

# Training Provider Support Technical Report (January-June 2019)

## 1. Introduction

This is an update on the activities that have been implemented over the last six months between January and June 2019 through the Training Provider Support workstream. The report provides a summary of key strengths and highlights, key challenges/risks and progress on training provider support.

## 2. Overview:

Training Provider Support (TPS) is one of several skills system-wide initiatives under the Vanuatu Skills Partnership, working simultaneously at the national and provincial level. The key focus area for TPS is to contribute to quality improvements in Post-School Education and Training (PSET) delivery as envisaged in the National PSET Policy 2016-2020 and the National PSET Policy Implementation Plan.

TPS and the Tertiary Education Directorate (TED) of the Ministry of Education and Training (MoET) continue to facilitate targeted assistance to selected training providers to strengthen training provider capacity and delivery. This assistance is provided in part through Training Provider Improvement Partnerships (TPIP). The rationale for this is to work with training providers who have the potential to meet priority skill demands and who demonstrate a commitment towards the reform agenda as articulated in the National PSET Policy 2016-2020.

This report covers a range activities under the following areas of the TPS workstream with a focus on TPIP training providers:

1. Training Provider Registration and Quality Management System (QMS) Implementation
2. Course Development
3. Supporting training providers with Course Delivery
4. Supporting delivery of accredited training
5. Training (and trainer) Provider Professional Development

## Key Strengths and Highlights

- 2 Training Providers registered in Sanma Province – Lonnoc Vocational Training Centre (LVTC) and Ituani Vocational Skills Centre (IVSC)
- Increase in diversity of training provider activity in two provincial locations – Torba and Sanma
- 5 Training Providers partners continuing to improve quality of QMS implementation
- Increased collaboration with the Disability Inclusion workstream to support training providers

**Lonnoc VTC is the first private training provide outside Port Vila to be registered under the Vanuatu Qualifications Framework.** The provider will concentrate on delivery of hospitality training with the Certificate 1 in Tourism (Accommodation Services).

**Ituani Vocational Skills Centre (VTC) is an emerging training provider in Sanma province specialising in information technology courses.** The support from the TPS Coordinator was funded through the Partnership's Skills Development Fund as Ituani VTC is not yet a partner through the TPIP initiative. The initial registration was approved by the VQA. The next step for Ituani VTC is to work on development of courses for delivery.

**The Anglican Church of Melanesia Vocational Education and Training Schools (ACOMVETS) comprises all of the ACOM training providers: Torgil RTC, Fisher Young RTC, Agape RTC and Lorevulko RTC.**

ACOMVETS, with input from the TPS Coordinator, completed and submitted the intention to register. The intention to register was approved and ACOMVETS then submitted application for initial registration. Once the initial registration application is approved, ACOMVETS will be in a position to expand delivery of accredited training through its network of four training providers located in Sanma and Torba Provinces. This should lead to reduced costs for ACOMVETS as previously each ACOM training provider had to pay expenses separately such as course delivery applications and purchasing of units of competence from the VQA.<sup>1</sup>

**Accredited construction skills training was delivered for the first time in Torba Province (Toga)** in partnership with the local community and facilitated by the Torba Skills Centre. Support for this program including a contribution from the local MP which is the first time a local MP has contributed to accredited training in Torba province.

**Accredited plumbing skills training delivered for the first time** in Vanuatu (Luganville) in partnership with the following partners – Australia Pacific Training Coalition (APTC) and the Rural Water Supply Department – and facilitated by Sanma Skills Centre.

**Two training providers delivered accredited skills training in a new industry sector or new location for the first time:** Torgil RTC – Plumbing; Pektel RTC – Building Construction.

**TPS Coordinator completed a second assessment of the TPIP training providers against the Vanuatu Quality Assurance Framework 2015.** The standards are the national quality benchmark for registered training providers and the basis for maintaining ongoing registration. Initial analysis of the assessment is detailed below in section five.

**The TPS Coordinator continued to support 6 training providers to improve implementation and management of their QMS.** All registered training providers are required to have a QMS in place to meet the standards of registration. The QMS is aligned to the Vanuatu Quality Assurance Framework 2015 (VQAF2015).

**Training providers that have not signed a Training Provider Improvement Partnership (TPIP) agreement support are also being assisted through the TPS Coordinator** – support to Ituani VSC during the past six months.

**Rollyne Liu and Grace Taisset (local female industry experts and trainers) are two qualified ni-vanuatu vocational trainers registered under Lonnoc Vocational Training Centre to deliver Certificate 1 in Tourism (Accommodation Services) course.** Rollyne Liu was subsequently employed by Lonnoc VTC as lead hospitality trainer.

**Two industry experts were affiliated with training providers to deliver accredited training in areas of demand:**

- James Matariki registered under Torgil Rural Training Centre to deliver Certificate II in Plumbing
- Henry Tari registered under Marven Rural Training Centre and Matahi Rural Training Centre to deliver Certificate II in Agriculture (Crops Establishment).

---

<sup>1</sup> Now ACOMVETS is operational there is the opportunity to evaluate the merger of the four training providers. Evaluation question could explore topics such as to what extent has ACOMVETS benefited in terms of reduced costs, economies of scale, etc. from consolidating training operations; how has the organisation overcome some of the challenges relating to human resources, funding and delivery. This would be beneficial in identifying if the model is applicable to other groupings of training providers.

## Key Challenges/Risks

The smaller training providers continue to be hampered by lack of funds to meet standards of registration and costs of developing and delivering accredited training. This is particularly the case for the more remote and rural providers. Meeting the full costs of developing materials for training and assessment and maintaining facilities that meet national standards is beyond the financial capacity for many smaller training providers. Maintaining sector collaboration is critical to ensuring TED, VQA and the Partnership can continue to support training providers in a sustainable and efficient way. The focus of this assistance needs to be on existing registered training providers and supporting them to deliver demand-driven accredited training in flexible and inclusive ways.

Training providers have a high dependency on TPS Coordinator and/or coaches to action TPS work. There still a number of capacity constraints across the different training providers engaged to deliver accredited training through the provincial Skills Centres. It is worth noting that this issue is not related solely to the five TPIP training providers.

## Key Mitigation Strategies (related to challenges/risks above)

Smaller training providers could reduce costs if they shared resources more frequently and adopted a collaborative approach to working with other providers in their province or further afield. The example of ACOMVETS provides a model for collaboration within a group of training providers. Opportunities for training providers to generate income through different activities such as sales of goods created by trainees during course delivery would provide additional revenue. Training providers could also review course fees and identify if there is capacity within their communities to pay for higher fees. A proportion of the higher fee could be used to support delivery of training.

The formal introduction of the Director TED to the TPS Coordinator by the Director of the Partnership has assisted with improving the level of engagement between the Partnership and TED. An initial formal meeting is needed at the Director level to frame the work of TPS and the need for ongoing communication and partnership between TED staff and TPS. This initial meeting will help to reset the relationship between the partners and TPS will work directly with Director TED and her team to establish a common work plan across the Partnership, TED and VQA.

Addressing the issue of training providers relying on the TPS Coordinator or coaches to do most of the work outside of direct delivery requires a comprehensive and nuanced approach to capacity building. The approach needs to be flexible enough to respond to the unique circumstances of each provider. A key goal of the approach is putting in place frameworks so that training providers take more responsibility for their development needs. The TPS Coordinator can follow up if there are negative reports from coaches about training provider performance but TED also has an expanded role to play to ensure Ministry support for training providers is consistent with the national PSET policy and is adequately funded.

## 3. Partnership Status



**IO-1**  
Skills planning  
& coordination



**IO-6**  
Skills system  
compliance

### **Training Provider Improvement Plan (TPIP) Quality improvement Plan Assessment**

TPIP training providers are required to develop and implement a quality improvement plan (QIP). The number of QIP action items varies per training provider due to factors such as length of operation, familiarity with national quality assurance requirements and human resource capability. The training provider lead and TPS Coordinator develop the plan together which is then included as part of the partnership agreement. Review of progress towards completing QIP action items is done during site visits to each of the providers or while training provider representatives are visiting Port Vila.

Table 1 below shows the number of actions items each training provider listed in their QIP and the number completed as of 30 June 2019.

Table 1 Progress on completion of QIP actions as part of Training Provider Improvement Partnership

Training Provider	# QIP action items	# QIP action items completed	% completed
ACOMVETS	7	3	43
Lonnoc VTC	5	3	60
Marven RTC	4	2	50
Matahi RTC	4	2	50
Pektel RTC	4	3	75

The next round of QIP reviews and update of action items will take place in July-September this year. Analysis of the results of the QIP assessment show that most providers are progressing satisfactorily towards achieving the action items detailed in the plans. ACOMVETS is a large training provider with campuses located in two provinces and its training institutes are at different stages of development. This might explain why they have completed less than 50% of the action items because it is taking longer than expected to implement the quality improvements across the four providers. Pektel has completed most of its action items on account of updating its QMS. Three of the five providers need ongoing support to complete all the action items in their respective QIPs.

#### 4. Co-contributions



**The TPS workstream works in partnership with TED.** In this reporting period TED officers concentrated on support for rural training centres in Torba and Tanna. The key contribution of TED to training provider support was through the input of three officers overseen by the Principal Education Officer TVET. Since January 2018 TED assistance to training providers has been in registration and QMS implementation. They also undertook industry consultations for different sectors on Tanna in May.

**The TPS workstream is seeking to record all sources of co-contribution (funding, personnel and other in-kind contribution to the skills system activities) for delivery of accredited training facilitated through the provincial Skills Centres.** As such, contributions from DFAT-funded programs such as the Direct Aid Program and the Australia Pacific Training Coalition are included in reporting. This leads to gaining a more accurate picture of the costs of investing in accredited training.

**The Partnership contributed almost 50% of the costs for the delivery of the construction program in Toga, Torba province.** For the first time, a local MP contributed towards delivery of accredited training with a contribution of 135,000VT. The combined contribution from the Partnership and the Direct Aid Program (DAP) is approximately 85% of the total cost for the training program. It should be noted that the DAP funding was largely for materials used for the construction of the building.

**The Australia Pacific Training Coalition contribution at 2.4M VT that met most of delivery costs for the plumbing training program in Santo.** The contribution of the Rural Water Supply Department was also significant included materials and tools. Participants on this program contributed more to the costs of delivery compared to the construction program in Toga. A more detailed analysis of the costs for these programs will be completed in second half of the year using some of the tools developed for the Social and Economic Analysis (SEA) activity (see below).

**The Vanuatu Qualifications Authority (VQA) is now contributing to improved coordination in the sector through funding support for the PGTBs.** In this reporting period the VQA announced funding to the amount of 2.875.000VT. The funding will be distributed fairly to the four PGTBs and will assist with the implementation of PGTB guidelines and promoting accredited courses.

## 5. 2019 Priority areas

### Work plan progress update



#### Training Provider Registration

Figure one shows the cumulative increase in the number of registered training providers and number of registered training providers delivering accredited courses. The VQA has a goal of 70 registered training providers and, for all PSET education courses to be accredited.<sup>2</sup> In terms of training provider registration, the PSET sector has reached 47% of the VQA goal.

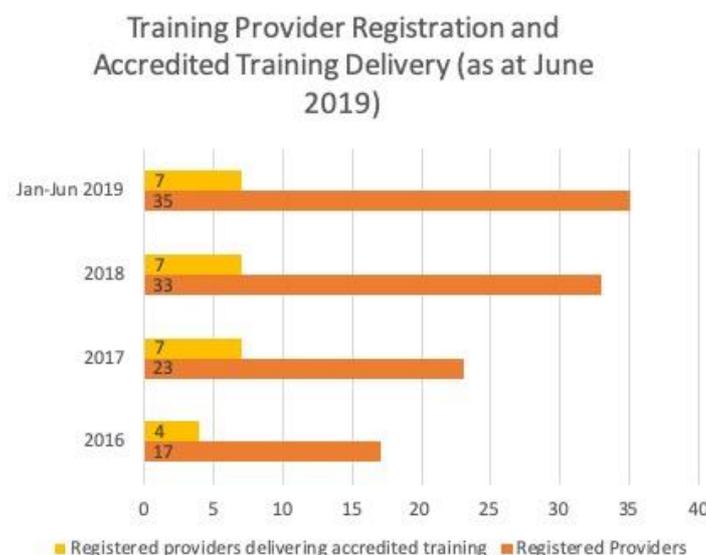


Figure 1 Registered training providers and delivery of accredited courses



#### Quality Management System (QMS) Implementation

During this reporting period the TPS Coordinator has provided most of the support to the TPIP training providers on QMS improvement. In addition the TPS Coordinator has worked in partnership with the disability inclusion officer to engage a financial quality coach to support the development of strong financial system for the providers who have signed the TPIP agreement. This will ensure that these providers can monitor and report on funding they received from the DID fund and also to report on their respective financial status more broadly. The TPS workstream was planning to engage a quality coach, similar to 2018, to assist with providing additional support but due to budget constraints this was not possible. The TPS Coordinator made 2 site visits to 5 training providers in the period January-June 2018.<sup>3</sup>



#### Course Development

This area in the TPS workstream supports the development of new courses to meet demand in the productive sectors validated by the Provincial Skills Centres and the Provincial Government Training Boards. There are three areas listed for development into accredited courses:

1. Spa Massage;
2. Agri-tourism;

<sup>2</sup> See VQA website landing page: <http://vqa.edu.vu/> Accessed 5 June 2019.

<sup>3</sup> These figures include all training providers who received some form of assistance through the TPS workstream.

### 3. Small vessel operation.

**The development of the spa massage course and establishing a suitably equipped training facility is to be done as a joint activity through a partnership of providers.** The TPS Coordinator and the Director had initial discussions with VIT and APTC about them working together on the course development of the spa massage initiative. In this proposed arrangement the TPS Coordinator would provide technical input to VIT/APTC similar to the technical support provided to VIT for the development of the Certificate 2 in Building Construction course in 2016-17. The Partnership Director and Director APTC will consider how to support the Spa Massage program initiative during partnership talks in the next quarter.



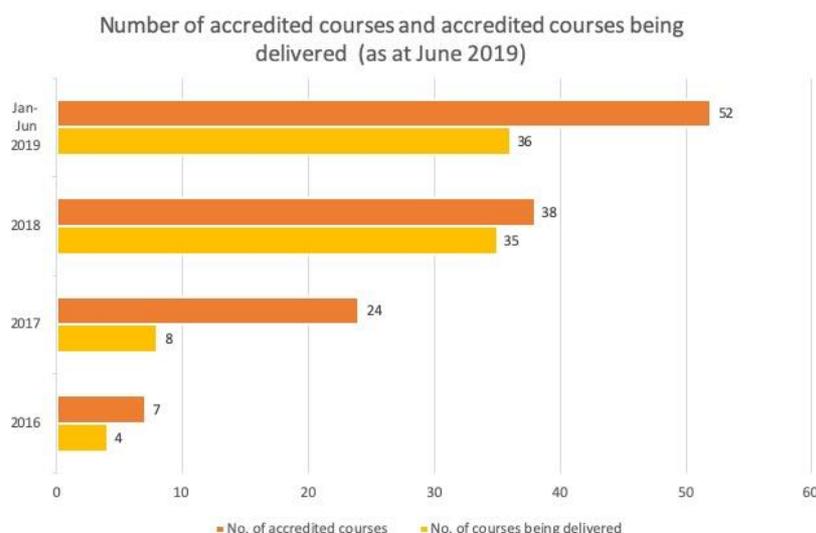
#### Course delivery

**This area of the TPS workstream supports training providers to submit applications for approval to deliver accredited courses.** The VQA has a process where training providers can apply to deliver existing courses. This saves time and effort and means training providers can concentrate resources on preparing and delivering new courses rather than developing them from beginning of the process. See Figure 2 on number of accredited courses and courses delivered this year.

TPS supported two training providers to complete and submit applications to deliver to the VQA:

1. Lonnoc VTC – Certificate 1 in Tourism (Accommodation Services)
2. Matahi RTC – Certificate II in Agriculture (Crops Establishment)

**The VQA endorsed the application for Lonnoc VTC during the process of approving its registration.** It should be noted that generally a training provider must be fully registered before it can apply to deliver courses. The fact the VQA approved delivery ahead of full registration is the result of TPS Coordinator brokering assistance from the VQA. As a result, Lonnoc was able to commence delivery sooner than planned to meet local demand for tourism training. The TPS Coordinator also facilitated the affiliation of two female hospitality trainers with Lonnoc VTC.



**Figure 2** Number of accredited courses and delivery of accredited courses

### Investment in accredited training (Attachment 1)

The TPS workstream is part of Social and Economic Analysis (SEA) activity that will track the social and economic outcomes of participants in selected accredited courses with training providers. One of the objectives of the SEA is to measure the level of investment by training providers supported by the Vanuatu Skills Partnership, VQA and TED, to provide equitable and inclusive access to accredited courses in remote areas. Two training providers have been selected for the SEA: Torgil RTC (ACOMVETS) and Pektel RTC. Torgil delivered tour guide training on Tanna in 2016 and Pektel RTC delivered construction training on Malekula in 2018.

**For the purposes of this technical report the financial investment data presented and analysed is indicative of the investment costs for these two programs.** Further analysis of the costs is required in order to compare the expenditure of the two activities. Factors such as length of course, number of participants and location of training need to be taken into consideration when establishing an accurate basis for comparison.

**With the Pektel building construction training program<sup>4</sup>** the analysis of the investment showed that the Vanuatu Skills Partnership contributed VUV1388800 to investment required, Pektel RTC 92000, TED 64000, VQA 89000 and local community VUV27000 (See Table 1 below).

**Table 2 Total investment (VUV and AUD) for Pektel RTC Building Construction Training Program**

Source	Amount (VUV)	% of investment
VSP	1388800	84%
PEKTEL	92000	6%
TED	64000	4%
VQA	89000	5%
Community	27000	2%
Total	1660800	
AUD total	20593.92	

### Torgil RTC (ACOMVETS) Tour guide training program, Tanna

**With the Torgil RTC (ACOMVETS) program analysis showed that the Partnership contributed VUV810800 of the investment required, Torgil RTC VUV62 000, VQA VUV18000 and the Community VUV30000 (See Table 2 below).**

**Table 3 Total investment (VUV and AUD) for Torgil RTC Tour guide training program**

Source	Amount (VUV)	% of investment
VSP	810800	88%
Torgil	62000	7%
TED	0	0%
VQA	18000	2%
Community	30000	3%
Total	920800	
AUD Total	11417.92	

<sup>4</sup> This financial analysis does not take into account additional support for the training activity provided through the Direct Aid and Governance for Growth programs.

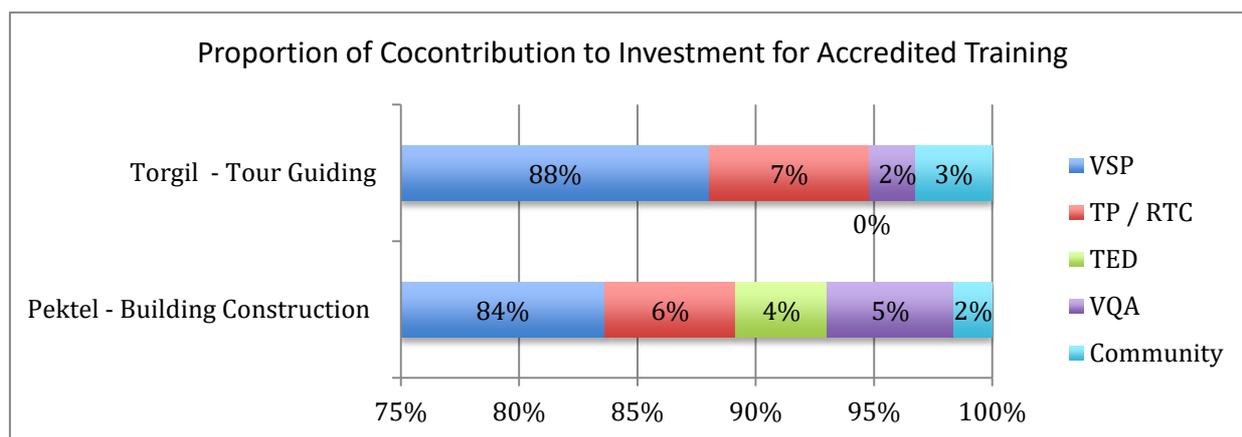


Figure 3 Proportion of co-contribution by partners for the two courses.

### Analysis

**The expenditure figures are as anticipated.** This is because the Partnership has funded delivery of accredited training for some time now and understands the principal costs for delivery. The proportion of Partnership expenditure is high partly because of the cost of delivery of training paid by the Partnership. Over time it should be possible to reduce the costs of Partnership staffing and field visit inputs associated with the delivery of accredited training in rural and remote areas. As training providers build their capacity through higher-skilled staff, better resourced facilities and equipment, and improved management and administration practices it is anticipated they will require less financial assistance from the Partnership to deliver quality-assured training.

**This is the first time the TPS workstream has participated in an activity of this type.** There are several key lessons learned for the team that will guide future monitoring of implementation and evaluation in this area:

- Training Providers and Partnership representatives to maintain consistent expenditure records
- Report on the investment cost to inform and advocate to MoET for funds to support the delivery of these courses and the investment for their staff to assume some of the responsibilities the Partnership staff currently do and fund
- Inform VQA, as part of their leadership role in implementation of the PSET policy, about the investment required to deliver accredited training in rural and remote areas



### VQAF 2015 Standards Assessment

As part of the TPIP the TPS workstream assesses training provider performance against the VQAF 2015 Standards. In May 2018 the TPS Coordinator undertook an assessment of each provider against the 11 standards of the framework. The tool was developed in collaboration with VQA and TED representatives. The results from the 2018 assessment are the baseline for monitoring progress. A second assessment was conducted in May 2019 which provides opportunity to review the data and explore aspects of change of improvement (data is available separately). A brief analysis follows concentrating on three areas of the VQAF 2015 Standards: 1; Governance, 4; Course Delivery and 4: Research.

In the initial assessment all five training providers met the minimum criteria for Standard 1: Governance in the standard (score of three or higher). This is important as the Partnership seeks to work with reputable training providers that have appropriate structures in place to deliver quality accredited training. In the second assessment it was noted that although they all have structures in place, two providers (Matahi RTC and Lonnoc VTC) have a governing body in place that is only partially capable of leading the institute. This is a risk for the providers and the Partnership.

In terms of Standard 4: Course Delivery, all five training providers were initially assessed as less than satisfactory for all criteria. This was partly to be expected as most of them had not delivered accredited training and were in the process of implementing the QMS. In the second assessment all five providers increased their score of relating to the QMS. This is partly as a result of the inputs from the TPS Coordinator over the reporting period.

Standard 11: Research relates to training providers developing and maintaining their research capacity. This involves establishing policies and procedures to promote research throughout the organisation. None of the providers recorded a change in scores between the assessments for this standard. This result is to be expected given the current scope of operation for the providers whose efforts are focused on improving systems and procedures to deliver training and assessment.

Although this is a brief analysis, it does highlight areas where training providers need to improve performance. Furthermore, analysis of what needs to be improved relates to support through the TPS workstream as part of the TPIPs. Based on the assessment of Standard 1: Governance, there is further work to be done supporting training providers to have capable governing bodies that contribute to the effective functioning of the organisation. This assistance could be provided through MoET as part of a strategy to improve governance in the sector more broadly. Course delivery quality is a critical component of training and assessment delivery. The analysis of the Standard 4 results highlights the strong need to put in place further support for training providers to deliver quality teaching and learning. Given the wide geographical spread of the training providers a more targeted approach focusing on individual attention via a coach or TPS Coordinator might be the most effective approach.

It should be noted that due a number of reasons the reliability of the data collection process needs improving, as does ensuring the consistency and validity of the data and analysis. Some of the challenges that need to be addressed include:

- Establishing a consistent, reliable and valid approach to recording comments about scores;
- Conducting data quality checks on a regular basis;
- Moderating assessment results with colleagues to improve reliability of assessment;
- Increasing knowledge and skills of MEL processes and their link with the Partnership MEL Results Framework; and
- Working closely with MEL team to address issues promptly.



## **Representation of women, people with disabilities and their interests in the skills system**

### **Women**

Rates of female representation and participation in national skills sector leadership and management have not increased over the last six months. As noted in previous reports there are one female training provider leader – Vanuatu College of Nursing Education. Two women occupy management positions within the sector – at Vanuatu Agriculture College and Vanuatu Institute of Teacher Education respectively. At the coordination level there is a small number of women in support positions.

19 coaches and 4 trainers delivered skills development activities facilitated through the Skills Centres in this reporting period. Of the total 23 trainers/coaches, 9 were women (39%). Their work was in the Skills for Tourism and Skills for Creative Industries workstreams. Women trainers/coaches in both these sectors had a higher participation than males. Female trainers/coaches in Skills for Tourism had a participation rate of 57% (n4) and males 43% (n3). In Skills for Creative Industries female trainers/coaches comprised 63% (n5) and males 37% (n3).

Support for female participation in skills sector related professional development has been one strategy to increase women's representation in the sector. Affiliating female trainers with training providers to deliver accredited training and address the shortages in qualified and experienced trainers is another strategy to increase the status of females in the national skills system. These strategies further the Partnership's approach to achieving a better balance in service delivery between male and female trainers.

The higher participation rate of women trainers/coaches in tourism and creative industries is worth examining in more detail to understand how strategies to increase female participation in these sectors might be applicable to other productive sectors such as agriculture and trades.

Two female hospitality trainers, Rollyne Liu and Grace Taissett, were affiliated with Lonnoc VTC to deliver hospitality training. Rollyne Lui has been subsequently engaged by Lonnoc as the lead hospitality trainer. This is a positive outcome for Rollyne who worked as a quality coach with Lonnoc in 2018.

The data on female participation in the national skills sector exists with different agencies. For example, MoET has information of number of women employed in state-supported training providers. It is unclear whether they collect data on women's representation with rural training providers. The VQA has information gathered through the training provider registration process. The TPS workstream will focus more effort in the remaining six months of this year to improve the collection of gender-related data.

### Disability Inclusion

The TPS Coordinator and Disability Inclusion Coordinator conducted joint scoping for the Toga construction program in Torba province during this reporting period. Where possible, both coordinators presented at workshops to demonstrate the link between disability inclusion and quality training and assessment. This approach is further helping the Partnership consolidate developments in inclusive skills training made over the last 2-3 years.

The TPS Coordinator reviewed the training provider disability inclusion action plans during site visits to review QMS implementation and conduct VQAF2015 standards assessment. This is an example of increased cooperation and collaboration between the TPS and Disability Inclusion Coordinators and workstreams. It also demonstrates efficiency by:

- Integrating different activities related to training provider support during a site visit;
- Sharing knowledge across the TPS and Disability Inclusion workstreams;
- Increasing technical capacity of TPS Coordinator on disability inclusion;
- Identifying areas to reduce costs without reducing quality of input.

### Training Provider Support Monitoring and Evaluation

The MEL team supported the TPS Coordinator and Advisor at the beginning of 2018 to improve MEL forms and reporting tools relevant to the TPS workstream. This helped the TPS Coordinator increase understanding of how to use tools to monitor activity on an ongoing basis. In addition, the support from the MEL team helped the coordinator to understand how to use information gathered during the monitoring and share it with training providers, VQA and TED. Another MEL development for the TPS workstream was the conversion of EXCEL forms into KOBO forms. This will assist the TPS team to monitor progress across the workstream more efficiently.

## 6. Training Provider Support Contextual Analysis

This table is to be filled in based on existing knowledge and understanding about the operating environment of your workstream. This is based on activities to date and your discussions with Partners, Centre Managers, Coaches, Training Providers, Advisers and others. No additional research should be undertaken to fill this section in. This work stream contextual analysis will be used and built on in the provincial roadshows to dive deeper into contextual analysis for the Skills Centres and Provinces in which we work. Fill in the table below in dot points where applicable

Influencing Factors	Key Opportunities	Key Constraints	How are we taking advantage of these opportunities and mitigating any risks?
Policies and legislation, regulation and standards – government, industry, national and international	1. DFAT programs (health, justice and infrastructure etc.) expressing interest in TVET teacher training.	1. Lack of access to accredited TVET Teacher training. 2. Current TVET teacher training course structure.	1. Provide support to TED and VQA to recognise the International Skills Training course through APTC and endorse as minimum qualification for delivery of accredited training. 2. Review support options for VITE to deliver the full-length Certificate IV in Training and Assessment.
Economic – local, interisland, regional and international economies, investment and markets scope and scale			
Politics, leadership and relationships – the types and location of different structures, processes and people of influence, power holders and decision makers in the system/sector	Engaging with the new Director TED as key decision maker for PSET sector.	Director needs to increase knowledge of the PSET sector more broadly and the Partnership specifically.	1. Provide regular briefings to the Director TED by Partnership Director and TPS Coordinator. 2. Assist Director to engage with PSET sector stakeholders. 3. Invite Director TED to participate in Skills Centre Activities to see how the decentralized service delivery

			<p>model works in the provincial locations.</p> <p>4. Arrange Partnership/TED meeting to share information and build coalition to support working together.</p>
Society and culture Inclusion (gender or disability) cultural revitalization			
Environmental – location, climate change resilience and mitigation, disaster risk prevention and response			
Technology and Infrastructure- roads, shipping/flight schedules, airports etc.			



**IO-1**  
Skills planning  
& coordination



**IO-2**  
Public and private  
resource allocation



**IO-4**  
Diversity of  
skills providers



**IO-3**  
Flexible  
delivery



**IO-5**  
Representation of women  
and people with disabilities



**IO-6**  
Skills system  
compliance



**IO-7**  
New businesses  
and jobs created



**IO-8**  
Business quality  
improvements



**IO-9**  
New  
employment



**IO-10**  
Improved  
market access

### Investment in accredited training for rural and remote areas

The TPS workstream is part of Social and Economic Analysis (SEA) activity that will track the social and economic outcomes of participants in selected accredited courses with in training providers. One of the objectives of the SEA is to measure the level of investment (and co-contribution) by training providers with the Vanuatu Skills Partnership, VQA and TED, to provide equitable and inclusive access to accredited courses in remote areas. As part of the Partnership's Intermediate Outcome (IO) 2 (Increased public and private resource allocation to implement PSET policy) the financial contribution (actual/equivalent or in-kind) across the four main stakeholders and costs associated with delivery of the skills training has been measured.

**Two training providers have been selected for the SEA: Torgil RTC (ACOMVETS) and Pektel RTC.** Torgil delivered tour guide training on Tanna in 2016 and Pektel RTC delivered construction training on Malekula in 2018.

**For the purposes of this technical report the financial investment data presented and analysed is indicative of the investment costs for these two programs.** Further analysis of the costs is required in order to compare the expenditure of the two activities. Factors such as length of course, number of participants and location of training need to be taken into consideration when establishing an accurate basis for comparison.

**A measure of the economic and social return on investment (ROI) will be made when the SEA assessment is completed later in 2019.** This will be based on assessment of the gains and benefits of the participants in relation to the investment made by those in the PSET system. In addition, this information will help inform on the pathways to sustainability for training providers to design and deliver accredited units, for example the level of investment needed and the likely return on this investment for them as a provider from participant fees or funding sources including donors, and /or government to deliver the training.

### Pektel RTC building construction training program at the Malampa Handicraft Centre<sup>5</sup>

**The analysis of the investment showed that the Vanuatu Skills Partnership contributed VUV1388800 to investment required, Pektel RTC 92000, TED 64000, VQA 89000 and local community VUV27000** (See Table 1 below). The investment by Vanuatu Skills Partnership included costs for TPS Coordinator and Disability Inclusion Coordinator, costs of trainer, travel costs and management fee for training provider. TED and VQA investment include staffing costs for officers who participated in workshops and quality assurance activities during and after the training.

**Table 4 Total investment (VUV and AUD) for Pektel RTC Building Construction Training Program**

Source	Amount (VUV)	% of investment
VSP	1388800	84%
PEKTEL	92000	6%
TED	64000	4%
VQA	89000	5%
Community	27000	2%
Total	1660800	
AUD total	20593.92	

**The combined cost of staffing inputs for the activity accounted for VUV645000** (See Table 1 for percentage of expenditure on inputs). Operational and administrative inputs totaled VUV389800, field visits VUV265000 and volunteer inputs were VUV63000. The cost of training delivery was VUV298000.

<sup>5</sup> This financial analysis does not take into account additional support for the training activity provided through the AHC's Direct Aid Project and the Governance for Growth program.

**Staffing and field visits combined account for more than half the expenditure (54%).** This is partly due to providing onsite support (workshops) to Pektel RTC prior to delivery of training in Lakatoro, which involved the TPS Coordinator, Disability Inclusion Coordinator and TED Industry Liaison Officer. The training provider and volunteer (community) input is in-kind, and costs were calculated on local rates. In other words, if the training provider and community were recompensed for their participation this is what it would cost.

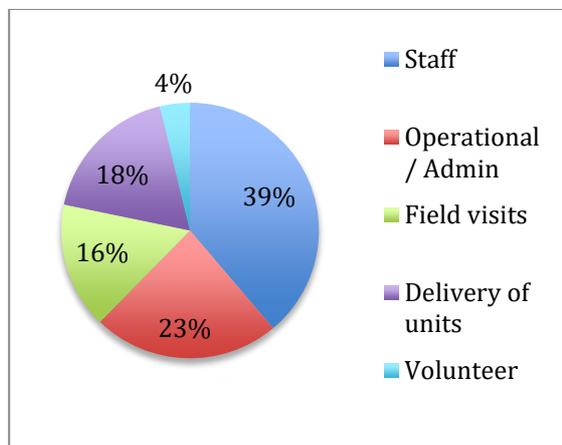


Figure 1 Pektel RTC Building construction program – percentage of expenditure on inputs.

#### Torgil RTC (ACOMVETS) Tour guide training program, Tanna

Analysis showed that the Partnership contributed VUV810800 of the investment required, Torgil RTC VUV62 000, VQA VUV18000 and the Community VUV30000 (See Table 2 below). TED staff were not involved in the delivery of this program as Torgil had delivered the tourism training program a number of times previously and did not require input from TED for this delivery.

Table 5 Total investment (VUV and AUD) for Torgil RTC Tour guide training program

Source	Amount (VUV)	% of investment
VSP	810800	88%
Torgil	62000	7%
TED	0	0%
VQA	18000	2%
Community	30000	3%
Total	920800	
AUD Total	11417.92	

**Staffing accounted for the largest expenditure on this program at VUV432400 (See figure 2 below for percentage of expenditure on inputs).** Operational/administrative inputs cost VUV186400, field visits VUV13200 and delivery of training VUV170000. The Partnership covered 72% of input costs for the delivery of units. This was the cost of the Torgil RTC trainer to deliver the course.

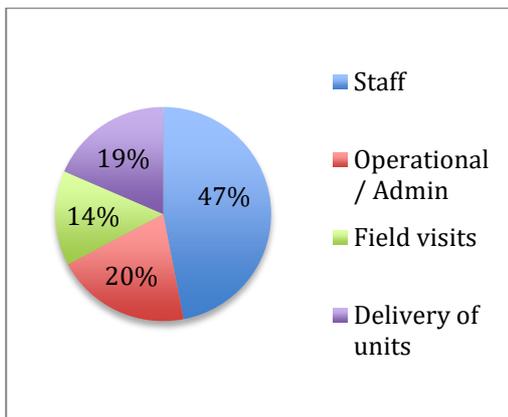


Figure 2 Torgil RTC Tour guide training, Tanna – percentage of expenditure on inputs.

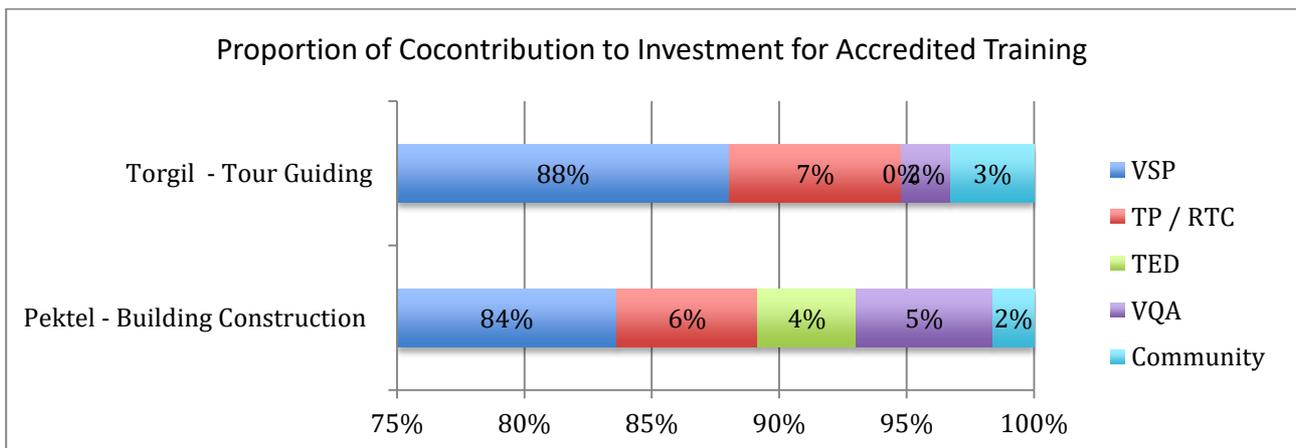


Figure 3 Proportion of co-contribution by partners in each course.

### Analysis

**Contributions to the investment for both training programs were determined during the planning stage with Skills Centre staff, Training Provider Manager, and Partnership staff such as TPS Coordinator.** The Skills Centre Manager brokered the discussions about contributions with local communities and training providers. Part of the contribution by some of the parties are fixed costs such as cost of trainer and management fee. For future activities further effort needs to be made to increase the contribution to the investment by training providers and the local communities. A question for further examination in response to this is “to what extent can training providers and the local communities increase their contribution to the investment?”

**Overall, the expenditure figures are as anticipated.** This is because the Partnership has funded delivery of accredited training for some time now and understands the principal costs for delivery. The proportion of Partnership expenditure is high partly because of the cost of delivery of training paid by the Partnership. This is in addition to the support provided by the TPS Coordinator, and in the case of Pektel RTC, inputs by the Disability Inclusion Coordinator as part of the provider’s Training Provider Inclusion Improvement Fund activity. The cost of accredited training is higher than non-accredited training as training providers need to meet certain requirements as part of their registration such as moderation and validation of assessment and developing training and assessment tools that are compliant with the national quality standards.

**Over time it should be possible to reduce the costs of Partnership staffing and field visit inputs associated with the delivery of accredited training in rural and remote areas.** As training providers build their capacity through higher-skilled staff, better resourced facilities and equipment, and improved management and administration practices it is anticipated they will require less financial assistance from the Partnership to deliver quality-assured training.

**This is the first time the TPS workstream has participated in an activity of this type.** On reflection there are several lessons learned for the team that will guide future monitoring of implementation and planning of activities:

- Use consistent cost categories with the TPs and TED and VQA to help planning, monitoring and evaluation
- Identify and accurately record all relevant costs (applicable to and involving all stakeholders involved in the activity)
- Training Providers and Partnership representatives to maintain consistent expenditure records
- Share information with TPS and TED and others to help them understand the all input costs for future planning
- Report on the investment cost to inform and advocate to MoET for funds to support the delivery of these courses and the investment for their staff to assume some of the responsibilities the Partnership staff currently do and fund
- Inform VQA, as part of their leadership role in implementation of the PSET policy, about investment required to deliver accredited training in rural and remote areas