

**BOARD
OF
DIRECTORS**

ASIAN DEVELOPMENT BANK

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**TECHNICAL ASSISTANCE TO SOLOMON ISLAND
FOR PREPARING THE NONFORMAL VOCATIONAL
EDUCATION AND TRAINING PROJECT**

1. The attached Report is circulated for the information of the Board.
2. The President approved the technical assistance (TA) on 6 April 2000. Due to the country's social conflict during the latter half of 2000, the TA was held in abeyance. The situations has since improved, making it now possible to proceed with TA implementation.

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ASIAN DEVELOPMENT BANK

TAR: SOL 33480

TECHNICAL ASSISTANCE

TO

SOLOMON ISLANDS

FOR PREPARING THE

NONFORMAL VOCATIONAL EDUCATION AND

TRAINING PROJECT

April 2000

CURRENCY EQUIVALENTS

(as of 10 March 2000)

Currency Unit	–	Solomon Islands dollar (SI\$)
SI\$1.00	=	US\$0.1968
US\$1.00	=	SI\$5.0813

ABBREVIATIONS

ADB	–	Asian Development Bank
DDP	–	Department of Development Planning
DEHRD	–	Department of Education and Human Resources Development
NFE	–	nonformal education
NGO	–	nongovernment organization
RTC	–	rural training center
TA	–	technical assistance

NOTE

The fiscal year (FY) of the Government ends on 31 December.

I. INTRODUCTION

1. During the Country Programming Mission in 1999, the Government of Solomon Islands and the Asian Development Bank (ADB) included a nonformal skills development project for possible funding in ADB's lending program for 2001. It was agreed that ADB will provide grant-funding for a project preparatory technical assistance (TA)¹ in 2000 to assess the demand for and supply of nonformal skills training, examine alternative strategies to enhance the delivery of such training and prepare a detailed project design.

2. A first analysis of the nonformal education (NFE) sector was carried out during November 1999.² A Fact-Finding Mission³ visited Solomon Islands during 5-11 February 2000. The Mission consulted widely with representatives from Government agencies, nongovernment organizations (NGOs), church organizations and aid agencies. An Aide Memoire reflects the Mission's findings and the understanding reached with the Government during the wrap-up meeting on 11 February 2000. The Government reconfirmed its strong interest in and support for the TA, which is now called the Nonformal Vocational Education and Training Project, and highlighted its timeliness.

II. BACKGROUND AND RATIONALE

3. Solomon Islands ranks second to the last on the Human Development Index for Pacific Islands nations and 164th on a global basis. The adult literacy rate is estimated at 30 percent and female literacy is well below the developing country average. Primary school enrollment is about 39 percent, and the average student gets only three years of schooling. Further, nearly 80 percent of the population live in rural areas. Their livelihood is still predominantly subsistence-oriented but they are faced with an increasing need to meet cash obligations. Income-earning opportunities are few and formal sector employment opportunities, mainly concentrated in urban areas, are insufficient to even absorb the annually increasing number of school leavers who complete secondary education. Recent ethnic disturbances have worsened the already fragile economy and formal sector employment decreased in 1999. Hence, most out-of-school youth need to be absorbed by the informal/microenterprise sector. Very little information is available on this sector, a sector perceived by the Government as holding the solution to the unemployment problem. However, meaningful participation in the informal/microenterprise sector requires at least some basic vocational and entrepreneurial skills.

4. The delivery of nonformal vocational skills, subsumed under the NFE, is currently the responsibility of churches, NGOs, and community-based organizations. The most prominent manifestation of NFE delivery is the network of about 45 rural training centers (RTCs), mostly run by church organizations with a few operated solely by local communities. In addition, many other NFE initiatives are undertaken by a variety of development projects, women and youth groups, community organizations, and officially recognized NGOs, whose efforts are frequently unrecorded, uncoordinated, unstructured, and supply driven.

¹ The TA first appeared in the ADB Business Opportunities on 7 February 2000.

² The assignment was undertaken by Geoffrey Hurley, NFE Specialist/ADB Staff Consultant who visited Solomon Islands 6-28 November 1999.

³ The Mission comprised Andrea Ifland, Mission Leader/Project Economist ADB Office of Pacific Operations, Manila; and Geoffrey Hurley, Staff Consultant/NFE Specialist.

5. RTCs cater to a wide range of vocational and, to a lesser extent, entrepreneurial skills. Their facilities are limited to dropouts from the formal education system. RTCs offer two types of training to a total of about 1,500 trainees a year: (i) short courses ranging from a few days to three months, with an estimated enrollment of 400 trainees a year; and (ii) two-year programs attended by about 1,100 trainees in any one year. Given the limitations of their numbers, space, and resources, RTCs apparently cannot meet the widespread needs of the overall rural community, and particularly those of women. Much remains to be done to identify community training needs, assess the current provision of NFE, and meet the shortfall through outreach training in nonformal vocational skills, utilizing delivery modalities that are both relevant and sustainable, and support of NGO activities and community initiatives.

6. The Government's Medium-Term Development Plan 1999-2002 identifies NFE as a key factor in the development of the country's rural areas. The provision of appropriate basic vocational skills, particularly those required by rural women and the youth is considered necessary for both the improvement of living conditions and the introduction or enhancement of potential income-generating activities. Localized delivery of relevant NFE is also recognized as a means of slowing down or even reversing urban migration. At present there is no Government policy or national strategic plan for the delivery of NFE, leaving the Department of Education and Human Resources Development (DEHRD) without guidance in its task to oversee NFE.

III. THE TECHNICAL ASSISTANCE

A. Objective

7. The objective of the TA is to assist the Government in preparing a Nonformal Vocational Education and Training Project for possible ADB financing. The focus of the Project is to ensure a sustainable increase in the delivery of quality nonformal vocational education and training in rural areas with a focus on women and the youth. This will contribute to the overall long-term development objective of employment creation through private sector development.

B. Scope

8. The TA will include (i) a draft NFE policy, (ii) an assessment of the supply of and demand for nonformal vocational training, and (iii) a design of a sustainable funding mechanism for NFE. The TA will specifically provide the following:

- (i) facilitate the drafting of a nonformal education policy by (a) conducting a series of training workshop and seminars to raise the professional awareness on NFE issues of key NFE officials and practitioners; and (b) facilitating provincial and national-level NFE stakeholder workshops to develop an NFE policy and an associated implementation strategy;
- (ii) provide information on the demand for and supply of NFE in rural areas by (a) analyzing the training needs particularly of women and the youth; (b) identifying all NFE training providers in rural areas and assessing their institutional capacity; (c) conducting a survey on current income-generating activities and informal sector/microenterprise in rural areas; and (d) designing an ongoing monitoring and evaluation system for information obtained under (a)-(c);
- (iii) propose a coordinating mechanism for supply and demand of NFE by (a) designing information channels to facilitate demand and supply match for semi-skilled people arising from development projects in rural areas; and (b) designing

- information channels to facilitate demand and supply match for NFE expressed by rural communities;
- (iv) design a sustainable funding mechanism to support the extension of NFE outreach and introduction of alternative delivery modalities by (a) identifying relevant approaches for increasing the outreach of current NFE initiatives; (b) assessing the effectiveness/efficiency of alternative methods of delivering NFE in rural areas; and (c) designing an appropriate and sustainable funding mechanism to support NFE delivery in rural areas; and
 - (v) provide a detailed project design by (a) presenting the findings and proposed project design to all relevant stakeholders; (b) facilitating a participatory project planning workshop with all stakeholders to discuss the findings in detail and to refine the proposed design.

C. Cost Estimates and Financing Plan

9. The TA is estimated to cost \$348,000 equivalent. It is proposed that ADB finance \$250,000 covering the entire foreign exchange cost of \$179,000 and \$71,000 equivalent of the local currency cost. ADB will finance the TA from the ADB-funded TA program. The Government will provide counterpart staff, transport, and office and communication facilities amounting to \$98,000 equivalent in local currency, or 28 percent of the total project cost. The TA will finance about 6 person-months of international consulting services and 10 of domestic consulting services. The TA will also finance one training workshop/seminar on current NFE issues, seven policy formulation workshops at provincial and national levels and one project planning workshop with representation from all relevant stakeholders. Detailed cost estimates are in Appendix 1. The Government has been advised that approval of the TA does not commit ADB to finance any ensuing project.⁴

D. Implementation Arrangements

10. The Department of Development Planning (DDP) will be the Executing Agency. The team of consultants will work under the overall guidance of the Principal Secretary of DDP. DEHRD will be the Implementing Agency and will provide counterpart staff, office space, transport, and communication facilities. The director for NFE in DEHRD will work on a day-to-day basis with the team of international and domestic consultants. Training needs will be analyzed with the support of the Department of Women, Youth and Sport and in close consultation with relevant women and youth organizations. The survey of income-generating activities/informal sector enterprises in the rural areas will be carried out with the support of the Statistics Division. The survey and analysis of NFE providers will be carried out in close collaboration with the Association of Rural Training Centers and the Development Services Exchange.

11. The team of individual consultants will have specialization in the fields of (i) NFE, (ii) informal sector/microenterprise survey, (iii) participatory rural assessment, (iv) institutional assessment, and (v) participatory project planning. The terms of reference for the consultants are in Appendix 2. The TA will be implemented over a period of about 6 months (June–November 2000) with the assignments of the international consultants divided into two blocks: at the beginning and at the end of the TA implementation period. This requires accurate sequencing with substantial overlapping of the implementation of the respective assignments. Each consultant will submit (i) an inception report within three weeks after the commencement

⁴ The loan for the proposed Nonformal Vocational Education and Training Project is currently estimated at \$3 million.

of the TA; (ii) an interim progress report within two weeks after the commencement of the second part of the respective assignments; and (iii) a draft final report in accordance with the terms of reference, two weeks after the completion of the assignment. The findings and recommendations of the consultants will be discussed with the major stakeholders during the five-day participatory project planning workshop, which marks the end of the TA. The expected TA completion date is January 2001. The international and domestic consultants will be supported and understudied by 8-10 unemployed new secondary school leavers. This pilot initiative aims to ensure on-the-job transfer of knowledge and skills, which otherwise are not accessible to young people. Individual consultants will be engaged in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for the engagement of domestic consultants.

IV. THE PRESIDENT'S DECISION

12. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance to the Government of Solomon Islands in an amount not exceeding the equivalent of \$250,000 for the purpose of preparing the Nonformal Vocational Education and Training Project, and hereby reports such action to the Board. This technical assistance will be financed initially as a grant, but will be subject to the reimbursement arrangements set forth in the Board papers on *Technical Assistance Operations* (Doc. R51-77, dated 20 May 1977) and *Streamlining of Technical Assistance Operations* (Doc. R44-88, dated 21 March 1988) in the event that the technical assistance results in investment financing from external aid sources other than ADB.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Bank Financing			
1. Consultants			
a. Remuneration			
i. International Consultants	92	-	92
ii. Domestic Consultants	-	36	36
b. Per Diem			
i. International Consultants	17	-	17
ii. Domestic Consultants	-	10	10
c. Travel: International Consultants	27	5	32
2. Workshops	10	5	15
3. Surveys and Reports	10	5	15
4. Contingencies	23	10	33
Subtotal (A)	179	71	250
B. Government Financing			
1. Office Accommodation and Transport		25	25
2. Remuneration and Per Diem of Counterpart Staff		49	49
3. Others		11	11
4. Contingency		13	13
Subtotal (B)		98	98
Total	179	169	348

(Reference in text: page 3, para. 9)

OUTLINE TERMS OF REFERENCE FOR THE CONSULTANTS

A. Introduction

1. A team of internationally recruited consultants, assisted by two domestic consultants in the field of participatory rural assessment and nonformal education (NFE) institutional development, will carry out the technical assistance (TA). The overall objective is to formulate the proposed Nonformal Vocational Education and Training Project in detail. Each consultant will prepare specific parts of the Project. The team will work under the overall guidance of the director of the Department of Development Planning. The director of NFE in the Department of Education and Human Resource Development (DEHRD) will work on a day-to-day basis with the team of international and domestic consultants. The team will be supported and understudied by 8-10 currently unemployed new secondary school leavers.

B. Terms of Reference

1. International Consultants

a. Nonformal Vocational Education and Training Specialist/ Team Leader (3 person-months)

2. The consultant will be responsible for the overall planning and implementation of the TA and the design of the proposed Nonformal Vocational Education and Training Project. This responsibility will be carried out in close collaboration with the director of NFE and the NFE division staff, senior staff of relevant NFE training providers, and other relevant Government officials. The consultant will act as the team leader and will ensure close collaboration among the consultants. The specific duties and responsibilities are as follows:

- (i) review existing data related to policies, systems and delivery modalities of nonformal education and training, particularly those impacting on NFE in the rural areas;
- (ii) conduct one training workshop/seminar, in cooperation with the international consultants/resource persons for NFE policy and the NFE institutional development specialist, to raise professional awareness of NFE issues for key officials and practitioners of NFE in DEHRD and for NFE providers;
- (iii) facilitate seven provincial– and national–level stakeholder workshops, in consultation with the committee responsible for framing the broader education policy and with the support of the NFE institutional development specialist, to develop an NFE policy and an associated implementation strategy;
- (iv) provide inputs to the design of the training needs analysis of the rural population, participate in monitoring the data collection, and assist the participatory rural assessment specialist with the analysis and interpretation of the assembled information;
- (v) establish criteria for the identification of rural NFE training providers, assist the NFE institutional development specialist in the preparation of the instruments that will assess their strengths and weaknesses, monitor the data collection, and assist in the interpretation of the assembled data;

(Reference in text: page 3, para. 11)

- (vi) design an ongoing monitoring system to perpetuate the achievements of data collection on all aspects of NFE training needs and delivery;
 - (vii) design a coordinating and associated information system to reconcile the demand for and supply of skills in relation to rural development initiatives;
 - (viii) identify cost-effective methods for extending the outreach of existing NFE initiatives without investing in fixed assets such as training centers, and assess the effectiveness and efficiency of such alternative delivery modalities;
 - (ix) determine the costs of delivering new NFE initiatives to rural areas and, in consultation with the Government and other aid agencies, design an appropriate sustainable funding mechanism in support of NFE delivery to rural areas;
 - (x) facilitate a project planning workshop with all stakeholders to discuss findings and refine the proposed project design;
 - (xi) maintain close liaison with all relevant aid agencies and other relevant missions; and
 - (xii) coordinate and facilitate the work of the other international and domestic consultants.
3. The duties and responsibilities with regard to project preparation include the following:
- (i) determine the scope of and prepare a detailed outline for the proposed Nonformal Vocational Education and Training Project and assess the feasibility of the project package for investment;
 - (ii) develop a detailed project logical framework, including goal, purpose, outputs, activities and inputs, performance indicators/targets, monitoring mechanisms, and assumptions and risks in cooperation with the members of the TA team and assist in refining it during the stakeholder project planning workshop with all stakeholders;
 - (iii) prepare detailed cost estimates subdivided into foreign and local cost;
 - (iv) define project implementation arrangements, outline the relationship between relevant institutions, and indicate the responsibility of each;
 - (v) produce a tentative procurement plan for goods and services (procurement packages);
 - (vi) evaluate the financial and economic viability of the proposed Project;
 - (vii) conduct a social impact and benefits assessment of the proposed project in accordance with guidelines of the Asian Development Bank (ADB);
 - (viii) carry out an environmental impact assessment of the proposed project in accordance with ADB guidelines; and
 - (ix) submit a detailed draft report and project design in a format acceptable to ADB no later than two weeks after completion of the assignment.
4. The consultant must have (i) a degree in education with specific reference to NFE; (ii) a higher degree in some aspect of delivering NFE to rural areas; (iii) a minimum of 15 years experience in policy formulation, planning, and delivering NFE and training, with particular reference to developing countries; and (iv) experience of working in and guiding teams, with emphasis on good communication skills.

b. Informal Sector Survey Specialist (2 person-months)

5. The consultant will be responsible for the design and implementation of the informal sector/microenterprise survey and the processing of the data gathered. The analysis and

interpretation of the information will give specific attention to aspects of the need for and supply of nonformal education and training. The specific duties and responsibilities are as follows:

- (i) in association with the NFE specialist/team leader and the participatory rural assessment specialist, design a system and appropriate survey instruments for analyzing the training needs of rural people, particularly women and the youth;
- (ii) design a system and appropriate survey instruments for identifying current income-generating activities and informal sector/microenterprise in rural areas;
- (iii) undertake validation/revision of the survey instruments;
- (iv) select the sampling techniques to be used for data gathering and determine the areas to be sampled in cooperation with the Statistics Division and the Census Office of the Ministry of Finance and other relevant bodies;
- (v) in conjunction with the NFE specialist/team leader and the domestic consultants, select the most appropriate method of data collection (including rapid rural assessment techniques and, as appropriate, the enumerators of the Statistics Division and the Census Office) and undertake all necessary staff development and training of surveyors/enumerators;
- (vi) monitor the data collection process;
- (vii) brief the domestic consultants on the process of managing/monitoring the data collection process;
- (viii) collate and analyze the data gathered and prepare a draft report for discussion with the project team and other relevant officials;
- (ix) present the findings at a project planning workshop;
- (x) prepare recommendations for an ongoing monitoring system capable of updating the data gathering system on NFE and install a system as appropriate;
- (xi) prepare a final report of findings and recommendations; and
- (xii) liaise with all relevant aid agencies and associated missions.

6. The consultant must have (i) a degree in economics, business administration, or a related field, with emphasis on statistics; (ii) at least 10 years work experience in developing countries and with a proven ability in survey design, implementation, analysis, and interpretation; and (iii) experience in informal sector/microenterprise surveys and knowledge of rapid rural appraisal and other participatory analytical tool and methodologies.

c. Nonformal Education Policy Specialist (two positions, 0.5 person-month each)

7. The two consultants will assist the NFE specialist/team leader to bring to the attention of relevant senior national and provincial officials a wide range of professional issues related to NFE policy, planning, implementation, and monitoring/evaluation through a workshop/seminar. The specific duties and responsibilities of the two consultants are as follows:

- (i) assess, in close liaison with the NFE specialist/team leader, the training needs of senior NFE staff of DEHRD, senior provincial NFE staff, and the senior staff of major government and nongovernment NFE training providers;
- (ii) design a series of participatory workshop/seminars to introduce a wide range of NFE concepts and relevant examples of NFE delivery and prepare appropriate background materials;
- (iii) conduct workshop/seminar, analyze feedback, and prepare revised inputs to cover perceived gaps or shortfalls;

- (iv) make recommendations for further rounds of stakeholder meetings on NFE policy formulation; and
- (v) prepare a report on workshop proceedings, additional training needs of senior NFE officials and training providers, and on the overall assignment.

8. The two consultants must have (i) a degree in education with specific reference to NFE and/or training; (ii) a higher degree in some aspect of NFE policy or delivery of NFE to rural areas; (iii) a minimum of 15 years experience in NFE with at least 10 years spent in advising or administering NFE policy/planning including 5 years spent in developing countries, preferably in the Asia-Pacific region; and (iv) excellent communication/teaching skills.

d. Participatory Project Planning Specialist (0.25 person-month)

9. The consultant will be responsible for the planning and implementation of a five-day stakeholder workshop on nonformal vocational educational training. The specific duties and responsibilities are as follows:

- (i) design, in collaboration with the project team, a workshop program incorporating (a) appropriate features of a “goal-oriented planning process” covering goal, purpose, outputs, activities, inputs, performance indicators/targets, monitoring mechanisms, and assumptions and risks; and (b) techniques assuring a high level of participation;
- (ii) moderate the stakeholder workshop, ensuring that daily feedback given on the proceedings is incorporated in the following days of the workshop; and
- (iii) document workshop proceedings, including a logical framework.

10. The consultant must have (i) extensive experience in participatory planning; (ii) qualifications in moderation and facilitation techniques; (iii) and extensive experience with, and knowledge of “goal-oriented project planning” (GOPP/ZOPP); and (iv) professional experience in NFE is an added advantage.

2. Domestic Consultants

a. Participatory Rural Assessment Specialist (4 person-months)

11. The consultant will be responsible for the assessment of the training needs of the rural population with an emphasis on women and the youth. The consultant will work closely with the NFE specialist/team leader and informal sector survey specialist on the design of the survey and analysis of the information. The training needs analysis will be carried out in collaboration with the Department of Women, Youth and Sports and relevant nongovernment organizations (NGOs). The specific duties and responsibilities are as follows:

- (i) assist the NFE specialist/team leader and the informal sector survey specialist in the design of the training needs analysis;
- (ii) select representative sample communities for the survey;
- (iii) select the most appropriate participatory rural assessment methodologies for the implementation of the survey;
- (iv) carry out the training needs analysis in rural communities;
- (v) process and analyze collected information and compile the findings in a report;

- (vi) provide inputs and advice to the informal sector survey specialist on the design of informal sector/microenterprise survey, their operational modalities, and the selection of survey enumerators;
- (vii) assist the team with the processing of the various information gathered during the TA analysis and interpretation;
- (viii) present the findings at the stakeholder workshop; and
- (ix) undertake other duties and responsibilities as may be reasonably requested by ADB or the team leader

12. The consultants must have (i) a degree in social science, or a related field with emphasis on community development; (ii) substantial work experience in and with rural communities; and (iii) a strong knowledge of gender and youth development issues.

b. NFE Institutional Development Specialist (6 person-months)

13. The consultant will support the TA team in the preparation of the NFE stakeholder workshops and seminars, be responsible for the survey of NFE training providers, and will establish the requirements to enhance institutional capacity. The survey will be carried out in close collaboration with the Association of Rural Training Centers and the Development Services Exchange. The specific duties and responsibilities are as follows:

- (i) select 8-10 currently unemployed new secondary school leavers and prepare their work schedule for the duration of their internship;
- (ii) assist the NFE specialist/team leader and the NFE policy specialists to identify both the candidates and their professional needs prior to the start-up workshops/seminars on NFE issues;
- (iii) assist the NFE specialist/team leader to plan and to participate in stakeholders meetings at provincial and national levels to discuss NFE policy;
- (iv) support the NFE specialist/team leader in the survey design of the NFE training providers and the NFE institutional profile;
- (v) carry out the survey, document the findings in accordance with the agreed-upon profile outlines, and analyze the information gathered;
- (vi) summarize the various elements to enhance the institutional capacity of NFE training providers;
- (vii) present the findings at the stakeholder workshop and act as a resource person during the workshop;
- (viii) liaise with relevant Government officials and assume responsibility for direct monitoring and continuity of all ongoing project activities, including the data collection of the informal sector survey, during the absence of the international consultants; and
- (ix) undertake other duties and responsibilities as may be reasonably requested by ADB or the team leader.

14. The specialist must have: (i) a degree in education and/or some aspect of rural development; (ii) experience of NFE and relevant community development issues in Solomon Islands; (iii) extended Solomon Islands experience at a senior level with a cross section of NFE deliverers (church institutions/organizations, NGOs, and women's groups); and (iv) a knowledge of current rural development issues relating to the youth and women.