
Vanuatu TVET Sector Strengthening Program Phase 3

Monitoring and Evaluation Plan Version 2

May 2014

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List of Acronyms

| | |
|--------|---|
| ACER | Australian Council for Educational Research |
| AT | Accredited Training |
| AusAID | Australian Agency for International Development |
| BDS | Business Development Services |
| DFAT | (Australia) Department of Foreign Affairs and Trade |
| ECB | (DFAT) Evaluation Capacity Building program |
| GoV | Government of Vanuatu |
| HIES | Household Income and Expenditure Survey |
| M&E | Monitoring and Evaluation |
| MEF | Monitoring and Evaluation Framework |
| MoE | Ministry of Education |
| MoET | Ministry of Youth Development, Sports and Training |
| NSO | National Statistics Office (Vanuatu) |
| PAA | (Vanuatu) Priorities and Action Agenda |
| PTB | Provincial Training Board |
| QAI | Quality at Implementation (DFAT) |
| SAG | Strategic Advisory Group |
| TPSS | Training Provider Support Services |
| TVET | Technical and Vocational Education and Training |
| VNTC | Vanuatu National Training Council |
| VQA | Vanuatu Qualifications Authority |

1. Introduction

This document details the plans for monitoring and evaluation (M&E) for Phase 3 of the Vanuatu TVET Sector Strengthening Program (VTSSP). The monitoring and evaluation system described in this M&E Plan is built on the program design document, and is designed to reflect the M&E standards established by the Australian Department of Foreign Affairs and Trade (which manages the Australian aid program).

2. Program Overview

Australia's support for the technical and vocational education and training (TVET) sector in Vanuatu began in 1997 with a nine year institutional strengthening project supporting the Vanuatu Institution of Technology and the establishment of the Vanuatu National Training Council (VNTC). The first phase of the Vanuatu TVET Sector Strengthening Program began in 2005, focusing on competency based curriculum development and trainer training and rural outreach.

The program was substantially redesigned and recommenced as Phase 2 in June 2008, facilitating decentralised TVET service delivery by local registered training providers within a national quality assurance system, linked directly to provincial economic outcomes. It supported the establishment of TVET Centres in Malampa and Sanma provinces, strengthened the capacity of, and began working closely with, Provincial Training Boards, and contributed to the development of the National TVET Policy while supporting the VNTC and the Ministry of Youth Development Sports and Training (MoET). Phase 3 of VTSSP began in March 2013 and will continue until June 2016. It will continue to support the VNTC and MoET to implement the National TVET Policy, including:

- Strengthening linkages with national stakeholders;
- Increasing awareness and support for investment in skills development, with potential establishment of a National Training Fund;
- Improving the quality of TVET provision; and
- The provision of technical assistance for improved management of the TVET sector, including capacity building, strategic planning and policy development, implementation and evaluation.

At the provincial level, the program will focus on facilitating the delivery of nationally accredited skills training and business development services coordinated through the TVET Centres in Malampa and Sanma provinces, and (from late 2013) Torba province.

The program has three main strategies:

1. To continue to strengthen national TVET systems development within and between the MoET, VNTC and productive sector agencies and to ensure continuing **convergence** between program and Government of Vanuatu policy, practices and processes;
2. To **consolidate** gains made to date and both provincial and national levels; and
3. 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 TVET sector and a National TVET Workplace Literacy and Numeracy Strategy.

3. M&E System Overview

The purpose of the M&E system for VTSSP is threefold, to:

- provide necessary information for the program team, the Government of Vanuatu, and AusAID, to make day-to-day and strategic **management** decisions;
- support **accountability** to the people of Vanuatu and Australia about the use of program resources and the achievement of program outcomes; and
- enable program participants and stakeholders to **learn** from the program and to apply that learning to other development efforts.

The primary users of the M&E system are: VTSSP program staff and management, staff in MoET and VNTC, members of Provincial Training Boards of participating provinces, and the staff of AusAID Vanuatu. Secondary users include the Government of Vanuatu (GoV) M&E Unit in the Prime Minister's Office and the Ministry of Education (MoE) Statistics Unit, as well as staff of AusAID in Canberra and worldwide.

Preparation of the M&E Plan

Version 1 of the M&E Plan was developed in collaboration with staff and stakeholders in the period leading up to the first SAG meeting in July 2013, and finalised following that meeting. It draws on guidance provided via DFAT's Evaluation Capacity Building (ECB) program¹, and includes the following features:

- A Phase 3 program logic including clarified end-of-program outcomes
- A set of M&E principles
- A framing set of evaluation questions
- A simple M&E framework (MEF) – a select set of performance and progress indicators
- A set of data collection and analysis tools and methods
- An M&E workplan (schedule of activities)
- A reporting framework setting out all routine program reports and information flows
- Details of M&E inputs and resources
- A glossary of key terms

This updated version of the M&E Plan, version 2.0, was prepared following the first year of program implementation and the preparation of the first Annual Evaluation Report. As such it reflects the lessons learned through implementing the planned monitoring and evaluation activities and presents a refined approach to methods and resources. It excludes the previously-proposed longitudinal research study, which was not approved by the then AusAID.

Version 2 also responds to significant changes in the operating environment for the program, both in Vanuatu and in Australia. In Vanuatu there have been shifts in government structures in the TVET sector, with the establishment of the Ministry of Education and Training (MoET). In Australia, the Department of Foreign Affairs and Trade (DFAT) now manages the aid program, following the change of government in 2013 and the abolition of the Australian Agency for International Development (AusAID).

¹ This guidance includes: Monitoring and Evaluation Standards (2013); Monitoring and Evaluating Program Outputs (2013); Guidance for Implementation Partners on AusAID Progress Reporting Requirements (2012); and The Key Concepts (2012).

In late 2013 the VTSSP contract was expanded to include the delivery of a cluster of activities within the Vanuatu Country Plan of the Pacific Women Shaping Pacific Development (PWSPPD) initiative. Version 2 of the M&E Plan thus also provides for the monitoring and evaluation of PWSPPD investments as an integrated component of VTSSP.

4. Principles

The M&E system is founded on a number of important principles, drawn from the VTSSP Phase 3 design and from discussions with program staff and stakeholders. These principles underpin an M&E system that enables the production of timely and accurate information to support evidence-informed management, accountability and learning. They have guided the development of the M&E system for VTSSP so that it will:

- Retain as much of the existing Phase 2 system as possible. This reflects the effectiveness and ownership of the system, and maximises the scope to continue longitudinal data analysis between Phases 2 and 3. It also aims to maintain the high quality rating of program M&E by the Australian aid program.
- Prioritise the participation of stakeholders in ‘sense-making’. In other words, ensure that the M&E system is participatory and accessible, so that all stakeholders have ownership of the conclusions about program progress and performance, making utilisation of evidence more likely and more possible.
- Value qualitative and narrative data as much as quantitative data.
- Support information flows in both directions, so participants, TVET Centres, training providers, productive sectors and other contributors of data receive feedback, and utilise a range of communication and reporting tools so as to make information more accessible.
- Provide support to the national TVET M&E system as it develops, and align program M&E to national M&E systems as much as possible.
- Enable the implementation of M&E activities with a parallel capacity development aim, so that program staff and national counterparts increasingly build M&E competencies.
- Address gender, disability and other inclusiveness variables.
- Meet DFAT and GoV M&E and reporting needs.
- Comply with internationally recognised standards for ethics and evaluation methods.

The M&E system is designed to enable stakeholders to address four important analytical questions² in making sense of the data collected, and its implications for the program and sector:

1. What is the current situation?
2. What are the factors – both positive and negative – that have led to this situation?
3. What are the implications of this situation (for the program, for the context)?
4. What are we doing, or do we need to do, in response to the situation?

5. Program Logic and End-of-Program Outcomes

A strong M&E system must be founded on a clear and shared program design, and particularly on clarity about the outcomes that are intended – the end-of-program outcomes. These outcomes statements are important, as they articulate the change that the program is aiming to achieve by the end of its implementation period. The design document for VTSSP presents a

² Questions adapted from AusAID’s Evaluation Capacity Building Program: Key Concepts (Dawson, 2012)

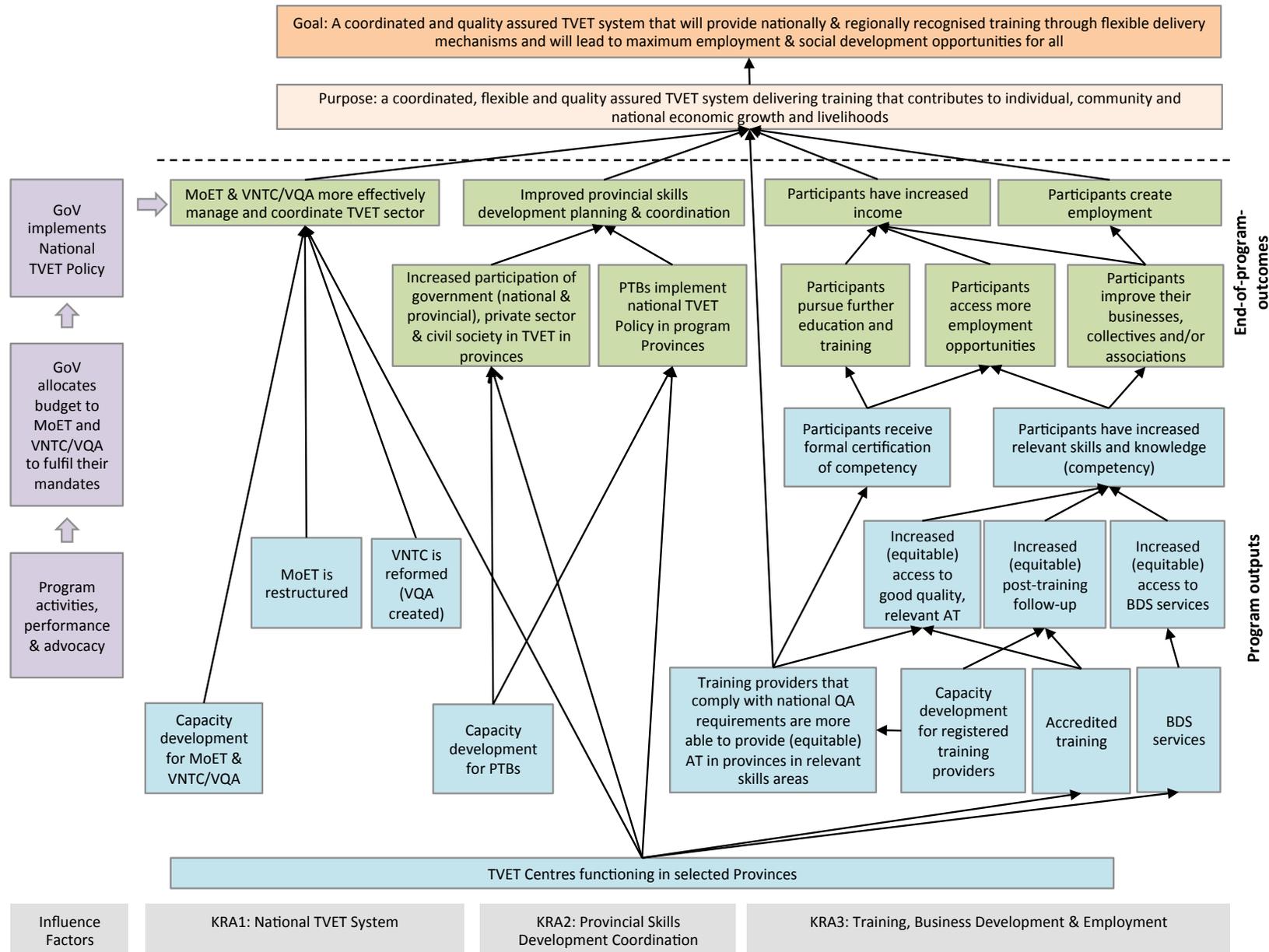
design logic and set of program outcomes that contain a number of internal and external inconsistencies³. Therefore, in order to achieve clarity about the end-of-program outcomes the M&E Adviser worked with key program staff to review the program design in terms of its logic and outcomes statements, and to develop a revised program logic reflecting current and shared understanding of the program intent. This is critical for ongoing program implementation and management, as well as for the construction and use of the M&E system.

Once drafted, the logic model was tested, discussed, and confirmed with program staff and stakeholders including Provincial Training Boards in Malampa and Sanma, the Strategic Advisory Group, and with the then AusAID (via approval of the Annual Plan). This process can be understood as a simple evaluability assessment⁴. The result of this process is the program logic at Figure 1, updated to reflect organisational and institutional developments in the Vanuatu and Australian governments.

³ For example, the presentation of outcomes in the design does not include important program elements, such as the links between key results areas, and the aim to create pathways to further education and training. Also, the original Purpose statement focuses only on the TVET system and does not refer to the intended outcomes for individual TVET participants.

⁴ Evaluability assessments are frequently undertaken for clarificative (formative) purposes, as well as for pre-evaluation preparation purposes, and the results of evaluability assessments often include new or clarified objectives or goals, and systems for performance monitoring and management, as well as awareness-raising amongst stakeholders. A range of literature suggests that evaluability assessment can have multiple benefits for a program, well beyond the original intention of preparing for impact evaluation (Owen 2006, Thurston, Graham & Hatfield 2003, Trevisan 2007). In addition to determining the outcomes that could realistically be examined in an impact evaluation, evaluability assessment can stabilise program implementation, identify performance indicators and actions to improve the program. It can also underpin the refinement of management information requirements and overall program rationalisation (McKinney 2010).

Figure 1: Vanuatu TVET Program Phase 3: Program Logic



The three key results areas for the program, plus the influencing factors associated with program advocacy and its demonstration effect, frame the end-of-program outcomes presented in the logic. Each end-of-program-outcome is outlined below, to assist with understanding the logic of the program and the basis for the M&E system.

MoET and VNTC more effectively manage and coordinate the TVET sector

VTSSP is supporting MoET and VNTC to implement the National TVET Policy through technical assistance and implementation support in a number of key areas: to build the capacity and performance of MoET in sector planning and coordination (including coordination of donor inputs), in addressing the financing of the TVET sector, and to develop monitoring and management systems for the sector, with a particular focus on integrating the TVET Centre network into the MoET governance systems. The program will support VNTC as a leading agent in quality assured skills training in Vanuatu, through training provider support services-the-trainer activities as well as assistance with accreditation and coordination systems. Central to support for VNTC are contributions to the implementation of the Vanuatu Qualification Authority Act and the reform and restructuring of VNTC to become the VQA – including policy, quality standards and QA procedures. The outcome of these combined efforts in VTSSP will be this first end-of-program outcome, by which MoET and VNTC more effectively manage and coordinate the TVET sector.

Improved provincial skills development planning and coordination

Provincial Training Boards (PTBs) are the provincial extension of VNTC and bring together provincial authorities with representatives of the productive/private sector and civil society. VTSSP is continuing to work closely with PTBs to enable them to increasingly play their intended role in planning and coordinating training and business development activities in their provinces through the provision of sectoral advice to the TVET Centres. The involvement of PTBs in coordination and consultation processes within VTSSP itself will further support their development, including through their role in utilising and reporting program M&E to the six monthly meetings of the Strategic Advisory Group.

Participants pursue further education and training

Phase 3 is putting more focus on pathways into higher-level training, including proactively helping trainees to find ways to build on their learning so that they can eventually complete VNTC accredited Certificates. The modular and community-based approach offered by VTSSP will enable participants to progressively build up a qualification, providing a flexible means to engage in the formal training sector – which has previously been difficult to access. The program logic posits that formal certification provide more than just good quality skills training; the certification itself has value that can influence improved employment and life outcomes. This can include creating a pathway to further training, formal education, and/or formal employment, which would potentially have additional benefits for individual participants.

Participants have increased income

In parallel with the intended outcomes for the TVET sector and the national TVET system described above, VTSSP also intends to enable individual participants to achieve personal outcomes, particularly in terms of income. Income in this context is understood to mean more than just cash income; a broader understanding of income as ‘livelihood’ underpins efforts to achieve individual outcomes. The logic of the program posits that good quality, demand-driven accredited training and complementary business development support services, provided in relevant skills areas and on-site in rural and remote areas ‘work-places’, will provide participants with new or enhanced skills and knowledge. These will enable participants to access to new or

improved employment, or to expand their own income generating activities. Building the size and calibre, in terms of relevance, quality and flexibility, of Vanuatu's registered training providers sector is a crucial element of this work, leading to this end-of-program-outcome, with participants increasing their income.

Participants create employment

A second aspect of improved livelihood outcomes for program participants and their communities is the expansion of employment created through the businesses, collectives and associations that receive support through TVET Centre accredited training and business development support services. As these entities improve their operations and expand their reach, the program theory states that they will also create opportunities for income-generating work for others in their communities. The intermediate outcome "participants improve their businesses, collectives and/or associations" will be a necessary precondition to achieving this end-of-program-outcome, and will be achieved through increasing the skills and knowledge of program participants via relevant and good quality accredited training and, particularly, effective BDS services. Based on this intermediate outcome, participants will be able to create employment through growing their businesses.

Evaluation Questions

A small number of key evaluation questions guides the M&E system:

1. How successfully is the program providing relevant, demand-driven and good quality training and business development services to people and businesses across program provinces?
2. To what extent is the program providing relevant training and business development support to disadvantaged groups including women, youths, and people with disabilities?
3. How successfully is the program supporting a more effective system of planning and delivering demand-driven training and business development support services at the provincial level?
4. To what extent has the program enabled participants to progress to further education and training?
5. To what extent are program participants achieving higher incomes and/or improved business or employment outcomes as a result of their participation?
6. To what extent is the program influencing national TVET system development through its advisory and advocacy activities?
7. To what extent is the contractor managing program implementation effectively and efficiently?

Through all questions, VTSSP will examine the factors contributing to success or failure. This reflects a common commitment to learning and understanding the reasons for the outcomes that are observed.

6. M&E Framework

As part of the overall M&E system, VTSSP has developed an M&E framework (MEF) that presents a set of monitoring and evaluation indicators. The MEF is structured around the program logic, end-of-program outcomes, and the guiding evaluation questions. It draws from the logframe and MEF in the design document, reflects the agreed program logic and outcomes, and is designed to be accessible and meaningful to stakeholders and program staff.

The indicators specified in the MEF at Annex 4 provide one part of the overall evidence base for program management, accountability and learning. They provide at-a-glance indications of progress and performance and are especially valuable in reporting and discussion with stakeholders. Reporting of these indicators will be integrated into regular six-monthly reporting processes as shown in the MEF. The indicators are also linked to the indicators required and specified by several other M&E and management systems within AusAID and the Government of Vanuatu, and these are also shown at Annex 2.

7. Alignment with National and DFAT Systems

The M&E system for VTSSP links with, contributes to, and supports, a number of Vanuatu's existing and emerging M&E and reporting systems. Data collection methods, variable definitions, and reporting processes are designed to align appropriately with the requirements of the National TVET Policy, the Priorities and Action Agenda and the internal information systems and needs of VNTC and the MoET.

For Australia, the VTSSP M&E system operates within the frameworks of relevant global and regional priorities, as set out in the Pacific Skills Development Agenda (PESDA), the Pacific Tertiary Education Strategy (PTES) and DFAT's Quality at Implementation (QAI) system.

For Vanuatu, the VTSSP M&E system operates within the framework of the National TVET Policy and the national development priorities outlined in the Priorities and Action Agenda 2006-2015 (PAA), which was updated in February 2013.

The timing of key program reporting (and thus routine information flows) aligns with the information needs of Vanuatu and Australia for higher level formal reporting. Specifically, the Program Annual M&E Report will provide the necessary data and analysis for DFAT's annual Quality and Implementation Report on the program (which is completed by late February each year), and will equally provide data and analysis for Vanuatu's Annual Development Report, which is prepared by June each year (reporting on the preceding calendar year).

Annex 2 provides a mapping of the program and its M&E against the specifics of these policies and frameworks, and these are also referenced in the Monitoring and Evaluation Framework in Annex 4.

8. Key Variables

Disaggregation of data is essential to enable analysis of differential experiences and outcomes for different groups of VTSSP participants. The key variables in the M&E system will enable this disaggregation through standardised data across the program. The variables are part of the 'language' of the program so, like the need for a glossary of technical terms (at Annex 1), there is also a need for clear definitions of program data variables. Where possible and relevant, variables have been defined to match those in use within Vanuatu, within DFAT, and/or within internationally accepted parameters.

VTSSP will collect and be able to disaggregate data according to the following variables:

- Sex
- Age
- Disability
- Language background
- Education
- Sector
- Occupation/ Livelihood type
- Location
- Training Provider type
- Program activity type (AT/BDS)

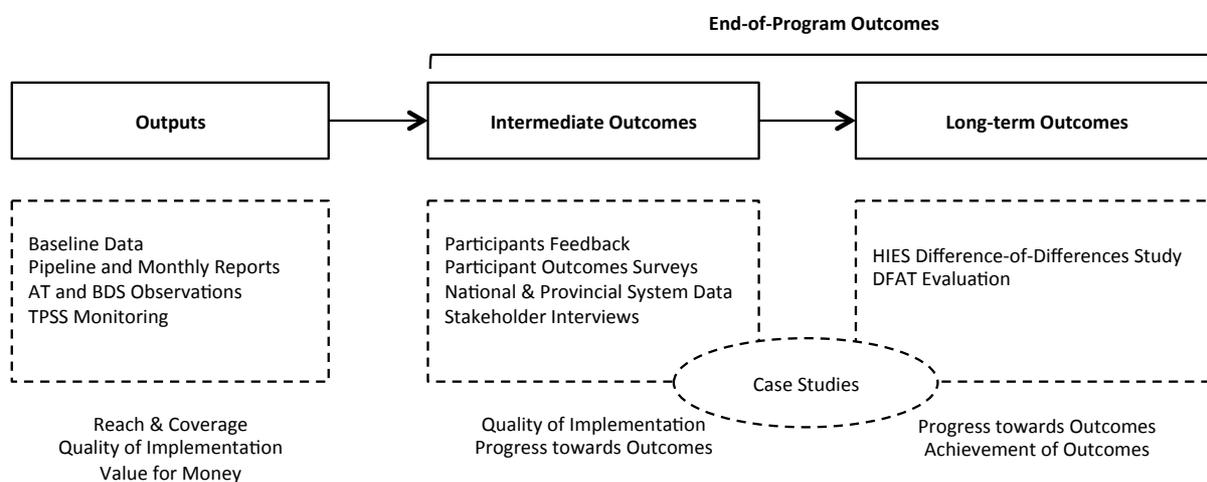
The key variables and their definitions are set out in Annex 5, which provides an expanded explanation of their meanings. This list will be revised as required throughout the implementation of VTSSP. The M&E Framework at Annex 4 specifies which variables will be routinely used to disaggregate data for each variable.

9. Tools and Methods

The M&E tools in the M&E Plan are designed to monitor and evaluate the quality, and the reach/coverage of the program, as well as the progress towards the intended outcomes, the operating context, and the effectiveness of program management. The tools have been developed in collaboration with program staff and stakeholders – many of whom will be users of the tools for data collection and program management.

The diagram below outlines the alignment of the M&E tools described above with the structural elements in the program logic.

Fig 2: M&E Tools Alignment with Logic



The full set of M&E tools is designed to provide sufficient mechanisms to monitor and assess the program's reach and coverage, the quality of program implementation, and the adequacy of progress towards the intended outcomes, as set out in Figure 3, below:

Fig 3: M&E Tools Summary

| What/How | Reach & Coverage | Quality of Implementation | Progress towards Outcomes | Outcomes | Context |
|-----------------------------|------------------|---------------------------|---------------------------|----------|---------|
| Baseline Form | ★ | | | | |
| AT/BDS Progress Reports | ★ | | | | |
| TVET Centre Monthly Reports | ★ | | | | ★ |
| Participant Feedback Form | | ★ | | | |
| Training Observation Form | | ★ | | | |
| BDS Observation Form | | ★ | | | |
| TPSS Activity Report | ★ | | | | |
| Participant Outcome Survey | | ★ | ★ | ★ | |
| Case Studies | | ★ | ★ | ★ | ★ |
| Stakeholder Interviews | | | ★ | ★ | ★ |
| Impact Assessment Study | | | ★ | ★ | ★ |
| SAG Meeting Facilitation | | | | | ★ |

| | | | | | |
|-----------------------|--|--|--|--|---|
| Annual Report Process | | | | | ★ |
|-----------------------|--|--|--|--|---|

The following section provides an overview of the key M&E tools, while a detailed listing of M&E tools is provided at Annex 3, showing responsibility for data collection, analysis and reporting, as well as the tools to be used for data management. Copies of data collection instruments are available on request.

Monitoring what we do: Outputs

A number of tools and processes will be utilised in monitoring the outputs of the program, particularly those resulting from the provision of accredited training, business development services, and training provider support services.

Baseline Form

Baseline data will be collected from all individual participants in accredited training and business development services, using a program-specific Baseline Form. The data collected will be for two purposes: it will provide outputs data that will provide insights into the reach and coverage of AT and BDS activities, enabling disaggregation and analysis by key program variables. It will also provide a number of targeted baseline data points, which will subsequently be included in post-participation data collection (see Participant Outcomes Survey, below), thus enabling pre- and post- participation comparisons.

Baseline data will be collected by staff in the M&E team, with assistance from selected other program staff when it is not possible for the M&E team to undertake data collection. Where literacy levels are judged sufficient⁵, baseline forms will be distributed for participants to complete themselves. Program staff will provide a detailed explanation of every question and will remain while participants complete the form to provide further clarification if needed. If literacy skills preclude the written completion of the baseline form, M&E staff will collect data via individual face-to-face interviews with participants.

The M&E Assistant will register baseline forms and enter all baseline data into a program database hosted online via Survey Monkey⁶.

Baseline data will be analysed and reported via descriptive statistics every six months, and will be used to assist with identification of issues and cases for case study and other evaluative work.

AT and BDS Progress Reports

Every month, each TVET Centre will prepare an AT Progress Report and a BDS Progress Report. These reports play a number of roles, and have both a pipeline planning function as well as a regular activity reporting function. As such different program stakeholders will utilise the reports in different ways (e.g. the Team Leader will rely on them for oversight of the pipeline for training and BDS activities). For M&E purposes the AT and BDS Progress Reports will provide additional outputs data – focusing on reach and coverage – as they will include monthly updates of activity completion data. The M&E team will cross-check these data with those collected through Baseline Forms, thus enabling triangulation of program activity data. Data will be reported six monthly to SAG meetings and in written reporting, and will be used to assist with identification of issues and cases for case studies and other evaluation studies.

TPSS Activity Report

Parallel to the AT and BDS Progress Reports, program staff responsible for Training Provider Support Services (TPSS) will prepare an internal monthly activity report for TPSS activities.

⁵ Experience in Phase 2 suggests that this will be sufficient in the majority of cases.

⁶ Survey Monkey provides a robust and low cost platform for data entry and management that is accessible across the multiple program locations.

Because TPSS activities are more substantially integrated into the day-to-day operations of VNTC, data provided via this tool will disaggregate between TPSS activities led by VNTC, and those led by the program. This data will be aggregated and reported six monthly, and also considered in the identification of issues and cases for case studies and other evaluation work.

Participant Feedback Forms

As part of the approach to monitoring the quality of accredited training and BDS outputs, the program will collect participant feedback at every training workshop and BDS activity. Provided at Annex 8, the form collects quantitative data against key aspects of quality as judged by individual participants. The M&E Assistance will enter data into a Participant Feedback database in Survey Monkey, which will then enable the M&E Adviser to extract, analyse and report, the data (all quantitative) on a six monthly basis.

AT and BDS Observations

To complement the quality assessment of program outputs from the point of view of participants, the M&E system also includes a mechanism for program staff to undertake structured observations of activities delivered by subcontracted training providers and experts in order to further assess the quality of outputs. Qualified program staff – Centre Managers, Provincial Training Coordinators and BDS Coordinators – will utilise an Observations Record to guide their observation of training and BDS activities, recording their assessments for aggregation by the M&E team.

Observations records will also be used by TVET Centre staff in their ongoing engagement with training providers and experts, as a component of discussions about continuous improvement of the quality of services provided.

Monitoring what we achieve: Outcomes

The M&E system includes several tools designed to collect evidence on the extent to which the program is achieving its intended outcomes. Several provide scope to also uncover evidence of other unintended outcomes, whether negative or positive. These tools will be utilised in either routine ongoing data collection or periodic evaluative activity, as described below (and detailed further in Annex 3).

Participant Outcomes Survey

The program will implement an ongoing Participant Outcomes Survey of the individual and business participants in accredited training and business development support services. The survey instrument complements the Baseline Form, providing scope to compare pre- and post-participation data on key indicators such as income, household livelihood, employment and business status, and occupation type. It also enables analysis of perceptions of change pre- and post- participation, and seeks participant data regarding a range of employment, business and personal outcomes, both positive and negative. Finally, it seeks participant perceptions of any challenges or obstacles to positive change, and asks about further education and training. Longer term outcomes data will be collected through the program research study (see below).

Outcomes data will be collected from a sample of program participants, twice a year, six to eight months post-participation. Data collection for the Participant Outcomes Survey will be undertaken by the M&E and M&E Assistant, trained and supported by the M&E Adviser. It is a more complicated and sensitive data collection tool than the other tools in routine use, and thus requires more skilled and specialist deployment. Also because of its technical and logistical requirements, the entire population of participants will not be surveyed for outcomes data. The M&E team will sample from a target population twice a year, interviewing 200 men and women

each time⁷. This will ensure that the sample includes sufficient female participants, despite their underrepresentation in TVET Centre activities⁸.

The survey instrument (see Annex 8), was tested, refined, and piloted before its first deployment in April 2014. This will provide a small set of preliminary outcomes data for discussion and reporting at the SAG meeting in July, and a fuller set of outcomes data will be available at the end of 2014.

Case Studies

Case studies will provide an important means to investigate specific cases within the program in detail, to provide depth as a complement to the broad coverage of routine monitoring. Case studies were begun during Phase 2, and produced as short DVDs⁹, which proved a powerful way to capture case stories and to communicate the findings. This approach will be continued in Phase 3, with at least one case study DVD per year, commencing in 2014.

The purposeful selection of case studies will be based on the analysis of outcomes data as well as discussions with program staff and stakeholders. The aim will be to identify cases of interest that provide the opportunity to explore issues or thematic questions relevant to the program and its intended outcomes. Cases may be program participants (individuals or businesses), or may be sectors (such as the tourism sector in Malampa in Phase 2) or geographic locations. Cases may also be thematic, examining specific groups of participants selected according to a theme of interest for the program.

Case studies will include a strong focus on gender issues, in light of the complexities of the issues associated with women's economic and social empowerment and gender-based violence, and the Australian Government's commitment to addressing these in the aid program. Empowerment of women through skills development is not a simple or straightforward undertaking, thus warranting careful investigation, including through the case studies. This will also be a central element in evaluating the TVET program contribution to Pacific Women Shaping Pacific Development.

The M&E team will work with program staff and stakeholders to identify appropriate cases for case studies, and final approval of case study selection will be made by the Team Leader and Technical Director.

Once a case is selected, the M&E Adviser will prepare a brief Case Study Design outlining the specific methods and workplan for the case study. Where DVD production is included in the case study design, the program will engage specialist local audio-visual production expertise (as was the practice during Phase 2). The first case study will be completed in August-September 2014.

Stakeholder Interviews

Towards the end of each calendar year, the M&E Adviser will conduct semi-structured interviews with program and sector stakeholders. Designed to mainly collect evidence on progress towards the outcomes in Key Result Areas 1 and 2 (national and provincial developments), they will also enable the collection of data regarding program context, program quality, and program management performance. The stakeholders will include a sample of national officials, representatives from training providers, provincial officials and other members of PTBs, and key program staff (including the Team Leader, Deputy Team Leader and Technical Director).

⁷ The M&E Adviser consulted with the Australian Council for Educational Research (ACER, a program implementation partner) to confirm the proposed sampling approach.

⁸ AT and BDS activities in the first months of Phase 3 comprised around 25% women participants.

⁹ The DVDs are available on the program website: <http://www.vanuatutvet.org.vu/changing-lives/>

Impact Assessment Study

In 2012 the Program commissioned an assessment of program impact using household level micro data from the 2006 and 2010 Household Income and Expenditure (HIES) surveys conducted by the Vanuatu National Statistics Office (NSO). The study utilised the difference-in-differences (DID) approach, and was conducted by a consultant who worked closely with the NSO throughout. It examined the net impacts of training for TVET communities¹⁰ by comparing changes in their household incomes between 2006 (baseline) and 2010 (about 18 months after Phase 2 began), to changes in household incomes for non-TVET communities¹¹ over the same period. The study estimated the overall net impact of the program, as well as separate impacts by province, and by type of support provided (training versus business development services).

Vanuatu is planning a further HIES in 2014, providing the opportunity for VTSSP to commission a second DID study, comparing the Phase 2 findings with the 2014 HIES data. This should provide an even more robust assessment of the impact of the program, given that it will have been implementing for a much longer period. The study will be commissioned in parallel with the HIES, and will once again be undertaken in cooperation with the NSO. It is expected that the study will be completed in early 2015.

Program Evaluation

It is standard practice for DFAT to commission an independent evaluation of each significant aid investment during or at the end of its implementation. This evaluation will form an important component of the overall approach to monitoring and evaluation for VTSSP, and it is recommended that an evaluation, undertaken with the active participation of the VTSSP team as well as GoV partners, be conducted in 2015. This will provide important evaluative evidence of program performance that will also be useful in DFAT's consideration of further investments in Vanuatu TVET at the end of Phase 3.

Monitoring our environment: Context

Program personnel engage with the operating context for the program on a day-to-day basis, in effect 'monitoring' it continuously. This day-to-day monitoring is reflected in ongoing management and operational decisions, including program-wide decisions by the Team Leader and Technical Director. To complement this practice, the M&E system includes several elements to support systematic monitoring of the program context:

- The end-of-year SAG meeting and the subsequent Annual Program M&E Report process will consider the relevance of the program relative to the requirement of sectors, provinces, individuals, small businesses and the wider TVET sector;
- Program management personnel will review the risk profile of the program at least six-monthly, and will prepare an updated Risk Management Plan for inclusion in each Annual Plan.

Important sources of data regarding the program context that will be routinely considered in these processes include:

- GoV budget allocations to the TVET sector;
- HIES data on incomes and expenditure at the household level;

¹⁰ In the study this expression 'TVET communities' is used to refer to communities whose members had participated in TVET Centre activities.

¹¹ 'Non-TVET communities' provide the basis for the counterfactual in the study; they are communities which have not had members participate in TVET Centre activities.

- National economic data including GDP, trade (imports and exports) data, and tourism data;
- GoV policy changes that could affect program provinces and target sectors, such as trade or economic policy; and
- Other GoV or development partner investments in relevant areas, such as infrastructure developments in program provinces.

Monitoring Program Management

The VTSSP implementation team will monitor its own performance, including consideration of the adequacy of progress, as an integral part of effective program management. The key tool here will be monitoring (and reporting) progress against the Annual Plan, to complement the reporting of progress towards outcomes. In other words, the M&E system will enable both monitoring of the *extent* of progress, as well as the *adequacy* of that progress, supported by analysis and discussion of the context in which the program is operating and the influence that context is having on program performance.

At an operational level, the DFAT Program Manager will monitor program implementation throughout Phase 3, through continual assessments of the adequacy, quality and timeliness of program outputs and program management activities.

M&E System Manual

In order to ensure systematic, consistent and accurate implementation of the M&E system by program staff, the M&E team will prepare a simple M&E Manual once the M&E Plan has been approved. It will be a user-friendly, step-by-step handbook describing in detail the processes for implementing the routine data collection and management processes required by the M&E system. This will enable the M&E Plan to function as the technical document, complemented by a practical and accessible M&E Manual that can be used by all program staff.

10. Sector Program M&E

The program commenced implementing an integrated program of support in the tourism sector in Malampa during Phase 2, and this sector program has now expanded to Sanma and Torba provinces. Overseen by a lead technical expert, the sectoral approach, utilising a blend of AT and BDS services under a common umbrella of oversight and technical leadership, has proven successful¹². It is providing a model for the program to develop other integrated sector programs in the productive sectors, such as forestry and fisheries.

In order to achieve M&E arrangements for sector programs that integrate fully with the broader program M&E, and to support good quality M&E practice in the sector programs, the M&E team will work closely with TVET Centre staff as they develop new sector programs. The approach will include the requirement that sector programs use program standard M&E tools (such as baseline and participant feedback forms), and M&E staff will assist with the use of these tools. Data will be included in the program's overall data management systems but will also be analysable and reportable on a sector-program basis.

The M&E team will also offer advisory and mentoring support to the lead experts of any new sector programs (this approach has been important in the tourism sector program). Finally, sector programs will be a high priority for case study and thematic evaluations throughout Phase 3 of the program. These deeper evaluations will provide the opportunity to explore the relative strengths of the more integrated approach, which is an important feature of Phase 3.

¹² This was evidenced through a case study and the final evaluation report during Phase 2.

11. National Systems – Integration and Support

Since the commencement of Phase 3 the program team has made considerable efforts to develop and maintain close links with the relevant parts of the Government of Vanuatu regarding sector and program M&E. The M&E and leadership team have discussed M&E system development with key staff in MoET and VNTC, with the members of incoming Provincial Training Boards, and with the staff of the National Statistics Office and the M&E Unit in the Prime Minister’s Office. These interactions provided real opportunities for these stakeholders to provide their feedback on the developing M&E system, especially with regards to their own involvement in program and sector M&E.

The M&E system utilises a number of existing national systems and structures, and is also designed to support the development of national M&E arrangements for the TVET sector as they emerge.

Provincial Training Boards

Provincial Training Boards (PTBs) are described by the National TVET Sector Policy as “independent multi sectoral bodies advising in the areas of training” and are required to assist VNTC in national policy development. According to the Policy, they are intended to provide a forum for the discussion of common provincial interest within TVET and provide guidance as to priority sectoral skill development needs to be addressed by the provincial TVET Centres. As the key provincial counterpart body for the TVET Centres they have an important role to play in the M&E system for the program.

The M&E system maintains the established role for PTBs to consider the evidence collected by the M&E system, and to present that evidence to meetings of the Strategic Advisory Group (SAG) every six months. The M&E team will assemble, document and summarise M&E data for each PTB, and will facilitate a one-day PTB meeting every six months in each program province that will consider and analyse the data. These meetings will enable PTB members to engage with program data and make sense of its implications for the province and for the program. The M&E team will then support each PTB Chair to develop and prepare a presentation of the key data and final conclusions for the SAG meeting. These presentations will form a core part of regular program reports.

Strategic Advisory Group

The six-monthly Strategic Advisory Group (SAG) meetings are the centrepiece of the M&E calendar. They are an opportunity for stakeholders in the TVET sector to collectively ‘make sense’ of program performance and to review the context in which the program is operating. There will be two SAG meetings each year, which drive the six-monthly reporting cycle for VTSSP, as follows:

- In terms of the M&E focus, the mid-year (June) SAG will mainly address activities and outputs data, emphasising consideration of program reach, coverage and quality of implementation.
- The M&E focus for the end-of-year (December) SAG will be broader and deeper. In addition to six-monthly activities and outputs data, the December SAG will also consider progress towards outcomes (i.e. data and analysis from case studies, outcomes surveys, other evaluative work carried out through the year). The data presented to the December SAG, and the meeting discussions, will form the basis for the Annual Program M&E Report.

National M&E System Development

Over the course of VTSSP, the program will work with GoV to support progress towards a more developed national system of data collection and management, and the analysis and use of those data to support informed management of the TVET sector. The Government of Vanuatu will determine the timetable and process for this support, as one part of the program's broader support for TVET system and sector development. The finalisation of the pending Vanuatu Qualifications Authority (VQA) Act and the subsequent reform and restructuring that will follow is likely to be a deciding factor in the way the program supports national M&E systems.

In the meantime, the M&E system for VTSSP described in this M&E Plan is designed to align closely with the known elements of the existing and emerging national system. The program will share practical tools, including the program data collection instruments, with the VNTC/VQA and will make them available for wider use by the national system. Some relevant system development work is already underway within VNTC, with the development of the draft VQA website which includes a new supporting database of training providers and accredited units (modules) which will replace the existing and ageing MS Access database in VNTC when it goes live. The program will maintain its close relationship with VNTC and MoET on M&E matters and will provide opportunities for staff from both agencies to participate in program M&E activities.

12. Data Management

Initially, data management and data entry will be centred within the program and will be the responsibility of program staff. As the national M&E system develops, including systems and capacity within national partners, it is hoped that this will gradually transition from program staff to a more shared or Government of Vanuatu-led approach. Within the program, data management utilises two main tools: the online survey and database tool Survey Monkey; and tailored Excel databases. These have the advantage of being low cost, accessible (both logistically and in capacity terms), and flexible. They are also established in the program's routine operations as a result of their institutionalisation in Phase 2.

As the national M&E system develops there will be opportunities to integrate data collection and management systems. Only at this point might major additional investment in data management systems be warranted.

13. Ethics and Standards

The monitoring and evaluation work of VTSSP will reflect internationally recognised standards for evaluation practice set out by the OECD Development Assistance Committee in 2010¹³, and the standards documented by the then AusAID through the Evaluation Capacity Building Program (ECB) for Indonesia and the Pacific in 2013¹⁴. This M&E Plan has been developed in accordance with those standards.

VTSSP will undertake its monitoring and evaluation activities in accordance with the relevant aspects of the Guidelines for the Ethical Conduct of Evaluations, as set out by the Australasian Evaluation Society¹⁵. This means that the program will:

¹³ OECD DAC, Quality Standards for Development Evaluation, 2010, <http://www.oecd.org/development/evaluation/dcdndep/36596604.pdf>

¹⁴ AusAID IET and Pacific Branches, Monitoring and Evaluation Standards, 2013.

¹⁵ These refer, in particular, to the ethics principles for conducting and evaluation, and reporting the results of an evaluation, as set out in Guidelines for the Ethical Conduct of Evaluations, Australasian Evaluation Society, reprinted December 2010, www.aes.asn.au

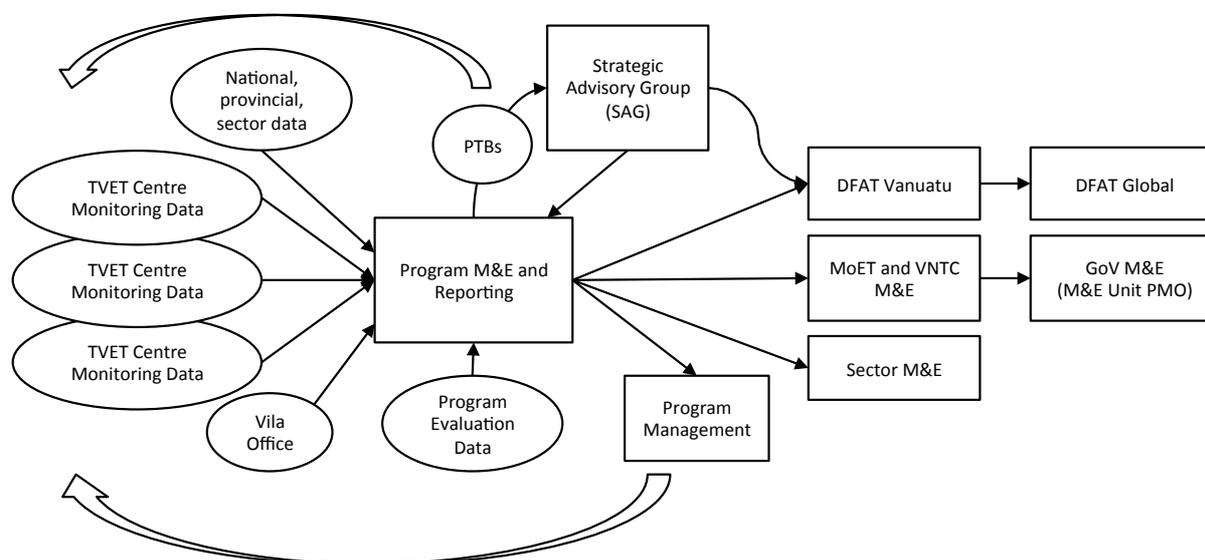
- Design, conduct and report M&E activities in a way that respects the rights, privacy, dignity and entitlements of the people affected by, and contributing to, program M&E;
- Undertake our M&E activities so as to ensure that judgements and actions based on program M&E are based on sound a complete information;
- M&E reporting will provide the audiences with fair and balanced information.

The M&E Adviser has briefed all program staff on these ethical commitments as part of routine M&E training, and will continue to reinforce them in all ongoing mentoring and technical support.

14. Utilisation and Dissemination

The utilisation of the evidence that the M&E system will provide is essential to its effectiveness. Information will flow according to this simple schematic:

Figure 3: Information Flows Phase 3



Information Feedback Loops

An important feature of the M&E system for VTSSP is the formalisation of feedback loops back to program staff and stakeholders. The M&E team will play a role in institutionalising increased flows of information back from M&E to the implementation team and its partners and participants. For example, data collected through baseline surveys and participant feedback forms will be aggregated by the M&E team as usual, but also communicated back to the TVET Centres so they can utilise the data in program planning and management. One important aspect of this will be the relationship between Centres and the training providers and BDS experts; M&E information will assist with the increased focus on service quality.

Audio-Visual Products

Building on the efforts of the Phase 2 program, the M&E system will support the preparation of at least one DVD per year, communicating the experiences, lessons, and outcomes of VTSSP. These are likely to be developed as part of selected Case Studies, and will continue to provide a powerful and highly accessible way of communicating M&E findings.

15. Reports

The following framework sets out the major schedule of routine reporting, both internal (between Centres and the Program Office in Port Vila) and external (to and with GoV stakeholders and to DFAT):

| Report | Main Audience | Timing | Comments |
|--|---|---|---|
| AT and BDS Progress Reports TPSS Activity Reports | Team Leader | Monthly, at month-end | Produced by each TVET Centre as a management tool for TL Feed into six monthly activity monitoring |
| Centre Manager Monthly TVET Centre Reports | Secretaries General, Team Leader PTB Members, VNTC, MoET | Monthly, at month-end | To the provincial Secretaries General and copied to the TL, PTBs, VNTC and MoET counterparts, and utilised as input to six monthly reporting. Also likely to assist with case study selection. |
| Mid-Year Program Report | DFAT and GoV | July each year, after June SAG meeting | Focusing on activities and outputs, provided as presentations to the mid-year SAG meeting, combined with detailed minutes of the meeting. |
| Annual Program M&E Report | DFAT and GoV | January each year, after December SAG meeting | Prepared after the end-of-year SAG meeting, including activity and output data as well as outcome data and analysis. Will include any completed case studies, and will reflect the conclusions and discussions of SAG members at the meeting. |

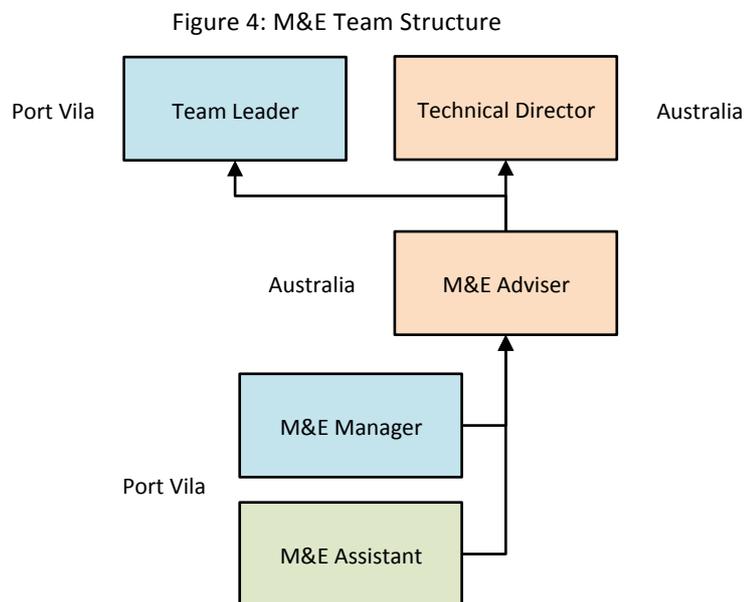
Annual Program M&E Report

The Annual Program M&E Report is the consolidated documentation of the findings from all M&E activity each year. It represents an assessment of program progress and performance, and is prepared by the M&E Adviser with support from the rest of the M&E team. As such, it is prepared at arm's length from program implementation, providing an informed insider's perspective based on evidence. A fully independent assessment will be provided by any external evaluations commissioned or undertaken by DFAT.

The Annual Program M&E Report will function as an input to the annual planning process for the program, as well as the DFAT quality and performance monitoring and reporting processes, which take place in the subsequent months of each year.

16. M&E Resources

A three-person M&E team reporting to the Team Leader will implement the M&E system:



The roles and responsibilities of the M&E team are as follows:

M&E Manager

- Full-time, based in Port Vila program office
- Major responsibility for data collection and processing,
- Support for all program staff in using the M&E Plan and M&E tools
- Supports data analysis and reporting

M&E Assistant:

- Full-time, based in Port Vila program office
- Data collection via Baseline and Participant Outcomes surveys
- Assistance to program staff with use of other M&E tools
- Continue to support data entry and M&E administration work
- Leads on data entry and data management

M&E Adviser

- Part-time, based in Australia with travel to Vanuatu
- Leads system development, data analysis and reporting
- Support capacity development within program team and with partners and stakeholders
- Liaison with GoV agencies to identify and address opportunities for M&E system integration and development
- Periodic inputs focussed on system development and six-monthly SAG meetings and reporting preparation, as well as case studies and other evaluation activities
- Supervision and mentoring of M&E Manager and M&E Assistant

M&E Competencies

In order to fully implement the M&E Plan, a range of competencies are required, as set out below:

| Required Competency | Tools Design | Sampling | Planning & Logistics | Data Collection | Data Entry | Analysis | Reporting | Communication |
|-----------------------------|--------------|----------|----------------------|-----------------|------------|----------|-----------|---------------|
| Tool | | | | | | | | |
| Baseline Form | ★ | | ★ | ★ | ★ | ★ | ★ | ★ |
| AT/BDS Progress Reports | ★ | | | ★ | ★ | ★ | ★ | ★ |
| TVET Centre Monthly Reports | ★ | | | ★ | ★ | ★ | ★ | ★ |
| Participant Feedback Form | ★ | | ★ | ★ | ★ | ★ | ★ | ★ |
| Training Observation Form | ★ | | ★ | ★ | ★ | ★ | ★ | ★ |
| BDS Observation Form | ★ | | ★ | ★ | ★ | ★ | ★ | ★ |
| TPSS Activity Report | ★ | | | ★ | ★ | ★ | ★ | ★ |
| Participant Outcomes Survey | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| Case Studies | ★ | ★ | ★ | ★ | | ★ | ★ | ★ |
| Impact Assessment Study | ★ | | ★ | | ★ | ★ | ★ | ★ |
| SAG Meeting Facilitation | ★ | | ★ | | | ★ | | ★ |
| Annual Report Process | ★ | | | | | ★ | ★ | ★ |
| Competency | | | | | | | | |
| Personnel | | | | | | | | |
| M&E Adviser | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| M&E Manager | ★ | | ★ | ★ | ★ | ★ | ★ | ★ |
| M&E Assistant | | | ★ | ★ | ★ | | | |
| TVET Program Staff | | | ★ | | | | ★ | |
| Impact Study Consultant | ★ | ★ | | ★ | ★ | ★ | ★ | |

M&E Budget

The monitoring and evaluation system will be implemented with dedicated resources from within the overall program budget, with an estimated budget across the life of the program set out below. With a total program budget of approximately \$11.41m over the period to June 2016, this level of M&E expenditure would represent around 7% of program costs. This is slightly

reduced from the 8% estimate in Version 1 of the M&E Plan, due to the increase in overall program budget, and the removal of a budget for the ACER Research Study.

| Item | Budget |
|----------------------------------|------------------|
| M&E Technical & Personnel Inputs | \$472,954 |
| Operating Costs* | \$230,000 |
| HIES Impact Assessment Study | \$50,000 |
| Total M&E Budget | \$752,954 |

* includes travel for data collection; materials; communications

17. M&E System Review

Each year after the December SAG meeting and the preparation of the Annual Report, the M&E team will review and revise the M&E system. This revision will reflect on the effectiveness of the M&E system and its tools and processes over the preceding year, and inform the preparation of an updated M&E Plan. An updated M&E Plan will be prepared each year. This regular system review will also enable the system to remain current and reflect any developments in the context for program M&E, such as changes in GoV or DFAT requirements, or changed access to data or other resources.

Annex 1. Glossary

Monitoring and evaluation is rife with technical terms that can appear as jargon to program staff and stakeholders. Some M&E practitioners and users also use technical terms in varying ways. These two factors create a risk of misunderstandings, which can be exacerbated when working in a multilingual context as in Vanuatu. Thus the Vanuatu TVET Program Phase 3 has developed a brief glossary of key terms, in order to establish common and agreed definitions that will be utilised for the program. The M&E team will seek to translate the glossary into Bislama, for inclusion in the M&E Manual.

| Term | Definition |
|---|---|
| Baseline | A baseline describes the situation before a development intervention begins (in this case, before the Vanuatu TVET program, or before Phase 3 of the program). It describes the status of services and outcome-related measures such as knowledge, attitudes, norms, behaviours, and conditions before a program begins. |
| Case Study | A case study is the detailed study, using a range of methods, of a single case. For the Vanuatu TVET program a 'case' could be a number of things, such as: an individual participant or trainer, a small business that has received TVET services, a sector (such as tourism) participating in the program, or a training provider. |
| Evaluation | An assessment of a planned, ongoing or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability. The intent is to provide evidence that can be incorporated into management decision-making processes, and to support accountability. |
| Goal | The higher order program or sector objective(s) to which a development intervention, such as Vanuatu TVET, is intended to contribute. It is a statement of intent. |
| Indicators | Specific evidence that shows progress (or not) towards outcomes. Evidence can be quantitative (a number) or qualitative (not a number). In order for the indicators to be useful for monitoring and evaluation, it is important to identify indicators that are relevant, objective, practical and adequate, and to regularly update them. |
| Inputs | Financial, human and other resources used to undertake activities which are intended to produce outputs |
| Impact | Long term effect of a development intervention in society or on a sector or sub sector. |
| Monitoring and Evaluation Plan (M&E Plan) | A comprehensive planning document for the collection, analysis and use of data needed for program management, learning and accountability. It documents the data to be collected (including how, how often, from where and why); baselines, targets and assumptions; how data are going to be analysed, and how and when reports will be developed and distributed. It also specifies the resources being directed to M&E. In summary, the M&E Plan describes the M&E system (see below). |
| M&E System | The complete set of planning, information gathering, reflection and reporting processes, along with the necessary resources required, for M&E to enable project decision-making, learning and accountability. The M&E system is documented in the M&E Plan. |

| Term | Definition |
|-------------------|--|
| M&E Framework | A table or matrix describing some details of the M&E system such as the indicators, evaluation questions, information sources requirements, and reports. |
| Monitoring | The regular collection and analysis of information to provide indicators of progress. Includes monitoring inputs, processes (activities), outputs and progress towards outcomes. |
| Outcomes | <p>The changes that are expected to occur after the delivery of an output or several outputs. Outcomes generally describe a change in behaviour (of a person, institution, or system), and are sometimes broken down as follows:</p> <p><i>Immediate outcome</i> – may occur immediately after an output has been produced (for example, the utilisation of new skills developed as a result of a training course completed);</p> <p><i>Intermediate outcome</i> – an outcome achieved in the medium term that contribute towards achievement of a goal or long term outcome (for example, an increase in the quality or volume of work by those with new skills)</p> <p><i>End-of-program outcome</i> – this describes what people will be doing differently on the last day of the program (for example, those using their new skills to increase their productivity will be enjoying increased livelihoods and contributing to economic growth).</p> <p>A program is accountable for outcomes, but does not necessarily control their achievement (unlike outputs – see below).</p> |
| Outputs | <p>The tangible (measurable, practical), immediate and intended products of an intervention. This could be goods, services or infrastructure produced or events resulting directly from an intervention, such as adults completing literacy courses, or new processes established.</p> <p>Outputs are within the control of the program to achieve.</p> |
| Qualitative Data | Data that is non-numeric collected through qualitative methods such as interviews, focus groups, observations and story methods. Generally qualitative data is expressed in a narrative or images, and provide understanding of people’s values, perceptions, motivations and reactions. |
| Quantitative Data | Data measured on a numeric scale, that can be analysed using statistical methods, and that can be reported using tables, charts and graphs. |
| Reporting | The feedback submitted to decision-makers and stakeholders by those who are implementing an intervention (project or program). |
| Target | A specified objective that indicates the exact details (such as number, timing and location) of that which is to be delivered or achieved |
| Variable | A characteristic that varies between individuals. For the Vanuatu TVET program, variables are the basis for us to disaggregate our data so that we can better understand the differences of program participation and outcomes amongst different groups. For example, gender is a variable, and so disability, age and sector. |

Annex 2. Vanuatu and Australia M&E Requirements

Vanuatu

| System/Policy | Integration/ Alignment |
|------------------------------|--|
| National TVET Policy | <p>Phase 3 M&E will provide data against selected indicators in the Policy:</p> <ul style="list-style-type: none"> • Increased (national) employment rate for male and female trainees • Increased self-employment rate for male and female trainees • Increased % of male and female trainees with nationally recognised qualifications, especially in SMEs • Increased participation of and linkages between government, private sector and civil society in TVET system • Increased number of trainees achieve competency standards |
| Priorities and Action Agenda | <p>The program will work with partners in GoV to contribute data to the M&E Unit in the Prime Minister’s Office for inclusion in the Annual Development Report against the PAA. Data will be provided on a calendar year basis (in keeping with Vanuatu’s reporting cycle), and will contribute towards the following indicators in the PAA:</p> <p>Providing better support services to business (P.O.1.4 Strategy 1.4.1):</p> <ul style="list-style-type: none"> • # clients assisted by BDS • # training sessions (by province) <p>Strengthen and increase access to TVET for farmers/communities in agriculture, livestock, fisheries and forests (P.O.4.1 Strategy 4.1.6):</p> <ul style="list-style-type: none"> • # farmers/fishers attending TVET courses • # farmers/fishers successfully completing TVET courses <p>Ensure that there is equal access to education by both boys and girls at all levels of education (P.O.6.1 Strategy 6.1.4)</p> <ul style="list-style-type: none"> • Gender parity index in TVET <p>Strengthen and increase the quality, safety & competitiveness of agriculture, livestock, fisheries and forest products (P.O.4.3, Strategy 4.3.2):</p> <ul style="list-style-type: none"> • # trainees on post-harvest handling, preservation and packaging <p>Nurture educational and sustainable livelihood opportunities for youth (P.O.6.4):</p> <ul style="list-style-type: none"> • # registered providers of accredited courses for TVET • # certificates awarded to TVET trainees • # TVET training courses conducted • National TVET Policy designed and implemented |
| VNTC Information Management | <p>Information management and M&E systems are developing as part of overall reform processes; program will contribute to and utilise the system, especially those elements relating to training providers and course accreditation.</p> |
| MoET | <p>Program will support systems development and information needs as required; M&E system provides flexibility to disaggregate data on youth participation and outcomes according to varying definitions of youth, as needed by MoET.</p> |

| System/Policy | Integration/ Alignment |
|---|---|
| Vanuatu Education Management Information System (VEMIS) | The program will provide an annual statistical snapshot to the Ministry of Education to complement its VEMIS data, for inclusion in the Annual Statistics Digest for education and training in Vanuatu. |

Australia

| System/Policy | Integration/ Alignment |
|---|--|
| Pacific Education and Skills Development Agenda (PESDA) | The program will contribute to one of the performance targets specified in PESDA: “increased employability of young people” as indicated by the indicator: <ul style="list-style-type: none"> • # young people with qualifications that are accepted regionally and/or internationally |
| Pacific Tertiary Education Strategy (PTES) | The program will contribute to one key outcome in PTES: “Increased supply of graduates from Pacific institutions in targeted sectors with internationally recognised quality assured qualifications at Certificate, Diploma & Bachelor level”. |
| Quality at Implementation (QAI) | The program Annual Report will provide summary information against the quality standards, as appropriate, to support the preparation of Quality at Implementation reports, early in each calendar year: <ul style="list-style-type: none"> • relevance • effectiveness • efficiency • M&E • sustainability • gender equality |

Annex 3. Tools and Methods

The main tools and methods for data collection and management are detailed below, setting out the approaches designed to enable monitoring and/or evaluation of the program's reach and coverage, quality of implementation, and progress towards outcomes.

The use of these tools will be explained in detail in a separate M&E Manual.

Reach/Coverage of Program Activities

| Tool | Details (incl. Sampling Method) | Data Collection | Data Entry | Data Management | Data Analysis | Reporting |
|-----------------------------|--|---|------------------|--|--|--|
| Baseline Form* | 100% of participants in accredited training and BDS activities | M&E Manager M&E Assistant M&E Adviser | M&E Assistant | Baseline & Outcomes Database (Survey Monkey) | M&E Adviser M&E Manager - with program staff and PTB | Six Monthly via joint analysis with PTB members, and reported to SAG |
| AT Progress Report | 100% AT activities | PTCs Centre Managers | PTCs | Excel | M&E Adviser M&E Manager | |
| BDS Progress Report | 100% BDS activities | BDS Coordinators | BDS Coordinators | Excel | M&E Adviser M&E Manager | |
| TPSS Capacity Building Data | 100% TPSS capacity building activities | TPSS Manager | TPSS Manager | TPSS Capacity Building Record (Excel) | M&E Adviser M&E Manager | |

Quality of Program Activities:

| Tool | Details (incl. Sampling Method) | Data Collection | Data Entry | Data Management | Data Analysis | Reporting |
|--------------------------|--|-----------------------|------------|---|--|--|
| AT Observations Record* | One day observation of AT by qualified program staff (PTC or CM) only 100% AT activities | PTCs/CMs | n/a | Filed by program staff and M&E staff in hard copy and electronic form | M&E Adviser M&E Manager PTCs | Six Monthly via joint analysis with PTB members, and reported to SAG |
| BDS Observations Record* | Observations by selected program staff (BDS Coordinator or Centre Managers) only 100% of new BDS Experts and new packages of BDS support; repeat observations of existing Experts and packages every six months | BDS Coordinators/ CMs | n/a | Filed by program staff and M&E staff in hard copy and electronic form | M&E Adviser M&E Manager BDS Coordinators | |

* Draft instruments provided at Annex 8

| Tool | Details (incl. Sampling Method) | Data Collection | Data Entry | Data Management | Data Analysis | Reporting |
|---|---|---|---------------|---|--|-------------|
| AT and BDS Participant Feedback (Evaluation) Form * | 100% AT participants 100% new BDS participants and new BDS activities; periodic repeat feedback from repeat clients/activities | Program Staff and/or Training Providers | M&E Assistant | Participant Feedback Database (Survey Monkey) | M&E Adviser M&E Manager - with program staff and PTB | Six Monthly |
| TPSS Participant Feedback Form | TBC, depending on development of national system | | | | | |

Progress towards Outcomes:

| Tool | Details (incl. Sampling Method) | Data Collection | Data Entry | Data Management | Data Analysis | Reporting |
|-----------------------------|---|--|---------------|--|----------------------------|---|
| Participant Outcomes Survey | Sample survey of 200 participants per sample, at 6-8 months post-participation. Cumulative data set to strengthen analysis over time | M&E Manager M&E Assistant Twice annually | M&E Assistant | Baseline & Outcomes Database (Survey Monkey) | M&E Adviser M&E Manager | Annual Program M&E Report |
| PTB and SAG meetings | Facilitated discussions to make sense of program data and reach consensus conclusions – collective ‘sense-making’ of program data | n/a | n/a | Minutes of meeting | n/a | Mid-Year and Annual Program M&E Reports |
| Stakeholder Interviews | semi-structured interviews with sample of national officials, representatives from training providers, provincial officials and other members of PTBs, and key program staff (including the Team Leader, Deputy Team Leader and Technical Director) | Annually in November | n/a | Annotated interview records in designated Dropbox folder | M&E Adviser | Annual Program M&E Reports |
| Case Studies | Two per year, with cases selected on the basis of outcomes data analysis and purposeful identification of cases of interest | M&E Team, with additional sub-contracted support (e.g. DVD production) as required Detailed Case Study Design to be prepared for each case study, specifying data collection, data management, analysis and reporting | | | | In program reports, plus DVD for selected studies |

* Draft instruments provided at Annex 8

| Tool | Details (incl. Sampling Method) | Data Collection | Data Entry | Data Management | Data Analysis | Reporting |
|------------------------------|---|-----------------|------------|-----------------|---------------|-----------|
| HIES-based Impact Assessment | To be done in 2015 as a repeat of the Phase 2 impact assessment using HIES data (in collaboration with National Statistics Office) and 'difference-of-differences' analysis | | | | | |
| DFAT Program Evaluation | To be determined by DFAT; recommended in 2015 | | | | | |

Annex 4. Monitoring and Evaluation Framework

Key Results Areas

| | Indicators | Eval. Qs* | Means of Verification (Source of Information) | Reporting & Utilisation | Quality Criteria | Other Relevant Indicators (DFAT/ GoV) |
|------------------------------------|---|-----------|---|---|--|---------------------------------------|
| KRA 1. National TVET System | | | | | | |
| | Output Indicators | | | | | |
| 1.1 | <i>Deleted – not useful</i> | | | | | |
| 1.2 | <i>Deleted – not useful</i> | | | | | |
| | Intermediate Outcome Indicators | | | | | |
| 1.3 | New organisational structure for MoET approved | 6 | GoV records | Mid-Year Report Annual Program M&E Report | Effectiveness Sustainability | -- |
| 1.4 | VQA established | 6 | GoV legislative and PSC documentation | Mid-Year Report Annual Program M&E Report | Effectiveness Sustainability | -- |
| 1.5 | # New policy and strategy implemented by VNTC/VQA and MoET as a result of project support | 6 | | Annual Program M&E Report | Effectiveness Sustainability | -- |
| | End-of-Program Outcome Indicators | | | | | |
| 1.6 | Evidence of leadership in the coordination of the TVET sector by the MoET | 6 | Annual SAG meeting discussions MoET Annual Reports | Annual Program M&E Report | Effectiveness Sustainability Gender Equality | -- |

| | Indicators | Eval. Qs* | Means of Verification (Source of Information) | Reporting & Utilisation | Quality Criteria | Other Relevant Indicators (DFAT/ GoV) |
|--|--|-----------|---|---|--|--|
| 1.7 | Evidence that VQA has established effective processes and policies that are being implemented nationally | 6 | VQA processes and policies VQA Board Meeting Minutes Training provider audit reports (VNTC) | Annual Program M&E Report | Effectiveness Sustainability Gender Equality | -- |
| KRA 2. Provincial Skills Development Coordination | | | | | | |
| Output Indicators | | | | | | |
| 2.1 | # PTB meetings | 3, 1 | PTB Minutes VNTC Data | Annual Program M&E Report | Efficiency | -- |
| 2.2 | # Provincial skills development plans prepared and updated | 3 | Skills Development Plan documentation | Annual Program M&E Report | Efficiency | -- |
| 2.3 | # PTBs restructured in all provinces in line with national TVET Policy | 3 | VNTC records | Annual Program M&E Report | Efficiency | -- |
| 2.4 | # project-supported activities designed to strengthen linkages between PTBs and VNTC/VQA and national counterpart agencies | 3, 1 | Program records | Mid-Year Report Annual Program M&E Report | Efficiency | -- |
| Intermediate Outcome Indicators | | | | | | |
| 2.5 | Extent to which PTB members from a range of stakeholder groups are actively advising TVET Centre on priority skill development needs at provincial level | 3 | PTB meeting records Program staff observations | Annual Program M&E Report | Effectiveness Gender Equality | Increased participation of and linkages between government, private sector and civil society in TVET system (Nat. TVET Policy) |

| | Indicators | Eval. Qs* | Means of Verification (Source of Information) | Reporting & Utilisation | Quality Criteria | Other Relevant Indicators (DFAT/ GoV) |
|---|---|-----------|---|--|-------------------------------|--|
| 2.6 | # Provincial skills development plans updated periodically and used by TVET Centres and training providers to guide training delivery | 3 | Provincial government/VNTC records TVET Centre records | Annual Program M&E Report | Effectiveness | -- |
| End-of-Program Outcome Indicators | | | | | | |
| 2.7 | Evidence that TVET Centres are coordinating skill development identification, planning and training responses at the provincial level | 3 | TVET Centre records SAG discussions | Annual Program M&E Report | Relevance Effectiveness | Increased participation of and linkages between government, private sector and civil society in TVET system (Nat. TVET Policy) |
| KRA 3. Training, Business Development and Employment | | | | | | |
| Output Indicators | | | | | | |
| 3.1 | # AT units (modules) delivered - disaggregated by sector and location | 1, 2 | AT Progress Report | Mid-Year Report Annual Program M&E Report | Efficiency | # TVET training courses conducted (PAA) # training sessions (PAA) |
| 3.2 | # AT trainees - disaggregated by sex, disability, age, location, sector | 1, 2 | Participants Databases | Mid-Year Report Annual Program M&E Report | Efficiency Gender Equality | # farmers/ fishers attending TVET courses (PAA) # trainees on post-harvest handling, preservation and packaging (PAA) |
| 3.3 | # AT trainees that attain competency/ complete - disaggregated by sex, disability, age, location | 1, 2 | TP Competency Assessments – AT Progress Reports | Mid-Year Report Annual Program M&E Report | Efficiency Gender Equality | Increased # trainees achieve competency standards (Nat. TVET Policy) # farmers/ fishers successfully completing TVET courses (PAA) # certificates awarded to TVET trainees (PAA) |

| | Indicators | Eval. Qs* | Means of Verification (Source of Information) | Reporting & Utilisation | Quality Criteria | Other Relevant Indicators (DFAT/ GoV) |
|--|--|-----------|---|---|----------------------------------|---------------------------------------|
| 3.4 | # trainees receiving post-training follow up from project - disaggregated by sex, disability, age, location, sector | 1, 2 | Post-Training Follow-up Participant Lists | Mid-Year Report Annual Program M&E Report | Efficiency Gender Equality | -- |
| 3.5 | % AT module delivery rated as good or excellent quality by participants or by observation - disaggregated by training provider type, sector, location | 1 | AT Participant Feedback AT Observation Records | Mid-Year Report Annual Program M&E Report | Efficiency | -- |
| 3.6 | # BDS services delivered - disaggregated by sector, location | 1, 2 | BDS Progress Report | Mid-Year Report Annual Program M&E Report | Efficiency | -- |
| 3.7 | # BDS clients - disaggregated by sex, disability, age, location, sector | 1, 2 | Participants Databases | Mid-Year Report Annual Program M&E Report | Efficiency Gender Equality | # clients assisted by BDS (PAA) |
| 3.8 | % BDS delivery rated as good or excellent quality by participants or by observation - disaggregated by provider, sector, location | 1 | BDS Participant Feedback BDS Observation Records | Mid-Year Report Annual Program M&E Report | Efficiency | -- |
| 3.9 | # TPs provided with capacity development support - disaggregated by location, provider type | 6 | Program data | Mid-Year Report Annual Program M&E Report | Efficiency | -- |
| 3.10 | # TPs providing accredited training through TVET Centres - disaggregated by location, provider type | 6 | TPSS Database AT Progress Report | Mid-Year Report Annual Program M&E Report | Efficiency | -- |
| Intermediate Outcome Indicators | | | | | | |
| 3.11 | # participants (AT/BDS) who achieve business growth - disaggregated by sex, disability, age, location, sector | 5 | Participant Outcomes Surveys | Annual Program M&E Report | Effectiveness Gender Equality | -- |

| | Indicators | Eval. Qs* | Means of Verification (Source of Information) | Reporting & Utilisation | Quality Criteria | Other Relevant Indicators (DFAT/ GoV) |
|--|---|------------------|--|------------------------------------|----------------------------------|---|
| 3.12 | # participants (AT/BDS) who find new or increased employment - disaggregated by sex, disability, age, location, sector | 5 | Participant Outcomes Surveys | Annual Program M&E Report | Effectiveness Gender Equality | Increased (national) employment rate for male and female trainees (Nat. TVET Policy) |
| 3.13 | # repeat program participants (AT and/or BDS) - disaggregated by sex, disability, age, location, sector | 1, 2 | Baseline Data | Annual Program M&E Report | Efficiency Gender Equality | -- |
| 3.14 | # TPs that comply with national QA requirements | 6 | VNTC Data | Annual Program M&E Report | Effectiveness | # registered providers of accredited courses for TVET (PAA) |
| 3.15 | # participants who proceed to further education and training - disaggregated by sex, disability, age, location | 4 | Participant Outcomes Surveys Research Study | Annual Program M&E Report | Effectiveness Gender Equality | # young people with qualifications that are accepted regionally and/or internationally (PESDA) increased # male and female trainees with nationally recognised qualifications, esp. in SMEs (Nat. TVET Policy) |
| End-of-Program Outcome Indicators | | | | | | |
| 3.16 | # participants with increased income - disaggregated by AT/BDS, sex, disability, age, location | 5 | Participant Outcomes Surveys HEIS DoD Study | Annual Program M&E Report | Effectiveness Gender Equality | -- |
| 3.17 | # new jobs created by AT or BDS participants - disaggregated by sex, disability, age, location | 5 | Participant Outcomes Surveys | Annual Program M&E Report | Effectiveness Gender Equality | -- |

| | Indicators | Eval. Qs | Means of Verification (Source of Information) | Reporting & Utilisation | Quality Criteria |
|---|---|----------|--|---------------------------|-----------------------------------|
| Program Management and Context | | | | | |
| Influence Factors – Monitoring the Context | | | | | |
| 4.1 | Budget allocation to MoET and/or VNTC (VQA) (in vatu) | 6 | GoV budget documents | Annual Program M&E Report | Relevance |
| 4.2 | Other development partner investment in TVET (in vatu/ dollars) | 6 | GoV and donor data | Annual Program M&E Report | Relevance |
| 4.3 | GoV policy and legislative context for skills development and business development support | 6 | GoV dialogue and policy documentation | Annual Program M&E Report | Relevance |
| Program Management | | | | | |
| 4.4 | % outputs delivered as scheduled | 7 | Program data | Annual Program M&E Report | Efficiency |
| 4.5 | % TVET Centre staff performing expected roles and responsibilities | 7 | Staff performance management system | Annual Program M&E Report | Efficiency |
| 4.6 | Extent to which program activities involve counterparts in developing and utilising systems and processes | 7 | Program data | Annual Program M&E Report | Sustainability Gender Equality |
| Communication and Transparency | | | | | |
| 4.7 | # media stories and other public coverage of program activities and achievements | 7 | Program and DFAT media and publications monitoring | Annual Program M&E Report | |

Evaluation Questions

1. How successfully is the program providing relevant, demand-driven and good quality training and business development services to people and businesses across program provinces?
2. To what extent is the program providing relevant demand-driven training and business development support to disadvantaged groups including women, youths, and people with disabilities?

3. How successfully is the program supporting a more effective system of planning and delivering training and business development support services at the provincial level?
4. To what extent has the program enabled participants to progress to further education and training?
5. To what extent are program participants achieving higher incomes and/or improved business or employment outcomes as a result of their participation?
6. To what extent is the program influencing national TVET system development through its advisory and advocacy activities?
7. To what extent is the contractor managing program implementation effectively and efficiently?

Annex 5. Key Variables

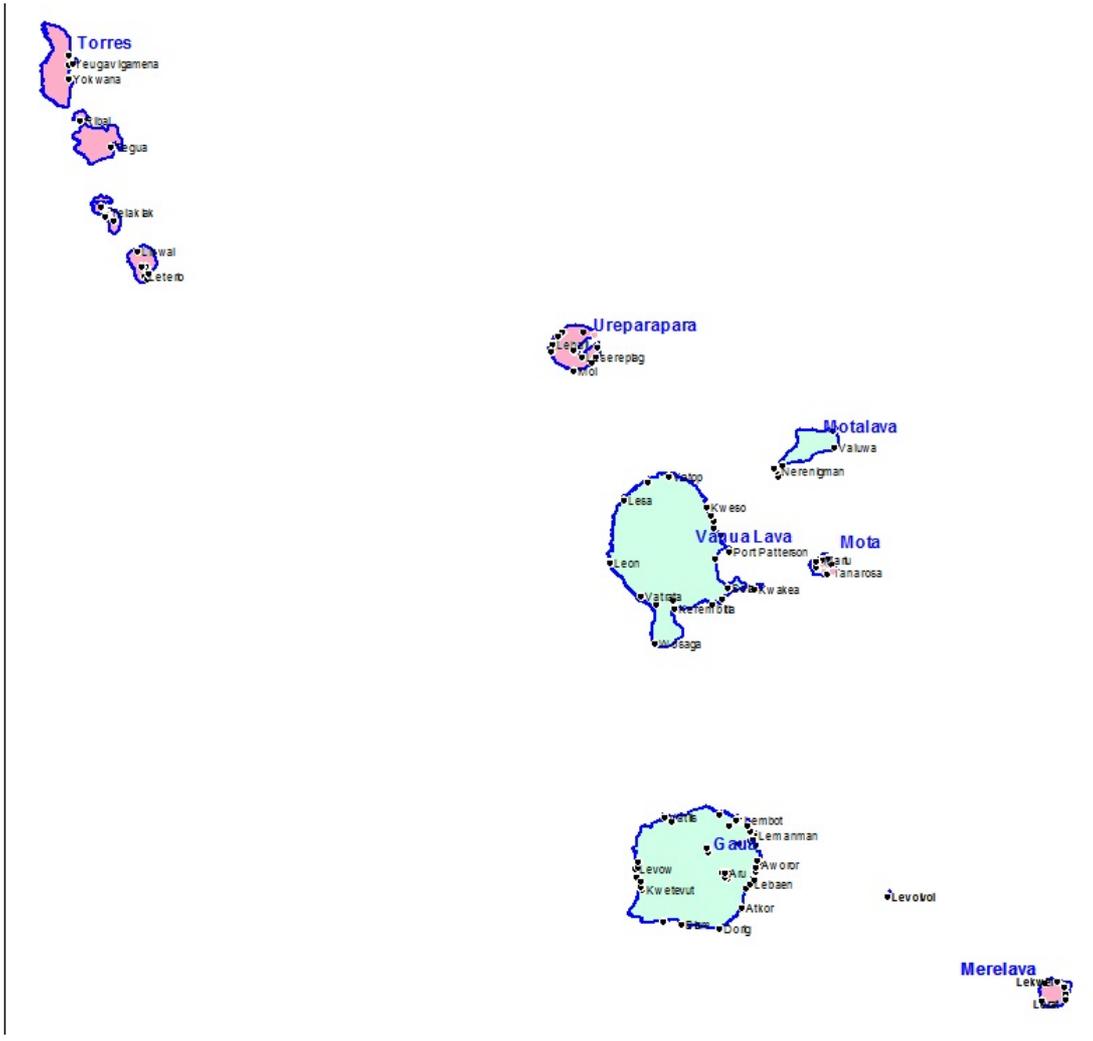
These variables apply mainly to data regarding individual program participants and the training providers. Program data regarding national and provincial capacity strengthening and systems development do not require similarly defined variables.

| Variable | Definition | Notes |
|------------|--|--|
| Sex | <ol style="list-style-type: none"> 1. Male 2. Female | |
| Age | <ol style="list-style-type: none"> 1. Under 15 2. 15-24 ('youth') 3. 25-39 4. 40-59 5. 60+ ('older population') | <p>Age groups based on the National Statistics Office five-year age range groupings, as used in the 2009 Census and other major statistical collections.</p> <p>Definition of 'youth' is the internationally recognised definition, used by NSO. MoET also uses 12-30 as a broader definition of 'youth' in some circumstances – the collection of actual age data will enable disaggregation of data by this alternative definition of 'youth' if necessary for GoV.</p> |
| Disability | <ol style="list-style-type: none"> 1. Yes 2. No | <p>Disability status of program participants is determined at the time of baseline data collection through a set of questioning that is based on internationally developed and trialled methods from the Washington Group on Disability Statistics¹⁶, tailored and piloted for this program. Respondents indicating they have difficulty "a lot of the time, or always" with one or more categories of functionality will be coded as having a disability.</p> |
| Language | <ol style="list-style-type: none"> 1. Anglophone 2. Francophone 3. Bislama or langwis <u>only</u> | <p>Retained from Phase 2, with addition of third category for respondents who do not identify as either Anglophone or Francophone</p> |
| Location | <ol style="list-style-type: none"> 1. Urban 2. Rural 3. Remote | <p>Location of residence of livelihood is important for geographical targeting and understanding participation rates according to geographic criteria. However there are no standard classifications in Vanuatu, either nationally or within the education and training sector. Thus for program purposes the three categories will be defined at the level of Area Council, based on advice from NSO, and will reflect Phase 2 classifications to enable longitudinal analysis if needed.</p> <p>Province maps provided overleaf.</p> |

¹⁶ http://www.cdc.gov/nchs/washington_group/wg_questions.htm

| Variable | Definition | Notes |
|------------------------|--|---|
| Education | <ol style="list-style-type: none"> 1. None 2. Some primary schooling 3. Completed primary 4. Some secondary schooling 5. Completed secondary 6. Tertiary (post-secondary) | Phase 2 experienced some difficulties with education data, which have informed this revised set of variable definitions. They are designed to differentiate between those who have completed major education milestones and those who only partially completed each stage of education. |
| Sector | <ol style="list-style-type: none"> 1. Agriculture (cash crops) 2. Trades and Services (e.g. welding, carpentry, construction, retail, transport) 3. Business (e.g. business management, accounting) 4. Manufacturing (e.g. art, craft, textiles, fabrication, non-farm production) 11. Fisheries 12. Forestry 13. Livestock 6. Other | The definitions of sectors within which program participants earn their livelihoods are retained from Phase 2. |
| Occupation Type | <ol style="list-style-type: none"> 1. Employed 2. Self-employed 3. Subsistence 4. Student 5. Other | Retained from Phase 2 Enables analysis of participation and outcomes between livelihoods groups |
| Training Provider Type | <ol style="list-style-type: none"> 1. Public Training Provider 2. NGO (RTC) 3. Private Training Provider 4. Government Department 5. Individual | Retained from Phase 2 Enables analysis according to varying categories of training provider |
| BDS Activity Type | <ol style="list-style-type: none"> 1. Workshop 2. Coaching/Mentoring 3. Pre-Assessment 4. Other | Enables analysis according to different types of BDS support, including the detailed pre-assessment work that is undertaken by the program/expert before the formal BDS delivery occurs. |
| Participation Type | <ol style="list-style-type: none"> 1. General 2. Part of ongoing Sector Program 3. Building towards a full Qualification | At the time of approval of this Plan, only the TOURISM sector program is in operation and thus only tourism clients would be coded as Participation Type 2. Participation Type 3 is not yet in use but is being developed. |

Torba Province



Annex 6. M&E Workplan

| TASK | 2014 | | | | | | | | | | | | 2015 | | | | | | | | | | | |
|-----------------------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Routine data collection & entry | | | | | | | | | | | | | | | | | | | | | | | | |
| Pilot & Finalise Outcomes Survey | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcomes Survey | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff training in data collection | | | | | | | | | | | | | | | | | | | | | | | | |
| Case Study selection | | | | | | | | | | | | | | | | | | | | | | | | |
| Case Study | | | | | | | | | | | | | | | | | | | | | | | | |
| Data analysis & prep. for PTB/SAG | | | | | | | | | | | | | | | | | | | | | | | | |
| M&E preparation with PTBs | | | | | | | | | | | | | | | | | | | | | | | | |
| SAG meetings | | | | | | | | | | | | | | | | | | | | | | | | |
| Mid-Year Report | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual Report | | | | | | | | | | | | | | | | | | | | | | | | |
| M&E Adviser support to team | | | | | | | | | | | | | | | | | | | | | | | | |

KEY:
 M&E team work 
 M&E Adviser in Vanuatu 
 Report submission 

Annex 7. M&E Adviser Inputs

| Time Period | Task Focus |
|------------------------------|--|
| March to July 2013 (FY1) | M&E systems and tools development; one in-country commencement visit (April 2013) |
| July 2013 to June 2014 (FY2) | <p>In-country visits:</p> <ul style="list-style-type: none"> • SAG preparation and meeting (July 2013) • Program visit to support institutionalisation of new M&E system, supervise and quality check data collection and data entry, select and commence case studies, support M&E staff (September 2013) • SAG preparation and meeting (December 2013) • SAG preparation and meeting (June 2014) <p>Plus in-Australia inputs throughout the year, including in the preparation of data before each SAG/PTB meeting, and contributions to the Mid-Year and Annual Reports. Additional inputs as required for evaluation studies/ case studies/ contributions to other tasks</p> |
| July 2014 – June 2015 (FY3) | Four in-country inputs (for six-monthly reporting and SAG meetings, plus case studies and M&E/program team support) |
| | In-Australia inputs as outlined above Additional inputs as required for evaluation studies/ case studies/ other tasks |
| July 2015 – June 2016 (FY4) | Four in-country inputs (for six-monthly reporting and SAG meetings, plus case studies and M&E/ program team support) |
| | In-Australia inputs as outlined above Additional inputs to Final Report and DFAT Evaluation |

Annex 8. References

- McKinney, L. (2010) “Evaluability assessment: Laying the foundation for effective evaluation of a community college retention program”. *Community College Journal of Research and Practice*, 34, pp299-317.
- Owen, J. (2006) *Program Evaluation: Forms and Approaches 3rd Edition*. Allen and Unwin
- Thurston, W.E, Graham, J, and Hatfield, J (2003). “Evaluability assessment: A catalyst for program change and improvement”. *Evaluation and the Health Professions* 26(2), pp206-221.
- Trevisan, M,S (2007). “Evaluability Assessment from 1986 to 2006”. *American Journal of Evaluation* 28(3), pp290-303