increased speed and reliability of telecommunications networks, and the ever-reducing cost of specific systems, it is timely to test such systems for Program data collection. There is the potential to omit the need for double-handling of data (via paper forms first, the data entry into Survey Monkey second) while also increasing internal controls for data quality and consistency.

The collection of data through the Participant Outcomes Survey is now complete. It is clear that the program and its approach has continued to evolve since the survey was designed. Therefore future efforts to understand outcomes for skills development participants will need to be designed to reflect this evolution. For example, outcomes monitoring in future may need to consider issues including:

- Reduced focus on the differences between AT and BDS sub-groups as ‘skills development’ becomes a more flexible concept
- Over-sampling of participants with a disability to deepen the analysis of outcomes for those men and women
- A broader timeframe for the investigation of outcomes beyond the limits of the 6-8 month post-participation timeframe of the current survey
- Introducing greater complexity reflecting the increasing number of participants receiving support across an extended period of time

In seeking to understand the broader impact of the Program – its economic growth contribution – both the Independent Evaluation and previous M&E reports and documents have acknowledged that the planned Household Income and Expenditure Survey has not occurred. The absence of this national data has meant that the planned economic analysis could not be completed. It is timely that the Program should re-examine effective ways to investigate the economic impact of the Program, including by re-establishing links with the National Statistics Office, and by considering other impact assessment methods.

The design of Phase 4 of the program will need to consider these issues as part of the overall consideration of how monitoring, evaluation and learning should be approached in future. In a sense, the Program has outgrown its M&E system. The transition into Phase 4 provides the ideal opportunity to review and re-shape the M&E system to meet future needs. The investigation of mobile data collection mentioned above is just one of these possibilities.

## 6 CONCLUSIONS

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

**There is robust evidence of improvements in income and livelihoods for the majority of individual participants in TVET Centre skills development.** Those participants who are most commonly experiencing benefits are those who are self-employed and subsistence workers, with no substantial differences between men and women. TVET for Tourism participants are proving especially successful. More than half of participants with a disability also reported positive livelihood outcomes from their skills development.

**The Program has been successful in influencing continuing TVET sector development,** despite a year of political and policy uncertainty, coupled with the challenges of Cyclone Pam, the el Niño drought, and budget constraints. The Program has maintained its strong support across all stakeholder groups and this is providing a base from which it has continued to advocate for system development. This advocacy has been underpinned by a continuation of its demonstration approach: showing how new courses can be developed and piloted; demonstrating gender and disability inclusion; and facilitating cross-sectoral collaboration.

**The new Team Leader and the whole Program staff continue to perform exceptionally.** This was confirmed by the Independent Evaluation and throughout stakeholder interviews, supported by the Program monitoring data and the survey of participant outcomes.

**Investment in gender and disability remains strong and across the board, but participation rates have fallen compared to 2014 in light of the changing mix of skills and sectors supported through the Program.** This will require close examination in 2016 with a few to ensuring that the Phase 4 design supports an effective approach to inclusion and gender equality into the future.

### 6.1.1 *The TVET Program approach – looking to the future*

The Program, and the TVET Centre model – supporting joint planning with provincial representatives in response to demand, and using local providers to deliver skills development – is well established and widely supported. Formal assessments such as the DFAT Independent Evaluation have further validated its approach as sound and effective. In terms of its sustainability, however, 2016 may be a key turning point. The end of Phase 3 of the Program and the transition into Phase 4 will be a crucial point in the cooperation between the Governments of Australia and Vanuatu. The Independent Evaluation emphasises this consideration, as did many interlocutors in stakeholder interviews. As one stakeholder ruminated: “will Phase 4 be the end [of Australian support] if the Government does not increase its contribution to the sector?”<sup>30</sup>.

Political support for investment in the sector is crucial in this regard. Sustainability analysis at the Strategic Advisory Group meeting in December 2015 was especially critical of the drop in political leadership and engagement with TVET compared to 2014. The role of the Director of Tertiary Education within MoET, as well as the CEO of the VQA, will be central in rebuilding the political constituency for the skills development sector, and realising it through budget allocations.

Despite the political and financial instability which characterised 2015 for the TVET Program, many of the fundamental sustainability factors remained positive. The new Team Leader has sustained and extended the Program’s relationships and support network; the Tafea TVET Centre has opened, and there is now a Director for Tertiary Education. Provincial Training

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<sup>30</sup> Stakeholder interview 8 December 2015



Coordinator positions in three TVET Centres continue to sit within the public service. There continues to be evidence of strong faith in the TVET Centre model within Government of Vanuatu<sup>31</sup> and there is also interest from other development partners (e.g. New Zealand) in possible co-investment in the Program.

On the other hand, there is some concern that maintaining the current level of change will be a challenge after several years of intensive work. Program staff and stakeholders are beginning to show signs of fatigue. Phase 4 will also need to balance the risks associated with the high expectations that have been created through the Program's successes, and the risk that the Program is being seen as the solution to all challenges in the sector (or even the economy), with comments in stakeholder interviews such as: "[the Program] will take over schools next"; "TVET is the most important sector"; "[the Program] is driving economic growth in the Provinces"; and "TVET Centres are the training arm of the Vanuatu Government"<sup>32</sup>. The design of Phase 4 must engage with the opportunities for further expansion while managing the challenges this will create.

As the Technical Director reflected, "the bar is high...it is hard to build, but easy to lose... and hard to meet ever higher expectations"<sup>33</sup>.

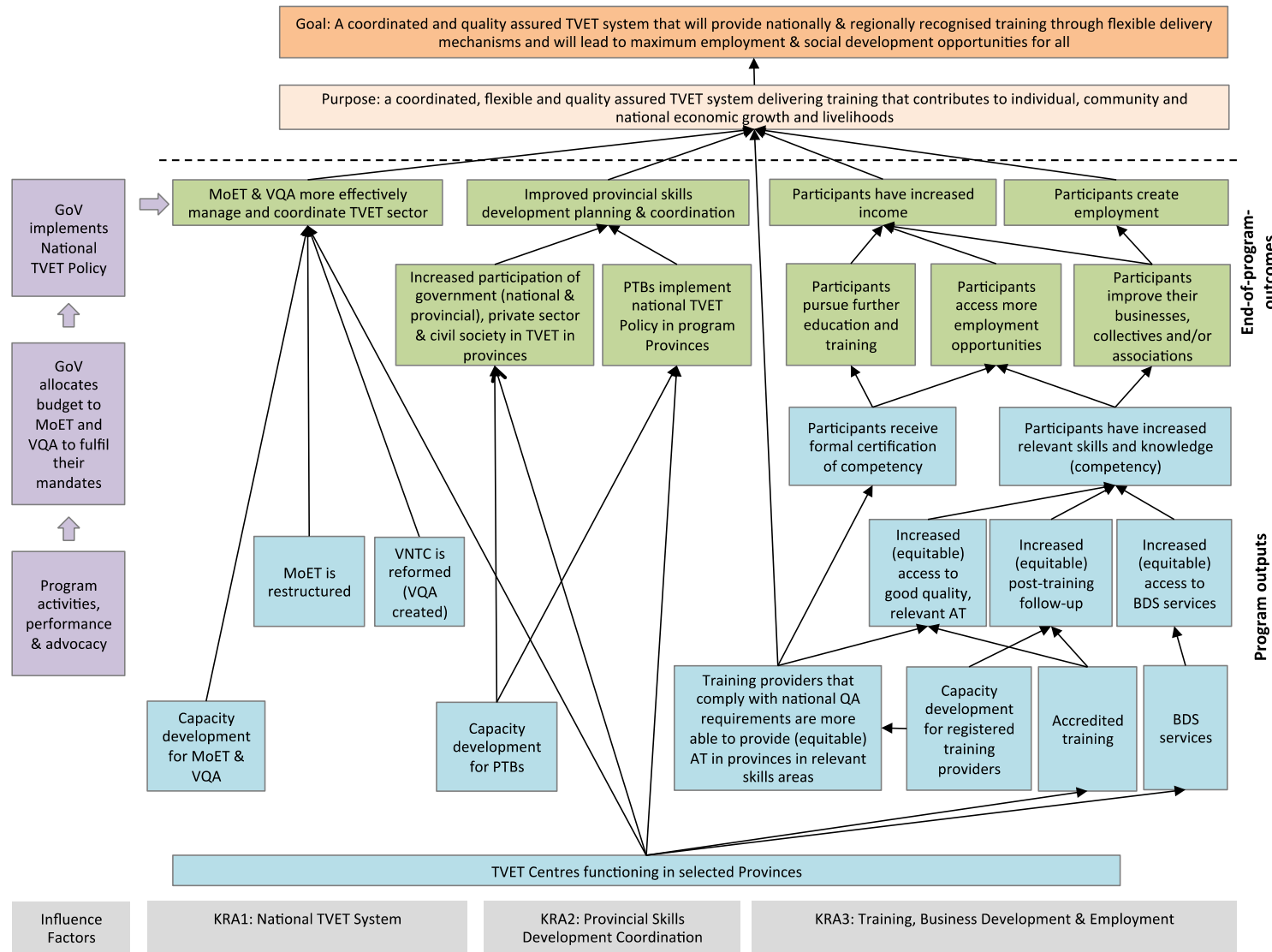
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<sup>31</sup> Peter Morris Interview, 10 February 2015

<sup>32</sup> Various stakeholder interviews, December 2015

<sup>33</sup> Stakeholder interview 18 January 2016

ANNEX 1: PROGRAM LOGIC



## ANNEX 2: TRAINING PROVIDERS AND INDUSTRY EXPERTS

### 6.1.2 Accredited Training Providers (2015)

<b>NGO/RTC</b>
Torgil RTC
<b>Private Training Provider</b>
Edwards Computer Foundation
<b>Public Training Provider</b>
Vanuatu Agricultural College
Vanuatu Institute of Technology
Vanuatu College of Nurse Education

### 6.1.3 BDS Providers (2015)

<b>Government Department – in multiple locations</b>
Department of Agriculture
Department of Cooperatives
Forestry Department
Fisheries Department
Livestock Department
<b>Individual</b>
Musi Kuatonga
Alvaro Kiki Kuatonga
Esline Felix
Josephine Rambay
Judith Tamata
Joana Lengi
Mereana Mills*
Moli Pakoro
Myriam Malao
Odile Guiomar*
Pascal Gavotto*
Pascal Guillet*
Peter Maoh
Allan K
Salome Pakoa
Serah Tari
Shina Timothy
Naomi Malua
Mothy Viranmal
Jonas Masovich
Steward
Joanne Wade*
<b>Private Training Provider</b>
Vanuatu Chamber of Commerce and Industry
<b>Public Training Provider</b>
Vanuatu Agriculture College

<b>NGO/RTC</b>
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Listair Training Institute
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\* indicates non-ni-Vanuatu trainer/expert

### ANNEX 3: STAKEHOLDERS INTERVIEWED

The Program M&E Specialist conducted semi-structured interviews with stakeholders from a range of organisations and perspectives in December 2015 and January 2016. Interviews were recorded with interviewee consent. The M&E Specialist analysed the views expressed in these interviews to identify common themes and notable stories, and these are reflected throughout this report. Interviews were conducted with:

#### 6.1.4 National Officials

Jesse Dick, Director General, Ministry of Education and Training

David Lambukly, CEO, Vanuatu Qualifications Authority

George Borugu, Director, Department of Tourism

Emmanuel Aru, TVET in Schools Coordinator, Ministry of Education and Training

Alfred Bani, Executive Officer to the Director General, Department of Agriculture

#### 6.1.5 Provincial Officials

Sanma

Zakariah Daniel, Secretary General, Sanma Province and Chair, Sanma Provincial Government Training Board

Prosper Buletari, Planner

Juliet Sumbe, Area Council Development Officer

Ian Bani, Sanma Tourism Manager, Department of Tourism

Kehanna Andrew, Product Development Officer, Department of Tourism

Glen Alo, Aquaculture Specialist, Department of Fisheries

Malampa

Palen Ata, Acting Secretary General, Malampa Province

Renjo Samuel, Chair, Malampa Provincial Government Training Board and Provincial Education Officer

Etienne Tiasinmal, Chair, Malampa Tourism Association

Edna Paolo, Malampa Tourism Manager, Department of Tourism

Torba

Ketty Napwatt, Secretary General, Torba Province

Michael Silona, Chair, Torba Provincial Government Training Board and Provincial Education Officer

Tafea

Renold Surmat, Secretary-General, Tafea Province

Nakou Nadaniel, Chair, Tafea Provincial Government Training Board

Jimmy Tom, Principal, Lume Rural Training Centre

#### 6.1.6 Training Providers

Kalpa Kalbeo, Principal, Vanuatu Institute of Technology

Jill Macgillivray and Jacklin, Listair Training School, Santo  
Norah Rihai, Training Manager, Vanuatu Agricultural College  
Arthur Edgell, Training Manager, Vanuatu Chamber of Commerce and Industry

#### *6.1.7 Program Personnel*

Albert Ruddley, Centre Manager, Torba TVET Centre  
Ellis Silas, Centre Manager, Malampa TVET Centre  
Fremden Yanhambath, Team Leader  
Anna Gibert, Implementation Adviser  
Kalowie Robert, TVET Systems Specialist  
Peter Morris, Technical Director  
Pascal Gavotto, TVET for Tourism Adviser

## ANNEX 4: DATA AND TABLES

### TVET Centre Skills Development Activities (2015)

	Sanma	Malampa	Torba	Tafea	Total
Agriculture	4	6	1	0	11
Business	6	5	2	1	14
Fisheries	1	1	2	0	4
Forestry	2	2	2	1	7
Information Technology	1	1	0	0	2
Livestock	1	2	5	0	8
Manufacturing	4	4	1	0	9
Others	1	2	1	0	4
Tourism	12	11	15	1	39
Trades & Services	4	1	0	2	7
<b>Total</b>	<b>36</b>	<b>35</b>	<b>29</b>	<b>5</b>	<b>105</b>

## PARTICIPANT OUTCOMES SURVEY DATA

### INCOME AND LIVELIHOOD OUTCOMES

Overall, we estimate that 63.39% of participants experience an improvement in their income/livelihood that they attribute to their participation in skills development. Most (55.3%) experience a little improvement, and 8% report a lot of improvement in income.

Table 1. Change in Income/Livelihood – all Participants		
Change in income/ livelihood	% participants (weighted)	
Increase a lot	8.09%	63.39%
Increase a little	55.30%	
No increase	36.61%	

Data reference: 151111 freqs\_set1vars\_allcases\_wt\_SW 12 Nov – Table 76

Looking specifically at the different occupation groups, we see some considerable differences:

#### 6.1.8 Employed

Amongst participants in formal employment, we estimate that 21% experience an increase in income within 6-8 months of their skills development. This is considerably lower than the outcome for self-employed, and subsistence/student/other participants. This raises possible questions, such as:

- Do employed participants not get an income benefit from their skills development, or does an income benefit just take longer to realise due to the timeframe required for gaining promotions, new jobs, or salary increases?
- Are there more effective ways to develop the skills and incomes of employed participants, requiring a change in approach by the Program?
- To what extent are employed participants joining TVET Centre activities at the initiative or with support of their employers – or are they attending independently? This may substantially influence the extent to which their new skills and knowledge are used and valued at their workplace.

The implications of this for future investment in skills development may warrant closer examination in preparation for Phase 4 of the Program.

<b>Table 2. Change in Income/Livelihood – Employed Participants</b>		
<b>Change in income/ livelihood</b>	<b>% employed participants (weighted)</b>	
A lot of change	6.63%	20.77%
A little change	14.14%	
No change	79.23%	

Data reference: 151111 freqs\_set1vars\_employed\_wt\_SW 12 Nov – Table 86

### 6.1.9 Self-employed

Self-employed participants are most commonly experiencing increases in income which they attribute to their skills development: we estimate 89% increase their income (either a lot or a little bit) within 6-8 months. This indicates a very high return on the investment in skills development for men and women who are self-employed in the provinces of Vanuatu.

<b>Table 3. Change in Income/Livelihood – Self-employed Participants</b>		
<b>Change in income/ livelihood</b>	<b>% self-employed participants (weighted)</b>	
A lot of change	12.10%	88.91%
A little change	76.81%	
No change	11.09%	

Data reference: 151111 freqs\_set1vars\_selfemployed\_wt\_SW – Table 69

### 6.1.10 Subsistence Workers/ Students/ Others

Participants who are subsistence workers, students or other (usually unemployed) category also commonly experience improvements in their income/livelihood from their skills development: we estimate that 72% of these participants experience some positive outcome in this regard.

<b>Table 4. Change in Income/Livelihood – Subsistence/ Student/ Other Participants</b>		
<b>Change in income/ livelihood</b>	<b>% subsistence/ student/ other participants (weighted)</b>	
A lot of change	6.69%	71.59%
A little change	64.90%	
No change	28.42%	

Data reference: 151111 freqs\_set1vars\_substudsother\_SW 12 Nov – Table 64

### 6.1.11 Differences in income/livelihood improvement for men and women

We estimate some difference in overall income improvements for men and women, with women somewhat more likely to improve their income/livelihood (67.9%) compared to men (60.5%). This may be partly due to many women starting from a lower base income, and it is not a substantial difference between men and women in any case.

#### **Table 5. Increased Income and Livelihood - Sex**



	Increase (weighted %)	No increase (weighted %)
Male	60.5%	39.5%
Female	67.9%	32.1%

Data reference: 151117 crosstabs\_SW – Table \_5\_sal\_inc\_live\_all\_bysex\_wt

### 6.1.12 Differences in income/livelihood improvement for AT and BDS participants

Comparing outcomes in income and livelihood improvement for participants who did accredited training, and those who participated in BDS activities, there appears to be a substantial difference. We estimate that 44% of AT participants experienced income/livelihood improvements, while 74% of BDS participants improved their income or livelihood. This potentially indicates that BDS activities – or at least the specific BDS activities provided during Phase 3 of the Program – are more effective in contributing to economic growth outcomes than the accredited training provided.

In its ideal form BDS should be simply about assisting entrepreneurs to start-up or expand their businesses, which would mean that entrepreneurship would be a common characteristic from which we could expect higher economic returns. Training on the other hand – whether accredited or not – may include people without entrepreneurial flair who rely on others to establish the employment opportunities; in this context it is natural that economic returns will be lower. Nevertheless, to a large degree, businesses won't expand without skilled labour.

There are also many other variables also affecting income and livelihood changes, including gender, sector, and occupation type, so we cannot necessarily isolate the type of skills development activity as the determining factor.

**Table 6. Increased Income and Livelihood – Activity Type**

	Increase (weighted %)	No increase (weighted %)
Accredited training	44%	56%
Business Development Services	74%	26%

Data reference: 151117 crosstabs\_SW – Table \_6\_sal\_inc\_live\_all\_activity\_wt

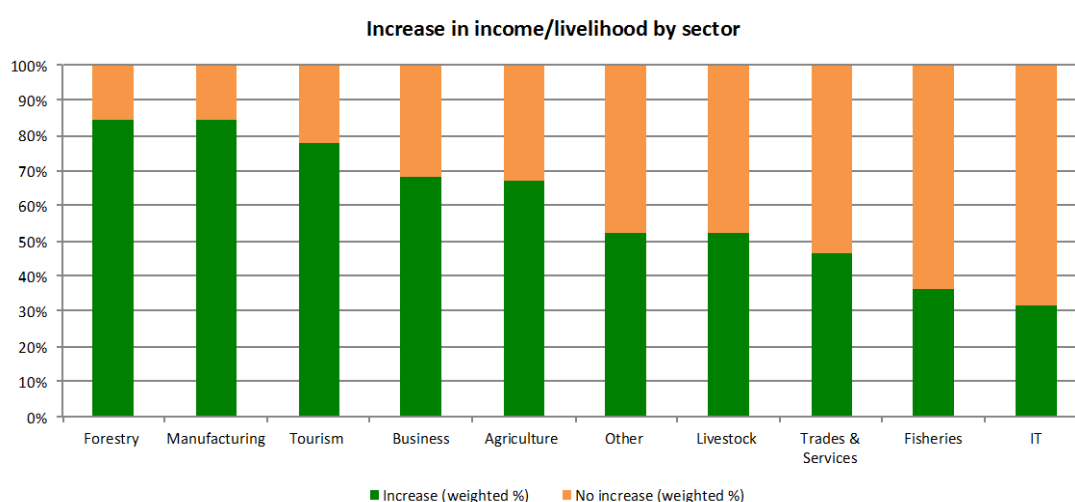
### 6.1.13 Differences in income/livelihood improvement across sectors

Comparisons between the income and livelihood outcomes in the different sectors bring up some notable differences.

<b>Table 7. Increased Income and Livelihood – Sector</b>		
	Increase (weighted %)	No increase (weighted %)
Forestry	85%	15%
Manufacturing	85%	15%
Tourism	78%	22%
Business	68%	32%
Agriculture	67%	33%
Other	52%	48%
Livestock	52%	48%
Trades & Services	47%	53%
Fisheries	36%	64%
IT	32%	68%

Based on these data, we estimate that skills development activities in Forestry, Manufacturing, and Tourism generated income/livelihood improvements for the most participants (85%, 85% and 78% respectively). By comparison, we estimate that participants in skills development in the Fisheries and IT sectors were least likely to experience income/livelihood improvements within 6-8 months.

It is important to note that the timeframe for outcomes measured through the survey is only 6-8 months. The majority of IT sector participants in the sample are in formal employment (93%), which we have already seen appears to reduce the experience of income improvement within the period of the survey. Also, some sectors may require longer than this to generate income improvements. For example, preliminary analysis of the experiences of fish farming trainees suggests that a longer period is required before income generation takes off. This would be a valuable case study for 2016, to seek better understanding of outcomes in the fisheries sector.



Comparing outcomes between men and women within the different occupational groups highlights that women who are employed, or subsistence/student/others more commonly improved their income/livelihood than men. By comparison, we estimate that more self-employed men, than women, increased their income. The details of these data are at Attachment 1, but the differences are not substantial.

### IMPROVEMENTS IN BUSINESS INCOME

We estimate that the vast majority of self-employed participants (90.69%) achieve improvements in their business incomes, which they attribute to their participation in skills development. This aligns with our earlier finding that self-employed participants also appear most commonly to achieve position outcomes in their personal income from skills development.

**Table 8. Increase in business income**

	% self-employed participants (weighted)
A lot	12.21%
A little	78.48%
No increase	9.31%

Data reference: 151111 freqs\_set1vars\_selfemployed\_wt\_SW– Table 68

Comparing business income improvements for men and women, we see that there is little difference between their experiences:

**Table 9. Increased business income for self-employed participants**

	Increase (weighted %)	No increase (weighted %)
Male	92%	8%
Female	90%	10%

Data reference: 151117 crosstabs\_SW – Table \_12\_Q23\_slfemp\_sex\_wt

The survey also asked what *kinds* of improvements self-employed participants saw in their businesses as a result of their skills development activity. It is clear that, far and away, the most common way that participants are improving their businesses in by using new techniques and systems, learned in their skills development activities. We estimate that 80% of self-employed participants are improving their businesses in this way. Some are also increasing production (18%) and are using new equipment and infrastructure (13%). All three of the most common kinds of business improvements can be understood as directly related to the technical content of the skills development, as opposed to any more intangible aspects such as expanding business networks, or building motivation. This suggests that the skills development activities are proving highly relevant to self-employed participants and their businesses.

**Table 10. Improvements in self-employed participants' businesses**

	Frequency (weighted %)
Using new techniques or systems	79.97%
Increasing production	17.63%
Using new equipment or infrastructure	12.94%

Data reference: Q18bysubgroup\_wt\_selfemployed\_SW 12 Nov (allcases tab)

## MOST USEFUL ASPECTS OF TVET CENTRE SKILLS DEVELOPMENT

The survey asked those participants who generate their income independently (i.e. those who are self-employed and subsistence/student/others) to identify which specific *aspects* of the activity they found most valuable in improving their income/livelihood. Other than the core benefit of the new skills and knowledge, the next most useful aspect was the access to coaching and mentoring support: an estimated 28% found this useful. This finding is interesting because coaching and mentoring is not usually considered a component of conventional approaches to 'training', but they are becoming an increasing feature in TVET Centre skills development activities. Technical follow-up activities (discussed further below) could be considered a small-scale coaching/mentoring activity and could be developed further; this may be worth considering in preparation for Phase 4 of the Program.

Thirdly, an estimated 17% reported that their TVET Centre skills development gave them increased confidence. Not a 'technical' aspect of skills development, and not one that is deliberately designed into training programs, it is important to note that this is the third most valuable aspect of the skills development offered by the program. More is reported on this issue under 'Personal Changes' below.

**Table 11. Most useful aspects of TVET - self-employed and subsistence/student/other participants**

%
---

Skills and knowledge	89.0%
Coaching and mentoring	28.0%
Increased confidence	16.9%

Data reference: 151118 request 16 Q29 by Q27 (a little or a lot) and Q19 by Q17 (big or some improvement)

Further disaggregation of these data is provided in Attachment 1.

### TECHNICAL FOLLOW UP

The skills development approach of the TVET Centres includes an intention to support technical follow up for participants: a visit from the trainer, a TVET Centre staff member, or a sector representative from the provincial government. This visit would offer technical support for participants around the Action Plan they prepare during training, and enable consolidation of new skills and knowledge. The early outcomes survey interviews had suggested that there had been little technical follow up – but the absence of a specific question meant it was impossible to quantify this. Therefore this fourth batch of the survey asked respondents specifically whether they had received a follow up visit from TVET Centre staff or the sector or industry specialists. Discussions have been ongoing across the TVET Centres about this issue – it has not been raised only through the outcomes survey – but this additional data was collected to contribute to those discussions.

The survey found that an estimated 56% of participants have received technical follow up, while 44% have not, or are not sure. This would be a useful indicator for further monitoring in future.

**Table 12. Technical Follow Up**

	weighted %
Yes	55.64%
Not Sure	7.39%
Not	36.97%

Data reference: 151111 freqs\_set1vars\_allcases\_wt\_SW 12 Nov – Table 71

### IMPROVEMENTS IN EMPLOYMENT

The survey asked employed participants whether they felt that their employment situation was improved as a result of their skills development. This could include a new and better job, or an improved situation at their existing job (e.g. promotion, new responsibilities, higher status). We estimate that men have more commonly achieved improvements in their employment situation (82%) compared to women (66%), but overall, the majority of respondents (79%) feel that their employment situation has been improved by their skills development efforts. This is notable, given that only 21% of employed participants experienced an increase in income – it suggests that income is not the only valuable element of employment, and that other aspects such as status, responsibility or satisfaction are also considered ‘improvements’ for participants.

**Table 13. Improved employment situation for participants**

	Improved (weighted %)	Not improved (weighted %)
Male	82%	18%
Female	66%	34%

Data reference: 151117 crosstabs\_SW – Table \_13\_Q09\_emp\_sex\_wt

## OBSTACLES

Respondents were invited to mention any obstacles they faced in using their new skills and knowledge. The question was open: no multiple choice answers were offered or prompts made. Responses were coded by the interviewers according to a set of pre-determined categories, also allowing for an ‘other’ category. There was no limit to the number of obstacles that could be identified.

Overall, an estimated 25% of participants reported that they had not faced any obstacles using their new skills and knowledge, suggesting that around three-quarters did face at least some challenges<sup>34</sup>. The most common of these – faced by an estimated 25% of participants – was difficulty accessing the necessary equipment, technology and supplies. These often included business inputs such as livestock feed, handicrafts supplies, and raw produce for cooking.

Obstacles that were categorised as ‘family problems, excluding violence’, were reported by an estimated 16% of participants, but this was a much more common problem for women (26%) compared to men (10%). In fact this was the only common obstacle that showed any notable difference between the experiences of women and men, no doubt reflecting differences in gendered social, family and community expectations.

It is important to note that in the pre-established set of ‘categories of obstacles’, the survey differentiated between general ‘family problems’ and those that are specific to family and gender based violence. We also acknowledge the significant limitations of a survey such as this in eliciting meaningful insights into family violence. Thus we have focused on the obstacles and issues openly identified in interviews, while acknowledging that there may well be additional obstacles and issues not raised by respondents in the interview format utilised for this survey. Any genuine understanding of family violence would require carefully designed methods separate from a survey such as this.

**Table 14. Most common obstacles to utilising new skills and knowledge (by gender)**

	Male (weighted %)	Female (weighted %)	Total (weighted %)
No obstacles	29%	18%	25%
Equipment, technology and supplies	24%	25%	25%
Family problems (not violence)	10%	26%	16%
Transport and access to markets	14%	12%	13%
Access to finance	13%	12%	13%
Environmental Issues	10%	7%	9%
Power or Water	9%	5%	7%

Data reference: 151119 obstacles - all respondents and by occupation (request 18abc) \_ weighted\_summary with percents v2 – Tab 18a obstacles by sex wt

The obstacles faced by participants in the various occupational groups are noticeably different. Employed participants most commonly face no obstacles (an estimated 44%), likely linked to the fact that employers have greater responsibilities than staff in this respect. For those who are self-employed, family problems (excluding violence), and transport and access to markets are the most common obstacles (34% and 29% respectively). Access to the equipment, technology and business inputs was an obstacle faced by an estimated 22% of self-employed participants. For those working in subsistence, and for students or others, family problems (excluding violence)

<sup>34</sup> Respondents could identify as many obstacles as relevant, and only the most common are reported here. Full data is provided at Attachment 1.

were also the most common obstacle (an estimated 31%). This group also faced difficulties accessing finance (18%).

**Table 15. Most common obstacles to utilising new skills and knowledge (by occupation type)**

	Employed (weighted %)	Self-employed (weighted %)	Subsistence/ Student/ Other (weighted %)
No obstacles	44%	10%	22%
Family problems (not violence)	1%	34%	16%
Equipment, technology and supplies	15%	22%	31%
Access to finance	0%	16%	18%
Environmental issues	0%	14%	12%
Transport/ access to markets	0%	29%	14%

Data reference: 151119 obstacles - all respondents and by occupation (request 18abc) \_ weighted\_summary with percents v2 – Table 18ab obstacles by occ wt

## HOUSEHOLD WELLBEING

To complement questions specifically about personal income, the survey also asked respondents to indicate the extent to which they felt that their skills development activities had contributed to any changes in the ability of their household to meet basic needs, as well as extra special needs. We estimate that almost half of participants (46%) experience an improvement in the ability of their household to meet its basic needs as a result of skills development. Further, an estimated 39% of households are better able to meet their additional needs.

**Table 16. Household ability to meet basic needs**

	weighted %
Improved	46.33%
Don't know	1.55%
No change	52.12%

Data reference: 151111 freqs\_set1vars\_allcases\_wt\_SW 12 Nov – Table 66

**Table 17. Household ability to meet extra needs**

	weighted %
Improved	39.22%
Don't know	2.90%
No change	57.87%

Data reference: 151111 freqs\_set1vars\_allcases\_wt\_SW 12 Nov – Table 68

## PERSONAL CHANGES

The survey asked respondents open questions about any personal changes – both positive, and negative which they attribute to their skills development.

### 6.1.14 Positive Personal Changes

When asked about personal changes resulting from skills development, the majority of participants identify their new skills and knowledge as being personally important (89%)<sup>35</sup>. But

<sup>35</sup> Given that we are interested in the *outcomes* from new skills and knowledge future survey design will exclude new skills and knowledge from questions relating to personal changes, so as to ensure greater focus on changes other than the skills and knowledge themselves.

increased confidence and new ideas and inspiration for the future are identified as important personal changes by an estimated one in four of participants (28% and 24% respectively). Disaggregation of these data shows that there is not a substantial difference in the extent to which women reported increased confidence compared to men – both identified this as a positive personal change in about equal numbers (an estimated 28% of men and 27% of women).

This confirms the findings reported above – increased confidence is an important personal outcome for more than a quarter of participants in skills development activities. In fact it is the second most important positive change for participants.

<b>Table 18. Positive personal changes (most common)</b>	weighted %
Skills and Knowledge	89%
Increased confidence	28%
New ideas and inspiration for the future	24%
Pass on skills and knowledge to others	19%
Family situation improved	15%

Data reference: Q38bysubgroup\_allcases\_wt\_SW 12 Nov

### 6.1.15 Negative Personal Changes

Survey data indicates that the vast majority of participants (an estimated 88%) do not feel that they have experienced any negative changes that they feel result from their skills development participation. For the small proportion who reported negative outcomes, the most common were jealousy (a widely used concept in Vanuatu) (only 8%) and frustration at being unable to use new skills and knowledge (only 4%).

<b>Table 19. Negative personal changes (most common)</b>	weighted %
None	87.88%
Jealousy	7.95%
Frustrated cannot use new skills/ knowledge	4.15%

Data reference: Q39bysubgroup\_allcases\_wt\_SW 12 Nov

Again, we acknowledge the limitations of a survey such as this one as a means to identify negative personal outcomes. Interviews were done face-to-face, and sometimes with an interviewer of a different gender, so they were unlikely to offer a situation of security and comfort for people to openly discuss difficult personal experiences. Thus we report data on negative personal outcomes with an acceptance of its limitations.

### OUTCOMES FOR PARTICIPANTS WITH A DISABILITY

The small number of participants with a disability included in the survey sample (n=25) has meant it is possible to gain some insights into the specific experiences of these participants after their skills development activities.

For example, it appears that an estimated 52% of participants with a disability experienced at least some increase in their income/livelihood as a result of their skills development.

**Table 20. Income/Livelihood Increase for Participants with a**

### Disability

	Participants with a Disability (%)	
A lot	7%	52%
A little	45%	
No	30%	
Missing Data	19%	

Data Reference: Disability\_freqs\_allcases\_missingvalid\_SW – Table 76

Looking at the positive changes reported by participants with a disability, it is clear that, following the common focus on the new skills and knowledge, the next most common positive change is ‘new ideas and inspiration for the future’ (44%). In fact, the second and third most common positive changes for participants with a disability relate to their sense of self, and their state of mind: they have new ideas for the future and increased personal confidence.

**Table 21. Positive Personal Changes for Participants with a Disability**

	Participants with a Disability (%)
Skills and knowledge	88%
New ideas and inspiration for the future	44%
Increased confidence	24%
Improved family situation	20%

Data Reference: Disability\_freqs\_allcases\_missingvalid\_SW

### ACCREDITED TRAINING CERTIFICATE

The Program has always been interested in understanding whether the formality of doing accredited training – which provides a recognised certificate and the potential for progression into further education and training – is important to participants. Although the survey asked respondents to rate the importance of the certificate they received, a total of 87% of accredited training graduates reported they had not received a certificate.

The Program’s theory of change posited that accreditation of skills development activities is valuable in and of itself, and beyond the technical content (the skills and knowledge) provided by training. The theory goes on to state that by doing accredited training and thereby achieving certification, participants will have opportunities to go on to further education and training, which they may not otherwise have had access to.

The period of the survey – 2014 and 2015 – coincided with a period of substantial upheaval in the system that accredits courses and registers training providers. Most significantly this meant that for most of the survey period, little accredited training could be delivered, and for many courses that were delivered, there were no certificates issued. Thus the findings of the survey do not enable us to validate or refute that aspect of the Program’s theory of change. Once the accreditation system is back in full operation it would be important to investigate this aspect of the Program’s theory of change again.

(Data reference: Certificate importance\_raw data)

### ADDITIONAL DATA

**Table 22. Increased Income – Employed men and women**



	Increase (weighted %)	No increase (weighted %)
Male	18%	82%
Female	28%	72%

Data reference: 151117 crosstabs\_SW – Table \_8\_sal\_inc\_live\_emp\_sex\_wt

**Table 23. Increased personal income – Self-employed men and women**

	Increase (weighted %)	No increase (weighted %)
Male	90%	10%
Female	88%	12%

Data reference: 151117 crosstabs\_SW – Table \_9\_sal\_inc\_live\_slfemp\_sex\_wt

**Table 24. Increased livelihood – Subsistence/ student/ other participants**

	Increase (weighted %)	No increase (weighted %)
Male	66%	34%
Female	84%	16%

Data reference: 151117 crosstabs\_SW – Table \_10\_sal\_inc\_live\_subs\_sex\_wt

**Table 25. Most useful aspects of TVET Centre skills development - Self-employed participants**

	% self-employed
Skills and knowledge	86.0%
Coaching and mentoring	50.4%
Increased confidence	16.1%

Data reference: 151118 request 16 Q29 by Q27 (a little or a lot) and Q19 by Q17 (big or some improvement)

**Table 26. Most useful aspects of TVET Centre skills development - Subsistence/student/other participants**

	% Subs/Stud/ Other
Skills and knowledge	91.4%
Increased confidence	17.6%

Data reference: 151118 request 16 Q29 by Q27 (a little or a lot) and Q19 by Q17 (big or some improvement)

## OBSTACLES FACING PARTICIPANTS IN USING THEIR NEW SKILLS AND KNOWLEDGE

The following is raw data from the survey database, which comprises a mix of pre-determined categories and additional details provided by respondents and recorded as ‘other’ obstacles. The data was subsequently coded into more summary categories for the purposes of reporting, as shown below.

### *Obstacles analysed by occupation type*

Response	% of employed	% of Self employed	% of subs studs other	% of population
No obstacles	43.7%	10.3%	21.6%	24.9%

Family problems (not violence)	1.0%	34.2%	16.3%	16.3%
Access to equipment, technology, business inputs and supplies	14.8%	22.5%	31.3%	24.9%
Access to finance	0.0%	15.8%	17.9%	12.7%
Environmental issues	0.0%	13.6%	11.8%	9.1%
Power or water	0.0%	6.3%	11.5%	7.3%
Transport/ access to markets	0.0%	22.7%	15.0%	12.8%
Land issues, crime, disputes, community problems	5.4%	15.5%	9.2%	9.6%
Customer debts	0.0%	8.5%	2.6%	3.3%
Jealousy, interpersonal issues	2.7%	6.1%	2.0%	3.1%

	weighted % of employed	weighted % of Self employed	weighted % of subs studs other
Access to equipment, technology, business inputs and supplies	14.8%	22.5%	31.3%
No obstacles	43.7%	10.3%	21.6%
Family problems (not violence)	1.0%	34.2%	16.3%
Transport/ access to markets	0.0%	22.7%	15.0%
Access to finance	0.0%	15.8%	17.9%
Land issues, crime, disputes, community problems	5.4%	15.5%	9.2%
Environmental issues	0.0%	13.6%	11.8%
Power or water	0.0%	6.3%	11.5%
Competition	0.0%	19.6%	1.3%
Customer debts	0.0%	8.5%	2.6%
Jealousy, interpersonal issues	2.7%	6.1%	2.0%

Response	% of employed	% of Self employed	% of subs studs other	% of population
No obstacles	43.7%	10.3%	21.6%	24.9%
Family problems (not violence)	1.0%	34.2%	16.3%	16.3%
Equipment and technology	0.0%	4.8%	28.2%	15.4%
Access to finance	0.0%	15.8%	17.9%	12.7%
Environmental issues	0.0%	11.9%	9.1%	7.3%
Power or water	0.0%	6.3%	11.5%	7.3%
Transport/ access to markets	0.0%	0.0%	12.6%	6.4%
Competition	0.0%	19.6%	1.3%	5.1%
Transport/ access to market	0.0%	18.2%	0.0%	4.1%
Land issues	0.0%	9.0%	3.5%	3.8%
Lack equipment/ supplies	12.9%			3.4%
Crime, disputes, community problems	0.0%	2.4%	5.5%	3.3%
High operating costs	0.0%	10.0%	0.6%	2.6%
Customer debts	0.0%	8.5%	0.0%	1.9%
Health problems (self/family)	0.0%	0.0%	3.8%	1.9%
Jealousy	0.0%	4.0%	1.6%	1.7%
Difficulty maintaining skills/ knowledge	4.8%			1.3%

Dry session affects our plants/vegetables.	0.0%	0.0%	1.6%	0.8%
Family/ Partner violence	0.0%	1.7%	0.6%	0.7%
Employer doesn't use my skills or knowledge	2.5%			0.7%
Debt	0.0%	0.0%	1.2%	0.6%
Disability discrimination	0.0%	0.0%	1.2%	0.6%
Disrespect behavior from community.	2.3%	0.0%	0.0%	0.6%
Community work load.	0.0%	0.0%	1.0%	0.5%
Access to business inputs	0.0%	2.3%	0.0%	0.5%
Culture and price control needs to be consistent	0.0%	2.0%	0.0%	0.5%
Customer Debt	0.0%	0.0%	0.9%	0.5%
Jealousy - black magic	0.0%	2.0%	0.0%	0.5%
Jealousy from colleagues in work place.	1.8%	0.0%	0.0%	0.5%
Lack key boarding skills	1.8%	0.0%	0.0%	0.5%
Vanuatu Culture	0.0%	2.0%	0.0%	0.5%
Vanuatu Culture Attitude	1.8%	0.0%	0.0%	0.5%
Gender discrimination	0.0%	0.0%	0.8%	0.4%
Participant said that the sale of kapok tree is slow but sandal wood is fast.	0.0%	0.0%	0.8%	0.4%
seedling was not delivered on time.	0.0%	0.0%	0.8%	0.4%
Tourism activity in TORBA is not steady	0.0%	0.0%	0.8%	0.4%
Access to flour	0.0%	1.8%	0.0%	0.4%
Air Vanuatu flights not consistent. (Air Vanuatu keeps changing their flights routine)	0.0%	0.0%	0.8%	0.4%
Challenge to prepare financial report.	1.6%	0.0%	0.0%	0.4%
Community work load and passing away of his dad he did not complete his action plan.	0.0%	0.0%	0.8%	0.4%
Community work program takes up most of the time. There's no time to do vegetable planting.	0.0%	0.0%	0.8%	0.4%
Court cases between the cooperative and its past employees create a bad working morale to myself.	1.6%	0.0%	0.0%	0.4%
El Niño - soil is so dry and can't plant any vegetables and also animal also destroy plants.	0.0%	0.0%	0.8%	0.4%
I am disabled and old. Booth location for selling my product is no safe for me and also the rebuilding of the Santo wharf.	0.0%	0.0%	0.8%	0.4%
slow sale of carving products due to low level of tourists coming to Ambrym.	0.0%	1.8%	0.0%	0.4%
Some root crops and vegetables planted do not grow and it discouraged farmers.	0.0%	0.0%	0.8%	0.4%
Dispute in regards to the area where the cooperative is located and also committees not active.	1.5%	0.0%	0.0%	0.4%
Finds it so difficult to work with Tour Operator	0.0%	1.7%	0.0%	0.4%
Lack on how to manage business	0.0%	1.7%	0.0%	0.4%
Weather problem damages stock. Decrease in customer due to bad weather.	0.0%	1.7%	0.0%	0.4%
Book Keeping (skills to keep good sales record)	0.0%	1.4%	0.0%	0.3%
Had blong accessem material (coconut leave) ( <i>trans: hard to access materials – coconut leaves</i> )	0.0%	1.4%	0.0%	0.3%

Literacy/Numeracy difficulties	0.0%	0.0%	0.6%	0.3%
Shortage of cooking materials.	0.0%	0.0%	0.6%	0.3%
Community Commitment	1.0%	0.0%	0.0%	0.3%
Computer available only 15 minutes/week. Heavy workload means no time for using computer.	1.0%	0.0%	0.0%	0.3%
Cooperation within staff member. Not enough time spent on computer - 15 mins	1.0%	0.0%	0.0%	0.3%
Not enough computer, there are too many people using one computer.	1.0%	0.0%	0.0%	0.3%
Student - concentration on school work	0.0%	0.0%	0.5%	0.3%
Work Load.	1.0%	0.0%	0.0%	0.3%
Skills/ knowledge not relevant	1.0%	0.0%	0.0%	0.3%
Audit is difficult	0.9%	0.0%	0.0%	0.2%
Building new wharf stops tourist boat, therefore affects sale of printing products.	0.0%	1.1%	0.0%	0.2%
Communication	0.0%	1.1%	0.0%	0.2%
Complaints from the members of the Cooperative.	0.9%	0.0%	0.0%	0.2%
Living inside Government area	0.0%	0.0%	0.5%	0.2%
Materials like paint, T-shirts, Calico are too expensive.	0.0%	0.0%	0.5%	0.2%
Materials not available (i.e) T-shirts & White paint and also materials are so expensive.	0.0%	1.1%	0.0%	0.2%
Paint, calico t-shirts are so expensive	0.0%	1.1%	0.0%	0.2%
Rebuilding Santo main wharf	0.0%	1.1%	0.0%	0.2%
Rebuilding Santo main wharf which made the cruise ship no longer visit us in Luganville.	0.0%	1.1%	0.0%	0.2%
Tour operator does not pay them in time.	0.0%	0.0%	0.5%	0.2%
Chickens not safe if they don't stay in fence.	0.0%	0.0%	0.4%	0.2%
Dogs eats the chicken	0.0%	0.0%	0.4%	0.2%
Jealousy (Black Magic)	0.0%	0.0%	0.4%	0.2%
Mi wan detainee and mifala i allow lo some activity nomo. <i>(I am a detainee and we are only allowed to do certain activities)</i>	0.0%	0.0%	0.4%	0.2%
Wok i mekem se mi no save karemaot skill ia from we mi wan priest we church i muvum mifala olbaot. <i>(I cannot use these skills in my work because I am a priest, and the Church moves us around)</i>	0.8%	0.0%	0.0%	0.2%
No regular Air Vanuatu flights affects the flow of tourist to the island.	0.0%	0.7%	0.0%	0.2%
Rebuilding of Santo Wharf - cruise ship no long visit Luganville.	0.0%	0.0%	0.3%	0.2%
There is no tour activity to engage with.	0.0%	0.0%	0.3%	0.2%
People do not trust him and he is not given the opportunity to practice his skills.	0.0%	0.0%	0.3%	0.1%
Bungalow does not give tourists to Tour Guide who has registered but instead to non registered tours. Need for tourists to stay in more bungalow than one.	0.0%	0.6%	0.0%	0.1%
Community Commitment	0.0%	0.0%	0.3%	0.1%
Community not supportive	0.0%	0.6%	0.0%	0.1%
Fish food destroyed by pig.	0.0%	0.0%	0.3%	0.1%

Group work not working	0.0%	0.0%	0.3%	0.1%
Jealousy. Upset about what Bungalow owners are doing, i.e. taking tourist whom they have booking with me.	0.0%	0.6%	0.0%	0.1%
Late confirmation or Booking of guest, it's costly to try and get food available. Increase price of accommodation may threaten customers to go elsewhere.	0.0%	0.6%	0.0%	0.1%
No support from the community	0.0%	0.0%	0.3%	0.1%
Poor road condition	0.0%	0.0%	0.3%	0.1%
Soil is not holding water and water level is low.	0.0%	0.0%	0.3%	0.1%
Distance from sea to bungalow.	0.0%	0.6%	0.0%	0.1%
Language barrier and also some of the tourist can't swim.	0.5%	0.0%	0.0%	0.1%
No Customer	0.0%	0.0%	0.3%	0.1%
Not engaged in a tour guide business.	0.0%	0.6%	0.0%	0.1%
Rebuilding of Santo Wharf - cruise ships no longer visit Luganville.	0.0%	0.0%	0.3%	0.1%
Salary decrease demoralizes my performance.	0.5%	0.0%	0.0%	0.1%
There are not enough tourists going so cannot really fully implement his skills.	0.0%	0.0%	0.3%	0.1%
Working as part time tour guide.	0.5%	0.0%	0.0%	0.1%
Chicken Food shortage	0.0%	0.0%	0.2%	0.1%
Differences between bungalow owners	0.0%	0.6%	0.0%	0.1%
Family i raorao from fish pond ( <i>trans: the family argues about the fish pond</i> )	0.0%	0.0%	0.2%	0.1%
Finance	0.5%	0.0%	0.0%	0.1%
Paint is expensive to buy	0.0%	0.0%	0.2%	0.1%
Telecommunications	0.0%	0.6%	0.0%	0.1%

### Obstacles to using new skills and knowledge analysed by sex

	Male (weighted %)	Female (weighted %)	Total (weighted %)
No obstacles	29.36%	17.67%	24.86%
Access to equipment, technology, business inputs and supplies	24.20%	24.99%	24.51%
Family problems (not violence)	10.40%	25.76%	16.31%
Transport and access to markets	14.06%	11.90%	13.23%
Access to finance	12.98%	12.19%	12.68%
Environmental Issues	10.38%	7.06%	9.10%
Power or Water	8.95%	4.57%	7.27%
Land issues, crime, disputes, community problems	5.03%	12.53%	9.64%
Competition	7.80%	3.50%	5.10%
Customer debts	4.73%	2.34%	3.26%
Jealousy, interpersonal issues	4.03%	2.52%	3.10%

	% of all females	% of all Males
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No obstacles	17.7%	29.4%
Family problems (not violence)	25.8%	10.4%
Equipment and technology	13.8%	16.4%
Access to finance	12.2%	13.0%
Environmental issues	7.1%	7.5%
Power or water	4.6%	9.0%
Transport/ access to markets	4.0%	7.9%
Competition	7.8%	3.5%
Transport/ access to market	5.2%	3.5%
Land issues	3.0%	4.3%
Lack equipment/ supplies	3.8%	3.2%
Crime, disputes, community problems	1.7%	4.3%
High operating costs	1.5%	3.3%
Customer debts	2.9%	1.3%
Health problems (self/family)		3.1%
Jealousy	1.0%	2.2%
Difficulty maintaining skills/ knowledge	0.7%	1.6%
Dry session affects our plants/vegetables.		1.3%
Family/ Partner violence	0.8%	0.6%
Employer doesn't use my skills or knowledge	1.4%	0.2%
Debt		1.0%
Disability discrimination		1.0%
Disrespectful behavior from community.		1.0%
Community work load.	1.4%	
Access to business inputs	0.3%	0.6%
Culture and price control needs to be consistent	1.2%	
Customer Debt	1.2%	
Jealousy - black magic	1.2%	
Jealousy from colleagues in work place.	1.2%	
Lack key boarding skills	1.2%	
Vanuatu Culture	1.2%	
Vanuatu Culture Attitude	1.2%	
Gender discrimination		0.7%
Participant said that the sale of kapok tree is slow but sandal wood is fast.		0.7%
seedling was not delivered on time.		0.7%
Tourism activity in TORBA is not steady		0.7%
Access to flour		0.7%
Air Vanuatu flights not consistent. (Air Vanuatu keeps changing their flights routine)		0.7%
Challenge to prepare financial report.		0.7%
Community work load and passing away of his dad he did not complete his action plan.		0.7%
Community work program takes up most of the time. There's no time to do vegetable planting		0.7%
Court cases between the cooperative and its past employees create a bad working morale to myself.		0.7%

El Niño - soil is so dry and can't plant any vegetables and also animal also destroy plants		0.7%
I am disable and Old. Booth location for selling my product is no safe for me and also the rebuilding of the Santo wharf.		0.7%
slow sale of carving products due to low level of tourist coming to Ambrym.		0.7%
Some root crops and vegetables planted does not grow and it discouraged farmers.		0.7%
Dispute in regards to the area where the cooperative is located and also committees not active.		0.6%
Finds it so difficult to work with Tour Operator		0.6%
Lack on how to manage business		0.6%
Weather problem damages stock. Decrease in customer due to bad weather.		0.6%
Book Keeping (skills to keep good sales record)	0.8%	
Had blong accessem material (coconut leave) ( <i>trans: hard to access materials – coconut leaves</i> )	0.8%	
Literacy/Numeracy difficulties	0.3%	0.3%
Shortage of cooking materials.	0.8%	
Community Commitment	0.7%	
Computer available only 15 minutes/week. Heavy workload means no time for using computer.	0.7%	
Cooperation within staff member. Not enough time spent on computer - 15 mins	0.7%	
Not enough computer, there are too many people using one computer.	0.7%	
Student - concentration on school work	0.7%	
Work Load.	0.7%	
Skills/ knowledge not relevant	0.3%	0.2%
Audit is difficult	0.6%	
Building new wharf stops tourist boat, therefore affects sale of printing products.	0.6%	
Communication	0.6%	
Complain from the members of the Cooperative.	0.6%	
Living inside Government area	0.6%	
Materials like paint, T-shirts, Calico are to expensive.	0.6%	
Materials not available (i.e) T-shirts & White paint and also materials are so expensive.	0.6%	
Paint, calico t-shirts are so expensive	0.6%	
Rebuilding Santo main wharf	0.6%	
Rebuilding Santo main wharf which made the cruise ship no longer visit us in Luganville.	0.6%	
Tour operator does not pay them in time.	0.6%	
Chicken not safe if they don't stay in fence.		0.3%
Dogs eats the chicken		0.3%
Jealousy (Black Magic)		0.3%
Mi wan detainee and mifala i allow lo some activity nomo. ( <i>I am a detainee and we are only allowed to do certain activities</i> )		0.3%
Wok i mekem se mi no save karemaot skill ia from we mi wan priest we church i muvum mifala olbaot. ( <i>I cannot use these skills in my work because I am a priest, and the Church moves us around</i> )		0.3%
No regular Air Vanuatu flights affects the flow of tourist to the island.	0.4%	
Rebuilding of Santo Wharf - cruise ship no long visit Luganville.	0.4%	
There is no tour activity to engage with.	0.4%	
People do not trust him and he as not given the opportunity to practice his skills.		0.2%

Bungalow does not give tourist to Tour Guide who has registered but instead to non registered tours. Need for tourists to stay in more bungalow than one.		0.2%
Community Commitment		0.2%
Community not supportive		0.2%
Fish food destroyed by pig.		0.2%
Group work not working		0.2%
Jealousy. Upset about Bungalow owner's are doing, i.e. taking tourist whom they have booking with me.		0.2%
Late confirmation or Booking of guest, its costly to try and get food available. Increase price of accommodation may threaten customers to go elsewhere.		0.2%
No support from the community		0.2%
Poor road condition		0.2%
Soil is not holding water and water level is low.		0.2%
Distance from sea to bungalow.		0.2%
Language barrier and also some of the tourist can't swim.		0.2%
No Customer		0.2%
Not engaged in a tour guide business.		0.2%
Rebuilding of Santo Wharf - cruise ship no longer visit Luganville.		0.2%
Salary decrease demoralize my performance.		0.2%
There is no enough tourist going so cannot really fully implement his skills.		0.2%
Working as part time tour guide.		0.2%
Chicken Food shortage	0.3%	
Differences between bungalow owners	0.3%	
Family i raorao from fish pond ( <i>trans: the family argues about the fish pond</i> )	0.3%	
Finance	0.3%	
Paint is expensive to buy	0.3%	
Telecommunications	0.3%	