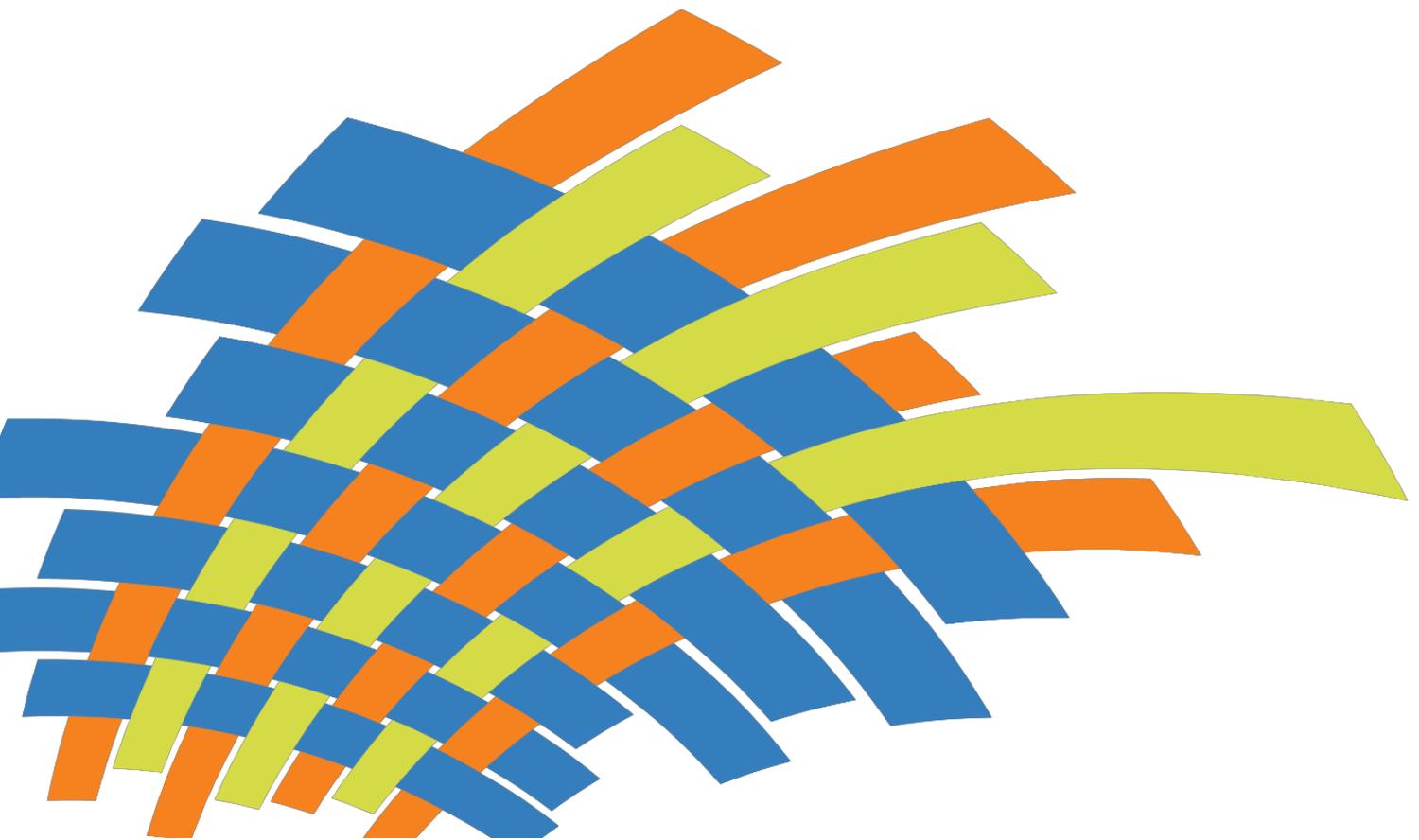




# Vanuatu Skills Partnership

Progress Monitoring Package

January-June 2018



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## Overview

This Progress Monitoring Package provides technical reporting information for the Vanuatu Skills Partnership over the implementation period January-June 2018. It is intended as a process tool for implementing teams and management to take stock of activity to date and monitor that the Partnership's work-streams are operating in line with the Partnership's strategic objectives, as outlined in the Partnership Design Document, May 2017. The Reporting Package will also provide an important evidence base to inform discussion and decision-making at the Skills Partnership's Steering Committee meeting, scheduled for mid-July, under the joint chairing of the Partnership Director and the Director, Tertiary Education Directorate. The Progress Monitoring Package is primarily a management tool and is not intended to replace the formal Monitoring, Evaluation and Learning (MEL) Report which is produced annually by the Partnership's MEL team each December, and which provides quantitative and qualitative data and analysis against the Partnership's Logic and Theory of Change.

The Progress Monitoring Package comprises the following sections, reflecting the key technical work-streams of the Partnership:

1. Skills for Tourism
2. Skills for Handicraft
3. Skills for Agri-business
4. Skills for Providers
5. Disability Inclusion
6. Pacific Women
7. Climate Change Adaptation and Resilience

In addition to these technical work streams, other key activities have been undertaken during this six-month period and are as follows:

### a) Strategic Communications

In addition to its ongoing communications activity, in line with its Strategic Communications Strategy, the Partnership undertook a number of specific initiatives to enhance the advocacy agenda of the Partnership and its work. These include:

- i. Panel presentation at the Australasian Aid Conference, ANU, Canberra, February 2018 – *Thinking politically and working differently: how DFAT skills programs in the Pacific are supporting locally led change.*
- ii. Initiation of an independent research project on the Partnership's application of the 'thinking and working politically' theoretical framework and its contribution to impact. The research is currently underway, led by Dr Julian Barbara, Senior Policy Fellow, Department of Pacific Affairs, ANU.
- iii. Re-organisation of the Partnership's internal communications unit, with the creation of a new Strategic Communications Manager position. The revision of the Partnership's Strategic Communications Strategy is currently underway, led by the newly recruited Manager and supported by the Partnership's Strategic Adviser and Corporate Support Coordinator. The

new Strategy will include a discrete MEL framework to enable monitoring of progress and impact of Partnership communications.

**b) Policy architecture**

Consistent with its ‘joined-up’ approach to supporting national skills system reform, the Partnership has been working with key national agencies to improve the policy architecture of the post-school education and training sector. Key activities include:

- i. Development of a National Human Resource Development Plan (NHRDP) through the initiative of the Department of Strategic Policy and Planning and Aid Coordination within the Prime Minister’s Office. The development process has six distinct phases – high-level consultations; research; early drafting; national consultations; full drafting; final consultations. Activity is currently in the research phase with the completion of the process as a whole expected by October 2018.
- ii. Revision of the Post-School Education and Training Bill. Following the development of the Post School Education and Training (PSET) Policy and under the direction of the State Law Office, the Partnership is assisting the Ministry of Education and Training (MoET) with the review of the current Education and Training Act to reflect the new policy settings. Consultations have been undertaken, with final refinements now in train before presentation to the Development Committee of Officials (DCO).
- iii. Continuing negotiation for resourcing of Skills system positions, in line with the MoET re-structure of 2014 and the Partnership’s Subsidiary Arrangement with the MoET. The Public Service Commission has approved for the Tertiary Education Directorate (TED) to proceed with the recruitment and resourcing of two Skills Centre Provincial Training Coordinators (PTC), in addition to the two already-funded PTC positions.

**c) Strategic cross-program collaboration**

While the Partnership works, as part of its core approach, with multiple programs and donors in implementation of its work-streams, the Partnership participated in two discrete strategic collaboration activities during this period:

- i. Visit of the Partnership Director to Tonga for participation in strategic planning activities with the DFAT-funded Tonga Skills for Inclusive Economic Growth Program.
- ii. Presentations to the Australia-Pacific Technical College (APTC) annual Board Meeting, as well as a series of meetings/functions, aiming to support more strategic and coherent coordination and collaboration with APTC as it commences its third phase, based on a new Investment Design Document, which draws heavily from the experiences and learnings of the Partnership.

**d) Developmental leadership**

Drawing from its informal collaboration and networks with the Developmental Leadership Program, through the University of Birmingham and La Trobe University, the Partnership has commenced a series of developmental leadership workshops across all Partnership personnel, led by the Partnership Director and Strategic Adviser. The first of these were conducted in Port Vila and Santo in May 2018 and the presentation that formed the basis of these, ‘Vanuatu Skills Partnership – Fasin Blong Yumi’ is available as an attachment to this Package.

# 1. Skills for Tourism

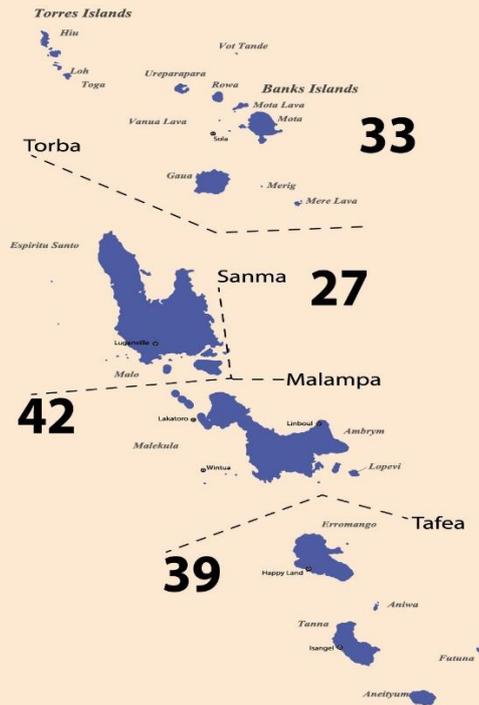
## 1a. Progress Snapshot

### Skills for Tourism Six Month Snapshot January to June 2018

In collaboration with the DoT and VTO, the Vanuatu Skills Partnership, through its Skills for Tourism work-stream, has supported::



141 Business Clients disaggregated by province



#### LOCAL TOURISM BUSINESSES

- 7% Island Massage & Beauty Therapy
- 51% Island Bungalows & Guesthouses
- 42% Tour & Activity Operators

#### BUSINESS OWNERS



#### Skills Development Activities



# Skills for Tourism Six Month Snapshot

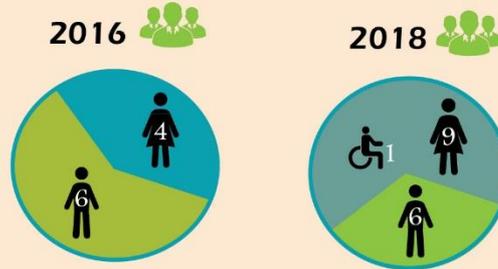
January to June 2018

## Business Quality Indicators

Average Business Quality Indicators showing improvement in business growth via individual client coaching & mentoring



## Individual Industry Coach Profile

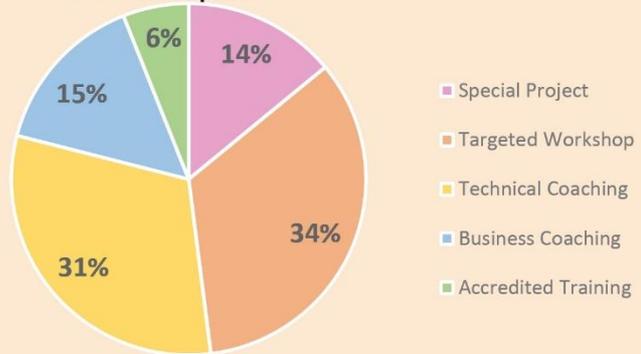


## Business Client Improvements



Vanuatu Tourism Operators Minimum Standards  
Travel Centre Registration  
Booking.com Registration

## Skills Development Fund



## Tours & Activities Sustainable Growth



## 2018 Skills Development Co-Contribution Breakdown



VUV870,700  
Vanuatu Tourism Office & Department of Tourism indirect contributions

## 1b. Case Study: Skills and Accessible Tourism in Vanuatu

Projections indicate increased demand for accessible tours and activities across Vanuatu due to the increase in leisure travellers via cruise ships including older travellers and families with relatives with disability. Vanuatu Skills Partnership, through its Skills for Tourism and Disability Inclusion teams, have worked in collaboration with the Department of Tourism (DOT) and the Vanuatu Tourism Office (VTO) to facilitate the mainstreaming of disability inclusive and accessible tourism strategies since 2016. The Partnership has seen the introduction of accessible design principles into tourism product development and operator minimum standards as well as destination management through the national tourism website: [www.vanuatu.travel](http://www.vanuatu.travel).

### 2016

- ✓ Initial Disability Inclusion Awareness workshops with Skills for Tourism Industry Coaches and Training Providers.
- ✓ Inclusion of accessible tourism principles into the curriculum of the Certificate II Tourism (Tour Guiding) Basic Skills Cluster.
- ✓ The revision of Vanuatu Tourism Operator Minimum Standards to incorporate elements of accessible design principles into bungalow requirements.

### 2017

- ✓ Engagement of an Accessible Tourism Industry Coach, herself a person with disability with a Certificate III in tourism, to educate other industry coaches and key business clients on best practices regarding accessibility and inclusion for visitors with disability.
- ✓ Presentation on accessible tourism for all Skills for Tourism Industry Coaches by the new Accessible Tourism Industry Coach.
- ✓ Presentations on accessible tourism incorporated into the delivery of three Tourism Transport Driver Workshops in Luganville.
- ✓ Two inclusive skills development activities on Tanna as part of the Tanna Tourism Recovery Project.
- ✓ Accessible tourism coaching with 13 local tourism businesses in Espiritu Santo, including 11 tours and 2 accommodation operators, conducted by DOT Product Development Officer and Accessible Tourism Industry Coach.
- ✓ VTO includes a specific Accessible Tourism Page on their new website- site is under construction with limited content due to a lack of information from the industry in Port Vila.
- ✓ At request of the DOT, Vanuatu Skills Partnership supports the development of a Bungalows' Accessibility Checklist for the Tanna Tourism Recovery Project (supported by the Skills for Tourism and Skill for Construction initiatives).

### 2018

- ✓ At the request of the VTO, development of a Hotel Accessibility Checklist and auditing tool.
- ✓ Site visits, including access audits, conducted at 16 Hotels and Resorts, by VTO Information and Research Officers and Accessible Tourism Industry Coach in Port Vila and North Efate.
- ✓ As a result of the site visits, new content and information goes live on 'Accessible Tourism' Page on the new Vanuatu Travel Website in both French and English.

At request of the VTO and DOT, Vanuatu Skills Partnership is currently supporting:

- The development of an Accessibility Checklist and auditing tool for Tours & Activities.
- A professional photography shoot to showcase accessible and inclusive destination and products in Port Vila and North Efate on the Vanuatu Travel website and other promotional avenues.
- Second accessible tourism coaching and audit with 13 local tourism business in Santo, to follow up on action plans.

### Stakeholders

- Department of Tourism: Product Development and Quality Standards Management as well as key tourism sector business clients.
- Vanuatu Tourism Office: Destination Marketing and Promotion.
- PSET Suppliers: Tourism Training Providers and Industry Coaches delivering inclusive skills development activities.
- Vanuatu Skills Partnership, through the Skills for Tourism and Disability Inclusion initiatives: support and advocacy.

|  | Policy Links   |
|--|--|
| <b>National PSET Policy</b>                              | System Oversight Service Delivery Strategic Framework  |
| <b>Vanuatu Skills Partnership LTOs</b>                   | Long Term Outcome 4. The status of women and people with disability is enhanced                      |
| <b>National Sustainable Development Policy</b>           | 3 Pillars: <b>Society Environment Economy</b>  |
| <b>National Disability Inclusive Development Policy</b>  | <b>Strategic Priority Area 1: Mainstreaming the Rights of Persons with Disabilities</b>              |
| <b>National Tourism Development Policy (forthcoming)</b> | <b>Goal 3:</b> Visitor experiences that reflects the vision and values of Vanuatu's tourism industry |

### Short term outcomes

- The promotion and inclusion of people within disability as employees and consumers within the tourism sector is challenging and the changing of assumptions and negative attitudes has been helped by the work being led by a skilled and experienced Industry Coach who is herself a person with disability.
- Tourism sector government partners and industry members are more aware of the principles and importance of accessible and inclusive tourism. This is evident in the increased buy-in and ownership from DOT, VTO and industry through the request for more accessible coaching and audit activities and the planned focus of the 2018 National Tourism Forum in October as “Accessible and Inclusive Tourism”.
- Tools and checklists developed have now also been adapted and are being used in additional construction projects through the Partnership to promote accessibility in complementary sectors.
- As a result of the development of the Bungalows Accessibility Checklist and buy-in from the DOT, 9 businesses on Tanna are currently being renovated to meet universal accessibility standards through the Tanna Tourism Recovery Project.
- Since this initiative began, the Accessible Tourism Industry Coach was awarded a scholarship to undertake a Bachelor in Tourism Management at the University of the South Pacific in Fiji. The Partnership continues to engage the Accessible Tourism Industry Coach as a specialist in her field when available.

### Expected long term outcomes

- Vanuatu increasingly recognised as an accessible international destination due to enhanced quality standards and promotion.
- Economic benefits for local business (direct tourism providers and indirect sector linkages) through growth in numbers of travellers with disability and their families.
- Increased opportunities for more ni-Vanuatu people with disability to join the tourism workforce as attitudinal and infrastructure barriers are reduced.
- The industry will continue to develop through the increased awareness and recognition of the importance of the tourism sector as a driver of economic and social prosperity.



### Freda’s Story

Freda Willie was engaged as the first Skills for Tourism Accessible Tourism Industry coach in 2017. She holds a Certificate III in Tourism from the Australia-Pacific Technical College. She herself has faced barriers to employment and travel due to a mobility impairment and lack of accessible infrastructure in Vanuatu. Freda was engaged to deliver on-site business coaching in Santo specifically for tours and activities promoted to the cruise market. She was then engaged by the VTO to do a site audit of hotels and resorts in Port Vila and North Efate to support the development of content for the newly developed Accessible Tourism Page with [www.vanuatu.travel](http://www.vanuatu.travel). Freda is currently completing her Bachelor of Tourism Management at the University of the South Pacific in Fiji and continues to provide phased on-site coaching and Accessible Tourism Auditing support during her study leave for the Skills for Tourism initiative.

### Lessons Learned

- Having an Accessible Tourism Industry Coach who is a person with disability brings her own personal experiences which is powerful and effective for coaching activities and promotes more buy-in from partners and tourism business clients, and has created a demand for more Accessible Tourism Industry Coaches who are people with disabilities.
- Resources available through DFAT’s Disability Inclusive Development Fund (DID) have enabled the provision of reasonable accommodations that enable full engagement of the Accessible Tourism Industry Coach, including presence of a personal assistant during field visits.
- Designated specific funding for DID activities including the professional photo shoot is helpful to maximise the promotion of Vanuatu as an accessible destination within VTO.

### Opportunities

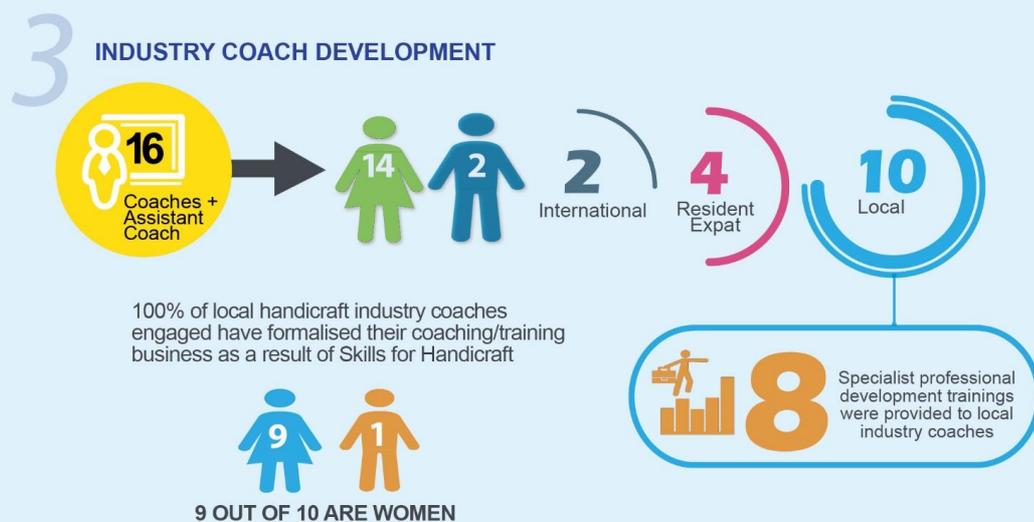
- Further online promotion of accessible tourism products and wider destination marketing through the Provincial Travel Centre Network, particularly in Santo.
- Collaboration with training providers to ensure the delivery of inclusive tourism training.
- Extend this approach with other Partnership priority sectors (handicrafts, agriculture) to improve opportunities for ni-Vanuatu with disability to engage in paid work linked to the tourism value-chain.

## 2. Skills for Handicraft

### 2a. Progress Snapshot

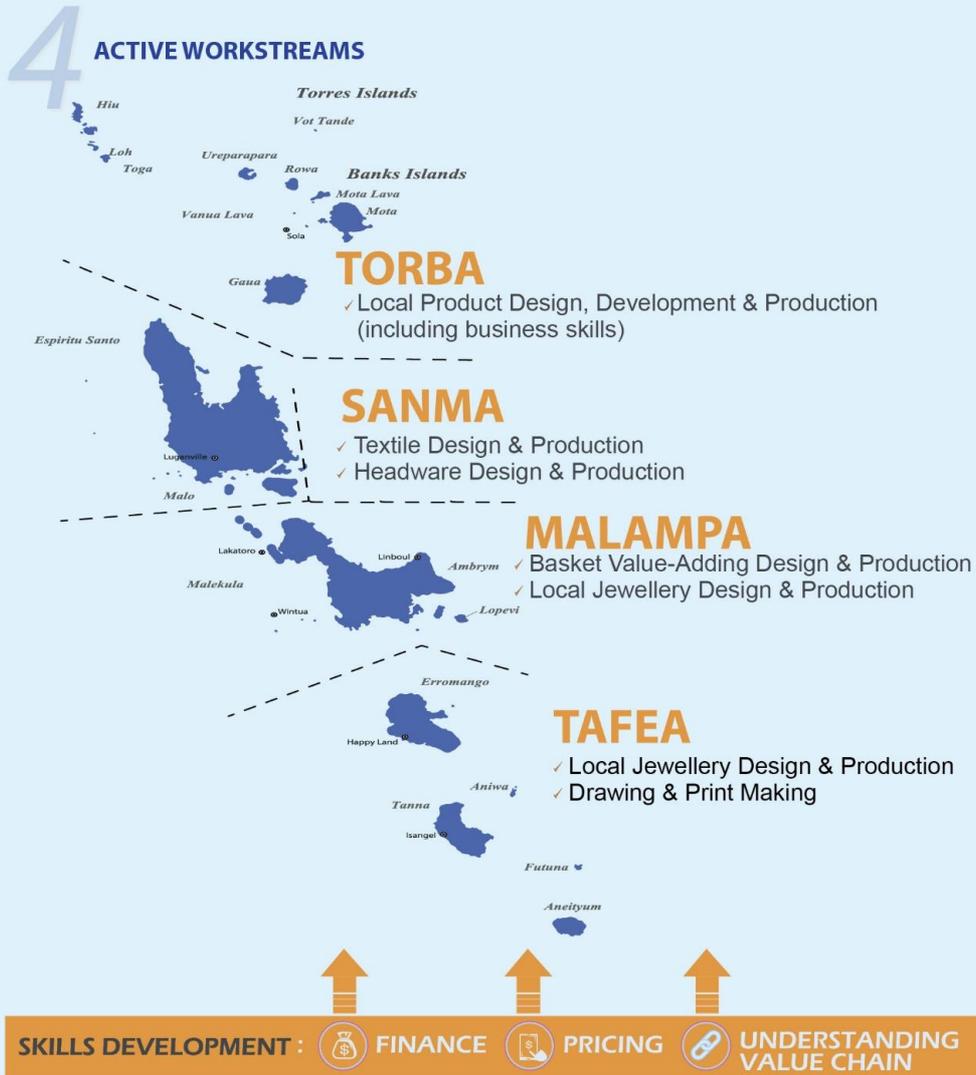
#### Skills for Handicraft Six Month Snapshot - Key Activities

January - June 2018

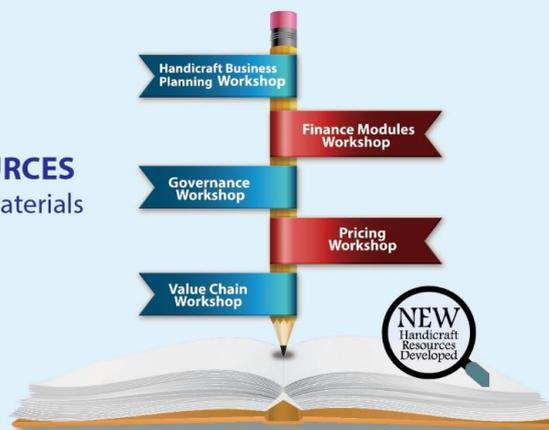


# Skills for Handicraft Six Month Snapshot - Key Activities

## January - June 2018



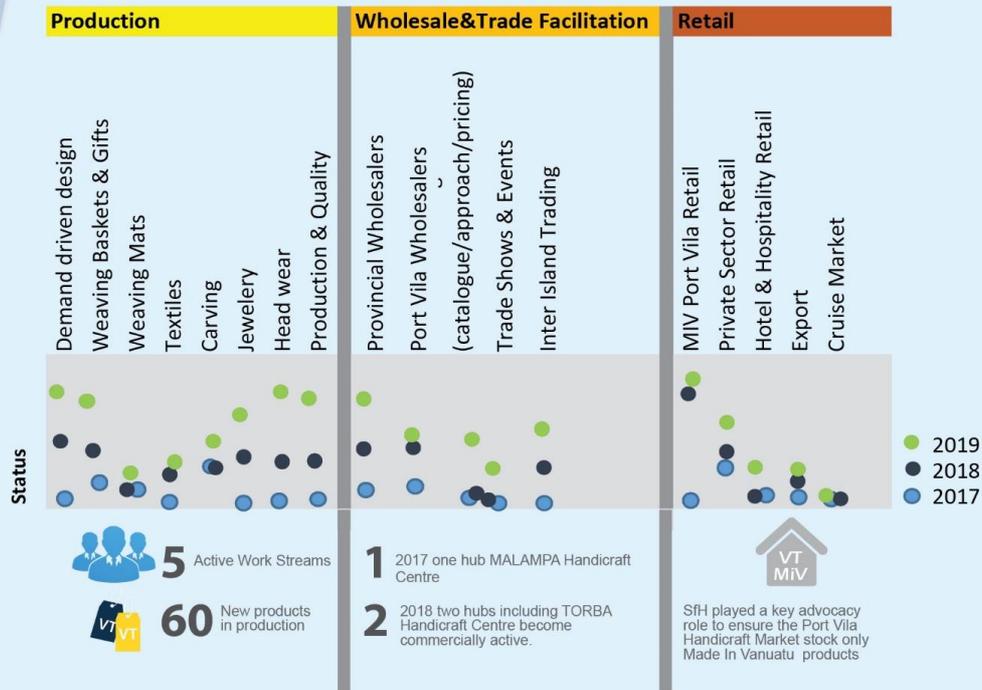
**HANDICRAFT RESOURCES**  
New Training Resource Materials  
Developed



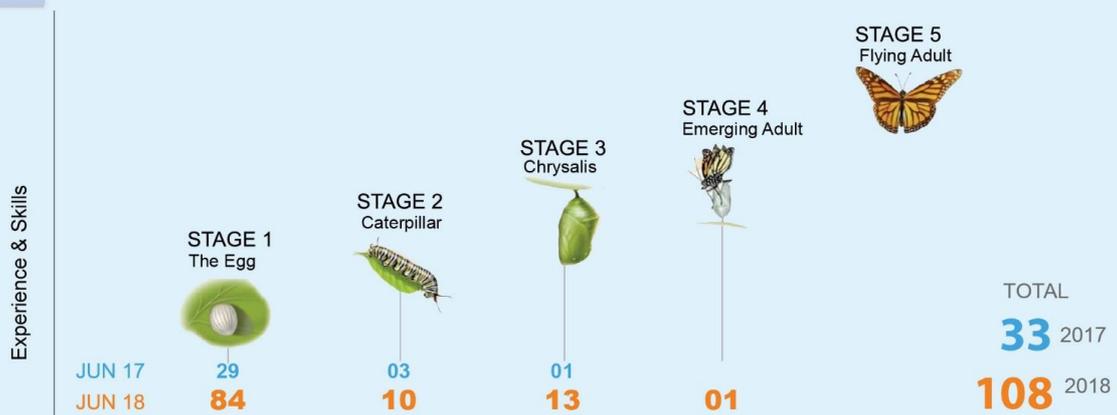
# Skills for Handicraft Six Month Snapshot - Key Results

January - June 2018

## 1 Impact on the Sector Value Chain



## 2 Impact on Handicraft Business Life Cycle



Time & Work

**Over 300% increase in SFH active clients in 12 months.**

Working towards providing a holistic professional development pathway for clients, the butterfly model represents observations of what clients are experiencing as they progress in business growth. This process takes time and patience and may not always be linear and each client will not evolve through this cycle at the same rate.

## Skills for Handicraft Six Month Snapshot - Key Results January - June 2018

### 3 Impact on New Product Development



### 4 Developing a New Business Model for Handicraft Hubs -Malampa Handicraft Centre



 Retail Sales  
 Special Orders

Over 30% growth in sales comparing total 2016 to 2017

## 2b. Case Study: Creating shared-value economic opportunity in remote Vanuatu

*DFAT Skills Program generates business opportunity, while preserving traditional craft and addressing gender and disability inclusion.*

In Vetimboso Village, a two hour truck drive from Sola on the island of Vanua Lava, in Torba, the northernmost province of Vanuatu, Victoria is meticulously preparing her signature handmade ‘half-moon’ cane basket. In March, Victoria joined an initiative that is reviving and preserving authentic traditional craft.



*Image: Half-moon cane basket*



*Victoria in Vetimboso Village, Torba Province*

Victoria has been profoundly deaf since birth. She has never been to school or participated in formal training, Victoria’s mother, however, has passed on to her a precious gift: her cultural skills and heritage. While Victoria is already an exceptional weaver, access to markets and understanding of consumer demand from a remote village have always been barriers to opportunity for Victoria.

In Vetimboso Village, with a burgeoning young population and a need to pay for school fees, sustainable incomes are integral to resisting urban drift and building resilient communities. The new handicraft initiative is offering an approach that allows for economic opportunity while accommodating village life, and creating value with these timeless skills.

Through the Australian Government funded Vanuatu Skills Partnership, and as part of the ‘Skills for Handicraft’ work-stream, a suite of integrated activities are delivered collaboratively with the Vanuatu Department of Industry. All skills activities are coordinated through the locally embedded Torba Skills Centre, under the Ministry of Education and Training. The work stream combines coaching, workshops and mentoring on product design and business skills based in the community, as well as strengthening mechanisms required for a path to market.

Before training commenced a community inventory documented the existing tribal designs, skills, materials and practitioners to protect these endangered cultural assets and capture baseline data. Product design and development workshops have then aimed to introduce simple tools to improve quality, consistency and efficiency for cane basket and carving production, while exposure to product

photos has inspired new ideas in design and functionality. The use of sustainable natural dye is being revitalised with the goal of promoting an all-natural colour product range.



*Images: Experimenting with new sustainable natural dye techniques.*

As well as product design, the trainings are skilling artisans in business. These clients, along with Victoria, have begun learning basic income and expenditure processes as well as establishing pricing structures in the value chain, essential for agency in business to business dealings. Business skills coaching is challenging with low levels of language, literacy and numeracy - another area that the work stream has begun to address.

To support market access, the Torba Skills Centre with the Department of Industry and Cooperatives and the Provincial Tourism Office have spearheaded the establishment of the Torba Handicraft Centre nearby to Sola Airport. As a co-operative business, the Torba Handicraft Centre is owned by the producers and will operate to support product distribution and sales.



Handmade products from the province of Torba are famous for their unique use of wild cane which offers a point of difference. Initial market feedback on product design has been positive with potential customers waiting for an official release of Vetimboso's first craft catalogue. Product launch timing is crucial though as the work stream develops market-ready product while simultaneously building market access pathways along the supply chain - producer, wholesaler, retailer.

Now numbering 26 participants, with 16 females and 10 males, the Vetimboso craft people have established a Village Handicraft Club that works together every Friday. They each plan to open individual bank accounts and commence formal business operations, supported by the skills initiative. With a small population in a remote location, artisans cannot compete on price with imported mass production. Instead product value is being generated by promoting the unique handmade traditional craft. Generating shared value lies within the intersection of maximising the competitiveness of the unique skills in product design, while simultaneously advancing the economic and social conditions in the community - ultimately giving Victoria's and Vetimboso's unique creations a path to market.

### 3. Skills for Agri-business

#### 3a. Progress Report

This is a six-month update on activities and achievements within the new Skills for Agri-business (SfA) work stream.

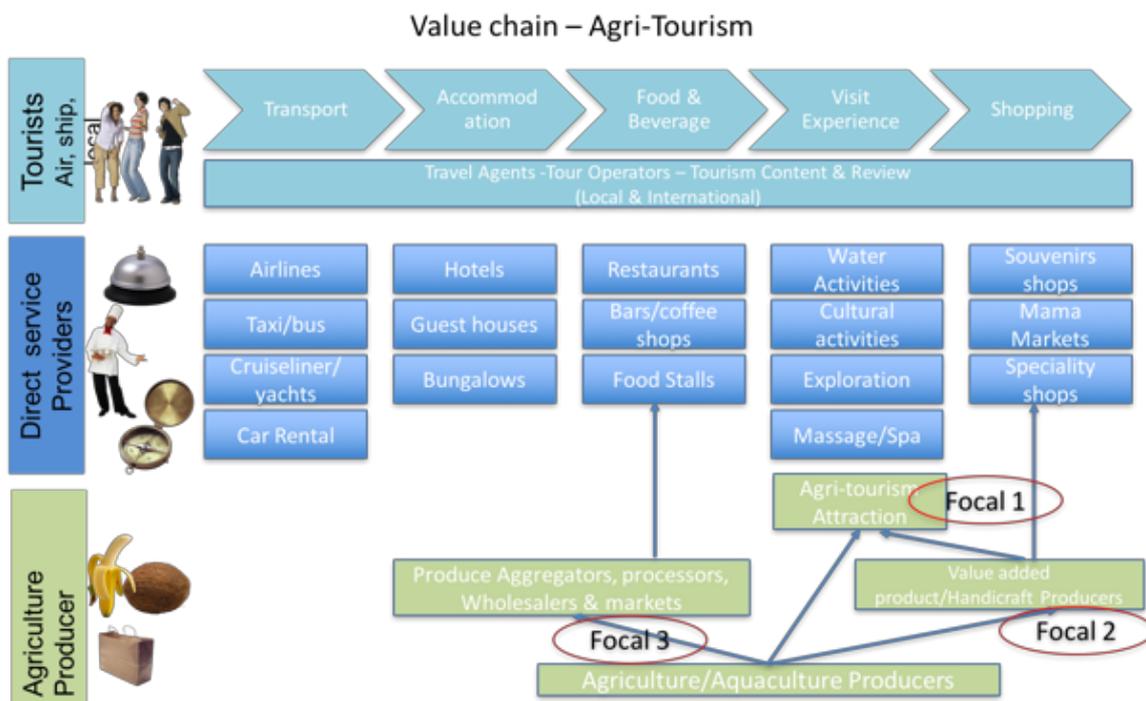
Agri-business is a vast sector involving farmers having a commercial farming activity. For the initial stage of SfA implementation, focus is being directed towards agri-tourism as a key component of the agri-business sector.

Globally there is a growing awareness of the opportunities and benefits of strengthening the links between agriculture and tourism. The Government of Vanuatu and stakeholders from the tourism and agricultural sectors have recognised that agri-tourism has the potential to generate benefits for both sectors. Benefits include increased demand for local agricultural products, promotion of healthy and nutritious food, including certified organic produce, new and improved business and employment opportunities, and income from value-added agri-tourism products, including export.

Enhancing agriculture-tourism linkages capitalises on a value chain approach to diversify the local economy, stimulate investment and local business and assist in the wider development of rural communities.

#### Objectives

SfA is focusing on 3 sectoral projects within the agri-tourism value chain:



Focus 1: Agri-tourism Attractions: Development of agri-tourism attractions and tours will increase tourist spending within rural communities and provide additional income to farmers and value-adding producers.

Focus 2: Value Adding Agri-product: Development and commercialisation of value-added agri-products will generate additional income and job creation.

Focus 3: Farm to Table: Improvement of farmers’ production for, and linkage with, aggregators and restaurants will indirectly increase tourists spending and satisfaction level, and will open new market opportunities creating additional revenue and jobs.

### DARD/ Partnership Update

A Partnership agreement has been drafted between the Department of Agriculture and Rural Development (DARD) and the Vanuatu Skills Partnership. However, the signing of the MoU has been delayed due to the Director General’s wish to extend this partnership agreement to another level involving each department under the Ministry of Agriculture, Livestock, Forestry, Fishery and Bio-security (MALFFB).

The lack of an official framework between the two potential partners has seriously reduced implementation progress in line with the principles of collaboration and co-investment of the Vanuatu Skills Partnership, and DARD officers do not have an official mandate to work with the SFA team. Nevertheless, this has not prevented local pilot initiatives and delivery of training and negotiations will continue to enable formalisation of a MoU.

### 2018 DARD Coordination Meeting

In January 2018, Vanuatu Skills Partnership personnel participated in the Ministry’s planning exercise and presented the agri-tourism strategy to assist DARD officers plan priority activities and associated budget.

### 2018 Provincial Skills Planning Meeting

In March 2018, SFA Coordinator and local counterparts discussed agri-business priorities and activities with each Provincial Government Training Board (PGTB) and reached local consensus on training and coaching priorities.

### Development of Trainers and Industry Coaches

The SFA team has established a strong partnership with the New Caledonia Chamber of Agriculture, and is implementing a ‘twinning’ strategy, whereby New Caledonian technical experts work with local “junior coaches” to deliver training and coaching and at the same time transfer technical capacity to them. SFA has also engaged with Neofood Caledonia, an organisation specialising in ‘Beneficial Recipes’ aiming to promote sustainable and resilient food system in Oceania through recipe creation and ‘farm-to-table’ models.

The table below outlines the ‘twinning’ arrangements currently underway within SFA:

|  | <b>International Adviser</b> | <b>Local Industry Coach</b>     |
|--|------------------------------|---------------------------------|
| <b>Agri-business strategic development and sector analysis</b> | Francois Japiot              | Jonas Masovish                  |
| <b>Cocoa farming optimisation</b>                              | Francois Japiot              | Basil Malilibacrin              |
| <b>Agri Business</b>   | Francois Japiot              | Peniana Patrick<br>Olivier Iato |
| <b>Farming systems for yield optimisation</b>                  | Yann Buchon                  | Henry Tari                      |
| <b>Organic Agriculture</b>                                     | Georges Tieya                | Georges Bumseng                 |
| <b>Value adding product development</b>                        | TBC                          | Vanuatu Food Centre             |
| <b>‘Farm to Table’ recipe development</b>                      | Gabriel Levoinois            | Rolinn Liu<br>Leonid Vusilai    |

### Partnership with Vanuatu Chamber of Commerce and Industry (VCCI)

The Vanuatu Qualifications Authority (VQA) has recently endorsed an Agri-business Cert 2 qualification. SFA has initiated discussions with the VCCI to finalise the training resources for this qualification and pilot delivery of a Cert 2 cluster to target SFA clients.

### Partnership with Napil training Centre in Tanna

This Rural Training Centre has been identified as a key local training provider in Tanna, facilitating incubation for new potential farmers and contributing to employment in the sector. The Skills for Providers team is working with SFA to support Napil achieve VQA registration.

### SfA 2018 Work Plan Progress

Industry coaches and trainers were engaged from September to December 2017, with implementation commencing in February 2018. The following table provides a snapshot of activity undertaken to date (green highlight). Based on the approved SfA 2017/2018 work plan, 8 projects are underway from the 11 planned.

| Focus Area                              | Malampa   | Sanma   | Torba  | Tafea   |
|---|---|---|--|---|
| Agri-tourism Attractions and Tours      |   | Mentoring support for professionalisation of farm tours around Luganville (coffee, vanilla & spices farms and processors)             |  | Mentoring support for professionalisation of farm tours around Tanna (coffee farms and processors)  |
| Value-added Agri-tourism                | Business coaching to local existing agri-food producers to improve quality, volume & business capacity to supply local and international tourism market | Business coaching to producers of virgin coconut oil, tamanu oil and nangae in Big Bay/Port Olry                                      |  | <b>Aneityum:</b><br>Assistance to food crop development in Port Patrick to improve local food security & Mystery Island market snacks<br><b>Aneityum:</b><br>Coaching farmers to increase volume of organic spices (vanilla & pepper) to supply local processors and exporters. |
|   | Business development support to Ambrym coconut oil producers  |   |  | <b>Tanna:</b><br>Assistance to producers of peanuts & coffee to supply domestic and export market   |
| Improve production and Tourism linkages | Business coaching to Cocoa Block Holders to supply the new Public/Private Partnership at the Metenesel Estate plantation                                | Business coaching to Santo Farmers Club members to increase volume of agri-food products to be supplied to hotel, restaurant & shops. | Support to Farmers; association in Sola to supply the newly built Market House |   |

|  |  |  |
|--|--|--|
|  | NEOFOOD restaurant improvement program - “farm to table” |  |
|--|--|--|

As of the end of June 2018, 18 activities within these projects have been implemented involving 245 participants (with some participants involved in multiple activities).

|              | Training Days | Activities | Participants |
|--------------|---------------|------------|--------------|
| Malampa      | 22            | 5          | 80           |
| National     | 3             | 1          | 10           |
| Sanma        | 42            | 7          | 88           |
| Tafea        | 16            | 3          | 37           |
| Torba        | 10            | 2          | 30           |
| <b>Total</b> | <b>93</b>     | <b>18</b>  | <b>245</b>   |

Men: 39%      Women 61%

| Province                      | Business Clients  |
|-------------------------------|---|
| <b>Malampa</b>                | Virgin Oil Project : 26<br>Cocoa Farmers : 15   |
| <b>Sanma</b>                  | Farm Attractions: 5<br>Farmers’ Club Members: 12<br>Virgin Coconut Oil Processors: 21 |
| <b>Tafea</b>                  | Aneityum Farmers: 32  |
| <b>Torba</b>                  | Torba Farmers: 25   |
| <b>Total Business Clients</b> | <b>136</b>  |

After one year of scoping, pilot trainings and selection processes, SFA has enrolled 136 Business Clients as at June 2018 across the Focus Areas.

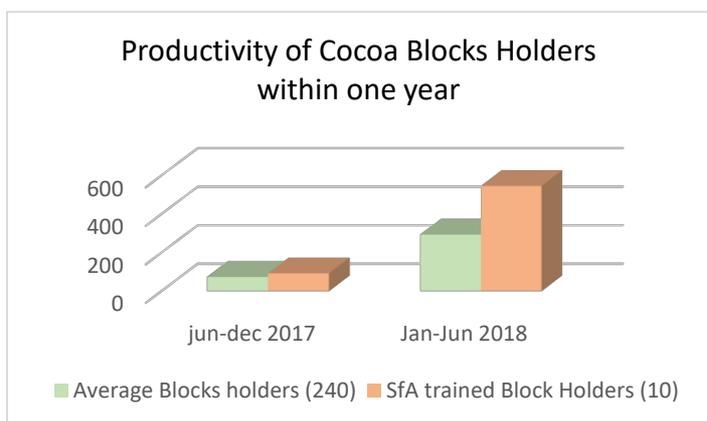
### Indicators of Change

| Long Term Outcome   | SfA Indicators of Change 2017/2018  |
|---|---|
| 1. <b>Government of Vanuatu manages and coordinates its skills system more effectively</b>          | <ul style="list-style-type: none"> <li>Through the SFA provincial roadshow the PGTB has reviewed and endorsed the agri-tourism strategy for 2018/2019 which is enabling provincial DARD officers to organise their priority work-plans and budgets, which was not the case in 2017</li> <li>Through scoping and market analysis and initial workshops conducted by the Sfa team, 2 potential European Union EDF 11 projects are being discussed with DARD to access additional skills and access to market funding for the 2 coconut oil production units in Malampa and Sanma</li> </ul> |
| 2. <b>The skills system provides inclusive access to relevant and quality assured qualification</b> | <ul style="list-style-type: none"> <li>Napil Rural Training Centre is now in the process of registering with the VQA and upskilling key trainers</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>VCCI is working with SfA to finalize the training resources for the newly VQA-approved Agri-business Level 2 Certificate</li> </ul>  |
| <b>3. Participants follow pathways to further education and training</b>              | <ul style="list-style-type: none"> <li>Following the “Farm to Table” initiative, 2 local industry coaches specializing in Food and Restaurant qualified to participate in the Pacific Food Lab symposium in New Caledonia (July 2018)</li> </ul>  |
| <b>4. Status of women and people with disability is enhanced</b>                      | <ul style="list-style-type: none"> <li>61% of women participated in SfA activities</li> <li>6 % of clients involved in SfA activities are people with disabilities</li> </ul>   |
| <b>5. Business and Individual Clients have increased income</b>                       | <ul style="list-style-type: none"> <li>136 clients are enrolled into formal business development projects</li> <li>Cocoa farmers involved in SfA coaching and training activities in Malekula demonstrated 85% more yield than the average farmer not participating in the SfA program</li> </ul> |
| <b>6. Business and Individual Clients contribute to local sustainable development</b> | <ul style="list-style-type: none"> <li>Through the ‘Farm to Table’ program 12 farmers in Santo are about to sign commercial contracts with 19 Santo restaurants</li> </ul>  |
| <b>7. Target sector value chains have improved productivity</b>                       | <ul style="list-style-type: none"> <li>Through the Bio-certification Study Tour to New Caledonia 3 DARD officers and industry coaches are in a better position to advise on bio-certification processes and to recommend access to bio-markets to their Business Clients</li> </ul>               |

### Specific Outcomes on Cocoa Farming Optimisation Project:

In collaboration with Vanuatu Cocoa Premium Limited (Ex METENESEL), 10 cocoa plantation block holders are involved in a pilot project on optimization of cocoa production through SfA/DARD.



Source: Vanuatu Cocoa Premium Limited –

The SfA team was able to monitor progress of these 10 block holders compared to other 240 blocks holders as a baseline for further economic growth analysis.

The first data showed that farmers involved in the SfA program increased their production yield much faster than the average farmers and perform 85% better than the 240 other blocks.

This first achievement has built the ground for the development of a Private Public Partnership discussion

between Vanuatu Cocoa Premium Ltd, DARD and the Vanuatu Skills Partnership.

### 3b. 'Farm to Table' Snapshot



### 3c. Case Study: Sustainable farming enhancing the tourist experience on Vanuatu’s largest island

*New DFAT Funded Farm to Table initiative is facilitating linkages between farms and restaurants, while simultaneously upskilling farmers and chefs refining local cuisine for visitors.*

On Espiritu Santo Island, a lush tropical island encased by bright blue waters, visitors can be forgiven for questioning the scarcity of fresh local ingredients available on the menu. As a Pacific Island where rice has replaced traditional starch staples, and canned meats replace local game, Santo is determined to make a name for itself as *the* destination for fresh local Vanuatu food.

Leading the campaign is the Farm to Table initiative of the Skills for Agribusiness program with the Department of Agriculture along with Skills for Tourism and the Department of Tourism as part of the DFAT funded Vanuatu Skills Partnership. The joint initiative is capitalising on Santo’s comparative advantage. Being Vanuatu’s largest island, having a number of local farmers, naturally fertile ground, sufficient rainfall and home to Vanuatu’s second international airport connecting local produce to tourist markets makes sense.

In April this year the program has planted the seeds for beginning with skills activities aimed at strengthening small scale farms and local restaurants. The first activity provided farmers with techniques and best practices to improve operations. Along with establishing a production calendar, farmers learned about product diversification, meeting demand and product specification while improving husbandry practices. Focusing on root crops, fruits and vegetables, Farm to Table is looking to progress to livestock later this year.



*Image: Broccoli plot*

Following the farm activity, an international chef from NEOFOOD organisation in New Caledonia in collaboration with two local chefs developed local recipe guides based on products supplied by 12 key farmers. The work stream ‘Beneficial Recipe’ then worked on upskilling chefs on mastering the recipes to high standards meeting international tourist expectations. Thus far 42 chefs from 19 restaurants and island bungalows from rural and urban establishments have completed this part of the work stream.

The main event was bringing together farmers, chefs and international tourists to try the newly created recipes. With farmers having a taste of how their products were prepared in a way they could not have imagined, they now understand the benefit of linking their product with restaurants. The tourist tasting panel empowered local businesses exclaiming ‘we want to eat Vanuatu!’ at the end of their meals. Following the meal a clear commitment to the venture from farmers and chefs was realised.



*Image: New recipes created during the training*

Bringing farmers and buyers together enabled conversations on trading challenges. While restaurateurs outlined their needs for quality, fair priced produce, farmers presented their barriers including viable seed supply, transport, product pricing and market negotiation. Farmers outlined their costs of helping buyers to understand the economics of small scale farms. Farmers have already indicated positive economic benefits from the activities with one farmer reporting:

*It also offers us new market avenues. We now understand further the importance of producing and supplying what tourism business houses and restaurants need from us, and we believe that our coaches will assist us technically to plan our work better to provide more choice in the market in terms of product diversification.*

The initiative has also provided economic benefit for restaurateurs who were in the practice of procuring imported food items. After attending the training Suzanne from Sanma Club Restaurant was surprised at the cost benefit: “I found that creating new recipes is economic, for example, we used 3 water taros to feed 30 people (laugh)...I could not believe that!”

Vanuatu, similar to other Pacific nations is facing the burden of food security, micronutrient deficiencies as well as an increase in adult obesity, diabetes, heart disease and non-communicable disease. (NCD accounts for 75% of death in the Pacific and Vanuatu is in the top 10 countries with highest rate of NCDs). The initiative is contributing to the economy and supporting much needed education on food consumption practices where canned food is a popular meal option at home. One client reported introducing fresh produce at home:

*I can provide beneficial food and dishes to my children and family at home instead of boiling root crops as usual with a canned meat. I now know that I can always liaise with farmers club for my farm ingredients.*

As the Farm to Table initiative continues to improve small scale farming practices and product offerings at restaurants, it will influence healthy consumption behaviours while making Espiritu Santo a more attractive destination. Clients are motivated to work together in business to business food distribution while strengthening the economic viability of their respective businesses. Menus across Espiritu Santo are changing with more local cuisine being promoted across establishments including popular destinations such as Port Olry and Champagne Beach. The agriculture and tourism industries focus on creating *the* ideal destination for delicious fresh local Vanuatu food is coming to fruition.

## 4. Skills for Providers

### 4a. Progress Report



#### Introduction

The following provides a summary of progress of the activities and achievements of the ‘Skills for Providers’ work stream. This work stream is led collaboratively by the Partnership’s PSET Provider Support Coordinator, Moulin Tabouti, and counterpart officers within the Tertiary Education Directorate (TED).

The key area of focus of the Skills for Providers (SfP) work stream is quality improvements in Post-School Education and Training (PSET) service delivery by local training providers as envisaged in the National PSET Policy 2016-2020 and the National PSET Policy Implementation Plan. SfP activity has also evolved to align with the skills development and coordination activities of the current Sector Partnerships, namely Skills for Tourism, Skills for Handicraft and Skills for Agribusiness. This has resulted in a better resourced and targeted approach to working with PSET providers to assist them in the delivery skills training that supports economic growth within businesses and communities in the informal and formal sectors of the economy. SfP works simultaneously at national and provincial levels and contributes directly towards long term outcomes 1-4 of the Vanuatu Skills Partnership (see Figure 1), with indirect contribution to long term outcomes 5-7.

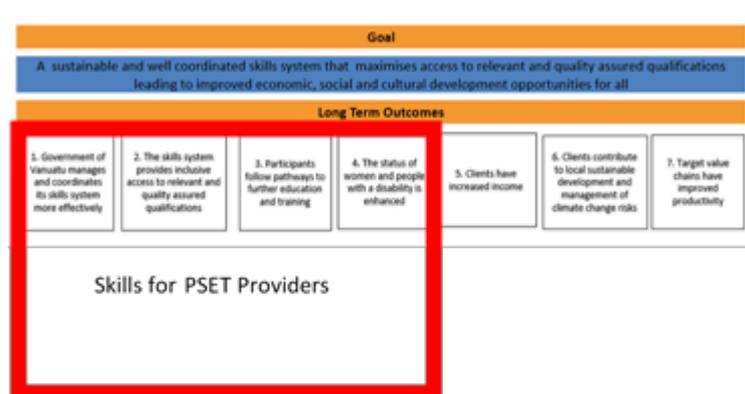


Figure 1 SfP and Vanuatu Skills Partnership Long Term Outcomes

SfP has a collaborative and mutually supportive relationship with the TED and the Vanuatu Qualifications Authority (VQA). Rather than previous broad-based approaches to supporting local

training providers, SfP and TED are now providing targeted support to **selected** PSET providers. The rationale for this is to work with PSET providers who have the potential to meet priority skill demands as identified in the Sector Partnerships and who demonstrate tangible commitment towards the reform agenda as articulated in the National PSET Policy 2016-2020.

Central to the SfP approach are the PSET Provider Improvement Partnerships (PPIP). The partnership agreements are negotiated with the input of Skills Centre Managers and Provincial Training Coordinators to ensure consistency of implementation. The agreements may include funding for trainer and management training, support to comply with the Vanuatu Quality Assurance Framework (VQAF), training equipment and consumable support, resource development and small-scale facilities upgrades. SfP and the Vanuatu Skills Partnership Disability Inclusion team, led by Sherol George, undertake regular joint activities to support disability mainstreaming and specific interventions in skills training and working with PSET providers. The combined approach has provided a valuable resource for Skills Centre Managers and Provincial Skills Coordinators and represents value for money in program implementation.

## Objectives

- Link with the Sector Partnerships to maximise investment in improving quality of demand-driven PSET provider service delivery
- Focus on course development and accreditation in high-demand areas as identified and required by the Sector Partnerships
- Focus support with targeted PSET providers who have the appetite, capacity and capability to implement change as envisaged in the National PSET Policy 2016-2020
- Work with PSET providers to improve capacity to meet industry demand for flexibly delivered skills training
- Link PSET providers with TED officers as support resource for matters involving MoET and VQA
- Collaborate with Vanuatu Skills Partnership Disability Inclusion team to ensure alignment between PPIPs and Training Provider Inclusion Improvement Fund (TPIIF) activities

## Implementation

Since January 2018 SfP has undertaken a range of activities to support the objectives listed above. Much of the activity has involved direct input from TED and VQA officers. In particular, information and planning workshops with PSET providers have been a key element in the process leading to the signing of PPIPs. SfP has also provided different technical services on an as-needs basis to PSET providers in response to demand from the Sector Partnerships. This report covers each of the activities under the main headings of:

- PSET Provider Improvement Partnerships
- PSET Provider Registration
- Course Development and Accreditation
- Other sector-specific activities and results

## PSET Provider Improvement Partnerships (PPIP)

### Achievements

- 5 PSET Provider Improvement Partnerships signed with providers in three provinces: Marven RTC, Pektel RTC, Lonnoc Vocational Training Centre, ACOM VETs and Matahi RTC
- All PPIP providers are making a co-investment as part of the partnership
- 1 Private PSET Provider participating in PPIP
- Total VUV922.000 in co-investment by PSET providers

- 4 trainers (2 females and 2 males) affiliated with new RTCs to strengthen capacity to deliver accredited training and support professional development of RTC trainers, with a purposeful focus on supporting women in leadership in the sector

### Activity

SfP and TED undertook the first discussions for PPIPs with Rural Training Centres in Malampa Province in February 2018. The team consisted of Moulin Tabouti, Sherol George, Ellis Silas (CM Malampa), Dorah Willie (PTC Malampa) and Jimmy Lava from TED. At the workshops the team discussed with RTC management boards, managers, training staff and community members priority areas for improvement to meet demand for skills training. The workshop introduced the concept of the Quality Improvement Plan as the basis for monitoring performance with the improvement partnership. Figure 2 shows the PPIP process developed with TED officers and used in all of the workshops with PSET providers. Since the initial workshops in Malampa and Sanma Provinces further activity has been completed in Tafea Province to increase number of providers participating in PPIPs.

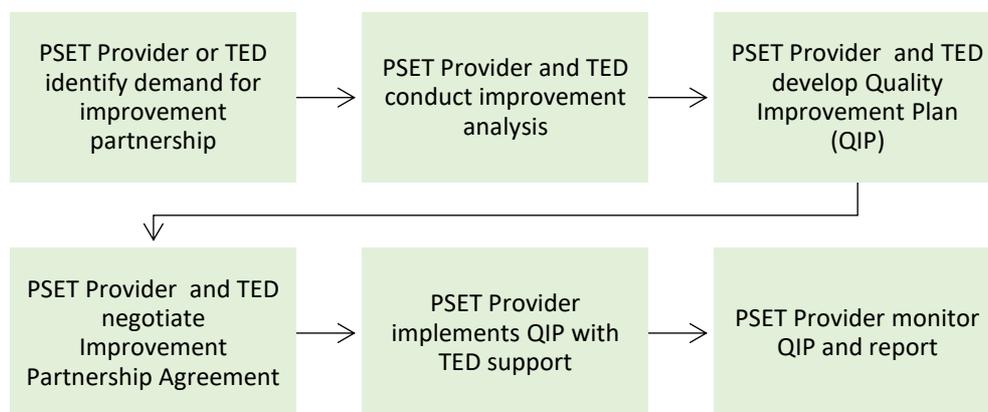


Figure 2 PSET Provider Improvement Partnership Process

### Pektel RTC

SfP Coordinator assisted Pektel RTC to affiliate a qualified trainer to their scope of registration, facilitated his induction with Pektel management, completed the VQA Approval to Deliver Application including clustering units, developing cluster units delivery plan, assessment plan, assessment matrix and assessment tools. During the site visit the SfP team with the Disability Inclusion Coordinator and Malampa Skills Centre Manager reviewed and amended the provider’s Access and Equity Policy to enable Pektel RTC to access support through the TPIIF. Support for Pektel to deliver Certificate II in Building Construction is underway which will enable Pektel RTC to deliver its first accredited training in Lakatoro and in North-West Malekula for local trainees.



Figure 3 Sherol George (second left) and Moulin Tabouti (first right standing) from Vanuatu Skills Partnership with Pektel RTC manager and trainers and Jimmy Lava (middle standing) from TED at PPIP Workshop.

### **Marven RTC**

Vanuatu Skills Partnership is assisting Marven RTC with support for the delivery of the Certificate II in Agriculture (Root Crop Establishment). SfP assisted Marven RTC to complete the Approval to Deliver Application. Further support includes liaising with Australia-Pacific Training Coalition (APTC) and Vanuatu Institute of Teacher Education (VITE) to enrol two Marven RTC trainers in the Certificate IV in Training and Assessment. Under the PPIP Marven will co-invest in the purchase of units of competence for another qualification and SfP will fund purchase of equipment and resources for delivery of the agriculture qualification. This is to assist Marven expand the number of courses and meet demand for construction skills training in South Malekula.

### **Lonnoc VTC**

SfP/TED facilitated a 2 day-workshop with Lonnoc Vocational Training Centre (VTC) management and training staff. The purpose of the workshop was to restart the registration process for Lonnoc which had lapsed several years ago. Currently there is no PSET provider on Santo Island offering accredited training in hospitality operations. This PSET provider registration supported by the PPIP will fill that gap and increase number of private training providers in the sector. SfP/TED staff assisted Lonnoc VTC to nominate board members, develop governance terms of reference including roles and responsibility of the office bearers, staff job descriptions and other preliminary documents required under the VQAF. Identification of priority areas of improvement were also discussed and agreed that Lonnoc VTC will cover costs of registration fees as a co-investment. Engagement for a consultant to coach Lonnoc VTC with the assistance from Vanuatu Qualification Authority (VQA), Vanuatu Skills Partnership and Tertiary Education Directorate (TED) towards its registration by VQA is in progress.

### **ACOM VETS**

SfP provided remote assistance to Anglican Church of Melanesia Vocational Education Training Schools (ACOM VETS) to develop a concept note identifying priority areas of improvement as part of the PPIP negotiations. SfP's use of a 'concept note' approach with PSET providers is proving a useful strategy for provider managers to articulate improvement needs and capacity to work with the Vanuatu Skills Partnership. Under this PPIP ACOM VETS will contribute financially towards its registration and delivering accredited courses in Sanma Province while Vanuatu Skills Partnership will assist with registration and delivery of building construction training at Fisher Young in Torba.

### **Matahi RTC**

SfP has assisted Matahi RTC as part of the PPIP to affiliate a qualified trainer in agriculture onto their scope of registration. This will allow Matahi RTC to deliver accredited training in agriculture. Assistance has been provided with a mix of remote and face-to-face engagement supported by the Sanma Skills Centre Manager and Provincial Training Coordinator. Matahi's co-investment as part of the PPIP will go towards purchasing Certificate II in Agriculture (Root Crop Establishment). It is worth noting that Matahi RTC has had significant problems with management and administration of the centre over the last 2-3 years. The management structure has been weak and Skills Centre staff have had to work diligently to support Matahi manager and staff to reach the point where they can enter into a PPIP with support from TED. The acting Principal Education Officer (TVET) at TED, Jerrol Arnambath, has provided additional support to Matahi management over the last four months to help with technical areas in the quality management system and course development.

## PSET Provider Registration

### Achievements

- 3 PSET provider registration workshops facilitated in Sanma, Shefa and Tafea Provinces in collaboration with VQA
- 10 providers currently seeking registration
- There are currently 33 registered PSET providers according to the latest information from the VQA. This is an increase of 10 compared to December 2017. Figure 4 shows number of registered PSET providers since 2016 and number of registered PSET providers delivering accredited training

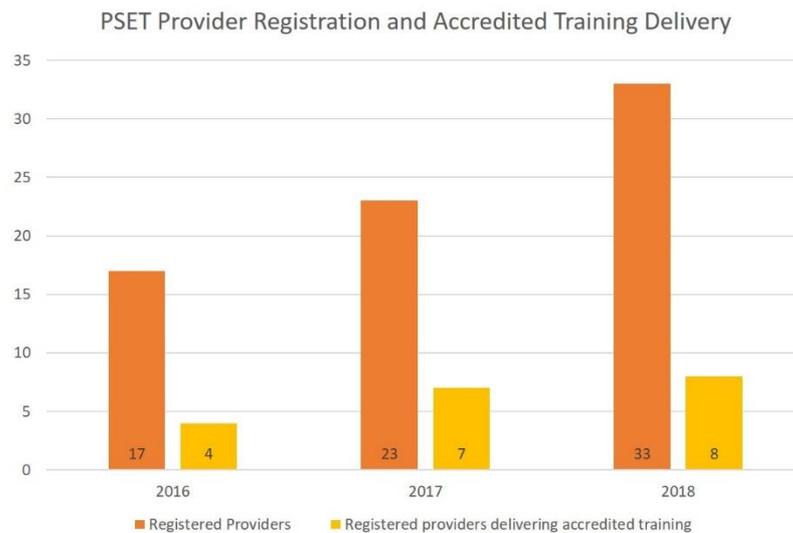


Figure 4 Registered PSET providers and delivery of accredited training. Note: This data is for local PSET providers only and does not include APTC which is a registered PSET provider in Vanuatu

### Activity

SfP worked with TED and VQA to run a series of workshops in Luganville, Port Vila and Lenakel for non-registered training provider managers. The purpose of the workshop was to explain the process registration and its benefits of PSET providers, stakeholders, learners and industry. This is part of broader collaborative activity between Vanuatu Skills Partnership and VQA. The goal is 10 providers registered by the end of 2018. These providers are:

- Napil RTC
- ACOM VETs
- Lonnoc VTC
- Ituani VTC
- Vetumit RTC
- Ngafsany VTC
- Lowanatum Technical College
- Vaiduhu RTC
- Nawota Farm RTC
- Vetimboso RTC

The assistance of registering these PSET Providers will enable them to deliver existing accredited courses and take advantage of previous investments in the sector by the Vanuatu Skills Partnership.

At the Tafea workshop SfP re-engaged with Napil RTC to identify what support they needed to meet VQAF standards for registration. An earlier attempt to work with Napil RTC last year was not successful for various reasons and it remains unregistered. However, during the workshop Napil manager and a lead trainer committed themselves to identify required policies to meet registration requirements. The manager has decided to review Napil RTC committee membership and add members with required skills and knowledge to better govern Napil RTC. With the assistance of the Tafea Skills Centre Manager and Provincial Skills Coordinator new members have been nominated and Napil manager will convene next committee meeting to discuss way forward for registration by VQA.

Napil is committed to meet the requirements as one of its trainer is now undertaking Diploma course in Agriculture that will be followed with the Certificate IV in Training and Assessment. Napil will also recruit a new management employee who has completed business course with Vanuatu Chamber of Commerce and Industry (VCCI). This new employee will be the main liaison dealing with VQA on registration.

## PSET Course Development

### Achievements

- VITE ready to deliver national qualification in VET teacher training
- Two PSET providers on Tanna seeking approval to deliver accredited training in priority areas of hospitality and building construction
- Spa Massage intention to accredit application ready for submission to VQA

There are 36 accredited qualifications according to the latest information from the VQA. As at 30 June 2018, 34 accredited qualifications are being delivered by 8 PSET providers (See Figure 5).



Figure 5 Number of accredited qualifications and accredited qualifications being delivered. Note: This data is for local PSET providers only and does not include APTC which is a registered PSET provider in Vanuatu.

### Activity

SfP is working with several registered providers to assist them with course development for delivery in provincial locations. This work has involved close cooperation with the Skills Centre Managers and Provincial Skills Coordinators. This work has been supported by VQA staff in particular staff in the quality assurance section who meet regularly with SfP Coordinator.

- **SfP is supporting VITE with the development of the national Certificate IV in Education (VET Teaching) course.** The course is to be accredited by the VQA and ready for delivery scheduled for

Semester 2 this year. VITE are currently working on a concept note to work in partnership to improve service delivery.

- **SfP working remotely with Londua Rural Training Centre principal and staff on approval to deliver application for Certificate I in Tourism (Accommodation Services).** Londua RTC is located in Ambae Island but due to the Lombenben volcano event management, staff and students have relocated to Santo. One of the benefits of seeking approval to deliver an existing course is that the RTC can reduce the amount of time and investment required to deliver a new course. Another benefit has been the trialing of new VQA forms for approval to deliver existing course and opportunity to provide feedback to VQA quality assurance officers on process gaps and improvements.
- **Assisted Vanuatu Institute of Technology (VIT) to engage a consultant to undertake training needs analysis for Spa Massage industry as part of the intention to accredit for spa massage course.** Research report developed by the consultant indicated clearly that Spa Massage training should be developed to train participants to acquire skills in Spa Massage and have a recognized qualification to operate that particular business currently operated by foreigners. SfP is helping VIT Vanuatu Institute of Technology and the steering committee members with the course development stage with the accreditation.
- **On-going support provided to Department of Cooperatives (DoC) to develop Certificate I in Business course.** Once the course is approved Vanuatu Skills partnership will assist to apply to deliver Certificate II in Business. This course which is due to be accredited before the end of June 2018 was developed by the VQA through UNESCO funding and is intended for any provider who can demonstrate capacity to deliver. One of the benefits for the sector in this arrangement has been developed of a common qualification for delivery in multiple sites without individual providers putting up the same qualification for approval and accreditation.
- **Early stage support provided to Green Hill RTC on Tanna to complete approval to deliver application for the Certificate I in Tourism (Accommodation Services).** At this point all accredited training in tourism and hospitality on Tanna is delivered by providers outside the province which is expensive. This strategy of working with a Tanna provider will enable Tafea Skills Centre to engage local RTC delivering accredited training course in tourism and hospitality to local bungalow owners as part of the SfT engagement with Tafea tourism industry.
- **Working with Lume RTC on Tanna to complete approval to deliver application for the Certificate II in Building Construction Course.** Strategy used will enable Tafea Skills Centre to engage Lume RTC delivering accredited training course in building construction to local bungalow owners or other potential participants to acquire skills to build bungalows meeting the tourism minimum standards or houses that are disaster resilient. This activity links with SfT strategy for Tafea Province.

## Co-investment

Co-investing as part of working with the Vanuatu Skills Partnership is a relatively new concept and process for the providers seeking to improve the quality of skills delivery. At each of the introductory workshops Vanuatu Skills Partnership colleagues explained in detail the benefits of co-investment, expectations of the Partnership/TED and the different ways in which PSET providers can make co-investments. Co-investment helps support the sustainability funding for the sector as PSET providers take on a greater level of responsibility and commitment towards skills sector reform and improved service delivery. Co-investment is also part of the Partnership's Value for Money (VfM) approach as it seeks to make effective, efficient and economical use of Australian Government funds.

5 PSET providers participating in the PPIPs have made a co-investment to the partnership. The level of co-investment varies due to the circumstances of each provider. Table 1 details the co-investment amount with additional information about the scope of the investment.

**Table 1: Co-investment of PSET providers as part of PSET Provider Improvement Partnerships**

| PSET Provider                     | Co-investment date | Vanuatu Skills Partnership Investment <sup>1</sup> (VUV) | Co-investment amount (VUV) | Total investment (VUV) | Co-investment % of total investment | Purpose  |
|-----------------------------------|--------------------|--|----------------------------|------------------------|-------------------------------------|--|
| Lonnoc Vocational Training Centre | 30/05/18           | VUV575.000   | VUV50.000                  | VUV625.000             | 8%                                  | Purchase of registration fee and approval to deliver   |
| Marven Rural Training Centre      | 30/05/18           | VUV178.000   | VUV172.000                 | VUV350.000             | 49%                                 | Purchase of Certificate II in Building and Construction units of competence.                             |
| Pektel Rural Training Centre      | 30/04/18           | VUV122.000   | VUV50,000                  | VUV172.000             | 29%                                 | Purchase of Certificate II in Building and Construction units of competence.                             |
| ACOM VETS                         | 30/06/2018         | VUV205.000   | VUV600.000vt               | VUV805.000             | 75%                                 | Purchasing of Certificate I in Cooking and Catering and Certificate I in Automotive units of competence. |
| Matahi Rural Training Centre      | 30/06/2018         | VUV284.000   | VUV50.000                  | VUV334.000             | 15%                                 | Co-contribution for the Certificate II in Agriculture (Root Crop Establishment)                          |
| <b>Total</b>                      |                    | <b>VUV1.364.680</b>                                      | <b>VUV922.000</b>          | <b>VUV2.286.680</b>    | <b>40%</b>                          |  |

<sup>1</sup> This figure does not include funding from the Training Provider Inclusion Improvement Fund (TPIIF) under the Disability Inclusive Development (DID) fund

## Other Sector Specific Activities and Results

### Gender Equality

SfP is supporting initiatives to increase the representation of women in the skills system (intermediate outcome) leading to an enhancement of status of women (long term outcome). The participation rate of women in positions of leadership and management in the national skills sector is low. Anecdotal evidence confirms one PSET provider is led by a woman (Vanuatu College of Nursing Education) and one woman holds training manager position at Vanuatu Agriculture College. There are several women in coordination roles in different of PSET Providers (VITE, VIT and Department of Cooperative).

SfP has been working to increase the number of female trainers affiliated with PSET Providers to deliver accredited training and address the shortage in qualified and experienced trainers. This involve collaborating with female training coordinators and managers to support them in their day to day role and with their role overseeing improvements in quality skills training and delivery.

Table 2 shows increase in the number of affiliated female trainers delivering accredited training since 2016.

| 2016 | 2017 | 2018 |
|------|------|------|
| 1    | 3    | 4    |

*Table 1 Number of affiliated female trainers delivering accredited trainings*

### PSET Provider Improvement Matrix

To monitor the implementation of the PPIP SfP has developed a PSET Provider Improvement Matrix. The model draws on successful performance-related models used by SfT and is based on a client-centered approach to working with PSET providers to improve performance. The matrix uses the VQAF 2015 Standards as the basis for key performance indicators on each of the standards' criteria. There are 11 standards which cover aspects of PSET delivery such as governance, student management, teacher qualifications and research. The matrix will be used in monitoring progress of provider performance in conjunction with the QIP that is part of the PSET Provider Improvement Partnership is.

The Vanuatu Skills Partnership's Monitoring, Evaluation and Learning (MEL) manager has provided feedback on the matrix with several suggestions for improvements. He is working with the SfP Coordinator who has completed some trial assessments of the matrix tool. Further feedback will be sought from TED officers who will be part of the quality improvement review process for the PSET Provider Improvement Partnerships.

### PSET Provider Quality Coach

SfP will engage PSET Providers Quality Coach to assist/support/coach PSET providers with different activities help them meet the standards of the VQAF. The Coach, through a collaborative approach, will work with managers, committees and trainers to identify gaps in performance and put into place strategies to address performance gaps. The PSET Quality Coach will work across different areas of PSET Provider performance including registration, course accreditation and development and management systems improvement. The Quality Coach will be responsible for assisting PSET providers to implement the QIP as part of the PSET Provider Improvement Partnership. SfP recently advertised for expressions of interest and received several applications.

## **Training and Assessment**

Up to now almost all registered PSET providers around the country are struggling to deliver accredited training due to lack of employing qualified trainers and due to small pool of trainers in different sectors. Since 2015 between 5,000 and 6,000 trainees have completed courses with different PSET providers and have not received formal recognition. This affects directly employment opportunity for these trainees. The SfP Coordinator, working with TED Directorate (TVET Unit), is liaising with providers to identify and select potential trainers to attend national qualification in VET Teacher Education that will enable them to deliver accredited courses so that trainees may receive recognised qualification.

## **PSET Information Systems**

There two information management systems operating in the PSET sector in Vanuatu: education Vanuatu Education Management System (VEMIS) and the Vanuatu Qualification Authority Registry. Under the National PSET Policy 2016-2020 the VQA Executive has the responsibility to establish a national PSET information system and provide an annual PSET statistical digest.<sup>2</sup> To date a national system is not in place and there is limited data collection on PSET sector activity.

There was a meeting held between Policy Plan Unit (PPU), Vanuatu Education Management Information System, TED and SfP to discuss how to improve the PSET information recording on build on the government's investment with VEMIS. This meeting was also in response to discussions with the Disability Inclusion team about how best to collect data on people with disabilities in the PSET sector and to find a way forward to improve the system. Negotiations between VQA, TED and VEMIS unit are underway to identify ways to improve the system.

There is an existing PSET module within VEMIS which could be further developed for use by all PSET providers. The VQA Registry can be used to collect information on provider registration, courses, and other data relevant to the VQAF. Currently, there is no single source of data about PSET activity and what data is available is not easily disaggregated and presentable in a coherent manner. The Vanuatu Skills Partnership, through its soon-to-be engaged Management Information Systems (MIS) consultant, will aim to support the MoET implement improvements to the management of PSET data within its systems and processes.

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<sup>2</sup> National PSET Policy 2016-2020, p. 16.



## 5. Disability Inclusion

### 5a. Progress Report

#### Background

Inclusion and equity are central to the approach of the Vanuatu Skills Partnership, which works towards achievement of long term outcome four: *The status of women and people with a disability is enhanced*. This contributes to the overarching goal of the Partnership and the National PSET Policy: *a sustainable and well-coordinated skills system that maximises access to relevant and quality assured qualifications leading to improved economic, social and cultural development opportunities for all*.

The efforts of the Vanuatu Skills Partnership support implementation of several international and national policy commitments to the protection and promotion of the rights of people with disability made by the Government of Vanuatu. These include:

- The *Convention on the Rights of Persons with Disabilities*, which was ratified by the Government of Vanuatu in 2008 and states that people with disability must be included in education and training opportunities as an imperative (Article 24);
- The *National Disability Inclusive Development Policy 2018 - 2025*, which specifies that the rights of people with disability must be mainstreamed into education and training opportunities (Strategic Priority Area 1);
- The *Post-School Education and Training (PSET) Policy 2016 - 2020*, which specifies inclusion as a key guiding principle; and
- The *National Disability Inclusion Policy for the Technical and Vocational Education and Training (TVET) Sector 2016 – 2020*, which provides a roadmap for improving the supply of and demand disability inclusive post-school education and training opportunities.

In addition, the disability inclusion efforts of the Vanuatu Skills Partnership are guided by and in line with the Australian Department of Foreign Affairs and Trade (DFAT) *Development for All 2015 – 2020: Strategy for strengthening disability-inclusive development in Australia’s aid program*. Disability Inclusive Development Fund (DIDFund) resources were provided by DFAT to the Vanuatu Skills Partnership in 2016 to support and further its disability inclusion work, specifically to support the implementation of the *National Disability Inclusion Policy for TVET Sector 2016 – 2020*.

#### Overview – Disability Inclusion within the Vanuatu Skills Partnership

Disability inclusion efforts by the Vanuatu Skills Partnership are guided by the twin-track approach, as outlined in DFAT’s *Development for All* strategy, and utilise both mainstreaming and disability-specific approaches.

Mainstreaming efforts seek to identify and overcome barriers to participation in all aspects of the Vanuatu Skills Partnership’s work and build access and inclusion across these. Mainstreaming requires strong collaboration with key stakeholders across a range of different sectors, professional development, and the joint identification of strategies to overcome barriers.

Disability specific activities promote equitable access by providing targeted support to identify and improve access to the particular accommodations and services required specifically by people with disability. These are often fundamental supports, without which inclusion might be challenging or even impossible, and can include provision of transport, accessible venues, a sign language interpreter, or caregiver support.

In order to operationalise its mainstreaming efforts, Vanuatu Skills Partnership collaborates with the provincial Skills Centres as well as its Skills for Tourism, Skills for Handicrafts, Skills for Agribusiness and Skills for Providers work streams, and with its partners across the education, training and key productive sectors. Particular funding has been made available to PSET Providers who are ready to include people with disability in their policies and practices, through the Training Provider Inclusion Improvement Fund (TPIIF). Decision-making regarding the TPIIF is governed by the Training Provider Inclusion Improvement Fund Steering Committee, which comprises representatives of the following agencies:

- Vanuatu Disability Promotion and Advocacy Association (VDPA)
- Ministry of Justice and Community Services (MJCS)
- Vanuatu Qualifications Authority (VQA)
- Ministry of Education and Training (MoET)
- DFAT
- Vanuatu Skills Partnership

The meaningful engagement of people with disability is fundamental to the development of effective, appropriate and realistic mainstreaming and disability specific approaches. The Vanuatu Skills Partnership works in close association with Vanuatu’s Disabled People’s Organisation (DPO), Vanuatu Disability Promotion and Advocacy Association, as well as with Vanuatu’s main service provider, Vanuatu Society for People with Disability, and the government disability focal point, situated within the Ministry of Justice and Community Services. Formal partnership agreements exist with each of these key agencies. These agencies rely on a small number of staff, and limited access to funding that is often project-specific and time-limited, to achieve their objectives. The Vanuatu Skills Partnership recognises that effective collaboration with these agencies requires the investment of financial and technical resources (see “One stone, two pigeons” case story).

## Introduction

The Vanuatu Skills Partnership approach seeks to work in collaboration with Vanuatu stakeholders towards achievement of Vanuatu policy priorities. As such, this six-monthly report for the disability inclusion works stream outlines key achievements between January and June 2018, according to the *National Disability Inclusion Policy for TVET Sector 2016 – 2020*.

## Achievements

**Policy priority area 1:** *Strengthen and support Training Providers to enable the provision of institutional and decentralised skills development training that is inclusive of and accessible to people with all types of disabilities, and that is linked to the livelihoods goals, opportunities and training needs experienced by people with disabilities.*

- 1.1 In accordance with the TPIIF Steering Committee’s recommendation, Vanuatu Skills Partnership signed TPIIF agreements with two PSET providers – Vanuatu Agricultural College (VAC), and Pacific Vocational Training Centre (PVTC). Under the auspices of these agreements, Vanuatu Skills Partnership is supporting the two PSET providers to implement their disability inclusion action plans, through the provision of teaching and learning resources, and technical support. In order to support sustainability, both PSET providers are co-contributing to their initiatives. PVTC is undertaking a labour market survey to understand barriers to and facilitators of disability inclusion in work, as part of an effort to target disability inclusion within training providers. PVTC is currently in preparation for their first enrolment of students with disability.
- 1.2 To date, Vanuatu Skills Partnership’s Disability and Skills for PSET teams have worked together to develop PSET Provider Improvement Partnerships (PIIP) with two Rural Training Centres in Malampa province, two Rural Training Centres in Sanma province and one Rural Training Centre

in Torba. This involved joint visits to each Rural Training Provider along with MoET representatives, and identification of priorities for partnerships. Disability inclusion activities have been embedded within the signed PPIP agreements, and funding support has been provided to each PSET provider partner. The Skills for Providers and Disability Inclusion teams undertake regular joint activities to support disability mainstreaming and specific interventions, as well as other efforts that will support the Rural Training Centres towards registration with the VQA.

1.3 Vanuatu Skills Partnership is currently working with VAC to make some modifications to existing facilities to enable the enrolment and participation of students with mobility disability. Quotes from builders are in the process of being finalised ahead of construction work to be completed between July and December 2018.

1.4 Vanuatu Skills Partnership's Disability Inclusion and Skills for Handicrafts teams have worked to improve access to decentralised training and coaching in the **handicrafts** sector, with the following results:

- Specifications were provided to ensure disability accessibility is incorporated into the extension of the Malampa Handicraft Association building, which will enable handicrafts producers and visitors with disability to enter and use the building.
- Engagement of eight clients with disability in skills development activities, including training and coaching in weaving, textiles and jewellery in Torba, Sanma, Malampa and Tafea.



1.5 Vanuatu Skills Partnership's Disability Inclusion and Skills for Tourism teams have worked to improve access to decentralised training and coaching in the **tourism** sector, with the following results (see the Skills for Tourism case story for more details):

- Engagement of an Accessible Tourism Industry Coach, herself a person with disability with a Certificate III in Tourism, to educate other industry coaches and key business clients on best practices regarding accessibility and inclusion for visitors with disability.
- At the request of the Vanuatu Tourism Office (VTO), development of a Hotel Accessibility Checklist and auditing tool.
- Site visits, including access audits, conducted at 16 Hotels and Resorts, by VTO Information and Research Officers and Accessible Tourism Industry Coach in Port Vila and North Efate, with the information collected to be placed on the VTO website's accessibility page.
- Development of a bungalow accessibility checklist for use by bungalow operators who are rebuilding bungalows destroyed by Tropical Cyclone Pam under the auspices of the Tanna Tourism Recovery Project.



*Image: Accessible bungalow, mid-construction, Tanna*

1.6 *National Disability Inclusion Policy for the TVET Sector* was laid out, published, and together with MoET's Tertiary and Education Directorate, disseminated to PSET providers across Vanuatu and other key stakeholders.

**Policy Priority area 2:** *Lead efforts to upgrade and implement pre-service and in-service education and training for trainers to enable them to lead skills development training with a range of people, including men and women with a range of disabilities, in an inclusive training setting.*

- 2.1 All Skills Centre trainers/coaches undergo disability sensitization as part of their inductions. All were informed about the support through Vanuatu Skills Partnership's Disability Inclusion team for participants with disability.
- 2.2 The Disability Inclusion team was consulted by Vanuatu Institute for Teacher Education (VITE) to provide disability inclusion input into the newly developed Certificate IV program for TVET trainers. VITE's TVET trainer agreed to co-facilitate professional development training in disability inclusive training approaches for PSET providers participating in TPIIF or PPIP efforts.

**Policy priority area 3:** *Facilitate equal access to TVET opportunities by undertaking awareness-raising and support activities which encourage the enrolment of people with disabilities from urban, rural and remote areas within Vanuatu in training activities, the completion of training and engagement in subsequent work.*

3.1 The Vanuatu Skills Partnership signed a partnership agreement with VDPA, under the auspices of which both agencies will work together to undertake activities which raise awareness of the right to enrol in PSET opportunities. Funding was provided for a dedicated Program Officer within VDPA, who has been hired and has participated in orientation activities, as well as for associated office costs. Funding and technical support for VDPA's first ever retreat and annual planning workshop was provided, and assistance was provided by the Disability Inclusion team to facilitate and develop VDPA's 2018 work plan in line with their strategic plan. This includes activities such as community awareness raising regarding the *Convention on the Rights of Persons with Disabilities* and access to education and training, and morning tea get-togethers for deaf people, at which opportunities for training can be shared and discussed.



*Image: Signing of the MoU between the Partnership and VDPA*

3.2 Presentations on Disability Inclusion were incorporated into the Torba, Sanma and Malampa Roadshow visits made by representatives of various teams across the Vanuatu Skills Partnership.

**Policy priority 4:** Resource the implementation of the policy by making funding available to support the reasonable accommodations which enable inclusion of people with disability in training activities, and capacity development of Trainer Providers and Trainers.

- 4.1 Recognising the barriers to participation caused by limited access to mobility devices such as wheelchairs and crutches by those who need them, a Mobility Device Feasibility Study was completed on Malekula, by MJCS through the Malampa Disability Officer and VSPD with technical support from Motivation Australia engaged through the Vanuatu Skills Partnership. Outcomes of the study will determine next steps in regards to expansion of mobility device services in Malekula and eventually Malampa.
- 4.2 Under the auspices of the partnership agreement between the Vanuatu Skills Partnership and VSPD, one container of mobility devices was purchased to assist with the extension of mobility device services beyond Port Vila / Efate to Santo and beyond. This aims to support the provision of devices to Malekula.
- 4.3 Situation analysis regarding sign language in Vanuatu completed.
- 4.4 Technical and funding support provided to VDPA to:
  - explore financial literacy training for clients and potential clients with disability, and
  - approach other donors including the Stretem Rod Blong Jastis mo Sefti program, to support VDPA with additional institutional costs.

**Policy priority 5:** Lead efforts to implement, monitor and evaluate this policy in close collaboration with key government, non-government, private sector and other development partners.

- 5.1 TPIIF Steering Committee gave approval to sign TPIIF Agreements with 2 PSET providers.
- 5.2 Formal partnerships with MJCS, VDPA and VSPD operationalised, through the establishment of three funded positions (one at each agency) and agreed joint work plans and budgets for 2018. Funded positions are responsible for leading implementation of joint activities as agreed through the work plan development processes.
- 5.3 Advice was provided to MoET to develop disability inclusive PSET module within the Vanuatu Education Management Information System (VEMIS). In the course of providing this, the Vanuatu Skills Partnership Disability Inclusion team was asked to provide advice, based on experiences in collecting disability data amongst clients in the PSET sector, regarding how the MoET could incorporate a disability data collection module within its primary and secondary modules within VEMIS. The Disability Inclusion team provided advice regarding a disability data collection tool, and process for the development, testing and institutionalisation of this tool, based on Vanuatu Skills Partnership experiences within the PSET sector. A tool has now been produced, translated into French and Bislama, and is awaiting consultation with key stakeholders.
- 5.4 Based on its experiences in disability inclusion, the Disability Inclusion team provided input to guide MJCS in its development of the *National Disability Inclusive Development Policy 2018 – 2025*.
- 5.5 Findings and recommendations from the Sign Language Situation Analysis informed Vanuatu's shadow report regarding the *Convention on the Rights of Persons with Disabilities*.

## 5b. Case Study: One stone, two pigeons: Collaborating to strengthen Disabled People’s Organisations and disability inclusive skills development in Vanuatu

After successfully working together to deliver awareness raising activities regarding disability inclusive skills development opportunities in communities across Vanuatu, the Vanuatu Skills Partnership and Vanuatu Disability Promotion and Advocacy Association (VDPA) established a formal relationship. Through this agreement, the Vanuatu Skills Partnership and Disabled People’s Organisation (DPO) support each other towards shared goals. Recognising the limited funding opportunities available to Pacific DPOs, Vanuatu Skills Partnership also funds an appropriate proportion of VDPA’s institutional costs. This joint work has resulted in increasing demand amongst people with disability for inclusive skills development, an improving supply of disability inclusive post-school education and training (PSET), and a stronger national DPO. These efforts have been recognised by the Government of Australia and Internationally.

| 2014 - 2016   | 2018  |
|---|---|
| <ul style="list-style-type: none"> <li>✓ Staff from VDPA, Vanuatu Skills Partnership and Skills Centres work together to lead ‘road-show’ style awareness-raising activities regarding disability inclusive skills development opportunities in communities across Vanuatu.</li> <li>✓ Acting as a referral agency, VDPA connects interested people with disability with training opportunities through Skills Centres.</li> <li>✓ On request from Skills Centres, VDPA members and staff speak with families of potential clients with disability, to help them understand the opportunities on offer, and provide reassurance regarding their concerns</li> <li>✓ VDPA provides advice to Skills Centres regarding particular reasonable accommodations for individual clients with disability, modifications required to ensure Skills Centres are accessible, and adjustments required to ensure Training Provider venues are accessible and inclusive.</li> <li>✓ VDPA members are invited to lead sessions at professional development workshops held for trainers from the skills development sector, sharing their stories and advocating for change</li> <li>✓ VDPA provides input to the <i>National Disability Inclusion Policy for the Technical and Vocational Education and Training (TVET) Sector 2016 – 2020</i>.</li> </ul> <p><b>2017</b></p> <ul style="list-style-type: none"> <li>✓ VDPA’s Coordinator becomes a standing member of two key skills development sector coordination committees – the Vanuatu Skills Partnership Steering Committee, and the Training Provider Inclusion Improvement Fund Steering Committee.</li> </ul> <p>The Partnership and VDPA sign a new Partnership Agreement, formalising areas of mutual interest, and also commits both organisations to a deeper alliance.</p> | <ul style="list-style-type: none"> <li>✓ Recognising the limits on VDPA capacity to continue meeting requests for advice and support to strengthen demand for, and supply of, disability inclusive skills development opportunities, the Vanuatu Skills Partnership funds a VDPA Program Officer, as well as an appropriate proportion of VDPA’s institutional costs. This latter commitment is made in direct response to the challenges Pacific DPOs often face in securing funds for rent, electricity and similar costs; without which they cannot operate.</li> <li>✓ Vanuatu Skills Partnership provides technical and financial support to VDPA to develop its 2018 work plan.</li> <li>✓ VDPA facilitates training for staff and members on the <i>Convention of the Rights of Persons with Disabilities</i>, with financial support from Vanuatu Skills Partnership.</li> <li>✓ Based on recommendations arising from a Sign Language Situation Analysis conducted through the Vanuatu Skills Partnership, VDPA establishes a regular morning tea which brings deaf people together and enables them to initiate communication. This is also an important referral opportunity for deaf people who are interested in skills development.</li> <li>✓ VDPA works with Vanuatu Skills Partnership to explore and conduct financial literacy training to support people with disability who run or are interested in engaging in small business.</li> <li>✓ VDPA and Vanuatu Skills Partnership establish a market stall in Luganville, at which people with disability can sell products on cruise ship days.</li> <li>✓ Vanuatu Skills Partnership supports VDPA with advice regarding other donors who could be approached for support for institutional costs.</li> <li>✓ Collaboration efforts by Vanuatu Skills Partnership and VDPA are presented at the high-level inter-governmental Global Action on Disability meeting in Helsinki, and acknowledged in a letter to VDPA from the Australian Minister for International Development and the Pacific.</li> </ul> |

### Short term outcomes

- Through this partnership, VDPa has built relationships with mainstream training providers, and now has direct access to referral mechanisms which link prospective trainees with disability to skills development opportunities.
- Many people with disability, including VDPa members, have participated in skills development opportunities, which have enabled several to engage in paid work, and access markets with support from Vanuatu Skills Partnership.
- VDPa has access to funding support for administrative costs and annual work planning activities, which have proved difficult to source elsewhere.
- Vanuatu Skills Partnership works nationally with a range of stakeholders at the community, provincial and national levels. Engagement has built VDPa's profile

### Expected long term outcomes

- Enhanced sustainability of VDPa as Vanuatu's DPO, cementing its reputation as a provider of advocacy and awareness raising regarding the rights of people with disability.
- Training providers confidently promoting skills development opportunities to people with disability, and implementing their disability inclusion policies.
- Improved economic situation, social status and quality of life of people with disability in Vanuatu.

### Lessons Learned

- ✓ Partnering with Vanuatu's DPO to raise awareness about disability inclusive skills development opportunities developed a solid relationship between Vanuatu Skills Partnership and VDPa, on which additional joint activities could be built
- ✓ Awareness raising activities led by VDPa are much more effective than efforts led by people who do not have disability. VDPa staff and members can share the lived experience of disability, which motivates and shifts negative attitudes
- ✓ The provision of funding for a dedicated Program Officer within VDPa, as well as other institutional costs and activities ensures that the DPO has the resources to provide advisory services without distracting from other organisational priorities
- ✓ Engagement of VDPa in key sector coordination mechanisms promotes disability inclusion amongst decision makers, and can influence broad-based change
- ✓ The relationship between the Vanuatu Skills Partnership and VDPa is bi-directional with mutual benefits: enhanced demand for skills development opportunities amongst people with disability, improved supply of disability inclusive post-school education and training, and a stronger national DPO.

### Stakeholders

- Vanuatu Disability Promotion and Advocacy Association: advocacy, awareness raising and advice regarding the lived experience of people with disability.
- Ministry of Education (MoET) Skills Centres: accept referrals and enrolment from potential clients with disability who are interested in skills development, and seek advice from VDPa regarding particular inclusion supports required by clients with disability.
- Vanuatu Skills Partnership, through the Disability Inclusion team: advocacy and technical assistance.

|   | Policy Links   |
|---|--|
| <b>PSET Policy Principle</b>  | Inclusion  |
| <b>Vanuatu Skills Partnership LTOs</b>  | Long Term Outcome 4. The status of women and people with disability is enhanced  |
| <b>National Sustainable Development Policy</b>  | 3 Pillars: <b>Society Environment Economy</b>  |
| <b>National Disability Inclusive Development Policy</b>   | <b>Strategic Priority Area 1: Mainstreaming the Rights of Persons with Disabilities</b>  |
| <b>National Disability Inclusion Policy for the Technical and Vocational Education and Training (TVET) Sector 2016 – 2020</b> | <b>Policy priority area 3:</b> Facilitate equal access to TVET opportunities by undertaking awareness-raising and support activities which encourage the enrolment of people with disabilities from urban, rural and remote areas within Vanuatu in training activities, the completion of training and engagement in subsequent work. |

## 6. Climate Change Resilience and Mitigation

The Vanuatu Skills Partnership recognises the importance of climate change management as a cross-cutting issue for consideration across all Partnership activity. To this end, the assistance of a skilled volunteer was sought through the Australian Volunteers for International Development program (AVID) program in order to develop collaboratively a strategy for mainstreaming climate change action. The new Climate Change Officer started work with the Partnership in November 2017. In the first six months of strategy development, activity has focused on: extensive review of all existing climate change information and training materials available for the specific region, interviews with key stakeholders working within the field of climate change in Vanuatu, a full review of related national and regional policies related to climate change and disaster risk reduction, initial training of internal staff in climate change awareness, and stakeholder engagement with the Provincial Government Training Boards and other key stakeholders in Malampa, Sanma and Torba (Tafea to be completed in June). This work was undertaken to determine the key climate change impacts and adaptation/mitigation strategies that are relevant for the productive sectors, the training needs of clients and productive sector officers in relation to climate change, and how the Vanuatu Skills Partnership can work together with other organisations to ensure relevant training is available and that the PSET sector is included in climate change activities and policies at the national and provincial level.

The Strategy will include a number of different components, including:

### Climate Change Adaptation

- a) **Mainstreaming:** Consideration of climate change impacts and possible adaptation strategies will be included in every relevant training activity (i.e. those which concern raw materials, logistics, processes or physical assets which might be affected by climate change). Heuristic assessments have been developed to identify how climate change is relevant across each of the productive sectors, and trainers will be supported to include consideration of the impacts of climate change. This will include possible responses in training delivery plans, through the provision of training-specific guidance and briefing notes, as well sector-specific climate change risk assessments
- b) **Specific Courses:** In addition to mainstreaming contextualised climate change information into all relevant training, the Strategy will identify opportunities to run specific training in adaptation– for example, helping island bungalow and tour operators develop disaster and contingency plans
- c) **Internal Policies:** the Vanuatu Skills Partnership is developing internal policies and operational procedures in relation to disaster response and preparedness to ensure the safety of all staff, trainers and Skills Centres. While predominantly focused on disaster risk reduction, this analysis will also consider the slow-onset impacts of climate change on the physical assets and operations of the Vanuatu Skills Partnership and the Skills Centres, where relevant.

### Climate Change Mitigation

- a. **Internal Policy:** While the proportional emissions contribution of the Vanuatu Skills Partnership is small, a preliminary assessment is being undertaken of its emissions in order to inform the development of an internal mitigation policy. While the analysis is ongoing, fuel (transport and stationary) and electricity are the primary sources of Scope 1 and 2 emissions. However, the analysis will also include international and domestic flights required

for the delivery of activity as a select Scope 3 source, due to the significant contribution of flight emissions to the overall footprint

- b. **Specific Training:** While mitigation is relevant to fewer existing training activities than adaptation activities, a number of specific training opportunities have been identified, particularly related to opportunities for clients to capitalise on grant funding or subsidy schemes that are available for the purposes of reducing emissions.

### Building institutional capacity

The Vanuatu Skills Partnership has a long history of stimulating institutional reform within the Government of Vanuatu, and has negotiated respective Memoranda of Understanding with the Departments of Industry, Tourism Agriculture, as well with MoET and the Australia-Pacific Technical College. The Vanuatu Skills Partnership will continue to work at this institutional level with key partners to ensure that the PSET sector is actively included within climate change planning and policy-making at national and provincial levels. Furthermore, the Partnership has established relationships with the Vanuatu Climate Action Network and the Vanuatu Business Resilience Committee which can provide information on priority training needs and information resources as well as connecting the Partnership to potential trainers and clients.

At this stage, the procedures and protocols for mainstreaming are being tested with the productive sectors, and guidance materials are being developed to support the introduction of the formal Strategy. In mid-July, Skills for Tourism will be running a two-week accredited training on Vanua Lava (Cert 1 Tourism - Tour Guiding basic skills cluster) and this will be used to pilot key mainstreaming activities such as the development and provision of climate change information to the trainer, incorporation of climate change consideration into the delivery plan, training materials and assessments, and discussion of climate change issues in the actual training sessions. The Climate Change Officer will work with the Skills for Tourism Sector Coordinator and the trainer in the lead-up to the training, as well as attending the training to observe, provide input, and ‘train-the-trainer’ to incorporate climate change issues into training scenarios. This course was chosen as it is one of the primary accredited courses that is delivered through the Skills Centre, and will be delivered by an established partner provider (Max Zacharie and Torgil RTC).



*Image: Vetiver grass and pandanus being planted on the foreshore to reduce coastal erosion in Sola, Vanua Lava*

Piloting the integration of climate change material into courses in this way will assist the Sector Coordinator (in understanding how mainstreaming will practically impact the planning and delivery of training), the trainer (in his ability to understand and deliver contextualised climate change information in an integrated way), and the Climate Change Officer in fine-tuning the

process of mainstreaming. In particular, this will be in relation to the level of detail required in guidance material and specific content, materials or background that is necessary in delivery to ensure that learning objectives are met. It will further be a test-run of the effectiveness of jointly-delivered ‘co-training’ approach, where the Climate Change Officer attends training alongside the primary trainer in order to demonstrate how climate change material can be delivered, and in doing

so, trains the trainers to deliver climate change-related material themselves in the future. This approach, along with combined ‘train-the-trainer’ workshops, are likely to be vital to the success of delivering the strategy in the absence of a dedicated climate change officer in the future, where trainers are supported (through initial training and activity-specific briefings/guidance) to incorporate climate change considerations into all of the relevant existing training activities of the Skills Centres. A similar pilot is currently being identified with the Skills for Agribusiness program.

While work has continued on the Strategy, a number of other needs relating to climate change have been addressed through the provision of briefing papers or advice. This primarily been focussed on the Skills for Handicraft program, through the provision of a briefing paper on the climate change impacts on pandanus production (a vital raw material for many handicrafts), advice on value chain resilience approaches to strengthen the handicraft sector, and the provision of a disaster management plan for the Malampa Handicraft Centre. Additionally, a guide for coastal adaptation options is currently being prepared for Torba Province, along with some advice on climate change considerations for the Sola market house, aquaculture ponds and schools on Mota Lava which are affected by coastal erosion.

While Vanuatu is one of the leaders in the Pacific at integrating climate change and disaster risk reduction into decision-making at a national level, and numerous climate change information resources exist, there remain significant barriers to practical adaptation at the local level. For climate change information to be useable by the majority of the population, it must be delivered and contextualised in ways which are accessible to all. Technical skills training is an important avenue for delivering contextual, relevant climate change adaptation and mitigation information, translating general trends and impacts into practical, sector-specific actions. The location and status of the Skills Centres at the provincial level and the strong working relationship with a range of local government and civil society partners provide an efficient and cost effective way for disseminating information and increasing knowledge and adaptive capacity locally in economic enterprises. The work that Vanuatu Skills Partnership has been undertaking in relation to climate change mainstreaming has been received positively by DFAT Canberra, recognised as a leading example of how the Australian Aid program and supported organisations can address climate change within DFAT and more widely throughout the region. A draft case study which will be used for DFAT’s climate change ‘poster series’ is attached.

## 6a. Australia-Pacific Climate Change Action: Building Skills in Vanuatu

JUNE 2018

NOT FOR DISTRIBUTION



Australian Government  
Department of Foreign Affairs and Trade

### AUSTRALIAN PACIFIC CLIMATE CHANGE ACTION BUILDING SKILLS IN VANUATU

There is a critical gap in the skills needed to respond to climate change in Pacific Island countries.

Over A\$1 billion in climate finance is currently flowing to the Pacific – BUT almost all the skills to deliver these programs are sourced externally.

In Vanuatu, donors are investing A\$80 million right now across different development sectors – in community resilience, energy, climate information services, policy and governance. Home grown skills are needed to make these programs effective locally.

The Australian Skills Partnership is helping Vanuatu's Ministry of Education and Training build the skills ni-Vanuatu need to adapt to climate change and move towards clean, affordable low carbon growth in tourism, agribusiness, handicraft and construction sectors.

Students attending training at the Skills Centres are learning about climate change and how it affects livelihoods and businesses in these sectors, so they can help to develop solutions. There will also be specific training courses in priority skills areas, for example training tour and bungalow operators to develop disaster action plans, and to access renewable energy.

The technical training is a great avenue for linking students to climate information products and services, and enabling them to make sense of the trends and risks, and to develop effective local solutions in their lives and businesses

The Program is also formally working in partnership with government to actively include the skills sector in climate change policy and planning, nationally and in the Provinces.

#### KEY PHRASES:

- SKILLS GAP IN CLIMATE ACTION
- LONG TERM SKILLS BUILDING
- LOCALLY RELEVANT PRACTICAL ACTION



*Training construction clients how to build cyclone-resilient traditional bungalows in Tafea Province as part of the Vanuatu Skills Partnership's Build Local, Build Strong program*

#### FUN FACTS:

- OVER 80% OF NI-VANUATU DERIVE THEIR LIVELIHOODS FROM WEATHER-SENSITIVE INDUSTRIES (AGRICULTURE, FISHERIES AND TOURISM)
- WARMER TEMPERATURES AND CHANGING RAINFALL ARE ALREADY CREATING UNCERTAINTY AND AFFECTING THE PRODUCTIVITY OF BUSINESSES AND LIVELIHOODS IN THESE INDUSTRIES
- SEVERE, DESTRUCTIVE CYCLONES ARE BECOMING MORE FREQUENT
- NI-VANUATU ARE DEVELOPING POLICIES AND STRATEGIES — AND NEED INVESTMENT IN LONG TERM SKILLS TO IMPLEMENT THEM

## 7. Annexes

Available on request:

- **Pacific Women Progress Report**
- **Skills for Tourism Internal Management Report**
- **Skills for Handicraft Internal Management Report**