

ASIAN DEVELOPMENT BANK

TAR: VAN 33159

TECHNICAL ASSISTANCE

TO THE

REPUBLIC OF VANUATU

FOR THE

POLICY FRAMEWORK AND CAPACITY BUILDING FOR

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

December 2002

CURRENCY EQUIVALENTS

(as of 1 December 2002)

Currency Unit	–	vatu (Vt)
Vt1.00	=	\$0.0075
\$1.00	=	Vt133.3900

ABBREVIATIONS

ADB	–	Asian Development Bank
CRP	–	Comprehensive Reform Program
DESD	–	Department of Economic and Social Development
EFA	–	education for all
MTYD	–	Ministry of Training and Youth Development
NGO	–	nongovernment organization
REDI	–	rural economic development initiative
RTC	–	rural training center
TA	–	technical assistance
TVET	–	technical and vocational education and training
VIT	–	Vanuatu Institute of Technology
VNTC	–	Vanuatu National Training Council

NOTE

In this report, "\$" refers to US dollars.

This report was prepared by A. Iffland, Project Economist.

I. INTRODUCTION

1. During the Country Programming Mission in 2001, the Government of Vanuatu and the Asian Development Bank (ADB) agreed that ADB will provide grant funding for an advisory technical assistance project (TA) in 2003 to enhance the technical and vocational education and training (TVET) system. The agreement was confirmed during the Country Programming Mission in May 2002.

2. An ADB Fact-Finding Mission visited Vanuatu 26 September-18 October 2002.¹ The Mission consulted widely with representatives from government agencies, formal and nonformal training providers, and aid agencies. The Mission visited Santo, Malekula, and Tanna islands and consulted with the provincial governments and education advisors, and training providers. The TA framework is in Appendix 1 and the summary initial social and poverty analysis is in Appendix 2. The Government reconfirmed its strong interest in and support for the TA, and highlighted its timeliness.²

II. ISSUES

3. Over the past 4 years, the Government has focused on implementing the Comprehensive Reform Program (CRP). The CRP has emphasized macroeconomic and governance reforms and professionalization of the public sector. Much has been achieved in those areas, but the economic and political environment is still weak and unstable. Moreover, rural areas have not seen an improvement in the delivery of basic services, nor has economic development taken place there. The Prime Minister's annual policy statement of 3 June 2002 reconfirmed this situation and stressed the importance of rural development as a key element in the Government's vision for Vanuatu.

4. Among 174 countries, Vanuatu ranks 124th on the human development index. The United Nations considers this rank as medium range; nevertheless, a recently conducted participatory poverty assessment³ indicates that the threat of poverty is increasing. Education standards are considered the poorest in the Pacific region. Adult literacy is only 64%, and infant mortality is high at 41 per 1,000 live births.

5. The estimated population growth rate is 3%, with the population under the age of 15 years comprising 42.7% and growth rate being 31.3% in the age group 15-35 years. Further, about 80% of the population live in rural areas, in geographically isolated small communities. Current trends indicate that the number of rural people could double over the next 23 years. Recent reviews of community priorities undertaken by the Rural Economic Development Initiatives (REDI) program as well as other community assessments and surveys of both formal and informal labor market demand all point to a common requirement of skills training to attain local development priorities and the income-generating aspirations of the youth and rural people in general. This demographic and socioeconomic backdrop makes skills development imperative and explains the priority given to providing skills in a variety of government initiatives. The initiatives range from the CRP to the more recent move to reassign the responsibilities of the previous Ministry of Youth and Sport, which is now named the Ministry of Training and Youth Development (MTYD).

¹The Mission comprised A. Iffland, Project Economist/Mission Leader, ADB HQ; G. Hurley, TVET Specialist/Consultant; and S. Wirth, Trust Fund Specialist/Consultant.

²The TA first appeared in *ADB Business Opportunities* on 13 November 2002.

³ADB. 2000. *Regional Technical Assistance for Poverty Assessment in Pacific Developing Member Countries*. Manila.

6. In 2000, a review of TVET provided details of Vanuatu's system. The review included an assessment of the demand and supply of nonformal vocational skills training and the development of alternative strategies to enhance delivery.⁴ Assessments of the training needs of a sample of 22 rural communities from all six provinces revealed the lack of a wide range of basic vocational skills, which are considered essential to improve the livelihood of the rural communities and generate supplementary cash income for families. An informal survey, which was part of the TA (footnote 4), demonstrated the growing importance of this sector and the type of business activities it comprises. The training levels of proprietors were generally low and their perceived training needs ranged from technical skills upgrading to small business management. On the supply side, skills development is currently undertaken by a variety of nonformal training providers, ranging from community-based rural training centers (RTCs) and inputs from church-led groups, women and youth institutions, and other nongovernment organizations (NGOs), mostly operating in the rural areas. RTCs are the only major training venue in most parts of rural Vanuatu. However, the number of operational but ill-equipped RTCs has declined from 44 in 1999 to under 30 in 2002 as they continue to face serious financial problems. Most RTC managers quote the inability of students to pay course fees as the main reason. The very basic training offered by women and church groups is organized on an ad hoc basis, subject to the availability of grant funding and the financial capacity of the participants. The Government does not provide funding for nonformal training, but faces increased pressure to address the causes of the lack of skills training in rural areas. Formal, generally government-funded, skills training is limited to two church-led technical schools and the Vanuatu Institute of Technology (VIT). The latter offers officially recognized certificate and diploma courses. To date there have been no formal linkages between the formal and nonformal training programs and only limited contact in terms of information exchange, technical guidance, or assistance. Both the review and the subsequent participatory workshop in 2001, which was attended by over 70 representatives from relevant national and provincial institutions, showed that the TVET must be seen as part of a continuum of training opportunities, no matter where or how it was delivered, and that such training should be targeted at providing a range of income-generating skills appropriate to local needs. The results of the workshop were taken up by the Vanuatu National Training Council (VNTC) and (i) are reflected in the Bill for VIT, (ii) formed the starting point for the Education for All (EFA) task force and are integrated into Vanuatu's National Action Plan for EFA, and (iii) are the key elements of the policy and budget directives for MTYD.

7. The requirement of sustainable resources—both financial and material—to support and maintain training initiatives at all levels, particularly in rural areas, was also stressed as a priority. These concerns were given further impetus by a subsequent consultation process in August 2002 at which over 80 stakeholders expressed their support for the policy directions prepared for the new MTYD and proposed that the Government should adopt the recommendation of UNESCO that access to TVET should be seen as a right as described in Article 26 of the Universal Declaration of Human Rights.

8. To address these issues the Government has already enacted legislation that has established the VNTC, with representation from concerned government ministries, the private sector, and formal and nonformal training providers. VNTC has been made responsible for planning, coordinating, and assisting formal and nonformal TVET at both national and provincial levels. A VNTC secretariat will be appointed shortly through regular official budgetary allocations to facilitate these activities. Further legislation has been prepared to broaden the

⁴ ADB. 2000. *Technical Assistance to Vanuatu for Preparing the Skills Development Project*. Manila.

scope of VIT, giving it a wider responsibility that will enable it to provide sustainable technical and advisory support to the provinces and other nonformal training providers in areas such as trainer training and curriculum development. To accomplish this wider scope, existing training facilities, which can range from secondary and technical schools to RTCs, will be designated as VIT provincial campuses.⁵ The aim is to have one in each of the six provinces. These training facilities will provide new bridging courses designed to provide linkages between formal and nonformal programs. Trained staff will provide a genuine provincially based TVET resource in terms of advice, guidance and materials available to all local training providers. Most important, the new provincial campuses will introduce new modular training courses that can be used by all local training providers and which can build up to a Vanuatu Community Certificate and a Vanuatu Foundation Certificate offering new options in literacy, numeracy, self-reliance and self-subsistence, and personal and community development. Although each module will be a stand-alone unit capable of enhancing an individual's capacity to improve his or her livelihood, assembled together over time they can open up a pathway to a formally recognized career structure.

9. To support these initiatives and the institutions tasked with their implementation, there is a need to develop new policies and delivery modalities. Formal education already has its master plan. The TVET sector also needs a master plan to guide national development and to assist each province to set its own training priorities based on local needs already identified by REDI programs. Proposals for provincial campuses need to be elaborated, their implications identified, and their potential benefits assessed as part of the bridges that should be built between disadvantaged youth and rural communities and the opportunities presented by the formal labor market. To avoid the disappointment caused by failed expectations of potential beneficiaries, these new developments need to be supported by sustainable funding resources. Trials are therefore needed to demonstrate how such sustainability of funding could be built into future developments of the TVET system in Vanuatu.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

10. The TA will assist the Government to establish and operationalize a national and provincial TVET framework that will facilitate continuous life-long learning. The framework will lay the foundation for a systematic and sustainable approach to provide young people and adults with equitable access to appropriate learning and life skills as stipulated in Vanuatu's national action plan for EFA—the overall goal the TA aims to contribute to. The TA will have the following outputs: (i) a national TVET master plan; (ii) provincial TVET implementation plans, including proposals for six provincial campuses; (iii) an organizational structure and implementation arrangements for a sustainable TVET training fund; and (iv) the delivery of nonformal, income-oriented skills training using the pilot TVET training fund mechanism.

B. Methodology and Key Activities

11. The TVET master plan and the associated provincial TVET implementation plans will be prepared by key stakeholders with the support of a TVET policy advisor through a series of provincial and national workshops and conferences. Senior government officials concerned with

⁵ No new infrastructure will be required. Existing training facilities will be strengthened mainly through capacity building for human resources, e.g., upgrading teachers, training headmasters/managers, to fulfill the role of a provincial campus. These facilities will be the link between the formal and the nonformal TVET system.

the development of TVET and nongovernment stakeholders involved in delivering TVET will examine various TVET models in the Asia Pacific region. A guided study tour will facilitate this process. The experiences and insights gained will be presented at the first of a series of national conferences. The preparation of the provincial action plans will be facilitated by VNTC, VIT, and MTYD through a series of provincial stakeholder workshops. The costing of the implementation of the provincial implementation plans, and the selection of host training institutions for the VIT provincial campuses form an integrated part of this participatory process. The national conferences will focus (i) on the overall TVET master plan and the linkages with the provincial implementation plans complementing REDI, and (ii) the organizational structure and implementation arrangements for the training fund. Key provincial stakeholders will participate in these conferences.

12. The development of the organizational structure and implementation arrangements for a sustainable TVET training fund will be facilitated by an advisor on training fund operations. The organizational structure at national and provincial levels, an operational manual, and the constitution of the training fund will be developed with support from VNTC and finalized at a national stakeholder workshop (para. 11). This funding mechanism will be pilot-tested during the second year of TA implementation with the start of the skills training (para. 13). The outreach and impact of training by nonformal training providers—the direct beneficiaries of the training fund—will be assessed. This will provide the basis for a Government decision on whether to introduce a larger training fund, which will use the accrued interest on the capital only, and by doing so will have an unlimited operation period.⁶

13. The delivery of nonformal, income-oriented skills training using the pilot TVET training fund mechanism will be achieved through (i) a series of technical training-of-trainer programs in the provinces, designed to upgrade the technical and teaching capacity of local training providers; (ii) a 1-month training⁷ program for one VNTC executive staff in applying costing, selecting, and monitoring short-term income-oriented skills training; (iii) a national training program on the preparation and screening of training proposals; and (iv) the provision of \$50,000 to fund, monitor, and evaluate short-term income-generating skills training. The TA will fund up to 70% of the total training costs.

C. Cost and Financing

14. The cost of the TA is estimated at \$325,000 equivalent, of which \$149,000 is the foreign exchange cost and \$176,000 equivalent is the local currency cost. The Government has requested ADB to finance \$250,000 equivalent, covering the entire foreign exchange cost and \$101,000 equivalent of the local currency cost. The TA will be financed on a grant basis by ADB's TA funding program. The Government will provide counterpart staff, transport, and office, workshop, and communication facilities amounting to \$60,000 equivalent in local currency, and the training providers⁸ will contribute \$15,000 equivalent in kind for skills training, amounting together to 30% of the total project cost. The TA will finance (i) international consulting services; (ii) one study tour for senior government officials and key TVET stakeholders; (iii) a series of provincial workshops and national conferences; (iv) 1 month of training for a VNTC executive

⁶ The Government of Papua New Guinea is operating a skills development fund using accrued interest only. It is a model for the type of sustainable funding mechanism Vanuatu intends to set up. The fund is supported by Loan 1706-PNG: Employment-Oriented Skills Development Project.

⁷ The training will be undertaken in Papua New Guinea in cooperation with the skills development trust fund.

⁸ The selection criteria for training providers to participate in the TA and to share the cost of skills training are part of the scope of the TA. The type of training providers can range from NGOs and church-based organizations to formal training institutions.

officer in the operational procedures of the training fund; (v) a series of provincial training-the-trainer workshops; and (vi) up to 200 skills training courses for school dropouts, unemployed youth and women, particularly those in rural areas. Detailed cost estimates are in Appendix 3.

D. Implementation Arrangements

15. The Department of Economic and Social Development (DESD) will be the Executing Agency of the TA. MTYD will be the Implementing Agency and will, in cooperation with VNTC and VIT, provide counterpart staff, office space, and transport and communication facilities. The team of consultants will work under the overall guidance of the director general of education, training and youth development.⁹ The executive secretary of VNTC and the principal of VIT will work on a day-to-day basis with the team of international consultants.

16. The two international consultants will have specialization in (i) TVET policy, and (ii) training fund operations. The consultants' terms of reference are in Appendix 4. The TA will be implemented over a period of about 24 months (February 2003-January 2005). The assignment of the consultant for TVET policy (3 person-months) will be carried out in two phases: at the beginning and at mid-point of the implementation period. During phase 1, the consultants will assist MTYD in preparing the first draft of the TVET master plan and guide the study tour for senior government officials. Phase 2 will focus on the synthesis of the provincial implementation plans and the TVET master plan and the presentation of the final draft for approval by the Vanuatu Council of Ministers. The TVET policy consultant will submit (i) an interim progress report upon completion of phase 1 of the TA, and (ii) a draft final report in accordance with the terms of reference 2 weeks after the completion of phase 2 of the TA. The international consultant for training fund operations (1 person-month) will advise the Government on the organizational structure and operational procedures of the training fund and will prepare a draft final report within 2 weeks after completion of the assignment. The expected TA completion date is January 2005. The individual consultants will be selected and engaged by ADB in accordance with ADB's *Guidelines on the Use of Consultants*.

IV. THE PRESIDENT'S DECISION

17. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$250,000 on a grant basis to the Government of Vanuatu for the Policy Framework and Capacity Building for Technical and Vocational Education and Training, and hereby reports this action to the Board.

⁹ The positions of director general for MTYD and for MOE are merged and held by one person.

TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p>Goal Equitable access to appropriate learning and life skills for the youth and adults. (UNESCO Education for All goal iii)</p>	<p>Enhanced knowledge and skill levels of youth and adults contribute to improved livelihood of the population at large.</p>	<p>Statistics on household income and expenditure</p>	
<p>Purpose Develop a national and provincial framework for technical and vocational education and training (TVET) facilitating continuous life-long learning.</p>	<p>By December 2004, accredited skills training is provided in all provinces and continued funding is secured.</p>	<p>Vanuatu National Training Council (VNTC) records</p>	<p>The Government demonstrates commitment to provide equitable life-long learning opportunities through the allocation of adequate funding.</p>
<p>Outputs A national TVET master plan has been prepared.</p> <p>TVET provincial implementation plans have been designed.</p>	<p>By December 2003, the Council of Ministers adopts the master plan and mandates the Ministry of Training and Youth Development (MTYD) in cooperation with the Ministry of Education to implement the plan.</p> <p>By December 2003, MTYD and VNTC have the capacity to implement the master plan.</p> <p>By December 2003, all provincial governments have endorsed the implementation plans and earmarked sufficient resources for implementation.</p> <p>By December 2003, agreements have been reached with one training institution in each province to host a (VIT) provincial campus.</p>	<p>Directives from the Council of Ministers.</p> <p>Minutes of provincial council meetings</p> <p>Provincial budget.</p> <p>Resource allocation by other lead implementing institutions at provincial level</p>	<p>The mandated ministry is adequately resourced.</p> <p>VNTC is operational and fully funded.</p> <p>Training providers in the provinces make the required resources available to operationalize VIT provincial campuses.</p> <p>(REDI) plans and TVET provincial implementation plans complement each other.</p> <p>VIT designates a senior staff member to develop and continuously support VIT provincial campuses.</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p>Organizational structure and implementation arrangements for a TVET training fund in place</p> <p>Nonformal, income-oriented skills training provided in all provinces using the pilot TVET training fund</p>	<p>By February 2004, the constitution of the fund has been registered, the national board and provincial committees are operational, and an operation manual for the training fund is available.</p> <p>By March 2005, at least 200 short-term, income-oriented skills training courses with approx. 4,000 participants have been conducted.</p>	<p>Constitution of the TVET training fund</p> <p>Operation manual</p> <p>VNTC records</p> <p>Fund records</p>	<p>Agreement can be reached about the membership of the national board and the provincial committees.</p> <p>Training providers have the capacity to provide short-term skills training. Participants are willing and able to pay a course fee.</p>
<p>Activities</p> <p>Conduct TVET stakeholder workshops at provincial level</p> <p>Examine selected TVET models in the Asia Pacific region</p> <p>Convene national stakeholder workshops</p> <p>Launch national TVET masterplan</p> <p>Facilitate the preparation of provincial action plans based on REDI</p> <p>Determine the cost of implementing the provincial implementation plans and the VIT provincial campuses</p> <p>Develop an organizational and legal structure for the TVET training fund</p> <p>Prepare an operation manual for the TVET training fund</p> <p>Finalize the constitution and the selection procedure for the members of the national board and the provincial committees</p> <p>Conduct at least one trainer training program in each province in technical skills relevant to REDI priorities and training methods</p> <p>Train one VNTC executive staff in the application procedures, costing, selection, and monitoring of short-term income-oriented skills training</p> <p>Conduct a national trainer training program in preparing and screening training proposals</p> <p>Advise training providers on the application procedure and selection criteria to obtain funding for the pilot training courses</p> <p>Provide funding for, and monitor the implementation and evaluate the impact of, the pilot training courses</p>		<p>Performance Indicators/Targets</p> <p>A study tour to TVET models in Asia Pacific for senior government officials will have taken place.</p> <p>In preparation of the master plan, at least two national workshops will have been convened.</p> <p>By June 2003, at least one stakeholder workshop will have been conducted in each province.</p> <p>By August 2003, detailed cost tables for each VIT provincial campus are available.</p> <p>By June 2002, a final draft constitution has been prepared.</p> <p>By June 2003, at least 120 local trainers have been trained in technical skills and teaching methods.</p> <p>By October 2004, an outreach and impact analysis of the skills training funded by the training fund has been carried out.</p>	

Inputs

Counterpart staff from (MTYD), VIT, MOD, and provincial governments
Project management provided by MTYD
Cost-sharing of skills training by participants/beneficiaries
Trainer training
Training fund
National and provincial stakeholder workshops and conferences
Study tour
International consulting services

SUMMARY INITIAL POVERTY AND SOCIAL ANALYSIS

A. Linkages to the Country Poverty Analysis

Sector identified as a national priority in country poverty analysis? Yes	Sector identified as a national priority in country poverty partnership agreement (PPA)? The PPA is in preparation, but skills training has been identified in the participatory poverty assessment as a major concern and priority to be addressed.
Contribution of the sector/subsector to reduce poverty in Vanuatu: The provision of life-long learning opportunities through Technical and Vocational Education and Training, particularly to training develop income-oriented-skills, has a direct impact on the income-earning potential of the poor and vulnerable.	

B. Poverty Analysis

Proposed Classification: CPI

What type of poverty analysis is needed? A participatory poverty analysis has been carried out.

C. Participation Process

Stakeholder analysis: A stakeholder analysis was carried out in 2000 and a series of stakeholder workshops followed.
Participation strategy required: NO

D. Potential Issues^a

Subject	Significant, Not Significant, Uncertain, None	Strategy to Address Issues	Plan Required ^b
Resettlement^c	None		None
Gender	None		None
Affordability	None		None
Labor	None		None
Indigenous People	None		None
Other Risks/ Vulnerabilities	None		None

^a If not known, a contingency should be included in the TA budget to predict the need for a plan.

^b A plan will be required at the design stage if any of the potential issues are found to be significant.

^c Significant involuntary resettlement requires a full resettlement plan; nonsignificant resettlement requires a short resettlement plan.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Asian Development Bank Financing^a			
1. Consultants			
a. Remuneration and Per Diem	55.0	0.0	55.0
b. International and Local Travel	20.0	0.0	20.0
c. Reports and Communications	2.0	0.0	2.0
2. Study Tours	42.0	0.0	42.0
3. National and provincial workshops and conferences	0.0	18.5	18.5
4. Training			
a. NFE skills training	0.0	50.0	50.0
b. Training abroad	6.0	0.0	6.0
c. Training of Trainers	0.0	10.0	10.0
5. Miscellaneous administration and support costs	0.0	10.0	10.0
6. Contingencies	24.0	12.5	36.5
Subtotal (A)	149.0	101.0	250.0
B. Government Financing			
1. Office Accommodation and Transport	0.0	5.0	5.0
2. Remuneration and Per Diem of Counterpart Staff	0.0	47.0	47.0
3. Workshop facilities	0.0	3.0	3.0
4. Others	0.0	5.0	5.0
Subtotal (B)	0.0	60.0	60.0
C. Training Providers' Financing			
1. NFE skills training	0.0	15.0	15.0
Subtotal (C)	0.0	15.0	15.0
Total	149.0	176.0	325.0

NFE = nonformal education.

^a Financed by ADB's TA funding program.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR INTERNATIONAL CONSULTANTS

A. Technical and Vocational Education and Training Policy Specialist (3 person-months)

1. The specialist in formal/nonformal technical and vocational education and training (TVET) policy will assist the Ministry of Training and Youth Development (MTYD) to design a national TVET master plan and provide further assistance to all six provinces to give specific provincial dimensions to the overall TVET master plan. Working in conjunction with the Vanuatu National Training Council (VNTC), the consultant will assist the VNTC and its secretariat to facilitate the delivery of relevant aspects of the TVET master plan and to begin training all relevant training providers with respect to their potential roles and responsibilities. In addition, the specialist assess the requirements for a more coordinated and equitable system of TVET delivery at provincial levels, including proposals for provincial campuses of Vanuatu Institute of Technology (VIT), and to review their potential benefits as part of a new TVET delivery system offering relevant curriculum and certification designed to match local training needs. The consultant will also participate in an overview of a trial designed to test the provision of local sustainable funding mechanisms.

2. In particular, the consultant will undertake the following activities:
- (i) Conduct initial briefings and data gathering to identify the parameters of the TVET master plan.
 - (ii) Accompany representatives of MTYD, VNTC, and VIT on visits to the provinces to present, discuss and assess with local representatives the provincial application of TVET policies.
 - (iii) Prepare and participate in national and provincial workshops leading to the formulation and presentation of a TVET master plan.
 - (iv) Train counterparts from MTYD, VNTC, VIT, and other concerned formal and non-formal institutions in designing and implementing TVET policies.
 - (v) Facilitate the planning and execution of a study visit on relevant aspects of TVET policy and their implementation in selected countries in the Asia and Pacific region and beyond.
 - (vi) Assist in the preparing and presenting of both a draft and final version of the TVET master plan.
 - (vii) Cooperate with MTYD, VNTC, VIT, and provincial officials in identifying and assessing potential benefits arising from a devolved system for TVET delivery.
 - (viii) Assist with identifying potential sites, design and costings for the proposed provincial campuses.
 - (ix) Provide inputs to the design, implementation, and review of a trial for a sustainable funding mechanism for delivering local training initiatives.
 - (x) Prepare (a) an interim progress report upon completion of phase 1 of the TA, and (ii) a draft final report in accordance with the terms of reference 2 weeks after the completion of phase 2 of the TA, including recommendations for any further investment required to support TVET at both national and provincial levels.

3. The consultant will have (i) a degree in some aspect of rural development combined with a postgraduate qualification in TVET; (ii) at least 10 years experience in design/implementation of TVET systems, with particular reference to rural applications; (iii) experience with participatory workshop design/implementation, report writing, and training counterparts; and (iv) experience with TVET in developing countries, particularly in the Pacific.

B. Training Fund Specialist (1 person-month)

4. The specialist will provide advisory services to finalize the design and overall implementation arrangements for a sustainable financing mechanism. These responsibilities will be carried out in close collaboration with MTYD, the members and executive secretary of the VNTC, senior staff of relevant government and nongovernment training providers, private sector representatives, and other relevant Government officials.

5. In particular, the consultant will undertake the following activities:

- (i) Provide specialist inputs during the national TVET master plan workshops to develop and finalize a proposal for establishing a sustainable financing mechanism to support nonformal, income-oriented short courses for wage and self-employment.
- (ii) Discuss and finalize the concept for a sustainable financing mechanism with the Ministry of Finance, Department of Economic and Social Development (DESD), MTYD, and selected government and nongovernment training providers.
- (iii) Assist VNTC in finalizing a proposed organizational structure for a sustainable financing mechanism at national and provincial levels.
- (iv) Establish a selection mechanism for the members of the board at national and provincial levels with corresponding functional terms of reference for the national board, provincial committees, and national and provincial secretariats.
- (v) Draft appropriate guidelines and selection criteria for training providers to access a sustainable financing mechanism.
- (vi) Provide guidance to selected provincial staff developing comprehensive guidelines and procedures on submitting training proposals, appraising and awarding cofinancing support, and developing suitable formats for submission and costing of short courses.
- (vii) Provide a draft proposal for a management information system—on national and provincial levels—to assist in transparent and efficient processing of training proposals on national and provincial levels.
- (viii) Ensure that all draft legal documents are prepared to ensure that registration of the sustainable financing mechanism can be effected upon receipt of financial contributions.
- (ix) Evaluate the financial and economic viability of the sustainable financing mechanism, including the proposal for financing options based on cash flow projections.
- (x) Prepare a draft final report within 2 weeks after completion of the assignment.

6. The consultant will have (i) extensive experience in designing and implementing sustainable funding mechanisms, (ii) 5 years experience in rural development, and (iii) experience with funding mechanisms in the Pacific.