



Monitoring, Evaluation and Learning Plan

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For further information, please contact:

Ellis Silas – Quality Systems Senior Manager
Vanuatu Skills Partnership

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ACRONYMS AND ABBREVIATIONS

DARD	Department of Agriculture and Rural Development
DFAT	Department of Foreign Affairs and Trade
DLA	Department of Local Authorities
DOI	Department of Industry
DOT	Department of Tourism
DOWA	Department of Women’s Affairs
DOWR	Department of Water Resources
DSPPAC	Department of Strategic Policy Planning and Aid Coordination
GOA	Government of Australia
GOV	Government of Vanuatu
IC	Individual Client
LTO	Long Term Outcome
MEL	Monitoring, Evaluation and Learning
MIS	Management Information System
MOET	Ministry of Education and Training
NHRDP	National Human Resource Development Plan
NSDP	National Sustainable Development Plan 2016-2030
PEOC	Provincial Emergency Operations Centre
PGTB	Provincial Government Training Board
PIA	Partnership Implementation Agreement
PMO	Prime Minister’s Office
PSET	Post School Education and Training
PTC	Provincial Training Coordinator
QS	Quality Systems
SDF	Skills Development Fund
SfA	Skills for Agribusiness
SfC	Skills for Construction
SfCI	Skills for Creative Industries
SfH	Skills for Health
SfT	Skills for Tourism
SMT	Senior Management Team
TC	Tropical Cyclone
TED	Tertiary Education Division
TPS	Training Provider Support
TVET	Technical Vocational Education and Training
TWP	Thinking and Working Politically
VQA	Vanuatu Qualifications Authority
VSP	Vanuatu Skills Partnership
VEMIS	Vanuatu Education Management Information System

1. INTRODUCTION

1.1 OVERVIEW OF THE VANUATU SKILLS PARTNERSHIP

The Vanuatu Skills Partnership (the Partnership) is a dynamic co-investment between the governments of Australia and Vanuatu. Since 2005, the Partnership has been working to improve access to skills and markets that lead to economic and social prosperity for ni-Vanuatu, with an explicit focus on the participation of people disadvantaged by geography, gender, and disability.

The provincial Skills Centres progressively established by the Partnership and located in four provinces now operate as the Ministry of Education and Training's (MOET) decentralised service delivery arms, functioning as skills training brokers between demand and supply. Local training providers and industry coaches are contracted by the Centres to supply in-demand skills to support sustainable entrepreneurship and employment in priority productive sectors. Business development support, including the establishment of market aggregators is a key complementary focus.

Concurrently, the Partnership intentionally operates as a 'leadership incubator' and convenor of collective action. Through creating strong networks of motivated change agents, the Partnership is successfully building coalitions for reform at both governance and service delivery levels. It mainstreams this through its internal 'empowerment' work with staff, who are supported to influence Government of Vanuatu (GOV) systems and to take on influential roles within the GOV, as well as empowering leaders at community, provincial and national levels.

With its focus on skills development and inclusive and improved service delivery, particularly at the sub-national level, the Partnership remains directly relevant to the goals of Vanuatu's *National Sustainable Development Plan 2030*, as well as its growing decentralisation agenda. The Partnership is also highly relevant to key Government of Australian (GOA) priorities, including the *Pacific Step-up* and Australia's *COVID-19 Development Response Plan* for Vanuatu. Following a successful independent evaluation of the Partnership in January 2021¹, and noting the strong support for the work being undertaken by the Partnership from both GOV and GOA officials, the Australian Department of Foreign Affairs and Trade (DFAT) agreed to extend the fourth phase of the Partnership by another four years through to January 2026 (AUD 44.7 million over four years).

1.2 GUIDING DEVELOPMENT PRINCIPLES

The approach and strategies of Partnership implementation are firmly based on an understanding of development as a fundamentally political process that occurs through local drivers of change. As evidence shows², any sustainable development impact – in any sector - is only possible when local actors are motivated and able to influence power shifts that lead to a more equitable and rules-based system of governance and resource allocation.

Local empowerment is core to this perspective. All Partnership activity seeks to identify and cultivate agents of positive change, and to build networks between these agents to create an increasingly influential local coalition for reform of the national skills system, and broader national service delivery and governance improvements – see this reflected in Figure 2 below. Primacy is given to building positive relationships, grounded in a values-based approach that 'works with the grain' of deeply held cultural and religious drivers of the local context to demonstrate new models of the state's service delivery functions and leadership.

¹ *Vanuatu Skills Partnership Independent Evaluation 2020*, (McNaughton & Kinsella, January 2021)

² *For example: Inside the black box of political will: 10 years of findings from the Developmental Leadership Program (DLP/DFAT, 2018)*

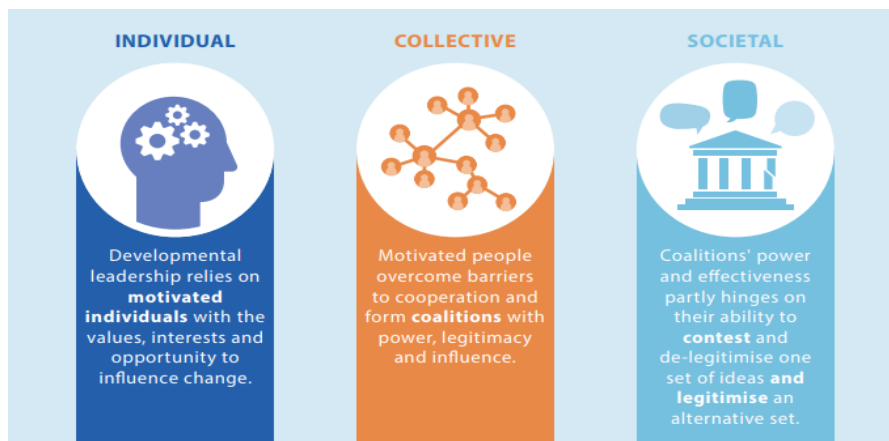


Figure 1: How social change happens – credit: Developmental Leadership Program

The team see this as an essential shift in approach from more conventional modes of technical ‘capacity building’ of externally driven aid projects, with their sometimes-tacit paternalist undertones, establishment of parallel systems, and disregard for structural blockers of transformative social change. The approach seeks out and promotes individual potential, and pro-actively navigates complex political and emotional interests to maximise this potential and identify ‘win-win’ opportunities for collaborative action across diverse stakeholders within local systems. Innovation is encouraged, with all team members encouraged to work creatively and opportunistically wherever ‘green shoots’ of reform potential emerge. In this way, the Partnership aims to use its relatively small funding catalytically – identifying strategic entry points, or ‘hinges’ that will influence wider take-up and scale-up³.

These features serve to attract to the Partnership local reformists seeking opportunities to contribute meaningfully to national development goals – to be part of an organisation/network that actively encourages and supports their own beliefs, values and motivation for positive change in service delivery and governance that is locally driven and locally sustainable⁴.

This approach does not mean that there is no place for non-local personnel on the Partnership; people from outside of the local context can bring valuable expertise, perspective and opportunities for complementary collaboration; however, these ‘useful outsiders’⁵ understand their position and inputs are subservient and secondary to local leaders and agents of change agents. In the same vein, the Partnership is corporately supported by an Australian ‘Support Contractor’, a deliberate shift away from the conventional ‘Managing Contractor’ modality, with its implicit messaging of external management and decision-making.

This fundamental conceptualisation of the Partnership’s work aligns with the Australian Government’s new localisation policy settings for the aid program, reflected in DFAT’s 2022 *Localisation Guidance Note*, which features the Partnership as a case study of the most advanced level of the localisation continuum.

Finally, as recognised by DFAT, the Vanuatu Skills Partnership is one of the few initiatives funded by the agency that is “truly adaptive in nature”⁶: able to respond flexibly to the ever-evolving operating

³ See on this issue of scale-up the work of Larry Cooley – e.g.: <https://msiworldwide.com/our-impact/msi-leading-critical-thinking-scaling-development>

⁴ Fostering local leadership to drive a reformist agenda is further strengthened through the Partnership supporting its ‘incubated’ senior staff members to seek out positions of influence within the GoV at senior provincial and national levels. Rather than seeing this trajectory as ‘leaving’ the Partnership, conversely, staff view this as an opportunity to expand the impact and influence of the Partnership and promote its reformist work within government systems from positions of increased power. Partnership staff have coined the phrase ‘*stikfaea*’ to articulate how they see themselves as catalysts for change within local systems. The analogy of the ‘Trojan Horse’ has also resonated strongly with the leadership team in terms of the desire to seek positions within the GoV - while still viewing themselves as core members of the Partnership - in order to have more power to progress reformist action.

⁵ <https://devpolicy.org/how-can-external-actors-support-authentic-locally-led-development-20210715/>

⁶ McNaughton & Kinsella, January 2021

context and capitalise upon new entry points, with an authorising environment that encourages experimentation and ‘small bet’ trials⁷.

1.3 PROGRAM LOGIC RESET

In line with its inherent adaptability, the Partnership has nimbly pivoted its approaches, priorities, and funding allocations to respond to the multiple crises faced by Vanuatu since its last formal design iteration. In addition to COVID-19, this includes the Ambae volcanic eruption, Tropical Cyclone Harold across the northern provinces, the Tanna ashfall and severe flooding in Malampa. The Partnership’s ability to position itself as the primary locally led recovery partner for the GOV during each one of these emergencies, particularly at the provincial level through its network of Skills Centres, has led the GOV to seek a new Subsidiary Arrangement for the Partnership, under the broader GOV-GOA bilateral agreement; in addition to the original arrangement with the MOET as implementation counterpart, there is now a formal relationship with the Prime Minister’s Office (PMO). This ‘strategic elevation’ of the Partnership - also recommended by the independent evaluation - reflects the centrality and recognition of the work of the Partnership with respect to the GOV’s cross-sectoral recovery objectives - and positions the Partnership and its leadership team at the heart of GOV planning and service delivery reform. As a case in point, all provincial quarterly reporting to GOV partners is now explicitly mapped against the priorities of the *Vanuatu Recovery Strategy 2020-2023, Yumi Evriwan Tugeta*.

Broader geo-political dynamics and Australia’s changing political economy are also factors in the Partnership’s evolving role. In particular, the rise of China and its military and strategic aims in the region - as well as the election of a new Labour government with an explicit platform to improve Australia-Pacific relations and the local relevance of its aid program – provide further opportunity for the Partnership to support Australia’s diplomatic agenda. As one of the few entirely locally led initiatives funded by Australia in the Pacific, with its long-term impact and positive ‘brand’ recognised widely across institutions as well as the general public, the Partnership’s status reflects positively on Australia-Vanuatu relations⁸. The scale and reach of the Partnership’s influence – not only through its professional credibility, but also through the informal networks of current and former staff - also provide Australia with invaluable access to critical political economy advice and strategic relationships.

Each annual plan that Partnership submits to DFAT articulates the adaptations and funding reallocations necessitated by such contextual changes and is a mechanism to maintain accountability while enabling flexible responsiveness. However, recommendations of the independent evaluation and the commencement of a new extension phase under a new GOA/GOV Subsidiary Arrangement now create the right environment for a ‘reset’ of the Partnership’s central program logic/theory of change. This is in no way a ‘redesign’ of the Partnership; all essential features and ways of working of the Phase 4 design remain intact. Rather, this reset, encapsulated in the following revised Monitoring and Evaluation Plan, enables the Partnership to ensure its implementation is directed to areas of highest priority, and that monitoring and reporting processes are fit-for-purpose for both the GOV and GOA in a rapidly evolving operating environment.

⁷ http://www.gsdc.org/docs/open/reading-packs/twp_rp.pdf

⁸ <https://www.lowyinstitute.org/the-interpreter/resetting-australia-s-relationship-pacific-three-ideas>

1.4 PURPOSE OF THE MONITORING, EVALUATION AND LEARNING PLAN

This Monitoring, Evaluation and Learning (MEL) plan sets out the approach to assessing the performance of the Partnership, and utilising MEL processes and data for strengthening local systems and influencing reform, over the four-year period from February 2022 to January 2026. It draws on the information and approach in the MEL plan from the previous phase (Phase 4) but has been updated to reflect the 'reset' to the Partnership's central program logic/theory of change.

Specifically, the purpose of the MEL plan is to:

- Provide a basis for accountability to DFAT, GOV and other partners, and the public about the use of Partnership resources.
- Facilitate regular assessments of progress towards the goal and long-term outcomes of the Partnership.
- Support the establishment of processes and the generation of data to influence national systemic reform.
- Support strategic decision-making at all levels of the Partnership.
- Enable shared learning and continuous improvement.
- Support strategic communications.

The MEL plan will be reviewed and updated by the Quality Systems (QS) team on an annual basis in discussion with the Partnership's Senior Management Team (SMT).

2. THE PARTNERSHIP'S APPROACH TO MEL

2.1 LESSONS LEARNED AND OVERVIEW OF THE APPROACH FOR VSP PHASE 4 EXTENSION

The independent evaluation of the Partnership completed in January 2021 found that the approach to MEL was technically sound and noted the Partnership had made good progress developing and consolidating its monitoring tools in recent years, including the development of the Management Information System⁹. However, the independent evaluation also found that the results being achieved did not always align neatly with the Partnership's LTOs and IOs.

The independent evaluation called for a more flexible approach to conducting performance assessments, particularly by relaxing the need for the IOs to be seen as the *only* plausible pathways for the LTOs to be achieved, and recommended the Partnership shift its focus to a deeper consideration of progress at the LTO level. It noted this was still consistent with the design of the Partnership, which includes a commitment *'to work through a responsive and opportunistic 'process approach' rather than focus on the achievement of predetermined, externally-defined milestones'*¹⁰.

As per the previous phase, the Partnership's approach to MEL for the Phase 4 extension will continue to draw on the three core principles from the Thinking and Working Politically (TWP) Community of Practice:

1. Strong political analysis, insight and understanding;
2. Detailed appreciation of, and response to the local context; and
3. Flexibility and adaptability in program design and implementation, underpinned by a willingness to support local partners navigate political obstacles¹¹.

In line with these principles, and consistent with the recommendations from the independent evaluation, the approach to MEL will emphasise testing, learning and adapting, and the use of participatory and flexible approaches that foster and promote local leadership and structures. In

⁹ McNaughton & Kinsella, January 2021

¹⁰ *Vanuatu Skills Partnership Phase 4 Design*, pg.9

¹¹ *Thinking and Working Politically Community of Practice*, blog at wordpress.com, <https://twpcommunity.org>

addition, the MEL team will continue to be branded in Vanuatu as ‘Quality Systems’ (QS), to better reflect the importance of integrated, quality monitoring and learning systems in broader local systemic reform, and to increase resonance with local partners and their system strengthening priorities. The QS team will also be led by a local member of the Partnership’s Senior Management Team, with technical support (systems and strategy) provided remotely.

The development and application of data collection, monitoring and planning tools together with sector and provincial partners will continue to be a priority in this phase, as will strengthening the use and effectiveness of the Vanuatu Education Management Information System (VEMIS) where there are opportunities to do so. For Partnership staff there will be a strong emphasis on considering the ‘*so what*’ question in terms of the data being collected and to articulate what it means for progress towards outcomes.

Ultimately, the intention is that MEL is seen as an *enabler* of evidence-based, strategic decision-making for both the Partnership and its GOV partners. Recognising that the Partnership is a flexible, adaptive program, and that the process of driving change and reform in Vanuatu is inherently complex (i.e., there is not a known simple set of interventions or processes that guarantees change and/or reform will be achieved), the MEL plan and associated Results Framework establishes a clear level of ambition for the Partnership but is not intended to limit the Partnership in terms of responding to new opportunities, implementing new and innovative approaches to drive change and reform, or assessing the progress that has been achieved.

2.2 GUIDING PRINCIPLES

The design and implementation of the MEL system is based on a set of principles that guide the way MEL will be used to deliver regular assessments of progress and inform strategic decision-making.

- ✓ **Collaborative:** The Partnership has made good progress to embed a practice of reflection and learning, and there is an understanding amongst Partnership staff that ‘MEL is everybody’s business’. However, to make sense of what the Partnership is achieving, staff need to regularly share and communicate information, data and lessons learned with each other, and with government partners and other stakeholders. This will promote a shared understanding of progress, results and challenges, as well as foster motivation for ongoing reform. It will also help with the identification of opportunities for the Partnership to support government partners in the future.
- ✓ **Useful:** The Partnership will only collect information that it intends to use for a specific purpose. For example, reporting results, informing and/or influencing a strategic decision, or improving the way it works. If the Partnership isn’t clear how it intends to use data or information, then it won’t collect it.
- ✓ **Flexible and adaptive:** The Partnership has outlined its ambition for the current phase as reflected in the Program Logic. However, in keeping with the Partnership being a flexible and adaptive program, the MEL system will be updated to accommodate shifts in the Partnership’s strategic priorities, and changes to the *way* that the Partnership seeks to progress the goal and LTOs for this phase. It will be critical for the QS team to be involved from the beginning where changes are being proposed, while the Partnership’s existing tools and systems will be used where possible to monitor new projects. The Partnership will avoid making assessments of progress relative *only* to a pre-determined view of what success looks like and will instead focus on what has *actually* been happening.
- ✓ **Reflective:** MEL is integral to the implementation of the Partnership’s activities and a central element of strategic decision-making and management. The Partnership will continue to reflect regularly on results achieved and challenges experienced and consider lessons learned with a view to improving the future implementation of its activities. Partnership staff will be

expected to explain how the activities they are implementing and the results they have achieved are contributing to the bigger picture (i.e., the goal and LTOs of the Partnership).

- ✓ **Localised:** The use of collaborative approaches to designing new tools, data collection, data validation and analysis of information will strengthen capacity of Partnership staff and of the Partnership's partners in monitoring and analysing results. This will help to embed effectively relevant Partnership processes, and the data generated, into GOV partners' own systems. The information shared by the Partnership will also contribute to and support partners in their planning and reporting on progress implementing sector specific and key national level programs and policies, in particular their annual business plans and wider contributions to national education and training policies, productive sector policies and the NSDP.
- ✓ **Inclusive:** The Partnership has committed to ensuring that 'Inclusion' is at the heart of everything it does. The Partnership's monitoring tools and the manner in which information is obtained and analysed will therefore be inclusive and allow for a wide-range of voices and perspectives to be heard including women, ni-Vanuatu with a disability, and ni-Vanuatu from remote locations.
- ✓ **Ethical:** Data collection, monitoring and evaluation activities will be conducted in accordance with international standards for M&E. This includes a principle of 'do no harm', which means that monitoring and evaluation activities will not put participants at risk of abuse or exploitation. Consent will be obtained from participants prior to completing surveys, interviews and the collection of images, and this process will be built into the Partnership's data collection tools. Partnership staff will ensure that sensitive data is treated and stored confidentially and that sources are protected. MEL activities will be conducted in accordance with the Vanuatu Skills Partnership Child Protection Policy and the Partnership's Preventing Sexual Exploitation, Abuse and Harassment Policy.

3. VANUATU SKILLS PARTNERSHIP PROGRAM LOGIC

3.1 GOAL AND INTENDED OUTCOMES

The Program Logic identifies the relationships between the Partnership’s activities and the intended changes (outcomes) it is aiming to achieve.

At the commencement of the current phase, the Program Logic was reviewed and updated with input from the Partnership’s Senior Management Team and consultation with Partnership staff at all levels. It remains closely aligned with the Program Logic in place at the end of the Vanuatu Skills Partnership Phase 4.

The Partnership’s priority areas/areas of focus remain strongly aligned with the functional dimensions of the GOV’s PSET Policy¹² and the National Human Resources Development Plan (Strategic Direction, System Oversight, and Service Delivery). However, the revised Program Logic also reflects recent changes to the context, with the Partnership now playing a key role in operationalising the GOV’s decentralisation agenda and using skills training to support improved service delivery at the local level in a context of post natural disaster/COVID-19 recovery.

The goal for the Phase 4 Extension, to which the Vanuatu Skills Partnership will *contribute*, is:

An effective, decentralised and inclusive skills system that supports a stable, prosperous and sustainable Vanuatu

The Program Logic continues to be arranged around three Spheres of Change, which were introduced in Phase 4 to help make explicit the areas in which the Partnership focuses activities in support of progressing change towards the overall goal and purpose of the Partnership. The Spheres of Change include:

- Skills systems and delivery
- Leadership and Governance
- Sustainable Prosperity

Two other issues are considered to be cross-cutting, and at the heart of everything the Partnership will be doing. The first relates to *Inclusion*, with a particular focus on women, ni-Vanuatu with disability and ni-Vanuatu from remote locations. The Partnership will incentivise and promote training delivery models that maximise participation from disadvantaged groups, promote inclusive leadership models, and work actively against harmful discriminatory behaviours.

The second relates to *Climate Resilience*, noting that the Partnership will work with Skills Centre clients, their communities, GOV and civil society partners, and local businesses to strengthen their resilience to the impacts of climate change.

¹² Noting that the GOV National PSET policy lapsed in 2020 and is currently being reviewed.

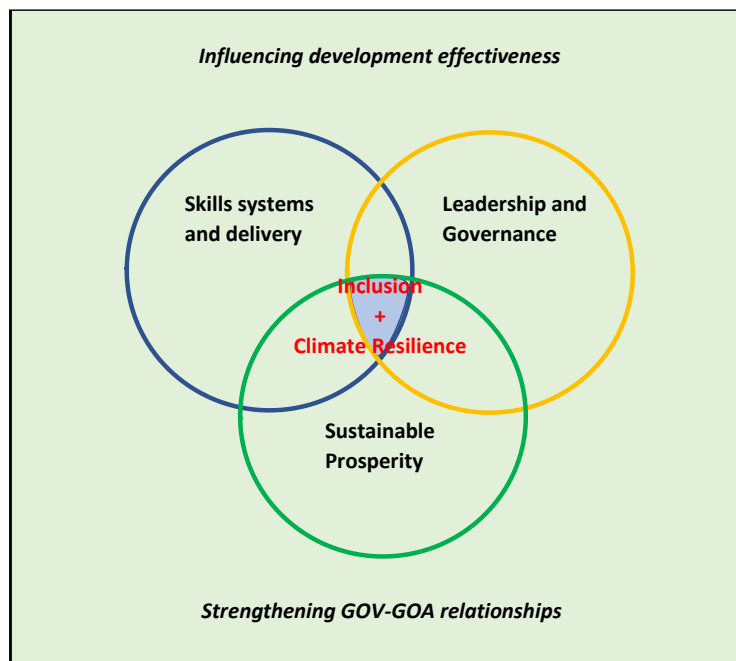


Figure 1: VSP Program Logic Phase 4 Extension – Spheres of Change and broader contributions to influence and reform

The Spheres of Change are intentionally depicted in this high-level/overview diagram as overlapping. For a meaningful contribution to be made to the goal of the Partnership, progress must be made within each of these three Spheres of Change given the interdependencies between them. For example, progress in terms of ‘Skills systems and delivery’ is needed for ‘Sustainable Prosperity to be achieved. Similarly, stronger ‘Leadership and Governance’ is needed for meaningful improvements to the skills system. The key point is that the Partnership’s work in each ‘Sphere’ should not occur in isolation from the other spheres.

Figure 1 also depicts some broader outcomes the Partnership will be contributing to and influencing, including improvements to development effectiveness (both in Vanuatu and in other countries, particularly in the Pacific) and the strengthening of GOV and GOA relationships. While not the main purpose of the Phase 4 Extension, the Partnership has an established track record of excellence in these two areas and will be more explicit in how it has been able to progress these outcomes in its regular performance reports.

The Partnership’s Long-Term Outcomes (LTOs) and Intermediate Outcomes (IOs) are aligned with the Spheres of Change but provide greater specificity as to what the Partnership is aiming to achieve (see table below). Specific LTOs have also been defined for cross-cutting issues (Inclusion and Climate Resilience), while these issues will also be an important lens when considering progress made across the other LTOs and IOs.

Indicative activities and outputs to be delivered by the Partnership in Year 1 of the Phase 4 Extension (2022) are included in [Annex 1](#), however, these are not exhaustive. In January each year the Partnership’s Skills Centres under the MOET and productive sector teams will undertake a comprehensive planning exercise, with input from relevant partners, where priorities for the year are identified and key supporting activities and expected outputs are confirmed. These activities and outputs will be reflected in an annual priorities planning matrix for each Skills Centre and select other teams (including Training Provider Support, Disability inclusion and ‘Better Balance’) (see [Annex 2](#)) which is then approved by the Partnership’s Senior Management Team. These annual priorities planning matrices form the basis for reflections on results achieved, lessons learned and reporting for the year ahead.

Goal	An effective, decentralised and inclusive skills system that supports a stable, prosperous and sustainable Vanuatu		
Long-Term Outcomes ↑	LTO-1: A more inclusive, quality assured and increasingly decentralised skills system ●●	LTO-2: Developmental leadership drives collective action for improved service delivery ●●	LTO-3: Sustainable benefits (economic, environmental and cultural) for Partnership clients and their communities ●●
	●● XC-Inclusion: Increased participation and representation of women, people with a disability, and people from remote locations in the skills system	●● XC-Climate Resilience: Partnership clients and their businesses/livelihoods are more resilient to the impacts of climate change	
Intermediate Outcomes ↑	IO-1.1: National and provincial Government stakeholders can better coordinate and manage an effective and inclusive skills system ●	IO-2.1: A 'better balance' of developmental leaders is reflected in provincial and national governance structures and delivery of skills activities ●	IO-3.1: Improved market access opportunities for sustainable business growth in target productive sectors ●●
	IO-1.2: Increased public and private resources are allocated to the skills system ●	IO-2.2: New partnerships and/or coalitions of actors are working collaboratively to promote service delivery reform ●●	IO-3.2: Innovative approaches to skills training and delivery support entrepreneurship and employment ●●
	IO-1.3: Increased quality of skills training providers with the ability to respond flexibly to demand for skills ●●	IO-2.3: New or streamlined approaches to improve service delivery are increasingly embedded within policies, processes and institutions ●●	IO-3.3: New knowledge and skills gained from skills training activities in target sectors are reflected in the behaviours and practices of participants ●●
Indicative Activities/ Outputs in 2022 ↑ (see planning priorities matrices for the detail)			
Enablers	<p>Administration and support, ICT, Finance Communications, Risk Management</p>		

3.2 APPROACH TO CROSS-CUTTING ISSUES

3.2.1 Gender Equality and Women's Empowerment

The Partnership's efforts to promote gender equality and women's empowerment are informed by the GOV's *National Gender Equality Policy 2020 – 2030* and the *Provincial Gender Equality Action Plans* currently in place in each province for the 2020 – 2024 period.

A twin track approach is used to address gender equality and women's empowerment in all aspects of the design and implementation of the Partnership's work. This approach is also applied to the MEL system, which will facilitate monitoring and evaluating aspects of the Partnership's performance relating to women's participation, contribution and benefits.

The work of the Partnership in relation to gender equality and women's empowerment will continue to be guided by the *Better Balance Strategy*, with activities and results reporting organised against three outcome areas:

- Women in Leadership and Decision Making
- Women's Economic Empowerment
- Ending Violence Against Women.

The key features of the MEL system relating to gender equality and women's empowerment include:

- **Gender disaggregated output data** will be collected to support analysis and reporting on participation and representation of women in the skills system, and in positions of leadership within provincial and national governance structures.
- **The unique experiences of women and men** will be investigated and analysed in relation to economic outcomes, and the wider social changes experienced through participation in skills and business development activities.
- **Specific enquiry and analysis will be conducted** in relation to the work of the Partnership and changes in women's economic and social empowerment through case studies and deep dives.
- **Safe and empowering processes will be applied** in the design and implementation of all MEL activities including in the communication of results, to ensure barriers that may limit or prevent participation and the voice of women are removed, and to avoid risks that may for some women be associated with disclosure of certain information, such as gender-based violence (GBV).

3.2.2 Disability inclusion

The *National Disability Inclusion Policy for the TVET Sector (2016-2020)* continues to provide the basis for the Partnership's focus on the inclusion of people with disability in the skills system. In 2021, the Partnership supported MOET's review of this policy by funding provincial consultations in Torba and Shefa and by providing technical support to the MOET team in preparing consultation materials and co-facilitating review workshops. The revised Inclusive Education Policy will be a key guiding document for the Partnership through the Phase 4 Extension when finalised.

Application of the twin track approach involves mainstreaming disability inclusion in all of the Partnership's activities, and by undertaking specific activities that target the barriers preventing fair and equitable participation, and benefits, for people with disabilities.

The Partnership will continue to ensure that MEL processes and tools are accessible for people with disability. Specific reasonable adjustments will be made to ensure that the barriers that may prevent or limit fair and equitable access, participation, and contribution by people with disability are removed.¹³

¹³ Examples of adjustments are: provision of alternative formats of written tools to redress communication and language barriers; access to Braille or screen reader friendly formats; access to sign language, locating events and activities in physically accessible locations; and providing additional time or support for personal carers if required for certain processes and activities.

The key features of the MEL system relating to disability inclusion include:

- **Use of the Washington Group Short Set of Questions** in the Individual Client and Partner registration and participation forms. This will support analysis and reporting on participation and representation of ni-Vanuatu with disability in the skills system, and in positions of leadership within provincial and national governance structures.
- **The unique experiences of ni-Vanuatu with a disability** will be investigated and analysed in relation to economic outcomes, and the wider social changes experienced through participation in skills and business development activities.
- **Specific enquiry and analysis will be conducted** in relation to the work of the Partnership and the experiences of ni-Vanuatu with a disability through case studies and deep dives.

3.2.3 Climate Resilience

Climate change is the single greatest threat to the livelihoods, security and wellbeing of the people of the Pacific¹⁴, and Vanuatu is considered to be particularly susceptible to the impacts of climate change. The NSDP provides the mandate for climate change action, identifying '*strengthened resilience and adaptive capacity to climate related, natural and man-made hazards*' as a key policy objective, while the *Vanuatu Climate Change and Disaster Risk Reduction Policy 2016-2030* articulates the GOV's vision, principles, strategic goals, priorities and strategies for climate change and disaster risk reduction.

In 2019, the Partnership developed the *Climate Change Strategy for the Ministry of Education and Training Skills Centres* to outline the ways that the Partnership would mainstream climate change into its operations and activities. Three focal areas were noted, including: Climate Change Adaptation and Disaster Risk Reduction; Climate Change Mitigation; Building Institutional Capacity.

The extent to which the Climate Change Strategy has been used to inform the work of the Skills Centres and the Partnership more broadly over the past three years is unclear due to lack of dedicated resourcing. As a priority in the first period of the Phase 4 Extension, the Climate Change Strategy will be reviewed to ensure it is fit for purpose and that its ambition is reasonable given the available resources, including planned additional support in this area.

While acknowledging the review is still to occur, the Partnership has committed to ensuring that climate change considerations (particularly climate resilience) are 'mainstreamed' into all its activities. This means that climate change considerations are integrated into all planning, decision-making and operational activities as well as skills training content where appropriate. The Partnership will also work closely with the Department of Climate Change to ensure GOV priorities relating to climate change/climate resilience are reflected in the design of the Partnership's activities.

Preliminary intended outcomes relating to climate resilience for the Phase 4 Extension include:

- New pathways are established for ni-Vanuatu to access higher level education and skills training in climate related courses
- Businesses and/or livelihoods of the Partnership's clients are more resilient to the impacts of climate change
- The Partnership demonstrates leadership and is a successful model of how an organisation can mainstream climate change considerations into its operations.

New MEL tools will be developed and/or existing tools adapted once the review of the Climate Change Strategy is complete and focus areas/objectives are clear to ensure that progress can be monitored.

¹⁴ Boe Declaration on Regional Security, Pacific Islands Forum, 5 September 2018

3.3 ASSUMPTIONS

The achievement of the Partnership's IOs and LTOs is based on a number of underlying assumptions, which reflect the conditions that are assumed to be in place as the Partnership delivers its activities. Written another way, these assumptions could also be considered as the risks to the delivery of the Partnership's outcomes that need to be monitored. Assessing progress against the Program Logic through regular monitoring and reflection will enable these assumptions to be tested, including how they are affecting (or otherwise) progress towards the IOs and LTOs and the achievement of results.

There are two high-level assumptions underlying the Program Logic for the Phase 4 extension. They include:

- The context in Vanuatu remains relatively stable; any changes to the operating environment and resultant GOV priorities can be effectively managed/accommodated with minimal changes to the proposed Program Logic, including any additional budget provided by donors (noting that the Partnership is a flexible, adaptive program and, in the past, has been highly responsive to requests for support from GOV, including for the recovery effort following TC Harold in 2020 and in response to the COVID-19 pandemic).
- There remains broad support from GOV and from DFAT/GOA for the Partnership's locally-led leadership, including the ni-Vanuatu Director and SMT, and for the 'Support Contractor' model (as opposed to the more traditional 'Managing Contractor' model).

Assumptions relevant to the change pathway for LTO-1

- A revised National PSET/Skills policy will be approved, ensuring that the work of the Partnership to develop and reform the skills system is aligned with GOV priorities and approaches
- The importance of skills within the broader priority areas/focus of the GOV, including relevance to the NSDP and NHRDP, is retained
- Key government partners and industry/private sector stakeholders remain committed to the development of an inclusive and demand-driven skills system
- A more flexible and inclusive skills system will improve skills development outcomes, and lead to improved prosperity for ni-Vanuatu
- Providing incentives and influencing co-contribution arrangements through the Skills Development Fund (SDF) will increase investment in the skills sector including from GOV, private sector and other donors
- Key stakeholders remain committed to reform of the skills sector including MOET, VQA and training providers
- Partnership staff are able to work effectively across the priorities of both MOET/TED and the Partnership itself

Assumptions relevant to the change pathway for LTO-2

- The GOV will continue to support the Partnership having a broad remit in terms of its efforts to support improved service delivery at the local level, through the vector of skills training, as an essential requirement for broader human resource development and prosperity
- The Partnership's efforts to improve the participation and representation of women and people with disability in the skills system and in leadership/governance mechanisms will continue to be underpinned by a supportive policy environment
- Cultural and societal attitudes are aligned with the Partnership's efforts to progress gender equality and disability inclusion
- Government partners and other stakeholders are willing to adopt new policies and practices to improve service delivery at the local level, such as more transparent contracting and procurement processes
- Government partners and other stakeholders accept that the Partnership's support is transient and not intended to be permanent (ie there is an understanding that there will be a natural phase-out of VSP support within particular areas)

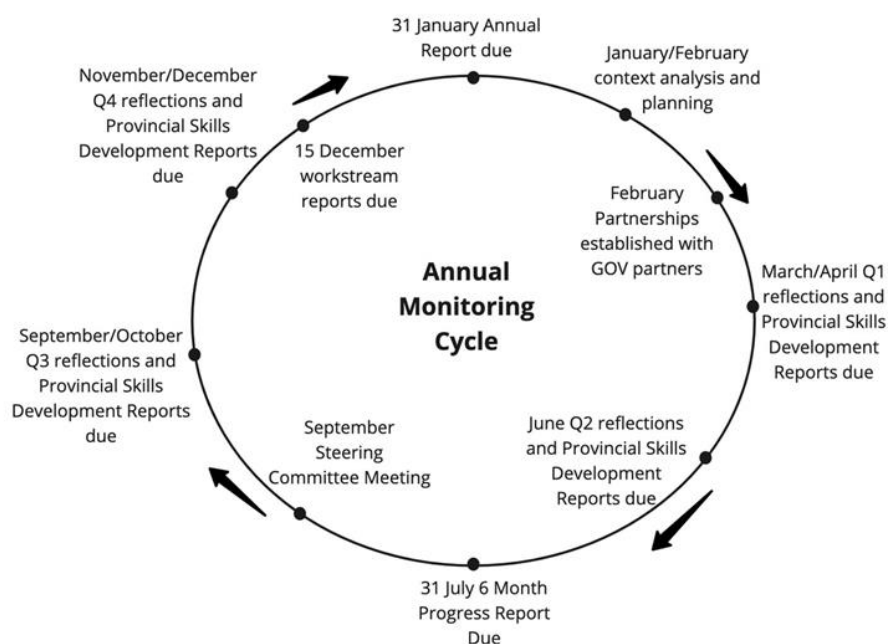
Assumptions relevant to the change pathway for LTO-3

- Participation in skills training and improved skills for employment and entrepreneurship will lead to improved prosperity for ni-Vanuatu
- Macroeconomic conditions and the business enabling environment will remain conducive to growth of small and medium-scale businesses in target sectors
- Responding to the impacts of climate change will continue to be a key priority for the GOV and the GOA, and the pursuit of economic prosperity (through economic growth and higher incomes) will not be at the expense of the natural environment
- Economic prosperity can be enhanced in a socially and culturally sensitive and environmentally sustainable manner
- Clients accept that the Partnership’s support is transient, and that there will be a natural phase-out of support over time (i.e the Partnership’s support is not intended to be permanent).

4. ASSESSING THE PERFORMANCE OF THE PARTNERSHIP

4.1 MONITORING PROGRESS

Monitoring cycle



miro

Quarterly reflection sessions

The Partnership will use regular (quarterly) reflection sessions, facilitated by the QS team, to ensure that lessons learned are captured, shared and used to inform the implementation of the Partnership’s activities. Given the flexible and responsive nature of the Partnership, these reflection sessions are good practice and necessary for Partnership staff to discuss the progress they are making and the challenges they are experiencing, and to consider whether new strategies are needed to drive change and reform.

The reflection sessions also encourage staff to consider the wider context for their work, in particular how the activities they are implementing and the results they are achieving are contributing to the goal and long-term outcomes of the Partnership.

In addition to the regular ‘internal’ reflection sessions there will also be reflection and learning meetings held with key GOV partners through the annual Steering Committee Meetings, in addition to the annual development of Partnership Agreements with individual GOV partners.

Stories of Significant Change

The Partnership uses ‘Stories of Significant Change’ to collect qualitative information and evidence on *how* the Partnership is contributing to change. The QS team has developed a template with a set of key questions to guide the production of these stories and will consider potential stories with Skills Centre Managers and Technical Leads as and when they emerge, and particularly during the quarterly reflect and refocus sessions. The QS team will work with Skills Centre Managers and Technical Leads on the development of these stories to ensure the evidence base is robust and that there is consistency in the way that contributions to change are demonstrated.

Where these stories reflect significant results and/or contributions to change, they will be used to inform Partnership communications activities (such as DevPolicy Blogs and conference presentations).

Most Significant Change

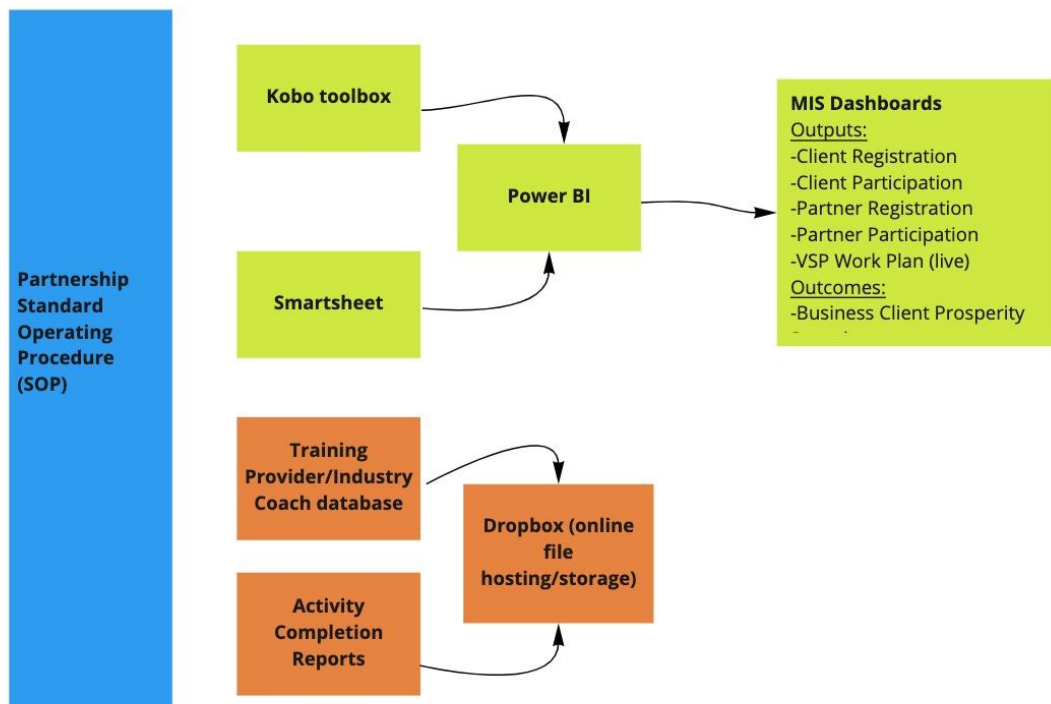
Drawing on the Stories of Significant Change collected through the year, the QS team will facilitate an annual reflection exercise with the Senior Management Team, Skills Centre Managers and Technical Leads to consider the Partnership’s most significant results and to consider the implications of this for future Partnership activities.

The reflection exercise will also help to build consensus within the Partnership regarding the key results that should be highlighted in the Partnership’s Annual Report.

Management Information System

The Partnership continues to use a suite of interactive digital platforms in order to flexibly capture and analyse relevant information throughout the program management cycle. Collectively, this is referred to as the Management Information System (MIS). The architecture of the MIS is summarised in the following graphic, and more detailed descriptions are captured below.

Management Information System (MIS)



miro

Key features of the MIS include:

- **Kobo Toolbox:** an opensource online platform developed specifically for development professionals and researchers to better allow flexible and reliable collection of field data. This tool is used by the Partnership to capture critical demographic information on clients and partners participating in skills training in addition to monitoring and tracking prosperity outcomes for clients through a range of surveys. Linked both to computer and mobile devices this tool is used in the field offline to capture real time data.
- **Smartsheet:** an online work management software used to enable flexible and dynamic multiuser programming. The Partnership uses Smartsheet to develop, track and update a live annual workplan. This provides a one-stop shop record of activity outputs, budget forecasting and inclusion requirements that Partnership staff can use to plan, implement, and report effectively. Smartsheet is also used to store the Partnerships Standard Operating Procedures in addition to providing monthly funds forecasts to Finance.
- **Power BI:** an interactive data visualisation software available to users as part of Microsoft Office 365. Power Bi has been linked automatically to Kobo Toolbox and Smartsheet data to provide live summary dashboards on activity outputs, client and partner registration and participation, inclusion, and client prosperity outcomes. Updated every 24 hours, these Dashboards allow Partnership staff to access and share summary data for decision making and influence with key partners.
- **Dropbox:** an online file hosting service used to effectively store and share relevant files between and within Partnership staff, the support contractor and, where relevant, partners and training providers. Dropbox is used across the Partnership during implementation, however, for MEL purposes the tool is used to store reports, qualitative data in addition to photo and video libraries.

While the Partnerships MIS captures critical demographic information on client participation in informal and formal skills trainings to allow us to demonstrate reach and outputs to partners, it does

not capture enrolment and completion rates within registered training providers. This has been an active decision by the Partnership to ensure our system does not duplicate the work of the existing GOV platform, VEMIS. Instead, Partnership staff are actively working to strengthen the existing government systems used within the PSET sector by incorporating VEMIS data entry milestones into Training Provider contracts and by facilitating professional development for training provider staff to appropriately use VEMIS.

Key monitoring tools/data sources

Changes to the MIS tools, in addition to the wider operational Partnership Systems are made iteratively, with the intent of adaptive continuous improvement. All relevant platforms and documentation is accessible to staff through the Standard Operating Procedure on Smartsheet.

Data Source/Tool	Description	Frequency	Responsibility
Annual Vanuatu Skills Partnership Work Plan (live) - Smartsheet	Live activity level annual work plan highlighting activities by status, province, technical area, date, inclusion relevance, budget and priority area. Living tool updated weekly by VSP staff as planning and activities are completed or changed.	Weekly use	Full Team
Partnership Standard Operating Procedure (SOP)- Smartsheet	A set of step-by-step instructions and templates compiled to help Partnership staff carry out routine operations.	As needed	Full Team
Vanuatu Skills Partnership Dashboards- Power BI	Interactive summary Dashboards including information on: <ul style="list-style-type: none"> - Client Registration - Client Participation - Partner Registration - Partner Participation - VSP Work Plan (live) - Business Client Prosperity Snapshot 	As needed	CM (provincial) + Technical (national) + QS
Partnership Implementation Agreement + Schedule 1 Framework Template	The Partnership Implementation Agreement (PIA) and respective annual framework is the document that details the agreed priorities within a Productive Sector across the Provincial Skills Centres. It is the result of collaborative work between sector representatives and skills stakeholders both at national and provincial levels. The PIAF Schedule 1 attachment outlines the specific co-investment arrangements, roles and responsibilities as well as proposed activities in the "Priority Planning Matrix".	Annually developed and then revisited in mid-year reflections	Sector Managers
Annual Priority Planning Matrix	This template provides provincial and national staff and partners with a guide to developing their proposed priorities for the year with a focus on the specific opportunity or problem area they are	Developed in consultation with partners and shared with SMT in	CM (provincial) + Technical (national)

	hoping to contribute towards, links to wider VSP and Partner Goals, proposed activities and resources needed.	January for approval	
Kobo Tool- Form 1 Individual Client Registration	Any individual person participating in a skills development activity through a Provincial Skills Centre is required to be registered before attending an activity. This is so Skills Centres can track client participation at activities, ensure any additional support for disability inclusion is being provided and also allow trainers and coaches time to adapt their activities to group needs.	During implementation of skills training activities	PTC + FAO (provincial) Technical Coordinator/Officer (for national)
Kobo Tool- Form 2. Individual Client Participation List	This online form is used to record the names and codes of those Individual Clients who attend various skills development activities (coaching, training and workshops)	During implementation of skills training activities	PTC
Kobo Form 3- Professional Development Registration	Any individual partner (Government, Organisation etc) participating in a professional development activity is required to be registered once. This is so the Sector Team can track partner participation at these activities, ensure any additional support for disability inclusion is being provided and also follow up on the results or contributions of this activity to our any changes in our partner's understandings, motivations or results at work.	During implementation of skills training activities	PTC (provincial) + Technical Coordinator/Officer (for national)
Kobo Form 4- Professional Development Participation	This form is used by Skills Centres and Sector Teams to list the names of partners or staff members who attended specific professional development activities this includes accredited training, workshops, coaching or events.	During implementation of skills training activities	PTC (provincial) + Technical Coordinator/Officer (for national)
Kobo Tool-Form 5. Client Prosperity Questions baseline and reassessment	This online form is used to establish a baseline of specific indicators around the prosperity of those business clients who have received ongoing skills support through coaching activities. It is also used to collect follow-up information to compare progress over time.	During specific coaching activities 6 months apart	PTC (provincial) + Technical Coordinator/Officer (for national)
Training Provider/Industry coach database	Annual database of skills providers (training providers and industry coaches) engaged by the Partnership including relevant financial and demographic information	Ongoing throughout skills provider engagement and implementation	Contracts Officer
Activity Completion Reports	This reporting template is used by skills providers, partners and Partnership staff to provide descriptions of their input, lists of participants as well as evidence of contributions to client or	One week after an activity is completed	Skills Providers, PTC (provincial) + Technical Coordinator/Officer (for national)

	sector specific outcomes and wider program goals		
Outcome Harvesting Tool	A tool to assist Partnership staff capture and analysis evidence towards intended and unintended outcomes relating to our activities. Can be used to develop stories of change for reporting and learning.	As needed during implementation	PTC (provincial) + Technical Coordinator/Officer (for national) with support from QS
Most Significant Change Story Tool	A tool to assist Partnership staff capture and analysis stories of change relating to our activities. Can be used to develop stories of change for reporting and learning.	As needed during implementation	PTC (provincial) + Technical Coordinator/Officer (for national) with support from QS

Key definitions and terminology

As there are many different activities, people and businesses supported by the provincial Skills Centres this table explains the different kinds of actions and individuals with which the Partnership works.

Name	Definition
Scoping Trip	The purpose of a Scoping Trip is for Skills Centre staff and Department Partners to visit potential new industries, businesses and potential new clients, validate activity locations and participant lists for various skills development activities. Often on Scoping trips, Individual Client Registrations will also be conducted but not always. These trips also offer an opportunity for Skills Centres to share general information and news through DVDs, infographics and informal meetings. This includes sharing information about the Partnership's disability inclusive approach, and the opportunities for people with disabilities.
Community Consultation	The purpose of a Community Consultation is for Skills Centre staff and Department Partners to visit potential new communities, businesses and clients identified by partners for combined skills training and construction project support. These consultations provide an opportunity to better understand the needs of the community and the potential wider term outcomes of a construction project in addition to allowing the Skills Centre and Department Partners time to identify a community focal person or form working group committee, discuss (if any) environmental/social/cultural impacts of the projects, emphasize individual/participant contribution requirements and to manage expectations.
Individual Client	A person who plans to participate in, or is currently participating in, skills activities through a Skills Centre for the intent purpose of improvement their livelihood through employment, a business activity or entrepreneurship. An Individual Client (IC) is registered using the IC registration form with the Skills Centre and provided with a unique identification number.
(Individual) Partner	A person who plans to participate in, or is currently participating in, skills activities through a Skills Centre who is an employee of a partner organisation or the Partnership itself and who has joined this activity for the purpose of improving their work, that of their organisation and the wider service delivery system. A Partner is registered using the partner registration form with the Skills Centre and provided with a unique identification number.
Participant	A person who is registered as an IC or Partner attending a skills development activity through the Skills Centres. One IC or Partner can be a participant at many different activities throughout an annual work plan.
Trainee	A participant of an accredited training activity who is an enrolled student within a registered training provider delivering the course.

Business Client	An IC who is a business owner, entrepreneur or enterprise receiving ongoing and regular on-site coaching skills support in a particular focus area such as tourism, agribusiness, creative industries.
Workshop	A skills activity delivered to a group of participants in one location focusing on the transfer of a particular set of practical skills and or knowledge. No assessment component.
Training Provider Support Activity	An activity specifically designed to build the skills and quality delivery of a Training Provider, whether it be face to face support, remote resource development or shadowing as part of an accredited training.
LLN Assessment	Individual assessments with ICs to determine their level of language, literacy and numeracy skills before to participation in an accredited training in line with the National LLN Framework.
Coaching Meeting	An on-site meeting (island or geographic area) between an Industry Coach and a Business Client to discuss specific skills and knowledge needed to support positive change, businesses growth and improved productivity.
Validation Check	Checks undertaken by the QS team to ensure the data being entered into the MIS is accurate before being used to inform communication and reporting.
Accredited Training	A training delivered to a group of participants that contributes to a nationally recognized course or skills cluster. The training is competency-based and includes an assessment component with the issuing of a recognised certificate or statement of attainment.
Professional Development Activity	A professional development activity is any skills training, coaching, workshop, or event in which skills transfer occurs to support an individual partner employee or an individual Partnership staff member gain more skills and experience to improve their work, that of their organisation and the wider service delivery system.
Community-led Construction Initiative	A Community-led Construction Initiative is a specific initiative designed to strengthen decentralised service delivery through the combined provision of construction expertise and resources supported by the phased delivery of on-site accredited skills training. These initiatives are initiated and co-funded by Provincial Government Partners and ultimately owned, operated and maintained by communities. GOV officers with the Skills Centre and Skills for Construction workstream provide facilitation support and additional resources as required. These initiatives are phased over a number of months and include a range of activities including consultations, training, technical site program management, material procurement, launching and ongoing governance support once buildings are completed.

4.2 EVALUATING PROGRESS

Key Evaluation Questions

The following key evaluation questions will help to frame the analysis of progress and performance of the Partnership. They will be used by the Partnership's QS team to help structure regular reflection sessions and to guide Partnership-level reporting.

Relevance

- To what extent is the Partnership aligned with, and contributing to, the policy settings and objectives of the GOV and the GOA?
- To what extent is the Partnership responsive to changes in the context (including the impact of COVID-19)?

Effectiveness

- To what extent is the Partnership on track to achieve the end-of-phase outcomes, including in relation to cross-cutting issues such as inclusion and climate resilience?
- In what ways has the Partnership been able to support the GOV's decentralisation agenda and bring the government closer to the people?

- What unanticipated results (positive or negative) have been achieved?
- To what extent is information sourced from the Partnership’s MEL plan/results framework being used to support the performance of the Partnership, driving improvement and influencing partner decision-making and reform?

Efficiency

- To what extent is the level of resourcing (i.e. technical, financial, human) for the Partnership adequate to achieve and sustain planned outcomes?
- To what extent are the Partnership’s activities being implemented on time and on budget?
- To what extent are the existing governance and management arrangements (including the Support Contractor model) for the Partnership fit-for-purpose?
- To what extent is the revised Subsidiary Arrangement with the MOET and PMO working well, and how has the Partnership been able to leverage the revised arrangement to strengthen its contribution to GOV planning and service delivery reform?

Sustainability

- To what extent are the results achieved and progress made under the Partnership likely to be sustained in the future, and what are the key factors driving this?
- To what extent is the Partnership operating with a view to long-term sustainability and how could this be strengthened?
- To what extent are Partnership’s MEL/QS systems being embedded within local processes?

External evaluations

An independent evaluation of the Phase 4 extension is anticipated in the first quarter of 2024. The purpose of the independent evaluation will be to: assess the progress made by the Partnership towards the intermediate and long-term outcomes identified for the Phase 4 extension; to situate the performance of the Partnership within the broader operating environment and consider the impact of any significant changes to the context and therefore the priorities of the Partnership; and to provide any recommendations to improve the performance of the Partnership for the remainder of the Phase.

The key evaluation questions identified above will inform the Terms of Reference for the independent evaluation, but other priorities and/or questions identified by the GOV, GOA or the Partnership itself may also be considered.

Internal evaluations or ‘deep dives’

Outside of the formal reporting cycle (i.e., quarterly updates, the 6-month progress update and the Annual Report) the QS team will oversee other evaluative activities (‘deep dives’) to improve the Partnership’s understanding of the results being achieved and challenges being experienced in specific areas of the Partnership’s work. These evaluative activities will be designed in collaboration with the Senior Management Team and Skills Centre managers/technical leads as required. The results of these ‘deep dives’ will be an input to the Partnership’s regular reflection sessions and will also be turned into communication products where appropriate to ensure findings, recommendations and learnings are shared with and understood by key stakeholders.

4.3 USING PERFORMANCE INFORMATION (LESSONS LEARNED)

Planning

Planning will occur at multiple levels of the Partnership.

In late January each year, all Partnership staff will gather for a full week of discussions and consultations to inform planning for the year ahead. The meetings will provide an opportunity for staff to reflect on progress made in the previous year, share insights and information with colleagues, and prepare annual plans for the year ahead as per the template at [Annex 2](#). These annual plans will be finalised by each Skills Centre, together with the Training Provider Support and Inclusion workstreams.

The annual planning consultations inform two further planning processes/products:

- Finalisation of annual Partnership Implementation Agreements, which provide details of the contributions and agreed areas for collaboration within a productive sector between the Partnership, relevant GOV partners and other stakeholders over the 12-month period (these are generally finalised in February/March).
- Finalisation of an Annual Plan for DFAT at the whole-of-Partnership level, which outlines how the Partnership aims to progress the IOs and LTOs of the Partnership over the next 12 months (to be submitted 31 January). The Annual Plan will be accompanied by a Corporate Support Plan, providing further information around the key function areas of the Partnership's Support Contractor including program management systems, MEL and financial management.

Within the year, quarterly reflection sessions provide an opportunity for Skills Centre/workstream plans to be updated based on progress made to date and any significant changes to the operating context.

Reporting

The Partnership's regular progress reports/updates serve multiple purposes. Most importantly, they are an accountability mechanism for DFAT/GOA and for national and provincial GOV partners; they provide assurance that funds are being used appropriately and in line with agreed focus areas, that meaningful results are being achieved and progress is being made towards the agreed IOs and LTOs. They also demonstrate how adjustments are being made to the implementation of the Partnership's activities based on both lessons learned and changes in the operating environment. However, they are also a key means of building local ownership of and pride in results jointly achieved and to stimulate ongoing reformist action – and in this way, are an *implementation mechanism* to influence positive change as well as to monitor and report on it.

A focus for this next phase of the Partnership is to strengthen the alignment of the Partnership's reports with the needs and priorities of GOV partners. This will require regular consultations between the QS team and GOV partners to ensure their requirements are reflected within the structure, content, format and timing of the reports that are produced.

A proposed summary of the different reports to be produced over the course of a 12-month period is reflected in the following table.

Report Name	Purpose/content	Timing	Responsibility
VSP 6-month progress update	<p><u>Purpose:</u> Accountability to GOA (DFAT) and GOV</p> <p><u>Report structure:</u></p> <ul style="list-style-type: none"> ▪ Summary report (Partnership-wide) (6-7 pages) <ul style="list-style-type: none"> ○ Brief introduction/purpose of the report (1/2 page) ○ Context/operating environment update (1 page) ○ Summary of overall progress of the Partnership (narrative) relative to expectations, any major challenges across the Partnership for the first 6 months of the year (3-4 pages) ○ Summary of priorities for the second half of the year (1 page) ▪ Annexes <ul style="list-style-type: none"> ○ 'Partnership-wide' Progress Snapshot (infographic) ○ Workstream progress reports (5 pages each) plus infographic (1 page each) (for TPS, SfCI, SfT, SfC, SfA, Ambae Recovery, Better Balance, Disability Inclusion, Climate Resilience) that includes: <ul style="list-style-type: none"> ▪ An overall assessment of progress for the year to date compared to plans/ expectations ▪ Brief description of key results achieved (including for cross-cutting issues) ▪ Brief description of challenges and lessons learned ▪ Priorities for the second half of the year 	July 31	QSSM with QS and SMT providing support
VSP Annual Report	<p><u>Purpose:</u> Accountability to GOA (DFAT) and GoV</p> <p><u>Report Structure:</u></p> <ul style="list-style-type: none"> ▪ Summary report (Partnership-wide) (15 pages) <ul style="list-style-type: none"> ○ Brief introduction/purpose of the report (1/2 page) ○ Context/operating environment update (1 page) ○ Effectiveness (8 pages) <ul style="list-style-type: none"> ▪ Progress against LTO-1, LTO-2, LTO-3 ○ Efficiency (1-2 pages) ○ Cross-cutting issues (gender equality/better balance, disability inclusion, climate resilience) (2 pages) ○ Overall reflection on progress, lessons learned and management actions for the year ahead (1 page) ▪ Annexes <ul style="list-style-type: none"> ○ 'Partnership-wide' Annual Progress Snapshot (infographic) ○ Workstream Annual Reports (10 pages each) plus infographic (1 page each) (TPS, SfCI, SfT, SfC, SfA, Ambae Recovery, Disability Inclusion, Better Balance, Climate Resilience) that includes: <ul style="list-style-type: none"> ▪ An overall assessment of progress for the year compared to plans/ expectations ▪ Key results achieved (including for cross-cutting issues) ▪ Challenges and lessons learned ▪ Management actions for the year ahead ○ Stories of Change 	January 31 (following year)	QSSM with QS and SMT providing support

Corporate Support (Annual) Report	Purpose: Accountability to GoA (DFAT) Report structure: <ul style="list-style-type: none"> ▪ HR; MEL/QS; ICT; Communications; Finance; Risk 	January 31 (following year)	Support Contractor
Provincial Skills Development Quarterly Report	Purpose: Accountability to Provincial GOV partners Report structure: <ul style="list-style-type: none"> ▪ Summary of progress in technical areas linked to the three priority objectives of <i>Yumi Evriwan Tugeta Recovery Strategy</i>. ▪ Focus on output and short-term outcomes for clients, training providers, partners and wider communities 	April 7 July 7 Sept 7 Dec 15	Centre Managers with inputs from Skills Centre staff and Provincial Partners

Communications

The MEL system will make a significant contribution to the work of the Communications team within the Partnership, providing robust evidence of results achieved and stories of change, which will be highlighted in strategic and day-to-day communications as outlined in the Partnership’s Communications Strategy. These communications products, which may be in the form of stories, infographics, short videos, and/or social media posts, are intended to showcase the contributions being made by the Partnership and its partners to systemic change and reform of the Vanuatu skills system, and building buy-in to the reform agenda.

The MEL team will work closely with the Communications team to ensure partner collaboration and contribution to the development of communication products, and to ensure that these products meet the needs of different audiences and stakeholders.

In line with the guiding principle of ‘inclusion’ and noting the importance of inclusion to the work of the Partnership in this phase, the MEL team will work with the Communications team to ensure communications products are accessible, including for ni-Vanuatu with a disability and ni-Vanuatu with low literacy levels.

5. MEL RESOURCING, ROLES AND RESPONSIBILITIES



5.1 ROLES AND RESPONSIBILITIES

Team Member	Responsibilities
QS Senior Manager (Ellis Silas)	<ul style="list-style-type: none"> Oversee implementation of the MEL plan. Lead on promoting and strengthening a culture of learning and use of evidence in decision making within the wider Partnership team. Oversee communications of evidence and QS findings with Senior Management Team. Overall responsibility for reporting and other documents.
QS Coordinator – National (Jamine Makikon)	<ul style="list-style-type: none"> Support implementation of the MEL plan. Lead on support to technical staff and partners at the national level in activity and partnership monitoring and six-monthly report development. Actively work to promote a culture of learning and use of evidence in decision making particularly within the national staff and partners. Support ongoing MIS development and improvement.
QS Coordinator – Provincial (Samson Songi)	<ul style="list-style-type: none"> Support implementation of the MEL plan. Lead on support to provincial staff and partners in activity monitoring and quarterly report development. Support ongoing MIS development and improvement. Actively work to promote a culture of learning and use of evidence in decision making particularly within the provincial staff and partners.
QS Support – Systems (Lucy Battaglone)	<ul style="list-style-type: none"> Support implementation of the MEL plan. Support ongoing MIS development and improvement. Technical support and mentoring for QS staff as needed. Contribution to reports and other QS documents.
QS Support – Strategic (Stuart Kinsella)	<ul style="list-style-type: none"> Support implementation of the MEL plan. Support facilitation of reflection and sense making sessions with Senior Management, partners and the wider team. Technical support and mentoring for QS staff as needed. Contribution to reports and other QS documents.

5.2 BUDGET

The budget for MEL services and activities (including for both in-country and external support staff) will be identified and allocated through the Annual Work Plan and Corporate Support Planning processes undertaken in January each year. Resourcing will be budgeted for based on the agreed MEL plan, which will be updated every year (particularly at the output level).

ANNEX 1: PROGRAM LOGIC

Goal	An effective, decentralised and inclusive skills system that supports a stable, prosperous and sustainable Vanuatu		
Long-Term Outcomes	LTO-1: A more inclusive, quality assured and increasingly decentralised skills system ●●	LTO-2: Developmental leadership drives collective action for improved service delivery ●●	LTO3: Sustainable benefits (economic, environmental and cultural) for Partnership clients and their communities ●●
	 XC-Inclusion: Increased participation and representation of women, people with a disability, and people from remote locations in the skills system	 XC-Climate Resilience: Partnership clients and their businesses/livelihoods are more resilient to the impacts of climate change	
Intermediate Outcomes	IO-1.1: National and provincial Government stakeholders can better coordinate and manage an effective and inclusive skills system ●	IO-2.1: A 'better balance' of developmental leaders is reflected in provincial and national governance structures and delivery of skills activities ●	IO-3.1: Improved market access opportunities for sustainable business growth in target productive sectors ●●
	IO-1.2: Increased public and private resources are allocated to the skills system ●	IO-2.2: New partnerships and/or coalitions of actors are working collaboratively to promote service delivery reform ●●	IO-3.2: Innovative approaches to skills training and delivery support entrepreneurship and employment ●●
	IO-1.3: Increased quality of skills training providers with the ability to respond flexibly to demand for skills ●●	IO-2.3: New or streamlined approaches to improve service delivery are increasingly embedded within policies, processes and institutions ●●	IO-3.3: New knowledge and skills gained from skills training activities in target sectors are reflected in the behaviours and practices of participants ●●
Indicative Activities/ Outputs in 2022 (see planning priorities matrices for more detail)	<ul style="list-style-type: none"> ▪ Support MoET to review and update the National PSET Policy ▪ Targeted professional development for government partners and other stakeholders ▪ Partnership Implementation Agreements confirmed with productive sector partners (including co-contributions) ▪ Support training providers to deliver high-quality, accredited courses ▪ Establish new agreements with government partners for flexible delivery of skills training ▪ Support TED to develop a model governance structure for community-based and private training providers ▪ Support TED to further develop the TVET in Schools concept 	<ul style="list-style-type: none"> ▪ Deliver Adaptive Leadership workshops to key provincial government/ Area Council partners ▪ Professional development for provincial partners and stakeholders on inclusion (disability and gender equality) ▪ Support provincial governments to action the GOV's decentralisation agenda, including through the PGTB's ▪ Support provincial partners to undertake provincial level community profiling to gather data and support informed decision-making ▪ Provide training and mentoring for female clients and partners looking to move into leadership ▪ Advocate for representation of women and people with a disability in governance structures and leadership of skills activities 	<ul style="list-style-type: none"> ▪ Design and implement new market hubs (Penama, Sanma, Tafea) ▪ Facilitate strategic review of all creative industries hubs to improve business sustainability models ▪ Facilitate demand driven skills coaching and mentoring and the delivery of accredited skills training ▪ Implement blended skills training/ construction projects in partnership with provincial communities and businesses ▪ Work with partners to strengthen linkages from producers to markets ▪ Advocate for skills training to be more accessible to women, people with a disability and people in remote locations ▪ Implement new F2S and F2H initiatives

ANNEX 2: ANNUAL PRIORITIES PLANNING MATRIX (TEMPLATE)

What is the problem we are trying to solve [and what LTO is it aligned with]?	What are we going to do to start to solve the problem? (i.e., what actions/ activities are we going to implement this year)?	Who do we need to partner with to deliver this activity?	Who else do we need to influence (to ensure our activity helps to solve the problem)?	What resources do we need? (money, technical etc)	How will you know if you have been successful this year? (i.e., what would success look like?)	What are the risks and how can they be managed?
	1.			• •		
	2.			•		
	3.			•		
[FOR EXAMPLE] Farmers in Torba lack access to markets to sell their produce, which limits their income [LTO 3]	1. Implement a new Farm to School initiative in XXXX	DARD, MOET, local boarding school		> Estimated VSP contribution of VUV XXXX > X coaches to provide training and mentoring to local farmers	> More farmers report an increase in revenue from F2S sales > Reduction in the total cost of school meals program	> Insufficient coaches available to provide training to farmers > Transport networks impact the delivery of agric products from farm to school
	2. Build a new Market House in Gaua for farmers to sell their produce to local buyers	DARD, Gaua Provincial Councillor	Community leaders	> Estimated VSP contribution of VUV XXXX > TBC	> Market House is operational and facilitating sales > Increase in the number of farmers reporting increased sales	> Natural disasters and/or adverse weather affects farmer production
	3. Build a new fish market in Merelava	Torba Fisheries Department		> Estimated VSP contribution of VUV XXXX	> Fish market is operational and facilitating sales	> Insufficient demand from local consumers

ANNEX 3: RESULTS FRAMEWORK

Outcome	Indicators	Data Source / Methodology	Frequency	Responsibility
<u>LTO-1:</u> A more inclusive, quality assured and increasingly decentralised skills system	> Broad-based recognition/ shared agreement that the skills system is making a strong contribution to NSDP outcomes	<ul style="list-style-type: none"> • Speeches from GOV partners, news reports, feedback from local communities, data grabs 	Ongoing	Director, QS Manager, QS team
<u>IO-1.1:</u> National and provincial Government stakeholders can better coordinate and manage an effective and inclusive skills system	> Examples of coordination and joint action between national and provincial government, community stakeholders and/or NGOs/CSOs (including disability organisations) that reflect a demand-driven skills system	<ul style="list-style-type: none"> • Quarterly Provincial Skills Development Reports • Formal Partner Agreements and Collaborations • Steering Committee Meeting minutes • PGTB/VQA board meeting minutes 	Quarterly Annual Annual As scheduled	CMs Technical Managers/CMs Director CMs
	> Examples of coordination and joint action between national government and provincial agencies (VQA, TED, PGTB, Skills Centres) that reflect a demand-driven skills system	<ul style="list-style-type: none"> • Quarterly Provincial Skills Development Reports • Formal Partner Agreements and Collaborations • Steering Committee Meeting minutes • PGTB/VQA board meeting minutes 	Quarterly Annual Annual As scheduled	CMs Technical Managers/CMs Director CMs
	> Examples of coordination and joint action between national providers and provincial training providers that reflect a demand-driven skills system	<ul style="list-style-type: none"> • Quarterly Provincial Skills Development Reports • Formal Partner Agreements and Collaborations • Steering Committee Meeting minutes 	Quarterly Annual Annual	CMs Technical Managers/CMs Director
	> Examples of professional development activities related to coordination and planning undertaken by key partners within government, CSOs and NGOs and the private sector (disaggregated by gender/ disability/ location) (SOC 6.1.2)	<ul style="list-style-type: none"> • Annual Work Plan (Smartsheet) • Professional Development Registrations Dashboard • Professional Development Participation Dashboard • Quarterly Provincial Skills Development Reports 	Ongoing Ongoing Ongoing Quarterly	Technical Managers/CMs Technical Managers/CMs

Outcome	Indicators	Data Source / Methodology	Frequency	Responsibility
<u>IO-1.2:</u> Increased public and private resources are allocated to the skills system	> GOV (MoET) investment in implementation of the National PSET policy	<ul style="list-style-type: none"> GOV Budget Papers Public Service Commission employment records 	Annual	Director
	> Co-contribution of resources (financial, personnel, other material and in-kind) by national and provincial government, CSOs and NGOs, the private sector, and other donors (SOC 6.8)	<ul style="list-style-type: none"> Formal Partner Agreements and Collaborations Annual Work Plan (Smartsheet) Partnership Finance Reports 	Annual Ongoing Biannual	Technical Managers/CMs Technical Managers/CMs CFO
	> Client contributions to skills training and development (financial and material)	<ul style="list-style-type: none"> Annual Work Plan (Smartsheet) Partnership Finance Reports 	Quarterly Biannual	Technical Managers/CMs CFO
<u>IO-1.3:</u> Increased quality of skills training providers with the ability to respond flexibly to demand for skills	> Location and type of skills activities (SOC 2.4)	<ul style="list-style-type: none"> Annual Work Plan (Smartsheet) Annual Work Plan (live) Dashboard 	Ongoing Ongoing	TPS/SfC Manager & PTCs
	> Number and % of training providers that meet VQAF Standards for Registered Training Providers (SOC 2.4.1)	<ul style="list-style-type: none"> VEMIS/ VQA Records Training Provider Records 	Biannual	TPS/SfC Manager & PTCs
	> Number and % of training providers incorporating climate change information into their training programs (ENV 3.4)	<ul style="list-style-type: none"> Annual Work Plan (Smartsheet) Training Provider/VEMIS Records 	Ongoing	TPS/SfC Manager & PTCs
	> Number and % of training providers able to adapt their practice to support the participation of women, people with a disability, and people from remote locations, in the delivery of skills training (SOC 4.3.3, SOC 4.5.1)	<ul style="list-style-type: none"> Annual Work Plan (Smartsheet) 	Ongoing	TPS/SfC Manager & PTCs Inclusion Team

Outcome	Indicators	Data Source / Methodology	Frequency	Responsibility	
<u>LTO-2:</u> Developmental leadership drives collective action for improved service delivery	> Examples of improved services to local communities as a result of strengthened coordination and planning across different levels of government, and between government, CSOs, NGOs and local communities (SOC 6.5, ECO 3.6)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Speeches from partners, news reports, feedback from local communities Data grabs/MSD 	Quarterly Ongoing Annual	CMs Director, QS Manager, QS team	
	<u>IO-2.1:</u> A 'better balance' of developmental leaders is reflected in provincial and national governance structures and delivery of skills activities	> Examples where the voice, agency and decision-making of women, people with a disability, and people from remote communities has been amplified (SOC 4.1.2)	<ul style="list-style-type: none"> Speeches from partners, news reports, feedback from local communities Data grabs/MSD 	Ongoing Annual	QS Manager, QS team Inclusion Team, QS team
		> Representation and participation of women, people with a disability, and people from remote communities in provincial and national governance structures and in delivery of skills activities (SOC 4.3.3)	<ul style="list-style-type: none"> Skills Provider Database PGTB/VQA board membership Steering Committee membership and minutes 	Ongoing Annual Annual	Contracts Officer CMs/Director Director
> Examples of men (male champions) promoting and supporting the voice and agency of women, and working against GBV (SOC 4.1.3)		<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Data grabs/MSD 	Quarterly Annual	CMs Inclusion Team, QS team	
<u>IO-2.2:</u> New partnerships and/or coalitions of actors are working collaboratively to promote service delivery reform	> Examples of new partnerships and/or coalitions of actors working together on planning and activity implementation at the national and/or provincial level to improve service delivery at the local level (SOC 6.6, ENV 3.1, ENV 3.3)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Formal Partner Agreements and Collaborations 	Quarterly Annual	CMs Technical Managers/CMs	
	> Examples of new partnerships and/or coalitions of actors focused on strengthening climate resilience (ENV 3.1, ENV 3.4)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports 	Quarterly	CMs	

Outcome	Indicators	Data Source / Methodology	Frequency	Responsibility
		<ul style="list-style-type: none"> Formal Partner Agreements and Collaborations 	Annual	Technical Managers/CMs
	> Examples of improved capacity of provincial/area council governance systems (SOC 6.5)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Speeches from partners, news reports, feedback from local communities, data grabs 	Quarterly Ongoing	CMs QS Team
IO-2.3: New or streamlined approaches to improve service delivery are increasingly embedded within policies, processes and institutions	> Examples of national and/or provincial level policy reform to improve service delivery at the local level (SOC 6.3)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Workstream Progress/Annual Reports Data grabs/MSc 	Quarterly Biannual Annual	CMs Technical Managers/staff QS Team
	> Examples of new ways of working within government partners and/or other stakeholders to improve service delivery at the local level (SOC 6.4)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Workstream Progress/Annual Reports Data grabs/MSc 	Quarterly Biannual Annual	CMs Technical Managers/staff QS Team
LTO-3: Sustainable benefits (economic, environmental and cultural) for Partnership clients and their communities	> Number and % of Skills Centre clients with higher incomes, disaggregated by gender/ disability/ location (ECO 3.1)	<ul style="list-style-type: none"> Prosperity Survey 	Annual	Technical Managers/QS Team
	> Examples of Skills Centre clients gaining employment (formal sector) or employing staff within their businesses or participating in higher-level study, disaggregated by gender/ disability / location (ECO 3.1)	<ul style="list-style-type: none"> Prosperity Survey SfC Trainee Tracer Survey 	Annual Annual	Technical Managers/QS Team TPS/SfC Manager/QS Team
	> Examples of new or existing businesses or enterprises that are using sustainable / traditional techniques or practices (SOC 1.2.2, ENV 1.1, ENV 1.4, ENV 1.5)	<ul style="list-style-type: none"> Prosperity Survey Data grabs/MSc 	Annual Ongoing	Technical Managers/QS Team

Outcome	Indicators	Data Source / Methodology	Frequency	Responsibility
<u>IO-3.1:</u> Improved market access opportunities for sustainable business growth in target productive sectors	> Examples of new market channels / business hubs being created (ECO 1.5, ECO 3.3, ECO 4.2)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Hub membership and financial data 	Quarterly Biannual	CMS Technical Managers
	> Examples of existing market channels / business hubs being strengthened (ECO 1.5, ECO 3.3, ECO 4.2)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Hub membership and financial data 	Quarterly Biannual	CMS Technical Managers
<u>IO-3.2:</u> Innovative approaches to skills training and delivery support entrepreneurship and employment	> Examples of innovative delivery mechanisms that improve access to skills training (SOC 2.4)	<ul style="list-style-type: none"> Quarterly Provincial Skills Development Reports Workstream Progress/Annual Reports 	Quarterly Biannual	CMS Technical Managers
	> % of businesses / enterprises operated by skills centre clients that take action to become more resilient to the impacts of climate change (ENV 3.4)	<ul style="list-style-type: none"> Prosperity Survey SfC Trainee Tracer Survey 	Annual Annual	Technical Managers QS Team TPS/SFC Manager/QS Team
	> Number and % of Skills Centre clients diversifying their income stream following participation in skills training (ECO 3.1)	<ul style="list-style-type: none"> Prosperity Survey SfC Trainee Tracer Survey 	Annual Annual	Technical Managers QS Team TPS/SFC Manager/QS Team
<u>IO-3.3:</u> New knowledge and skills gained from skills training activities in target sectors are reflected in the behaviours and practices of participants	> Number of clients participating in skills activities and partners in professional development activities, disaggregated by gender/ disability/ location (SOC 2.4)	<ul style="list-style-type: none"> Client Participation in Skills Activities Dashboard Professional Development Participation Dashboard Totals Dashboards 	Ongoing Ongoing Ongoing	CMS/Technical Managers
	> % of clients stating that skills training (including coaching and mentoring) informed their business practice within the previous 12 months	<ul style="list-style-type: none"> Prosperity Survey SfC Trainee Tracer Survey 	Annual Annual	Technical Managers QS Team TPS/SFC Manager/QS Team

Outcome	Indicators	Data Source / Methodology	Frequency	Responsibility
<u>XC Inclusion:</u> Increased representation of women, people with a disability, and people from remote locations and their interests in the skills system	> Number of women, people with disability and people from remote locations participating in skills training (clients and partners) (SOC 2.4)	<ul style="list-style-type: none"> Client Participation in Skills Activities Dashboard Professional Development Participation Dashboard Totals Dashboards 	Ongoing Ongoing Ongoing	CMs/Technical Managers
	> Number of women, people with disability and people from remote locations in leadership and governance structures (SOC 4.3.3)	<ul style="list-style-type: none"> Skills Provider Database PGTB/VQA board membership Steering Committee membership and minutes 	Ongoing Annual Annual	Contracts Officer CMs/Director Director
	> Examples of reforms to policies, processes and procedures that promote the inclusion of women, people with disability and people from remote locations in the skills system (SOC 6.3)	<ul style="list-style-type: none"> Speeches from partners, news reports, feedback from local communities, data grabs Quarterly Provincial Skills Development Reports 	Ongoing Quarterly	Inclusion Team, QS team CMs
<u>XC Climate Resilience:</u> Partnership clients and their businesses/ livelihoods are more resilient to the impacts of climate change	> Examples of individuals and/or local communities with improved capacity to sustainably manage natural resources and respond to the impacts of climate change (ENV 1.5, ENV 4.7)	<ul style="list-style-type: none"> Speeches from partners, news reports, feedback from local communities, data grabs, MSC Quarterly Provincial Skills Development Reports 	Ongoing	QS team
			Quarterly	CMs