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REGIONAL TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROJECT PROPOSALS



Priority Interventions

Five regional projects are proposed, three for formal TVET, and two for informal sector training. The underlying rationale is that priority activities, too small and unfeasible to be done in separate projects on a country level, could be carried out more efficiently on a consolidated, regional level. For example, it would not make sense to help various countries build capacity to do tracer studies. However, it would be reasonable to do this on a regional basis through training seminars and then follow up with short-term mentoring by experts. Similarly, technical assistance for organizational development would not require separate country projects, except perhaps in the largest PICs. Assistance could be provided to many smaller countries for organizational development through regional support.

The five proposed projects would focus on interventions identified in the previous chapter that are likely to make a wide impact on skills development in the region. These include:

- developing and strengthening apex training agencies;
- developing trade testing and tracer systems that focus on outputs and outcomes, not inputs and processes;
- design labor market information on which to base policy development and adjustments in training supply;
- developing TVET management systems to make a strong impact at modest cost;
- establishing training funds to stimulate innovation and compensate for past neglect in capital development;
- harnessing the potential of ICT and open and distance learning to expand service delivery, particularly to remote populations, at reasonable cost;
- strengthening of NGO and government capacities to deliver community-based training to the informal sector; and
- developing efficient and sustainable outreach training for the informal sector in atoll economies.

Table 7.1 gives an overview of the regional project proposals. Caveats should be noted. These project proposals are only initial concepts that respond to the previous analysis and recommendations. Substantial further work would be needed to develop any proposal into a project design that could be considered for financing. The proposed budgets include allowances for feasibility studies and project preparation. Project costing indicates only orders of magnitude, not detailed examination of requirements. The costing would need to be developed in detail along with project content during project preparation. Each concept is explained in sequence below.

Table 7.1: Regional Project Proposals

Project Title	Estimated Amount (\$000)
(1) Strengthening technical and vocational education and training (TVET) organization and management;	2,700
(2) Creating a capital development and innovation fund;	5,800
(3) Expanding service delivery through open and distance learning;	1,900
(4) Strengthening TVET programs in rural areas; and	1,800
(5) Developing outreach training in atoll economies.	1,700

Source: ADB/PIFS Expert Team, 2007.

Project 1: Strengthening TVET Organization and Management

Background

Managers of TVET systems and institutions face highly diverse challenges in the Pacific. Those in the north face challenges of making TVET systems sustainable. Those, especially, in the Melanesian countries of PNG, Solomon Islands, and Vanuatu must find ways to provide skills for income generation and self-employment for the vast majority in and entering the informal sector. TVET managers in southern rim countries face the challenge of increasing training in the modern sector to fill jobs made vacant by emigrating labor. TVET managers everywhere must raise the quality of skills acquisition and ensure its equitable access. However, TVET managers at both the system and institutional levels have been given few tools to face these challenges. In-service management development is rare.

Insufficient capacity exists within each country, except perhaps for the largest, to address these problems individually. A regional approach could combine resources to deliver services efficiently.

Specifically, scope exists for a regional approach to establishing labor market information. Decisions on skills formation need to be based on good information about the labor market. TVET policy makers and managers need to differentiate between occupations in surplus or shortage. A labor market information system would need to cover emigration, expatriate labor, informal sector, and formal sector needs. Creating an adequate system in each country based on a regional model would also be instrumental in developing and revising national skills formation plans.

Impact and Outcomes/Purpose and Objectives

The purpose of the regional project is to achieve more relevant, effective, and efficient systems of skills development in the Pacific region. The objective is to build management capacity and systems in the region to deliver skills development programs.

Means/Content

The capacity-building project would have the following six components:

- **Organizational development of apex TVET institutions.** Assistance would concentrate on preparing and implementing plans for the development of apex TVET organizations where they exist (the RMI, PNG and Vanuatu) and where they plan to be created (Fiji Islands, Kiribati, FSM, Samoa, Solomon Islands, and Tonga). Seminars would be held, with expert follow-up, to help prepare individual organizational development plans based on the lessons of successful apex institutions. Emphasis would be placed on an appropriate leading role for employers and end users.

- **Developing labor market information and tracer studies.** A regional program would be prepared on developing labor market information. Technical assistance would conduct regional training seminars on survey techniques and analysis of results. Where possible, use would be made of existing labor market information, such as surveys in Samoa and Tonga, and tracer studies in Solomon Islands and Vanuatu. The regional project would finance pilot surveys in each participating country and subsequent surveys for 2 years. Emphasis would be placed on defining readily available sources of information and simplicity to avoid the problems of developing labor market-information systems as encountered elsewhere. Efforts would be made to build on the employer surveys already conducted as part of this review, and the tracer and employer surveys carried out in Solomon Islands.¹

- **Developing TVET information systems.** Improving TVET systems is hampered ubiquitously by the lack of statistics on the dimensions, trends, and outcomes of training. The regional project would identify essential kinds of information,² and design systems to produce the information, analyze it, and use it for policy purposes. Short-term technical assistance would be provided to countries wishing to implement better TVET information systems for the design of the systems, and initial collection and analytical techniques. Regional training would be provided.

- **Developing management skills among TVET personnel.** Managers of TVET systems and TVET institutions complain about the lack of opportunity to upgrade their management and administrative skills. Management development programs would be undertaken with expert assistance. This would include regional workshops and preparation of individual management development plans incorporating specific assignments and monitoring of achievements. Sustained support would be provided to manager–trainees by establishing professional networks and mentors, both within and outside the Pacific.

¹ World Bank. 2007.

² The following types of information are essential: annual intake, enrollment, and output, by subject and gender; equivalent full-time students and instructors (to calculate the true average number of trainees per instructor); flow statistics on repetition, dropout, and completion rates; recurrent costs per trainee and per graduate; instructor qualifications and work experience; and income group of trainees.

The content would focus on financial management—mobilizing resources and using resources efficiently. Two target groups would be developed separately: system managers and institutional managers. Efforts would be made to include those likely to be promoted to management positions in the near future.

- **Assistance for developing TVET policies and plans.** National plans for TVET are needed in several countries, including Kiribati, Fiji Islands, FSM, Nauru, and Tonga. Assistance would be provided to train local personnel in methodology, and to monitor the development of the plans. Other countries need to update their plans, and work out costs, monitoring indicators, and, especially, an implementation timetable. These countries include the RMI, PNG, Solomon Islands, and Vanuatu. Regional training seminars would be held for this purpose.

- **Developing quality assurance systems,** including program evaluation and monitoring, trade testing, and accreditation and certification of private training providers. One problem with TVET now is that it fails to monitor or evaluate the qualitative outcomes of training programs in terms of competencies gained. The regional project would help build systems and expertise in program evaluation. It would also help TPAF and NATTB expand trade-testing systems to other countries that lack capacity, e.g., the RMI, FSM, Nauru, and Vanuatu. Another activity would be to strengthen or establish procedures and criteria for assessing and accrediting private training providers. Seminars and training programs would be undertaken in each area.

Implementation Stages

The project would follow the normal project implementation stages of design, detailed work planning, execution, and evaluation.

Implementation Agency

The proposed regional project would be executed by the PATVET office and SPC. A project manager and administrative assistant would be provided under the project to strengthen capacity to carry out the various administrative responsibilities imposed by the project.

Implementation Schedule

The project would need to be designed in detail by experts on organizational and management development through a project preparation mission. This would take about 3 months. Following agreement, it would be followed by a 3-year period of implementation, which could be extended based on performance and outcomes.

Inputs

Inputs include the following:

- Workshops—the project would carry out an average of two regional or subregional workshops per component, with two follow-up visits to selected states by expert services. Emphasis would be placed on communication by ICT to minimize travel costs;
- Expert technical assistance to design and deliver workshops and provide periodic follow-up advice;
- Study tours—a total of 24 participants, e.g., to visit national training agencies in other countries; and
- Project management—one project manager and administrative assistant.

Outputs/Deliverables

These include the following:

- Twelve workshops held and “x” participants attending;
- Nine organizational development plans developed and implemented;
- Labor market and tracer studies conducted and analyzed in, say, six countries, and an operational labor market information system;
- Six management information systems designed and operating;
- “Y” people completing management development programs; and

Table 7.2: Costs and Financing

Item by type	Description	Quantity	Unit cost (\$000)	Total cost (\$000)
Detailed project design	Lump sum		150	150
Training and seminars	Number of seminars	14	40	560
Expert services	4 experts	24 months=48 person months	10 per month	960
Equipment	Lump sum			50
Study tours		36 people	5 per person	180
Project manager ^a	1	36 months	5 per person	180
Administration assistant	1	36 months	3 per person	108
Operating costs		3 years	75 per year	225
Contingencies	10%			250
Total			(rounded)	2,700

a The project manager would be responsible also for managing project 2.
 US = United States, \$ = dollar, % = percent.
 Source: ADB/PIFS Expert Team, 2007.

- Quality assurance systems developed on program evaluation, trade-testing systems established or expanded, and accreditation systems strengthened in six countries.

The project requires extensive regional and international expertise to assist in advising on the key areas of organization and management development, including the design of information systems.

Issues

Several issues would need to be addressed in developing this project. The first is complexity. The proposal envisages activities in an array of fields; therefore, priorities would need to be established. In addition, developing organizations and management needs to take into account the context of national systems of public administration. These may limit possibilities of achievement under the project. Strategies to sustain reforms would be essential. Second, programs would need to be tailored to the needs of each island. One size would not “fit all.” Third, frequent changes of managers could vitiate the achievement of management objectives. A strategy to counter this would be to train management teams and groups. To the extent possible, management training should be done in-country as overseas training is expensive and could be wasted if personnel change positions after training.

Project 2: Creating a Capital Development and Innovation Fund

Background

Financing for TVET has been relatively low in relation to overall education spending, particularly in the smaller countries of the region. TVET financing has declined in some countries in the region. In others, budgets for TVET have remained constant while enrollments have increased substantially. The first budget categories reduced are equipment, maintenance, and supplies. Salaries are the last category to be reduced, with the result that personnel costs absorb an ever-increasing share of TVET expenditures. In fact, many countries provide little, if any, capital budget for TVET. External assistance, irregular and fleeting, seems to be the principal source for capital investment in TVET. Insufficient financing has left TVET institutions under-equipped and in disrepair. This adversely affects quality. TVET institutions could conceive of innovative ways to develop skills with the proper incentives, including financing. Training funds elsewhere have stimulated quality and relevance in TVET.

Impact and Outcomes/Purpose and Objectives

The proposed capital development and innovation fund has several purposes. The first is

to improve the quality of skills provision in selected countries in the region. The second is to stimulate innovation in TVET from the grassroots, the training institutions themselves. The third is to strengthen the regional TVET organization, PATVET, in its service to members. The immediate objective is to establish an effective, working training fund.

Means/Content

A fund would be created for financing innovation and quality improvement subprojects in the Pacific region. Fund management would publicize the availability of financing, its purposes, and criteria. TVET institutions in the region would apply for help to the fund. The applications would specify the types of innovations and reforms that the financing would enable. Applications would be evaluated in terms of their relevance, feasibility, and efficiency in use of funds. Criteria for use of the funds would need to be developed. These would specify which countries, institutions, and training systems would be eligible to apply for funds; types of subprojects that could be supported; types of expenditures that could be financed; maximum and minimum size of grants; and criteria for approval of proposals, e.g., ensuring that a range of countries, rather than just one or two, participate.

Priority will be given to the smaller, vulnerable island states and land-rich, low-income countries (groups 2 and 1), as defined earlier in this report. Nongovernment training institutions that are not for profit should be eligible to apply. The funds could be used for introducing new training programs in strong demand in the labor market, establishing of partnerships between training institutions and the private sector, expanding clientele to include continuing training for adults, and applying effective training methods (e.g., conversion from time-based to competency-based training). A wide range of innovative practices could be considered for support. The fund would be able to finance expert services, the costs of training programs, equipment and supplies, as well as minor renovations to facilities. Applicants would need to justify the requests fully in terms of relevance to economic and labor market demands, effectiveness in reaching subproject objectives, and internal efficiency and sustainability. The applications would be evaluated first by national TVET associations where they exist, and second, by regional expert teams under the auspices of PATVET. A special PATVET board would make the final decision. Each application would need to include proposals for evaluating results and impact.

Implementation Agency

PATVET, suitably strengthened with full-time staff, would be the executing agency under the aegis of SPC.

Implementation Stages and Schedule

The innovation fund would need to be designed in detail, including criteria and procedures for evaluation of proposals, organizational structures, staffing requirements, monitoring, and accounting and reporting procedures on the use of funds. A study tour to visit other such funds could be considered as part of project design. Implementation is envisaged to cover 3 years.

Outputs/Deliverables

These comprise a fully functioning training fund as a wing of PATVET, including operational and technical manuals, leading to:

- X subprojects financed in TVET in the region;
- Y institutions to benefit from financial support from the fund; and
- Z trainees to benefit from new or expanded courses in priority fields.

Costs and Financing

The size of the fund could be set at any reasonable level. It should be sufficiently large to provide a stimulus to TVET institutions, yet small enough to be manageable. The country reports and synthesis (finance and internal efficiency section, Chapter 4) provide evidence that the capital requirements are substantial and probably exceed \$100 million in the region. A tentative size of \$5 million is suggested, which could be extended based on performance and achievements.

Table 7.3: Costs and Financing (capital development and innovation fund)

Item by type	Description	Quantity	Unit cost (\$000)	Total cost (\$000)
Detailed design			100	100
Local expert services (e.g., subproject appraisal)		36 person-months	5	180
Technical assistance – international		12 person-months	10	120
Seminars/workshops	3		30	90
Fund size			5,000	5,000
Project manager ^a				
Administrative	1	3 years	30 per year	90
Assistant/accountant			50 per year	150
Operating costs				80
Contingencies (10% net of fund capital)				80
Total			(rounded)	5,800

^a The project manager of project 1 would also manage project 2.
 US = United States, \$ = dollar, % = percent.
 Source: ADB/PIFS Expert Team, 2007.

Issues

Open and distance learning (ODL) by ICT is expensive, and means would need to be found to minimize costs. To the maximum extent possible, existing infrastructure should be used, e.g., the satellite centers of USP. Procedures would need to be put in place to ensure proper financial management and accounting. Equally important will be ensuring proper monitoring of subproject implementation and evaluation of results. Another challenge will be to ensure proper technical evaluation of proposals, and objective decision making by the PATVET board. Finally, to prevent a supply orientation in proposal awards, employers would have to play a strong role in proposal evaluation and award, perhaps through the Pacific Islands Private Sector Organization.

Project 3: Expanding Service Delivery through Open and Distance Learning

Background

The Pacific region has more than 22 countries and territories spread over one third of the earth's surface. Within countries, people are dispersed over numerous islands and in thinly populated rural areas. ICT holds the promise to provide training to these people at reasonable cost, if the infrastructure exists, programs can be developed, and program delivery can be supported by local quality assurance on the ground. USP works through ICT to deliver many of its programs to regional and satellite centers. However, the programs are academic and not technical. In advanced regions, TVET is delivered increasingly through ICT using video and the Internet. FIT has pioneered franchise programs whereby secondary schools and vocational institutions can deliver vocational courses at satellite centers and gain credit for FIT program completion. FIT's Learning Center is also building up technical training via distance teaching. FIT has started to offer a diploma in business via distance learning, as well as courses on engineering, mathematics, and applied sciences. It has also begun to provide practical training in three fields—carpentry/joinery, plant maintenance, and plumbing—together with local partners to deliver workshop practice. The problems in developing distance learning are predictable: high development and maintenance costs, language differences, difficulties of communications, lack of design specialists in FIT to convert standard coursework into distance formats, and lack of infrastructure such as bandwidth to permit newer technologies. Reportedly, a strong market exists for such programs beyond the Fiji Islands, in RMI, Solomon Islands, Tonga Tuvalu, and Vanuatu.

Impact and Outcomes/Purpose and Objectives

The purpose of the regional project is to enable people, who would not otherwise have access to skills formation by conventional means, to acquire marketable skills. The specific

objective is to expand the coverage of FIT's franchise programs beyond the Fiji Islands, and to expand the scope and coverage of FIT's distance teaching programs.

Means/Content

These include the following:

- Feasibility study on expanding franchise- and distance-teaching programs in other countries, including (a) an analysis of skills likely to be in demand; (b) a review of international and regional experience in ODL projects, including those of the Commonwealth of Learning; (c) analysis of the market, i.e., demand for franchise and ODL courses in other countries; (d) review of available ICT hardware in target markets; and (e) exploration of collaboration with USP in the delivery of distance teaching in technical and vocational areas;
- Detailed design of a regional proposal on TVET distance teaching, including scaling up of the FIT franchise courses; and
- Implementing the regional project, including some of the following elements:
 - (a) establishing satellite centers with ICT equipment;
 - (b) hiring of program design specialists for distance teaching;
 - (c) hiring of USP network for delivery of programs; and
 - (d) project management.

Implementation Agency

The project could be implemented by the Learning Center at FIT, suitably strengthened, or in another leading institution in the region, such as NUSIOT in Samoa. It would work in close collaboration with PATVET and, to the extent possible, through SPC.

Implementation Stages and Schedule

After the feasibility study and design stages, estimated at 6 months, a program of several phases would be envisaged with (i) mobilization and start-up planning—1 year, (ii) pilot programs—2 years, and (iii) expansion—2 years, followed by (iv) summative evaluation.

Outputs/deliverables

These include:

- Feasibility study;
- Regional project design; and
- Under the project itself:
 - (a) design of a delivery system for TVET by distance means;
 - (b) preparing training content and materials to be delivered in competency-based format for x courses;
 - (c) training of y instructors to offer the training;

Table 7.4: Costs and Financing (Feasibility, Design, and 3 years of Operation)

Item by type	Description	Quantity	Unit cost (\$000)	Total cost (\$000)
Feasibility study			250	200
Technical assistance–local	3 experts	18 months each	4 per month	216
Technical assistance–regional, international	2 experts	12 months each	10 per month	240
ICT equipment	Lump sum			600
Seminars/workshops	3	40		120
Project manager	1	3 years	50 per year	150
Administrative Assistant	1	3 years	30 per year	90
Operating costs		3 years	50 per year	150
Contingencies (10%)				150
Total			(rounded)	1,900

ICT = information and communications technology, US = United States, \$ = dollar, % = percent.
Source: ADB/PIFS Expert Team, 2007.

- (d) design of quality assurance and assessment procedures; and
- (e) training of x trainees in y programs in z countries, and testing of the results.

Issues

The regional review of TVET could find few examples of successful open- and distance-learning programs, i.e., those that were sustained after pilot projects. Exceptions are the USP extension classes and the FIT franchise program. Determining what is feasible in terms of supporting technology and operating costs will be a key aspect of the initial design. Finally, the project would need to be based on market analysis of skills required in order not to slip into a supply orientation.

Project 4: Strengthening TVET Programs in Rural Areas

Background

It has been recognized for more than 25 years that successful employment-oriented skills training programs in rural areas are those closely linked to the local economy and employ an appropriate community-based training methodology. In the early 1980s, governments, NGOs, and international organizations developed such methodologies specifically to promote income generation in rural areas. The TRYSEM program in rural India,³ ILO's Training for Rural Gainful Activities program in Nepal, and the Regional Project on Skill Development for Self-Reliance in East and Southern Africa supported by the Swedish International Development Cooperation Agency all used community-based training approaches to systematically design and implement local employment generation activities in rural areas. More recently, these approaches have been adopted in many industrial

³ Training of Rural Youth for Self Employment (TRYSEM) is a component of the Integrated Rural Development Program in India.

countries to address the training and employment needs of special target groups, such as out-of-school youth, redundant workers, and people with disabilities. The ONESTEP and ASPECT⁴ programs in Canada are community-based training approaches run by NGOs to provide skills training for employment in local communities. Community-based training has also been used as a tool for strengthening vulnerable groups in rural areas. For example, the national Training for Rural Employment and Empowerment Program in Pakistan links skills training to economic empowerment of rural women; a similar approach has been in use by the national training authority in the Philippines, Technical Education and Skills Development Authority (TESDA), since the early 1990s.

These activities have evolved into a generic community-based training methodology with the following principles:

- identification and analysis potential employment and income-generating activities in the local economy;
- determination of appropriate training needs prior to deciding on training content and objectives;
- collection of detailed information on the training target group;
- participation of the local community in the training planning process;
- selection of an appropriate and flexible delivery system; and
- provision of post-training support services—including access to credit and technical support services—to facilitate the successful application of training to income-earning activities.

In adapted form, the community-based training approach, supported by detailed training materials and field manuals, has been successfully applied to employment-oriented skills training in the rural areas of Asia, Africa, Latin America, and the Caribbean.

Linking Community-Based Training to Rural Value Chains

Over the years, the proponents of community-based training have recognized the importance and potential of linking skills development in rural areas to existing product and service value chains as a means of promoting sustainable income generation for the rural poor. Training that taps into and adds value to marketable products and services as they move from primary producer to the ultimate consumer—whether at the local, national, or international level—will lead to higher incomes and increased employment opportunities for the rural poor in both wage and self-employment activities. Here, it could be argued that many steps in the community-based approach—such as the emphasis on identifying and analyzing potential employment opportunities in the local economy

⁴ Association of Service Providers for Employability and Career Training (ASPECT) in British Columbia, Canada; and Ontario Network of Employment Skills Training Projects (ONESTEP), which is a province-wide umbrella group of not-for-profit agencies that deliver community-based training and employment services.

prior to the provision of training, including basic business skills in training program, and incorporating various post-training support services into the process—mean that community-based training is already market oriented and well placed to adopt a value-chain approach to skills training for the rural poor.

Purpose/Objective

The purpose of the proposed project is to improve the effectiveness of existing government and NGO rural training programs by adapting and introducing elements of those community-based training methodologies that have proven to be effective in promoting rural employment and income generation in other countries and regions. Special attention would be paid to a value-chain approach to community-based training provision as a means of promoting small-scale agribusinesses in rural areas. The project would comprise a regional capacity-building component together with national training and pilot-testing components.

Means/Content

The 2-year project would adapt elements from existing community-based training manuals, materials, and procedures to the specific conditions applying in PICs; translate the materials into local languages; develop a corps of government and NGO trainers able to organize and implement employment-oriented community-based training activities; and pilot test and evaluate the methodology by conducting community-based training activities, linked to value-chain opportunities, in each participating country.

Implementation Strategy

The project would be implemented at both regional and national levels.

Regional Activities. These would consist mainly of workshops and seminars to identify and examine. These activities include: map existing community-based training methodologies; review experiences with the community-based training approach from other countries/regions; introduce trainers and training planners to the value-chain approach; and identify existing constraints at the national level that militate against the effectiveness of CBT programs (e.g., deficiencies in the enabling environment, difficulties in accessing microfinance for self-employment, and weak training support structures); and develop a regional community-based training strategy and generic model for the Pacific.

National Activities. These would focus on adapting and translating generic community-based training materials into local languages; building local capacity by training government and NGOs in the design, organization, and implementation of community-based training projects; identifying potential value-chain opportunities; and pilot testing and evaluating the approach in each country in two to four rural training programs.

Outputs

These include:

- set of country-specific community-based training manuals and procedures;
- corps of government and NGO trainers (12–15 from each country) able to design community-based training projects and organize and deliver training programs based on the community-based training methodology;
- trainers' guide on promoting rural value chains through community-based training;
- 1-year pilot project in each country to test the efficacy of the community-based training approach;
- evaluation of the outcomes of the pilot project;
- draft national community-based training project document; and
- regional community-based training strategy and model suitable for adaptation and use by all PICs.

Project Management

The project would be managed by a regional organization with specific expertise and experience in promoting rural training in the Pacific. This could be either an intergovernmental organization, such as SPC; a regional NGO, such as the Foundation of the Peoples of the South Pacific International; or a regional training institution, such as USP with its network of satellite campuses in each country. The selected organization would be responsible for organizing and implementing regional project activities; overseeing, through a project steering committee, the implementation of national project activities; providing or facilitating additional technical assistance requirements in relation to specific project activities, e.g., technical backstopping of national project activities; and managing project resources and reporting. The project budget would provide the necessary funds for both project management and additional technical assistance requirements.

Risks/Assumptions

It is assumed that the regional capacity-building activities will be attended by the right mix and level of training, employment, and microfinance authorities. The main risk is at the national level where substantial staff resources will be required to adapt materials, train local staff, and implement the pilot projects. Resources for training trainers and additional staff in the design, implementation, and evaluation of pilot projects are envisaged in the budget and will need to be prioritized.

Implementation Schedule

The project is estimated to take 24 months, divided into four phases.

Phase 1 (6 months): Inception, preparation, and implementation of regional

capacity-building activities.

Phase 2 (4 months): Adaptation and translation of materials, training of trainers and other staff, design of national pilot projects.

Phase 3 (12 months): Implementation and evaluation of national pilot projects.

Phase 4 (2 months): Regional workshop to present evaluation results, draft national project documents, and develop generic community-based training strategy and model for the Pacific.

Participating Countries

Phases 1–3: Fiji Islands, PNG, Samoa, Solomon Islands, Tonga, and Vanuatu.

Phase 4: Cook Islands, Fiji Islands, Kiribati, RMI, FSM, Nauru, PNG, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

Budget

Item by type	Description	Quantity	Unit cost (\$000)	Total cost (\$000)
a) Activities				
Training and seminars	Regional workshops, national training of trainers workshops	5	60	300
		10	5	50
Expert services (national)	National consultants	18 person-months	5	90
Equipment/materials	Manuals and modules (translation and production)	120 sets	0.250	30
Pilot projects	Training, credit fund, project staff	6	150	900
Reporting/evaluations	Pilot projects	6	5	30
Contingencies	10%	1		140
Subtotal				1,540
b) Project management				
Project manager	24 months (half-time)	24	5	120
Technical assistance	Regional and international consultants	10 person-months	6.5	65
Operating costs (implementing agency)	Travel, per diem, institutional overheads	Lump sum		75
Subtotal				260
Total				1,800

US = United States, \$ = dollar, % = percent.
Source: ADB/PIFS Expert Team, 2007.

Project 5: Developing Outreach Training in Atoll Economies

Background

The atoll states of the Pacific face unique constraints in their attempts to develop and link nonformal skills development to the needs and opportunities of local economies. With limited land dispersed over small and widely separated islands, providing and staffing of even the most basic training services in these so-called outer islands are both expensive and a major logistical challenge. Poor interisland communications and transport, limited availability of basic utilities, absence of representation from most line ministries at the local level, and reliance on predominantly subsistence economic activities directly affect both the quantitative and qualitative aspects of training provision.

This is reflected in a paucity of vocational training programs and facilities in atoll economies, a shortage of local trainers and instructors, inadequate monitoring and supervision of activities, a high proportion of early school-leavers, and the tendency for parents and students alike to accord low status to all types of vocationally oriented education and training. Academic education, preferably in the relatively well-developed schools of the country's main island or capital city, is seen as the only feasible way of escaping from the poverty of opportunity that characterizes the training environment in most outer islands.

Previous efforts to develop employment-related training programs linked to job opportunities in the local economy of atoll countries have not been particularly successful. In Tuvalu, for example, the preferred approach in the 1980s was to offer training through a network of community training centers, but these relied heavily on donor funding to meet recurrent costs. When the donor project concluded and when legislation extended free and compulsory education in Tuvalu to 10 years, the perceived need for such centers disappeared and they fell into disrepair. The program was discontinued in 1992 and centers were closed.

In Kiribati, a European Development Fund project to establish island learning centers attached to selected outer island secondary schools and supported by the staff and program resources of TTI was abandoned in 2005 when the Government signaled its unwillingness or inability to assume the recurrent costs associated with the project.

In 2000, the RMI launched a 5-year skills development project with funding from ADB, to establish a decentralized training capacity and community outreach program for women and unemployed youth in the country's outer islands. The project sought to design and deliver short-cycle skills development training, linked to identified income-generating opportunities, and supported by a women's training, marketing, and information center. However, neither the information and marketing center nor the decentralized training units succeeded in providing the level and scope of training and support services envis-

aged. This was due mainly to the absence of a comprehensive in place training program in the women's training center and three outreach units.

Purpose/Objectives

To develop cost-effective and sustainable approaches to skills training provision in the outer islands of atoll economies linked directly to local employment and income-generating opportunities.

Main Components

Building on these experiences and on the continued need to provide atoll economies with cost-effective and sustainable outreach training programs for those living on remote islands, the proposed project would contain the following main components:

- Critical review and analysis of previous outreach training programs implemented in Kiribati, RMI, FSM, and Tuvalu with a view to identifying the strengths and weaknesses of previous attempts;
- Establishment of community reference groups to interface with the project implementation unit, provide specific information on vulnerable group training needs, and monitor the impact of training interventions;
- Survey and analysis of potential employment and income-generating opportunities in the outer island economies of the four participating countries;⁵
- Based on the developing short-cycle outreach training programs by technical training institutions in each of the four countries;
- Design and test of alternative delivery systems for providing training programs to outer island clients, in cooperation with NGOs, local authorities, and community-based organizations; and
- Implementation, on a sustainable basis, of a regular program of short-cycle skills development training in selected outer islands of each of the four participating countries.

Means/Content

The project would work with national training institutions in each of the four countries with selected NGOs, local authorities, and community-based organizations to design comprehensive outreach programs comprising both training and non-training elements essential for both the effective delivery of training to outer island target groups and the application of acquired skills to employment and income-generating activities. The project would rely mainly on local institutions, researchers, and practitioners to implement

⁵ An excellent model for such a survey exists from the ADB Skills Training and Vocational Education (STAVE) Project in RMI (see King 2005).

activities and would create local community reference groups to validate local training and employment information, identify training needs of vulnerable groups, and monitor the impact of training interventions. No additional physical facilities would be needed. The project would use existing structures as training venues, i.e., churches, schools, and community centers. Wherever possible, it would also link up with related rural training activities at both national and regional levels, e.g., PRIDE.

Outputs

These would be as follows:

- Analysis completed of lessons from previously learned experience and identifying pitfalls to avoid, and essential conditions for success (this could become a pre-project activity);
- An updated inventory of potential employment and income-generating activities in the outer islands of each country, including an assessment of required training needs;
- Community reference groups established in each participating outer island to validate local information, identify special training needs, and monitor training interventions;
- Training packages—comprising training content, audiovisual materials, and post-training support services—designed specifically for outer island target groups;
- Cost-effective delivery systems using a combination of mobile and fixed facilities and available ICT; and
- National strategies for providing employment-oriented skills training in outer islands in each participating country.

Implementation Schedule

The duration of the project would be 36 months and would be organized in five phases:

Phase 1 (4 months): Inception and training (regional seminar). Review and analysis of previous experiences and identification of pitfalls to avoid in outreach programs; training in the application of project methodology and tools.

Phase 2 (6 months): Visits to selected outer islands to establish local reference groups, and to identify and validate potential income-generating opportunities and target group characteristics and training needs. Training of local reference groups.

Phase 3 (10 months): Development of pilot training packages and delivery system alternatives, e.g., mobile units, franchising arrangements, and distance modes. Implementing NGO outreach programs. Establishing monitoring guidelines and procedures.

Phase 4 (10 months): Implementation and evaluation of the first cycle of outer island training programs and delivery systems. Organizing and implementing a second regional seminar.

Phase 5 (6 months): Development of national outer island training strategies and master plans for each country (national workshops).

The project will start with a comparative presentation of outer island training issues and constraints in each country by local researchers and training practitioners; review of international experiences in providing training services to outer island target groups; and examination of various community-based methodologies for identifying training needs and opportunities. During phase 2, designated national training institutions in each country will then visit selected outer islands to establish and train community-based reference groups, and identify and verify potential income-generating opportunities, training needs, and target group characteristics. This would be done at the community level in close collaboration with local stakeholders and community reference groups, who would validate the information. This validated information would then be used to develop pilot training packages and delivery system alternatives (phase 3), and implement and evaluate pilot training packages and delivery system alternatives (phase 4).

Results from each country experience would be presented and analyzed at the project's second regional seminar. Information and experiences from the four project countries would provide the basis for developing national outer island training plans and strategies (phase 5), covering outer island training objectives, priority target groups, implementation partners, and resources required for developing outreach programs over the next 5 years, i.e., a draft outer island master plan.

Project Management

The project would be executed by a regional organization, and implemented by a regional NGO with specific expertise and experience in promoting outreach training in the Pacific. The former could be an intergovernmental organization, such as SPC, while the latter should be an NGO with both a national structure and grassroots implementation experience in each of the four countries, e.g., Foundation of the Peoples of the South Pacific International. The selected organizations would be responsible for organizing and implementing regional project activities; overseeing, through a project steering committee, the implementation of national project activities; providing or facilitating additional technical assistance requirements in relation to specific project activities, e.g., technical backstopping of national project activities; management of project resources; and reporting. The project budget would provide 36 months of staff time (half time) for project management and additional resources for technical assistance requirements.

Participating Countries

Tuvalu, Kiribati, RMI, FSM

Table 7.6: Costs and Financing

Country	National training institution	Government focal point
Kiribati	Tarawa Technical Institute	Ministry of Education
RMI	National Training Council	Ministry of Resources and Development
FSM	Trades, training, and testing centers in Pohnpei, Yap, Chuuk, and Kosrae	State Departments of Education
Tuvalu	(To be selected in consultation with government focal point)	Department of Women (Ministry of Home Affairs)

FSM = Federated States of Micronesia, RMI = Republic of the Marshall Islands.
Source: ADB/PIFS Expert Team, 2007.

Risks and Assumptions

A major assumption is that the offering of new courses and the associated infrastructure will be maintained under the respective recurrent government budgets. Sustainability would be dependent on the provision of an annual government allocation for outer island training, which would be used to cover the costs of the respective providers, i.e., national training institutions and/or NGO providers.

Budget

Table 7.7: Costs and Financing

Item by type	Description	Quantity	Unit cost (\$000)	Total cost (\$000)
Activities				
Training and seminars	Regional workshops, training of trainer	2	50	100
	workshops,	4	5	20
	project staff training	Lump sum		5
Expert services (national)	National consultants	18 person-months	5	90
Equipment/materials	Mobile equipment, audiovisual aids, training modules	4	100	400
Fieldwork	Survey research, module development	4	40	160
Pilot projects	Pilot training programs including credit fund (\$10,000 per country)	4	100	400
Reporting/evaluations	Pilot projects	4	5	20
Contingencies	10%	1		119
Subtotal				1,314
Project management				
Project manager	Half-time	36 months	5	180
Technical assistance	Regional or international consultants	10 months	7.5	75
Operating costs (implementing agency)	Travel, per diem, institutional overheads	Lump sum		75
Subtotal				330
Total				1,640
				(rounded)
				1,700
<small>US = United States, \$ = dollar, % = percent. Source: ADB/PIFS Expert Team, 2007.</small>				