

TECHNICAL ASSISTANCE COMPLETION REPORT

Division: PARD/PAHQ

TA No. and Name TA 3437-VAN: Skills Development Project			Amount Approved: \$250,000	
			Revised Amount: \$183,000 (TASF), \$67,000 (NZ)	
Executing Agency: Department of Economic and Social Planning		Source of Funding: TASF and A.T.F. New Zealand	TA Amount Undisbursed \$36,830.25	TA Amount Utilized \$213,169.85
Date			Completion Date	
Approval	Signing	Fielding of Consultants	Original	Actual
11 May 2000	23 May 2000	9 June 2000	31 January 2001	31 December 2001
			Account Closing Date	
			Original	Actual
			31 January 2001	31 March 2004 ¹
Description				
<p>Vanuatu has a very segmented labor market with a relatively small modern sector and few employment opportunities. The Government estimates that of some 3,500 young people who leave school each year, only 500 are able to secure paid employment. The only avenue for most people and particularly school leavers is to be absorbed in the informal/microenterprise sector. However, meaningful participation in this sector as an employee or as a microentrepreneur requires at least some basic vocational and entrepreneurial skills.</p> <p>The Government recognizes the need for nonformal vocational training and the important role it plays in equipping the growing number of school leavers with basic skills to meaningfully participate in the nonformal predominantly rural sector of the economy.</p>				
Objectives and Scope				
<p>The TA assisted the Government in preparing a Skills Development Project for ADB financing. The focus of the proposed Project was to enhance the match between the demand for and supply of nonformal vocational skills training. The TA included (i) an analysis of the nonformal vocational training needs of rural communities; (ii) a survey of the major training providers in rural areas, assessing their institutional strength and weaknesses, identifying the type and quality of training offered, and identifying features of "best practice" for training impact in Vanuatu; (iii) an examination of the demand and supply mismatch and identification of alternative strategies to overcome the identified shortfalls; (iv) a survey of informal sector/microenterprises; (v) the design of a sustainable financing and contracting facility for the Government to outsource additional skills training to private/NGO training providers; (vi) an assessment of the institutional capacity of the Vanuatu National Training Council (VNTC) to carry out its functions as the national nonformal training coordinator and determine the need for capacity building; (vii) an assessment of the appropriateness and feasibility of setting up VNTC branches in the provinces to coordinate training in the respective rural areas; (viii) an assessment of the appropriateness and feasibility of establishing placement services, particularly for the youth; (ix) a participatory planning workshop with all relevant stakeholders, to present the results of (i-viii) and to refine the proposed project design.</p>				
Evaluation of Inputs				
<p>The design of the TA and the terms of reference of the consultants were focused and results oriented. The TA provided 17 person-months of consulting services, all of which were highly satisfactory. An individual international consultant, specialized in nonformal vocational training (4 person-months), supported by a local vocational training specialist (4 person-months) fulfilled the extensive terms of reference and submitted a final report of high quality. An international participatory rural assessment/training needs analysis specialist (4 person-months) was assisted by a local consultant with expertise in community development (5 person-months) and carried out a quantitative nonformal vocational training needs analysis. The TA also financed an informal sector/microenterprise survey, one training workshop on institutional assessment and analysis, one training workshop on participatory rural appraisal and training needs analysis, and one 5-day participatory project planning workshop comprising 85 participants. The participants welcomed this opportunity to discuss the options to advance TVET. Instead of engaging an international consultant, the mission leader facilitated the planning workshop. This served to demonstrate ADB's impartiality and to facilitate communication between opponent stakeholders/training providers. Following the offer of the Government of New Zealand, TASF was reduced and substituted with funds from A.T.F. New Zealand in the amount of \$67,000. The inputs of the Department of Economic and Social Planning and ADB were provided on time, in an efficient manner and are highly satisfactory.</p>				
Evaluation of Outputs				
<p>The final report – the output of the TA – comprised (i) a comprehensive institutional analysis of the TVET sub-sector including VNTC, (ii) a supply and demand-side analysis including an organizational assessment of all key training</p>				

¹ The delayed account closing date is the result of the delayed submission of the final claim of a consultant.

providers, and a quantitative nonformal vocational training needs analysis, (iii) an informal sector survey, and (iv) the design of a sustainable funding mechanism for nonformal training. A high degree of stakeholder participation was achieved by holding regular brainstorming and briefing sessions. The participatory planning workshop, which produced the project logical framework, culminated in the ownership of the proposed Project by the target group—the training providers and the lead Government agencies. The EA requested a deferral of the national stakeholder planning workshop by 4 months and additional inputs. On the request of the EA additional stakeholder consultations in remote areas were conducted and the national stakeholder planning workshop was deferred. As a consequence the TA implementation was extended by 11 months.

The participatory tools used in the training needs analysis were so compelling that those village communities who took part requested to be trained in the application of these tools. Subsequently, a training of trainers program was carried. The result – a cadre of 91 trainers and moderators in 4 of the 6 provinces of Vanuatu can now use participatory methods for design, implementation and monitoring of community projects. Funding was provided from TA 5894-REG: Facilitating Capacity Building and Participation Activities II.

Overall Assessment and Rating – highly successful.

The TA not only produced a well founded project design, it brought together opponents in the formal and nonformal TVET sub-sector, and assisted in overcoming their differences of opinions. The highly participatory approach demonstrated ADB's ability and commitment to outcome and impact-oriented project design.

Major Lessons Learned

The inclusion of a participatory planning workshop in PPTAs build a strong ownership of the ensuing Project among the Government agencies and the target group. Detailed terms of reference, stipulating the use of participatory methods, improve the quality of the end product and the acceptance of the recommendations.

Recommendations and Follow-Up Actions

While the proposed loan has been deferred due to the limitations of the country's debt servicing capacity, the piggy-backed TA is currently being implemented and has so far resulted in an approved TVET master plan. As the TVET sub-sector is a priority of the Government and the loan remains in the pipeline, it is recommended to continue the dialogue with Government and bi-lateral donor agencies, for possible co-financing.

Prepared by A. Iffland Designation Sr. Country Programs Specialist, PAHQ