

**SOLOMON ISLANDS**

**NATIONAL HUMAN RESOURCE  
DEVELOPMENT PLAN**

**2010-2012**

**(Draft)**

*Responding to employment demand*

**MDPAC**

**January 2011**

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## EXECUTIVE SUMMARY

1. Solomon Islands is facing a difficult set of social and economic circumstances. It is gradually recovering from a period of social tension and disruption. Investment in economic activity and human resource development was disrupted and had to be restarted.
2. Solomon Islands is also facing a period of increasing economic change. The logging industry, which has provided the bulk of revenues, will enter a sharp decline in the next few years. However, attention is being directed to other opportunities. Increased interest by investors in mining opportunities may result in expansions of gold mining and nickel mining operations. New investments are occurring in the tourism and hospitality sector and in services areas such as IT and the telecommunications industry. There is additional potential in fisheries and agribusiness. Opportunities for the international migration of Solomon Island labour with marketable skills are also being planned.
3. For Solomon Islands to take advantage of these emerging opportunities and to maximise the chances for its citizens to participate in the economy they need to be equipped with the skills needed now and in the future. Unfortunately the human resource development system is not as responsive to demand as it should be. Several donors funded a *Study to Support the Development of a National Skills Training Plan (2007)* (now referred to as the National Human Resource Development and Training Plan- NHRDTP). In general, the NSTP Study found that the Human Resource and Labour Market in the country seemed to be supply driven rather than demand driven. This needs to be reconsidered and the system reconfigured as a demand responsive system.
4. The scope of the reconfiguration moves beyond just the education sector. A demand responsive human resource development system needs to first understand the nature of the demand and then rebalance the supply side to meet that demand. That will involve making changes in other sectors of government and changing the relationships between education suppliers, public and private employers and individuals in ways that release the human capacity of the country.
5. The NHRDTP should not be seen as just another education and training plan. There are already a number of such plans at sub-sector level and at the levels of institutions. It is not just another plan about improving TVET that focuses on employment related short courses. While it does encompass those levels it does so because they are components in a plan for a system with greater scope and linkage.
6. A demand driven system needs to encompass all the things that are relevant to the development of a system that always delivers sufficient human resources with the right skills to meet demand in Solomon Islands. Its scope therefore has to include the areas of education and training but it must also link to reforms of employment law and regulations, employment contract conditions, education and training funding systems, the training programmes provided across the public service, the nature of advancement and achievement in the education system, the National Qualifications Framework, and the implications of foreign investment and regional and international trade agreements.

7. This plan attempts to address these issues. The plan focuses attention on clarifying the skills demand in the labour market and then ensuring a flexible and responsive system of education and training meets that ever changing demand.
8. The plan sets out new advisory and management structures aimed at ensuring common understanding of the labour market demand and a coordinated and prioritised response. In particular it recommends the establishment of the National Human Resource Training Council as a high level advisory body to the Solomon Islands Government. The functions, terms of reference and membership are described and detailed. The NHRDTC includes a wide representation of interests headed by the private sector but also including the public sector employers, provincial government and community groups.
9. In addition the plan sets priority actions for the next three years concentrating on establishing a coherent and coordinated system for data collection and analysis of labour market data. It also prioritises developments that are designed to ensure greater responsiveness in the education and training system to service that demand.
10. In particular the plan supports the establishment of the Solomon Islands National Qualification Framework as a means to shift attention to the definition of outcome standards for education and training. It proposes the use of funding systems to promote greater responsiveness and flexibility in the education and training system and increased use of unutilised training capacity in workplaces and regional and community-based training.
11. The plan recognises that the economy of Solomon Islands may not be able to provide gainful activities for all citizens. As a result the plan includes activities that focus on building the enterprise related culture and innovative skills of the labour force through the inclusion of appropriate enterprise related skills in all education and training.
12. The plan also focuses strongly on the development of international opportunities for Solomon Island sourced labour. To that end the plan includes component activities that create the policy and legislative framework to create and take advantage of international opportunities as well as building the labour pool that can fill the opportunities created. This requires the very close cooperation between public sector planners, private businesses and the suppliers of education and training. Approaches and mechanisms are detailed in the plan aimed at ensuring such close cooperation.

## INTRODUCTION

14. This is the first National Human Resource Development and Training Plan. As such the plan focuses on outlining the problems that have provided the basis for this reform initiative.
15. The plan outlines the problem the nature of the mismatch between skills supply and employment market demand. It defines a comprehensive response that impacts not only the education and training systems but also encompasses recommendations for policy and regulatory development in other areas such as employment regulations, industry involvement in planning and international labour migration.
16. Development of this plan began in 2007 with the *Study to Support the Development of the National Human Resources Development and Training Plan*. This plan supports (1) the development of a coordinated system of data gathering across both the public and private sectors and then (2) the development of a responsive supply system to enable the supply of skilled individuals to be more closely aligned to the national need.

## BACKGROUND

### Summary of situational background

17. Solomon Islands is facing a difficult set of social and economic circumstances. Population growth is high. The 2009 census has shown that population growth averaged 2.3 percent per year over the decade 1999-2010. Fifty percent are under the age of 20. Paid employment is concentrated in a few areas. About 80% of the labour force in Honiara is in paid employment. A similar proportion is found in provincial urban areas. Most of the other provinces have less than 30% of the labour force in paid employment.
18. It has been and still is recovering from a period of social tension and disruption which slowed investment in economic activity and human resource development for a number of years.
19. The country is now entering a period of increasing economic change. The logging industry, which has provided the bulk of revenues, will enter a sharp decline in the next few years. However, attention is being directed to other opportunities. Increased interest by investors in mining opportunities may result in expansions of gold mining and nickel mining operations. New investments are occurring in the tourism and hospitality sector and in services areas such as IT and the telecommunications industry. There is additional potential in fisheries and agribusiness.
20. For Solomon Islands to take advantage of these emerging opportunities and to maximise the chances for its citizens to participate in the economy they need to be equipped with the skills needed now and in the future. Unfortunately the human resource development system is not as responsive to demand as it should be. In general, studies have found that the human resource development systems and labour market planning trend in the country is supply driven rather than demand driven. The systems need to be reconfigured into a demand responsive system.

21. The pressing need for the development of relevant and high quality tertiary and technical and vocational education and training in the Solomon Islands has been identified in many reports and has been an important consideration within the NEAP 2010-2012.
22. There is a recognised need for more demand oriented education and training for the formal private and public sectors, as well as for the informal sector. There is also a general need to provide adults with a range of vocational skills that are in demand in the work force, so that they may make a contribution to the economy of the country. There is a need to develop alternative pathways in the education system of the Solomon Islands to provide avenues for those young people who do not gain access to a place in the formal system.
23. It is also critical to realize that there is a need to create a policy and regulatory environment which is dynamic and responsive to the needs of students and employers. Continuously repeating the past in the face of a changing future is not recipe for success.
24. The establishment of a National Human Resource Development and Training Council and the development of a National Human Resources Development and Training Plan were identified as an important development to support the definition of and delivery of effective technical, and vocational education. Achievement of such an objective is included within the tertiary education policy.
25. This plan recognises that scope of reform to develop a demand responsive education and training system must move beyond just the education sector and the responsibilities of the MEHRD. A demand responsive human resource development system needs to first understand the current and future nature of the demand of users and then have the ability to rebalance the supply side to meet that demand. That will involve making changes in other sectors of government and changing the relationships between education suppliers, public and private employers and individuals in ways that release the human capacity of the country.
26. The NHRDTP is not just another education and training plan. There are already a number of such plans at sub-sector level and at the levels of institutions. It is not just another plan about improving TVET that focuses on employment related short courses. While the plan does encompass those activities it does so because they are components in a system that actually has greater scope and linkage.
27. A demand driven system needs to encompass all the things that make it possible to always deliver sufficient human resources with the right skills to meet national and international labour market demand. Its scope therefore has to include the areas of education and training but it must also link to reforms of employment law and regulations, employment contract conditions, education and training funding systems, the training programmes provided across the public service, the nature of advancement and achievement in the education system, the National Qualifications Framework, and the implications of foreign investment and regional and international trade agreements.
28. Incentives that cause institutions to become more responsive, incentives that cause employers to provide more training and the remove obstacles for workers to gain skills and to use them all need to work together. Discriminatory practices that reduce the demand for local labour or restrict the acquisition of skills or disincentivise the application of skills must also be rectified in the process of energising the Solomon Island human resource system to meet demand.

### **Developing a system that responds to market demand**

29. A human resource development system can only become responsive to demand if there are systems to clarify the demand.
30. Demand has two main parameters. The first focus is the identification of the skills that are in demand now and those that are likely to be in demand in the future. Employers and occupational skill experts must be able to participate in the identification of required skills. As such this plan supports the inclusion of industry advisory groups in the quality assurance processes associated with the National Qualifications Framework, national curriculum development and in the identification
31. The second focus is to be able to estimate the number of people that will be needed who have those skills. This can never be calculated precisely because there are too many variables involved. However, analysis of economic and social developments can provide well informed and educated estimates which allow shortages to be identified and responses to priorities to be planned and implemented.
32. Demand arises from replacing losses, from economic growth resulting from increased demand for goods and services, from the implementation of new government policies, from the implementation of new technologies or processes, and from increased demand by the government or businesses or the community for existing individuals to have improved skills.
33. This plan supports (1) the development of a coordinated system of data gathering across both the public and private sectors and then (2) the development of a responsive supply system to enable the supply of skilled individuals to be more closely aligned to the national need and the international market opportunities.
34. The education and training system will also need to be more responsive to the demand signals. National planners must see the education and training system as a whole system (Figure 1) made up of formal and non-formal, government and non-government providers of education and training. It must be understood that education and training takes place in a wide range of settings, in formal institutions such as schools and universities but also in the work place of the farm, plantation, factory or office.
35. It must also be understood that currently most individuals exit the formal education system well before the completion of secondary school and enter the workforce with the knowledge and skills that they have acquired to that point. To focus only on education that takes place within the formal institutions denies significant sectors of the population the opportunity to acquire relevant skills. To focus only on initial training and not provide opportunities to access on-going upgrading during a persons working life also reduces the possibility of the population keeping pace with constantly improving skill needs.
36. There are already very well developed reforms in the education system including restructuring of the MEHRD, changes in central and provincial educational management arrangements, the introduction of new school curricula and proposed reforms of tertiary education. However, while these reforms are significant they are not sufficient in themselves to ensure a system that is

responsive to demand. The system needs to understand the skills that are in demand and meet those demands but it also needs to be capable of change.

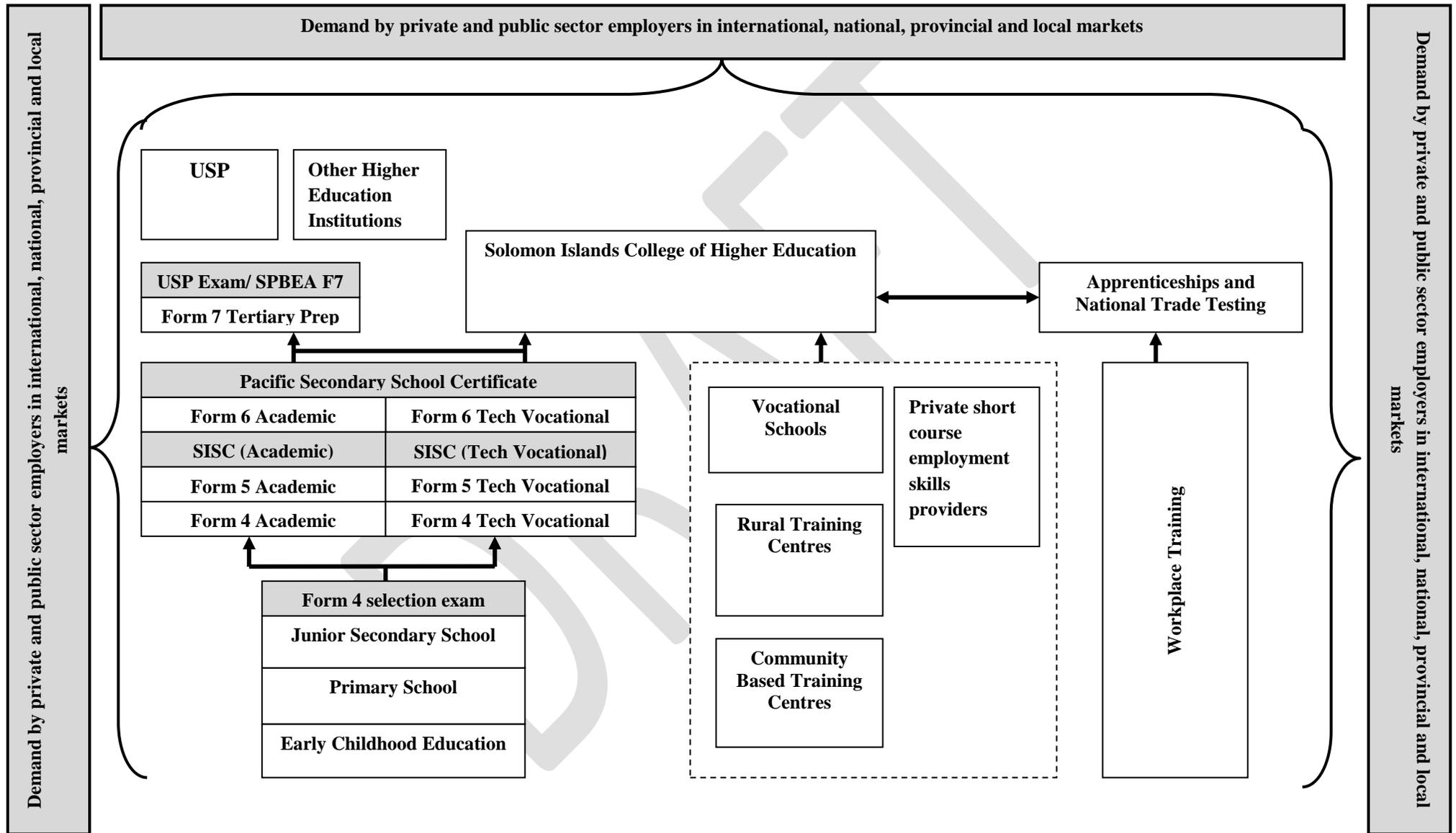
37. There needs to be additional reforms of the broader systems to increase responsiveness to demand. This requires reform of the funding systems, qualifications reform and the recognition of learning that takes place in many settings, as well as regulatory reform related to apprenticeships and the rights and obligations for work place education and assessment, and the entry criteria for work visas. Not all these solutions lie within the education system. Many of the solutions lie in the areas of employment law, training levies and taxation incentives for employers, international agreements on the movement of labour, apprenticeship regulations, information technology, and the SIG's funding and budget policies.

38. As a result this plan covering the 2011-2012 includes:

- The establishment of the National Human Resource Development and Training Council as the advisory body that analyses demand and recommends priorities for human resource development;
- The development information collection and analysis systems that include all economic sectors, public and private, international, national and provincial to provide a coherent and reliable basis for the identification of priorities;
- Actions that will result in a human resource development system that will be responsive to current and future demand including:
  - Supporting the reform of qualifications to clearly specify outcome skills
  - Supporting the implementation mechanisms that recognise the learning and achievement of individuals in workplaces and in semi-formal settings.
  - Reform of the prioritising of scholarship opportunities to ensure alignment with demand priorities
  - Introduction of competitive purchase/tendering of education and training to increase responsiveness from suppliers of education and training
  - Increasing work place training through strengthening apprenticeships and other forms of training and through developing policies and systems to encourage workplace training by amendments to employment contracts, training levy systems, company taxation, bonding of trainees and through strengthening the monitoring of localisation training agreements
  - Establishing pathways of achievement through the Solomon Islands National Qualifications Framework for semi-formal, non-formal and second chance education
- Actions to develop a more enterprise orientated workforce
- The development of an international labour migration scheme that systematically develops opportunities for Solomon Island labour through:
  - Developing systems and capacities to analyse market opportunity
  - Developing marketing systems
  - The NHRDTC ensuring local labour skills match international market opportunities

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Figure 1: Structure of Solomon Islands Education and Training Supply System



## ROLES AND RELATIONSHIPS RELATED TO THE NHRDTP

### Role of MDPAC and the NHRDTC

39. The Ministry of Development and Aid Coordination has a core function of manpower planning for both the public and private sectors. As a consequence the NHRDTC operates under the mandate of the MDPAC. MDPAC has hosted the development of this plan and will also provide the support for the implementation of the Plan.

### Relationship to NCRA Government objectives

40. Although planning for this initiative began in 2007<sup>1</sup> the current National Coalition for Reform and Advancement (NCRA) Government signalled its intentions to use improved education and training as a key mechanism to improve human resource development and participation in the economy.

*The NCRA Government considers education as a key ingredient in all spheres of human development. As such it shall ensure that all Solomon Islanders have equal access to quality education to enhance our human resource development<sup>2</sup>.*

41. In the same document the government has also made private sector economic development a priority.

*Facilitate and foster a dynamic private sector driven economy through active involvement and participation by stakeholders in both the rural and urban economy*

*Assist Solomon Islanders to participate in private sector development<sup>3</sup>*

42. The overall intention of the NHRDTP is to focus the education and training system on developing the skills that are in demand in private and public employment and as such is consistent with the government's goals. It aims at developing an education and training system that is responsive to the demands and needs of the end users (employers and workers) of the skills and knowledge. It actively promotes the inclusion of private industry employers and community in the definition of those demands and standards and sets out measures that ensure that those interests are accommodated by the education and training system.

### Relationship to SIG Ministries

43. Because many of the obstacles to the development of an education and training system that is responsive to demand lie within the existing legislation and within the regulations, operations and programmes of other ministries not all the solutions related to national human resource development are located within the education system. Many of the solutions lie in the areas of the conditions of employment, taxation incentives, international agreements on the movement of

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<sup>1</sup> Study to Support the Development of a National Skills Training Plan (2007) (now referred to as the National Human Resource Development and Training Plan- NHRDTP)

<sup>2</sup> The National Coalition for Reform and Advancement (NCRA) Policy Statement October 2010

<sup>3</sup> *ibid*

labour, apprenticeship regulations, information technology, and the governments funding and budget policies.

44. To facilitate identification of demand the NHRDTC will need to be able to access relevant data related to national and international economic development plans; government policies related to economic and social development, investment, business development, international labour import and export, and business and employment related plans and legislation. This information will need to be accessed from OPM, MoF, MPS, MCIEI, and agencies such as the Central Bank.
45. Implementation of the developments identified in the plan will also require close links with other ministries. In particular the NEHRDTC will need to have close relationships with the MEHRD, PMS and the MCIEI.

### **Relationship to provinces**

46. The Solomon Islands has nine provinces administered by elected provincial assemblies and the town of Honiara, administered by the Honiara Town Council. Provincial participation in and benefit from development is an important priority for SIG. It is also an important priority for the NHRDTP.
47. As a result the on-going development of the plan must include data from the provinces to allow priorities to be established while the implementation of the plan in the provinces needs to be coordinated by the NHRDTC Secretariat.
48. To that end structures and systems will be established that ensure participation by provincial governments, business and community representatives. This is further discussed in Management (below) and in Annex 1

### **Relationship with private/non-government sector**

49. One of the goals of the government is to *facilitate and foster a dynamic private sector driven economy through active involvement and participation by stakeholders*. Consequently this plan recommends inclusion of private and non-government representatives on the NHRDTC to assist with planning and recommending priority actions. To this end NHRDTP will also need to access information held by the private sector such as economic analysis reports from the commercial banks and business related analysis through representative groups such as the Solomon Islands Chamber of Commerce and Industry so that the human resource demands by the private sector can be analysed, clarified and prioritised
50. Implementation of the plan will also require action by the private sector in relation to up skilling of the workforce and the provision of opportunities for trainees.
51. As a result the plan recommends that the NHRDTC is chaired by an individual with a background in private enterprise.

### **Relationship to Aid Donors**

52. The NCRA Government policy statement also seeks the support of the donor community for the government's programme. To that end this plan includes the strengthening of the approval process

for donor funded development programmes to include the necessity for such programmes to show how any human capacity development components of proposed programmes align with the intention of this plan to promote the acquisition of demand-priority skills by Solomon Islanders.

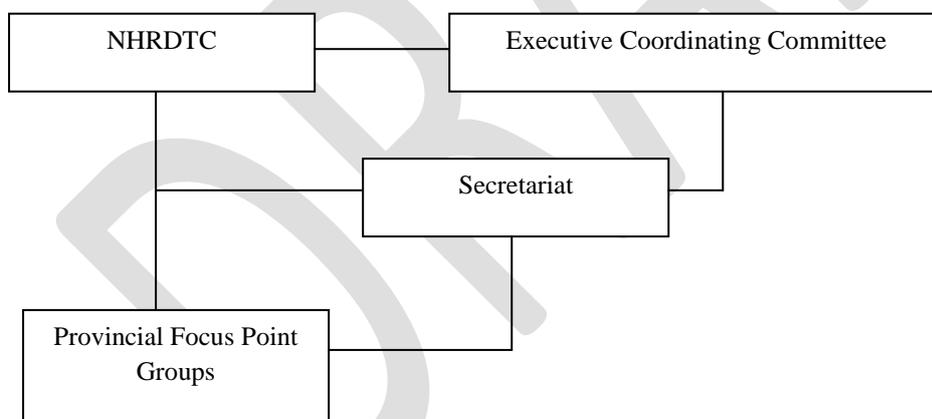
### Relationship to other projects

53. The NHRDTP is not a single stand alone project or initiative. It is a plan that establishes some central coordinating points to ensure that skills demand is recognised and prioritized and that the human resource development system responds to the priorities. The implementation of that plan connects to and relies on the actions of a wide range of public and private sector actors. It also connects to other already existing and planned development projects. Actions taking place through the implementation of the NEAP and through other programmes supported by SIG, and donors such as AusAID, NZAID, EU, World Bank, ILO and the like are all vehicles to enact the NHRDTP programme.
54. Consequently active and cooperative coordination arrangements will be established and an environment of joint action encouraged.

### Consequential HRDTP Implementation Management Structures

55. The implementation of the NHRDTP will be through an established National Human Resource Training Council supported by a Secretariat and through an Executive Coordination Committee that will coordinate activities across the key ministries and related projects.

**Figure 2: Structure of NHRDTC**



Annex 1 has the recommended membership and Terms of Reference for these bodies.

### Capacity

#### Staffing

56. At the time of the development of the National Skills Training Plan (NSTP) 2007 the Ministry of Development Planning and Aid Coordination (MDPAC) was a small organisation with weak capacity.
57. The *Study to Support the Development of a National Skills Training Plan (2007)* identified the need for strong, representative, central coordination system in which all employment sectors can be effectively represented, training demand can be monitored and shared with providers,

resources and programs can be effectively allocated on a priority basis, and quality of services can be monitored and evaluated. The principal recommendation was the establishment of a National Human Resource Development and Training Council (NHRDTC) and Secretariat to the Council. This recommendation continues to be endorsed and this plan makes the establishment of the NHRDTC the first priority.

58. The Study recommended the establishment of a Secretariat with nine staff members and operating costs to be shared between MDPAC and MEHRD<sup>4</sup>. There were concerns regarding the budget sustainability of a new unit and as a result the 2008 Development Budget Allocation towards the establishment of the Secretariat was not approved by the SIG. The decision was also based on the perception that it would duplicate much of the work of the Social Services Division of the MDPAC.

59. The preferred option was to strengthen existing structures for sustainability with the Social Services Division of MDPAC to act as the NHRDTC Secretariat initially with some additional staff to be added to that division to meet the increased workload.

60. While the Social Services Division may act as the Secretariat the Director should also work closely with the other divisional Directors in MDPAC. MDPAC has four divisions (Economic Sector, Social Services, Development Planning, and Aid Coordination). Each sector has a Director reporting to the Permanent Secretary. This collective provides a basis for coordinating relevant support to NHRDTC for the on-going development and implementation of the NHRDTP.

61. The opportunity to strengthen existing capacity has been further enhanced by the recommendation in the recently completed *Review of the Solomon Islands Education Sector Administration Structure*<sup>5</sup> suggestions that the National Training Unit (NTU) be relocated from the MEHRD and consolidated into MDPAC in support of the NHRDTC. The main benefit identified was that it relocated the scholarship selection and management functions in close association with the NHRDTC. But it also provides additional capacity for a wider range of administrative support for the NHRDTC with no additional salaries budget for SIG. The NTU already has some staff positions that are designated as support to the existing NTC. Such a move has already been recommended in the *Review of the Solomon Islands Education Sector Administration Structure* is being discussed by the MEHRD and the MDPAC and it would provide an opportunity to consolidate functions and resources and then to seek efficiencies.

62. The MDPAC Social Services Division has 6 staff positions:

- Director
- Chief Planning Officer
- PPO (Education)
- PPO (Gender)
- PPO (Health)
- PPO (Government Service)

The NTU has 7 staff positions:

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<sup>4</sup> p7 *Terms of Reference for the Establishment of an Interim National Human Resources Development and Training Council (NHRDTC) 2007* and p3 *Terms of Reference for the Establishment of an Interim Secretariat of the National Human Resources Development and Training Council (NHRDTC) 2007*

<sup>5</sup> *Review of the Solomon Islands Education Sector Administration Structure September 2010* para 149 and 150

- Director
- Chief Admin Officer [Professional]
- Secretary to National Training Committee
- Principal Administration Officer(Counselling & Guidance)
- Principal Administration Officer(Data Entry)
- Senior Accountant
- Assistant Administration Officer

The NTU positions are largely administrative positions and as a result would provide such support within the NHRDTC Secretariat.

#### *Capability*

63. This initiative is dependent upon a cross-sectoral approach encompassing the public and private sectors, both the formal and non-formal economies and all occupational groups. It does not restrict human resource development issues to the formal education system alone. It assumes a connection to other sectors and to a wide range of economic and social issues and connections. The plan also requires connection and coordination with several other key government ministries, provincial government bodies and private sector and civil society groups. This will require capacity building within MDPAC and the Secretariat.
64. As a result, while the Secretariat could be staffed, new management and coordination approaches would need to be introduced and staff up skilled new professional and administrative operations.
65. Priority areas include the capacity strengthening of the Secretariat by developing and documenting new office administrative systems and procedures; developing NHRDTP relevant communication and coordination systems; urgently developing and implementing information collection and transfer systems, protocols and IT architecture.
66. In addition there are very specific priority developments that need to take place in relation to the development and implementation of the International Labour Migration component. Specialist technical assistance in this area would develop capacity efficiently and effectively

#### *Assistance*

67. These developments need to be progressed rapidly but with suitable skills transfer to staff, As a result the developments cannot be dominated by a large international team but rather to be supported by a few advisers who can provide the critical technical expertise necessary but at the same time work closely with the national staff to build sustainable capabilities.
68. The plan proposes the procurement and deployment of three advisers:
- National Human Resource Development and Training Plan Implementation Adviser
  - M&E Information Management System Specialist
  - International Labour Migration Development Adviser

Terms of Reference for the advisors are included as Annex 2.

## **THE NATIONAL HUMAN RESOURCE DEVELOPMENT AND TRAINING PLAN**

### **GOAL**

69. Sufficient Solomon Islanders with the required skills and attitudes are available to satisfy local and international labour market demand.

### **PLAN OBJECTIVE**

70. To ensure that the education and training system supports economic and social development by systematically meeting the needs and requirements of the local and international labour markets

### **DELIVERY MECHANISM**

71. To use, wherever possible, the inputs and services from existing ministries, project groups, stakeholders and service organizations to focus on the objective. At the times and places when it is not possible to use cooperating groups the plan will be implemented through direct action by the NHRDTC and Secretariat.

### **COMPONENTS**

72. The overall goal of the National Human Resource Development Plan is *that sufficient numbers of Solomon Islanders with the required skills and attitudes are available to satisfy local and international labour market demand.*
73. Currently that is not the case. However, demand is not fixed and changes over time and as a result priorities do not remain the same. As a result the NHRDTP is not a plan that is developed only once, implemented and then forgotten. It needs to be a living document that guides the system to meet the changing expectations and so the NHRDTP will need to be updated regularly.
74. This first plan 2011-2012 has to focus on the establishment of the NHRDTP supporting structures and systems as well as identifying some initial priority areas for the development of a responsive education and training system.
75. To achieve the goal and objectives the MHRDTP has five components

Component 1: Establish the NHRDTC

Component 2: Establish evidence based systems to identify priority developments

Component 3: Develop a demand responsive human resource development system

Component 4: Enterprise

Component 5: Maximise international labour opportunity

## COMPONENT DESCRIPTIONS

### COMPONENT 1: ESTABLISH THE NATIONAL HUMAN RESOURCE DEVELOPMENT TRAINING COUNCIL

**Objective 1:** *NHRDTC planning, coordination and management capacity is sufficient to produce, implement and monitor NHRDTP*

Component 1 Objective:

76. *NHRDTC planning, coordination and management capacity is sufficient to produce, implement, monitor and regularly update NHRDTP which results in continuous improvement of the human resource development systems.*

#### ***NHRDTC focus and membership***

77. Effective implementation of the NHRDTP requires the establishment of the National Human Resource Development and Training Council. The Council will be a formal, high level advisory council to SIG on matters related to the identification of skills demand, prioritising responsiveness and negotiating the performance targets of the human resource development system.

78. The Council will be responsible for analysing the skills shortages that are in demand by businesses, communities, and government to support economic and social development and to recommend actions and targets to meet those demands. The Council will also monitor the implementation and impact of strategies to improve the acquisition and utilization of the needs relevant skills. (See Annex 1 for Terms of Reference)

79. The functions of National Training Council currently located in the MEHRD will be absorbed under the NHRDTC which will be the body that recommends the scholarship list annually.

80. The membership of the NHRDTC should highlight the interests of employers and other consumers of skills while also ensuring that the input and advice of the suppliers of education and training services about the best way to respond to demand is valued. Consequently its is recommended that the NHRDTP Chair should be a well respected member of the private sector. The rest of the membership should reflect the balance of demand and supply interests. (See Annex1 for membership recommendations)

#### ***Secretariat***

81. The NHRDTC will be supported by a Secretariat which will execute the implementation of the NHRDTP. Initially the Secretariat will be based on the Social Sector Division of the MDPAC and headed by the of the Social Services Division

82. The Secretariat will provide the executive support for the NHRDTC including support for the meetings of the NHRDTC and the executive management of the implementation of the NHRDTP. (See Annex 1 for Terms of Reference)

83. The National Training Unit currently located in the MEHRD may also transfer to the Secretariat to assist the Secretariat but also to assist in the preparation and establishment of a training support unit that better fits the scope of the NHRDTP.

### ***Executive Coordinating Committee***

84. The Executive Coordinating Committee provides support to the implementation of the NHRDTP by ensuring top level coordination of linkages to the related programmes that are being managed by other ministries and agencies

### ***Provincial Focal Point Committees***

85. The Solomon Islands has nine provinces administered by elected provincial assemblies and the town of Honiara, administered by the Honiara Town Council. Provincial participation in and benefit from development is an important priority for SIG. It is also an important priority for the NHRDTP.
86. As a result the on-going development of the plan must include data from the provinces to allow priorities to be established while the implementation of the plan in the provinces needs to be coordinated by the NHRDTC Secretariat.
87. Each provincial government will be asked to establish a Focal Point Group (FPG) comprised of a provincial government official, a representative of the provincial business groups, and representative of the community. The group will also include a provincial MEHRD TVET officer and an MCIEI provincial officer.
88. The committee will be the link point between the NHRDTC and Secretariat and will be the point of coordination for provincial consultations related to the NHRDTP, identification of data sources in the province and facilitation of any data collection activities conducted in relation to the NHRDTP planning or implementation monitoring. It will also be the point of coordination of any communication and socialisation of the NHRDTP.
89. The NHRDTC Secretariat will maintain regular communication with the FPG to ensure continuing awareness and information transfer. Meetings will be scheduled according to the NHRDTP work plans.

(See Annex 1 for Terms of Reference)

### ***Technical Assistance***

90. The NHRDTP and Secretariat will be assisted in the implementation of the NHRDTP by a National Human Resource Development and Training Plan Implementation Adviser who will assist the MDPAC/NHRDTC to implement the NHRDTP. The adviser will assist in the establishment of the NHRDTC and the supporting Secretariat. The adviser will also assist the Secretariat to coordinate the implementation of the programme schedule and to monitor and report progress. He/she will advise the NHRDTC and the Secretariat on issues and directions in national human resource development systems and on capacity building matters. In addition to an advisory role, he or she will work closely with the Secretariat to build capacity by transfer skills and knowledge.

(See Annex 2 for Terms of Reference)

### ***Monitoring and Evaluation***

91. One of the most important functions of the Council and Secretariat is to monitor the implementation of the plan and to evaluate the impact and effectiveness of the plan in achieving the NHRDTP Performance Achievement Framework.
92. The achievement of the stated goal through the implementation of this plan needs to be evaluated. The implementation of the plan through the coordination of the inputs, the programme of activities and the production and socialisation of the outputs needs to be monitored. Although the terms monitoring and evaluation are often used as though they are the same they are in fact two different ideas. Monitoring is related to whether the plan is being operationalised in the desired way whereas evaluation is the process by which the worth of the activity or plan is judged. One is an administrative task the other is a task of judgement.
93. Monitoring deals with the question of whether the plan was implemented according to the proposed timelines and budgets and whether the planned outputs were produced on time and to the required formats. Monitoring actions collect evidence what has or has not been done and keeps the score of what has been achieved.
94. Evaluation on the other hand focuses on whether the desired benefits or impacts have been achieved. While there is an obvious connection between these two activities the difference must be understood. Monitoring can be performed by programme administrators, evaluation should be done by beneficiaries.
95. To facilitate monitoring and evaluation the plan includes a Log Frame which shows the goals statement and the purpose for the programme, a series of components with objectives and outputs that when produced as a result of the programme of activities should result in the achievement of the objectives which will then result in the achievement of the purpose which will lead to the attainment of the goal. The log frame includes a set of indicators that would show whether the outputs and goals have been met. (See Annex 3 for Log Frame)
96. In addition a draft Performance Assessment Framework has been prepared (Annex 4) to assess the achievement or not of key targets.
97. A NHRDTP Monitoring and Evaluation Workshop for stakeholders will be conducted at the beginning of plan implementation to review the PAF and endorse the targets.
98. The M&E Information Management System Specialist will be procured to assist with this development (See Annex 2 for Terms of Reference)

### ***Implementation schedule***

99. A draft implementation plan for the NHRDTP has been developed (See Annex 5)

### ***Reporting***

100. The NHRDTP will produce the following reports annually:
  - Report of Monitoring and Evaluation of NHRDTP,
  - updated NHRDTP

**COMPONENT 2: ESTABLISH EVIDENCE BASED SYSTEMS TO IDENTIFY PRIORITY DEVELOPMENTS**

**Objective 2:** *HRD priorities are identified through systematic, reliable and timely data collection and analysis*

*Data systems that enable regular, accurate and timely collection of demand data are developed*

101. The most important innovation of the NHRDTP is to establish processes to support systematic national human resource development planning. Currently there is no mechanism to coordinate information and identify priorities. The NHRDTC becomes the coordinating point for future planning.

102. There is a large amount of information available but it is fragmented and often in forms that make processing, sharing and regularly updating the information difficult. Even where useful data is collected there is little data sharing amongst government ministries.

103. The NHRDTC needs to collect and analyse data that allows labour market demand to be assessed and human resource priorities to be identified. As a result it will need access to information on economic development trends, government policy directions, public sector investments, private sector investment trends, donor development programmes, provincial developments, domestic labour supply, international labour market trends and opportunity, and labour imports into the Solomon Islands.

104. The NHRDTP implementation programme includes the identification of data sources and the development of data collection and transfer systems. Key data sources include:

- MoFT
- MPS
- MCIEI
- MEHRD
- Central Bank
- Donor Agencies
- Reports from commercial banks
- SICCI
- Provincial administration
- Community and non-formal sectors

105. Some of this information may be commercially sensitive or under public embargo and as a result proper information sharing protocols will need to be developed to ensure the sensitivities are not breached. Some of the information will be in the form of reports that will need explanation.

106. However, there is important data currently available that could be transferred and shared easily if it was in a useful electronic format and if there was a system for regularly collecting the data for central processing. Many ministries have key data collected in the form of EXCEL spreadsheets for example. These can be collected and uploaded into more useful applications.

107. Data collection from provincial governments also needs to be considered carefully. Some data can be sourced through MEHRD provincial TVET officers and MCIEI staff and in these cases

the nature and scope of the data, regularity of collection and methods of transfer, collation and reporting need to be defined and developed.

108. Other information that is to be collected related to community and non-formal activities and enterprises will need to be gained through census data and through sample surveys. Methods, scope, frequency, data processing and reporting will also need to be discussed and coordinated with the relevant groups to ensure community support and participation and to enable both the central planners and the provincial and community groups to be able to utilise the data.

109. As a consequence the NHRDTC will establish a Demand Data Working Group immediately after the start of implementation to bring the key information holders together and to develop information sharing and reporting protocols. The Working Group will also identify practical system architecture and the databases necessary.

110. The M&E Information Management System Specialist will support this development. (See Annex 2 for Terms of Reference)

### ***Priorities identified and recommended***

111. Because the NHRDTC will produce recommendations of priorities it is important that the basis for the selection and ranking of the priorities is understood. This will be facilitated by the NHRDTC, supported by the Secretariat and the TA's, conducting consultative workshops to present the demand data and gain assistance in priority identification.

112. The NHRDTC will then present a report of the recommended priorities and supporting evidence to SIG for endorsement. Once endorsed by SIG the suppliers of education and training services, the donor partners, and the scholarship opportunities will all be informed and responsiveness monitored.

### ***Reporting***

- Training Priorities and Scholarship Opportunity Report
- Scholarships Opportunity List

### **COMPONENT 3: DEVELOP A DEMAND RESPONSIVE HUMAN RESOURCE DEVELOPMENT SYSTEM**

#### ***Objective 3: Human resource development systems meet demand***

113. Defining demand is only one aspect in meeting demand. Ensuring that the human resource development systems are responsive to changing demand is critical. Improving responsiveness involves changes in a number of facets of the education and training systems:

#### ***Standards***

114. Providers of education and training services can only produce graduates who meet required standards if the standards are clearly defined. It is insufficient to define standards in terms of the duration of the training. Standards need to specify the skill outcomes that are required.

115. The MEHRD has already initiated extensive revisions of curricula and these developments need to continue. A broad national process of change in educational formulation needs to be implemented. This could be conducted in association with the implementation of the NQF.

116. Developing a qualifications framework provides the opportunity to actually focus on the essentials of qualifications separate from the courses of training that lead to a qualification. It is important to understand that:

- A course of training is not a qualification. It is a way to get a qualification- it may not be the only way.
- A qualification is a package of related skills and knowledge that means the person with it has those skills and knowledge.
- The skills and knowledge and attitudes that are wanted need to be defined first. Planning the ways to achieve the end points can come later there are lots of ways- full-time learning, part-time, distance modes, demonstration of practical skills, recognition of learning that has already been achieved

117. Consequently this plan aims at ensuring the clear definition of outcome standards by having:

- All curricula and qualifications eligible for funding from SIG or donor funds to have outcome descriptors formulated as standards
- Employer and occupational groups participate in developing and endorsing qualifications standard descriptions.
- Existing qualifications regularly reviewed and updated
- Assessment systems able to show reasonable alignment with outcome descriptions
- New qualifications and trainings developed to better meet skills needs
- Quality assurance systems for all government / donor funded post-school trainings ensures compliance with standards
- Employer satisfaction surveys implemented to monitor standards

#### ***Scholarship and sponsored training aligns with priorities***

118. One of the most contentious areas of the education and training system is the allocation of scholarships. The numbers of scholarships allocated to certain occupational or academic levels and the selection criteria and processes are all widely criticised.

119. The NHRDTP will undertake a review of the situation and will ensure that:

- The proportion of scholarship allocations to academic, trade, occupations are regularly reviewed to align with demand
- Selection criteria will be revised to align to demand
- Selection criteria will also support issues of equity

120. One of the other problems is the some areas of priority may not attract applicants. Mechanisms to incentivise quality applications for high priority areas with low applicant interest will be developed.

121. Sponsorship of apprenticeships will be encouraged to align with priority demand

122. The feasibility of using student loan scheme to incentivise responsiveness to demand will be examined.

123. These developments will be linked to the processes outlined in Component 2.

### ***Training support services***

124. The total number of learners on scholarships or involved in sponsored activities such as apprenticeships is surprisingly large. This represents a very large investment by SIG and donors that needs to be managed to the best advantage of the individuals and of the country.

125. Current supervision arrangements are fragmented across various ministries and rely on public servants. In some cases the supervision of supported learners is not a core function of the public servants but are an additional activity. The current arrangements do not provide systematically comprehensive supervision and support and are not efficient. Improved support systems would reduce waste and cost overruns

126. Using the NTU as the base for reform the delivery of training support services will be undertaken to establish comprehensive and efficient management and supervision of all sponsored and scholarship candidates to ensure they complete training successfully.

127. The range of services to be provided will be defined and the feasibility of outsourcing the provision of those services will be examined.

128. Databases to manage individual records of progress will be updated and maintained. Progress and completion will be monitored and annual analysis reports produced.

129. The entry of scholarship holders and other supported learners into employment will be facilitated through a transition programme.

### ***Purchase/tendering for the supply of education and training***

130. Priorities for education and training may change and as a result significant government investment in fixed infrastructure and staff may not be the most effective use of resources.

131. Unit costs of education and training need to be managed. Competitive tendering for the supply of education and training services increases supply market efficiency and reduces cost. Tendering

also improves outcome specification. Consequently an increase in the use of purchasing / competitive tendering of education and training by ministries and donors from both public and private providers will be encouraged and monitored.

### ***Work place training***

132. Most of the work force is no longer in a position to return to institutional training. However, on-going skills acquisition is necessary to improve productivity and enhance occupational quality. Increasing work place training increases relevant skills acquisition at costs that are relatively lower than institutional based training.

133. As a result increasing work place training will be encouraged. Policy options include making work place training mandatory and / or establishing a training levy on employers. The feasibility of these and other options need to be examined and a process of policy consultation entered into with employer groups to identify the costs and to determine whether the costs will be able to be off-set by employers against other obligations or against taxes.

### ***Localisation and training programmes***

134. Supervision and monitoring of already existing mandatory requirements under the Work Permit arrangements will be strengthened.

135. Policy consultations will be conducted with employers to develop options for employers to meet work permit training obligations either through the employer directly providing the training or by the training being provided and managed through contracted services.

136. The Work Permit database will be strengthened and data sharing for priority identification will be implemented.

### ***Pathways for semi-formal and non-formal training increased***

137. Many people are currently excluded from skills recognition. Increasing the chances of recognition of achievement motivates the acquisition of relevant skills. Establishing mechanisms within the NQF for achievement to be recognised and progress scaffolded for semi-formal, non-formal and second chance education is desirable.

138. This could be achieved through systems of recognising existing achievement, equivalence and new qualifications identified on the semi/non-formal tracks within the NQF where accumulated achievement or credit can be recognised for short course provision.

#### **COMPONENT 4: ENTERPRISE**

##### ***Objective 4: Work force is enterprise adaptive***

139. Solomon Islands is facing a changeable economic future. Activities such as logging are declining and other opportunities are developing. However, many people will face changing labour opportunities during their working lives.

140. In addition the growth of formal employment may be insufficient to provide employment for all the work force. As a result individuals may need to create their own self-employment activities.

141. The ability be creative, adaptive and self-motivated will be important in a society facing social change and income uncertainty.

142. Employers are also looking for individuals entering the work force to not only have the requisite skills but to also be aware of the attitudes and behaviours that support the business environment.

- Because the situation is so general and is a cross-cutting issue not confined to any particular occupational skills action needs to be taken to promote enterprise skills and attitudes.
- It is recommended that enterprise skills including knowledge of business financing and micro-credit be included in education and training curricula particular at senior secondary levels and post-school training and in qualifications registered on the Qualifications Framework.
- A feasibility study for the implementation of a National Skills Competition to promote occupational skills and choices and to enhance innovation will be conducted.
- Consultations will be undertaken with both the private and public sectors to establish a system of work placements for pre-employment trainees and students

**COMPONENT 5: MAXIMISE INTERNATIONAL LABOUR OPPORTUNITY**

**Objective 5: Solomon Islands labour has increasing and secured market share of accessible international labour markets**

143. With a population growth rate averaging 2.3% and uncertain local economic growth in the foreseeable future the Solomon Islands Government has identified international labour migration as one of the possibilities for economic growth and social benefit. International labour opportunities provide the possibility of improving the income and standard of living of Solomon Island workers and their families. It also provides the opportunities for the repatriation of skills and work practices which would benefit the local business environment and economy.

144. This course of action needs to be managed carefully to maximise the opportunities and to reduce the risks to individual workers and their families and to the reputation of the Solomon Islands as a source of appropriately skilled and reliable workers. As a result Component 5 includes two strands of development (1) the first aims at securing an increase in the market share of existing international labour markets and then (2) the second intends to match the labour supply to employment opportunities locally and internationally.

Objective 5: Solomon Islands labour has increasing and secured market share of accessible international labour markets		
5.1. Increase market share of existing international market		
5.1.1. Develop marketing mechanisms	5.1.1.1. Research based marketing strategy and plan	Through consultation a national level marketing strategy will be developed that includes: <ul style="list-style-type: none"> <li>• Systems for obtaining ongoing market intelligence</li> <li>• Key marketing tools e.g. website and branding</li> <li>• An annual marketing plan developed in collaboration with accredited agents</li> <li>• Marketing support information ( information on SI workers, validity of recruitment process, agents profiles and services)</li> <li>• Funding for implementation of the plan</li> </ul>
	5.1.1.2. Marketing campaign	Implementation of targeted marketing campaign aimed at strategically identified overseas employers. This requires <ul style="list-style-type: none"> <li>• the identification of employers needs for number, type and timing of workers</li> <li>• undertaking marketing visits / direct contact with employers overseas to secure increased demand for SI workers</li> </ul>
5.1.2. Develop mechanisms for managing labour migration	5.1.2.1. Establish regulatory requirements for oversight of agents	<ul style="list-style-type: none"> <li>• Define roles and functions of all parties involved in management and delivery of labour export ( especially Labour Management Unit)</li> <li>• Develop policy framework and guidelines for private sector recruitment agents</li> <li>• Establish and empower LMU quality assurance and compliance frameworks to ensure agents comply with all requirements and practices</li> <li>• Legislate system - assess the need to Labour Mobility Act or amendment to current Labour Act to</li> </ul>
	5.1.2.2. Establish agent accreditation	<ul style="list-style-type: none"> <li>• Develop and implement Private Recruiting Agent accreditation and licensing regime</li> </ul>
	5.1.2.3. Strengthen capacity of LMU	<ul style="list-style-type: none"> <li>• Define roles and responsibilities within LMU as distinct from and in connection with Labour in Ministry of Commerce</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop LMU business plan</li> <li>• Build operational capacity of LMU</li> <li>• Develop comprehensive management and operational information system across LMU, agents and immigration</li> <li>• Review police clearance system to ensure adequacy for clearance for RSE</li> <li>• Align conditions across SI and NZ police departments</li> <li>• Develop formal system for secondary check of character</li> <li>• Coordinate with health authorities to expand the list of approved doctors to assess x-rays etc</li> </ul>
5.2. Match domestic labour supply to international markets		
5.2.1. Establish a National Strategic Direction for labour migration	5.2.1.1. Policy framework	<ul style="list-style-type: none"> <li>• Develop high level national strategy/ agenda to guide labour migration direction and activities for SI and re-affirm/ modify mandates for the establishment of governance structures and assigning implementation roles and responsibilities</li> </ul>
	5.2.1.2. Legislative framework	<ul style="list-style-type: none"> <li>• Develop legislation for all mechanisms for achieving direction and governance of labour migration for SI</li> </ul>
	5.2.1.3. Systems of data gathering on international opportunities	<ul style="list-style-type: none"> <li>•</li> </ul>
	5.2.1.4. Establish coordination / collaboration mechanisms with relevant SIG ministries	<ul style="list-style-type: none"> <li>• Establish structures and mechanisms that ensure SIG governance and implementation structures collaborate around the common objective to increase international employment opportunities and to ensure synergy between demand and supply side information, analysis and delivery</li> </ul>
	5.2.1.5. Strengthen capacity for on-going production of labour market analysis and reporting	<ul style="list-style-type: none"> <li>• In collaboration with industry partners, SI statistics department, other relevant Ministries and donor partners develop and implement systematic and on-going collection analyses and reporting of labour market information pertaining to labour skills demand and shortages.</li> </ul>
	5.2.1.6 Strengthen capacity for SI to negotiate in foreign labour markets	<ul style="list-style-type: none"> <li>• Develop institutional arrangements and professional capacities to negotiate in foreign labour markets, to analyse, strategize and develop the domestic and export labour markets</li> </ul>

## **ANNEX 1: NATIONAL HUMAN RESOURCE DEVELOPMENT AND TRAINING COUNCIL AND SECRETARIAT**

### **NATIONAL HUMAN RESOURCE DEVELOPMENT AND TRAINING COUNCIL**

- Is a formal, high level advisory council to SIG

#### **Scope/Responsibility**

- To analyse human resource development demands related to economic development
- To identify the skills shortages that are in demand by businesses, communities, and government to support economic and social development
- To recommend actions to develop skills to meet international labour market opportunities
- To identify obstacles within the education and training systems and within other government, business and social systems that hinder the development of human resources to meet the economic development needs of the country and to recommend reforms.
- To recommend to SIG priorities for development and options for action
- To monitor the impact of the implementation of strategies to improve the acquisition and utilization of relevant skills

#### **Terms of Reference**

- Develop information systems and research programme that will result in the continuous systematic collection and analysis of data to clearly identify skill shortages and priority demands for human resource development
- Identify and report to SIG obstacles to the acquisition and utilisation of skills that are relevant to economic development
- Recommend to SIG priorities for skill development and options for action for improving the responsiveness of the education and training system to local and international skills demand.
- Research international practice on education and training planning and administration options and recommend to SIG the development of public administration systems that increase the responsiveness of the education and training system to identified needs
- Review donor support and plans related to education and training and recommend to SIG and to donors improvements to the plans and implementation arrangements and identify emerging priorities for future donor assistance
- Develop a 3-5 Year National Human Resource Development and Training Plan based on the data collection to be used by SIG and the donor community to identify priority needs and to guide the allocation of funding for programmes by both SIG and the donor community.
- Recommend
- Review and adjust the National Human Resource Development and Training Plan annually to maintain the rolling 3-5 Year development horizon
- Monitor the implementation of the National Human Resource Development and Training Plan
- Evaluate the impact of recommended developments
- Provide an annual report to SIG
- Provide as needed reports to SIG and to other stakeholders
- Ensure the provision of information to business, communities, students and providers of education and training on the nature of skills demand, opportunities for training and employment, and costs.

## Membership

Chair		1
Representatives of Private Sector Employers / Business	SI Chamber of Commerce and Industry	1
	Subsectors	3
Public Sector Employment Planning	MPS	1
Labour market planning	MCIEI	1
Government Planning	MoFT	1
Provincial Government linkage	MPGIS	1
Community demand	Provincial	1
	Women	1
Education Planning and Management	MoE Planning	2
Govt Education provision	SICHE	1
	IPAM	1
	USP	1
Apprenticeships/NTTC	Apprenticeship	1
RTC's	SIARTC	1
Private Technical Education	Private	1
Donor Coordination	Donor Rep	1
<b>Total</b>		<b>20</b>

## EXECUTIVE COORDINATING COMMITTEE

The Executive Coordinating Committee supports the implementation of the NHRDTP by ensuring the coordination of linkages to the related programmes that are being managed by other ministries and agencies

The ECC membership will be:

- NHRDTC Chair
- Executive Secretary of the NHRDTC
- PS MDPAC / representative
- PS MEHRD / representative
- PS MCIEI / representative
- World Bank TTL

Assisting- National Human Resource Development and Training Plan Implementation Adviser

## THE SECRETARIAT

It will be supported by a Secretariat. It is proposed that the interim Secretariat are MDPAC staff that operate under the management of the Director of the Social Services Division

The Secretariat will provide the executive support for the NHRDTC including support for the meetings of the NHRDTC and the executive management of the implementation of the NHRDTP

More specifically the Secretariat will be responsible for the following:

### Information and Data Management

- Assist in the preparation of all NSTC presentations and reports to the Government and stakeholders;
- Implement, as directed by the Council, field studies to collect data needed by the Council;
- Organize collected data into databases and other descriptive formats to enable effective use by the Council;
- Implement data analysis as required by the Council;
- Provide Council with an ongoing research capacity to support informed deliberation and decision-making;
- Identify and prepare case studies showing best practices found in other countries;
- Prepare working papers as required by the Council;
- Serve as a coordinator and focal point for Council interaction with the public news media and other stakeholders.

### Logistics and Organizational Support

- In coordination with the Executive Committee of the Council, prepare and distribute meeting agendas and other documents as required;
- Organize and logistically support all NSTC meetings;
- Sit as a secretary in all meetings to record proceedings; distribution of minutes from those meetings;
- Sit as a secretary in all meetings to document and support the preparation of an ongoing work plan for the NSTC (and the Secretariat), based on the discussions and decisions made by the Council;
- Coordinate the selection of, and provide logistical support for guest speakers and other guests to the Council;
- Provide communications, and support for document preparation and distribution of documents/materials as required by members of the Council (only related to Council business);
- Prepare all media (e.g., slides/Powerpoints, photos, recorded interviews, etc) that will be needed during Council meetings;
- Coordinate the selection and employment of short-term consultants that might be needed to support the work plan of the Council;
- Maintain a written record of all Council minutes;
- Provide a readily accessible depository for all Council records and other documentation;
- Maintain a financial record of all Council and Secretariat expenditures;
- Arrange for audits of Council and Secretariat's expenditures as required by the MEHRD and the Council;

### **Interim Secretariat Membership**

Executive Secretary	Director Social Services Sector MDPAC
Secretary to NHRDTC	Secretary
Education Sector Planning	Principal Planning Officer Education Sector
NTU	
Technical Assistance	National Human Resource Development and Training Plan Implementation Adviser
	M&E Information Management System Specialist
	International Labour Migration Development Adviser

### **Provincial Focus Point Group**

The purpose of this group is to provide a point of contact between the NHRDTP and the provincial governments and rural communities.

The PFFG will:

- Receive and respond to communications from the NHRDTC Secretariat
- Receive and respond to communications from the Min of Provincial Government and Institutional Strengthening in relation to the NHRDTP
- Coordinate local communications with government, provincial businesses, communities and education and training providers in relation to the HRD needs in relation to the economic development of the province
- Facilitate the conduct of data collection aimed at identifying HRD demand by assisting the Secretariat to identify appropriate sources of information and assisting the collection and interpretation of the data.
- Using NHRDTC guidelines monitor the implementation and impact of the NHRDTP on the provincial HRD needs.

<b>Membership</b>	
Provincial government official	1
Representative of the provincial business groups	1
Representative of the community	1
MEHRD TVET officer	1
MCIEI provincial officer	1

## **ANNEX 2 TECHNICAL ASSISTANCE TERMS OF REFERENCE**

### **NATIONAL HUMAN RESOURCE DEVELOPMENT AND TRAINING PLAN IMPLEMENTATION ADVISER**

#### **Terms of Reference**

##### **General information**

<b>Position</b>	:	NHRDTP Implementation Adviser
Duty Station	:	Honiara; Solomon Islands NHRDTC Secretariat MDPAC
Desired Start Date:	:	ASAP
Duration	:	
Reporting to	:	

##### **Background**

Analyses of the current human resource development systems in Solomon Islands have shown that there is a mismatch between the supply of skills and the demand for skills. This situation is resulting in poorly directed investment, systems inefficiencies and constraints on economic and social development. As a result the Solomon Islands Government (SIG), with assistance from a number of donors including NZAID, AusAID, EU, ILO and the World Bank is systematically developing a demand responsive human resource development system in the Solomon Islands. In particular the World Bank is supporting the development and implementation of a National Human Resource Development Plan (NHRDTP).

To that end the World Bank is seeking a suitably qualified and experienced NHRDTP Implementation Adviser to assist with the implementation of the NHRDTP. The implementation of the NHRDTP will be overseen by the National Human Resource Development Council and implemented by the NHRDTC Secretariat supported by the Ministry of Development Planning and Aid Coordination (MDPAC) the Ministry of Education and Human Resource Development (MEHRD) and the Ministry of Commerce, Industry, Labour and Immigration (MCILI)

##### **NHRDTP Implementation Adviser**

The NHRDTP Implementation Adviser will assist the MDPAC to implement the National Human Resource Development Plan. The adviser will assist in the establishment of the NHRDTC and the supporting Secretariat. The adviser will also assist the Secretariat to coordinate the implementation of the programme schedule and to monitor and report progress. The adviser will assist, as needed, to coordinate and monitor the performance of the various technical assistants recruited to provide specialist assistance as part of the implementation programme. He/she will advise the NHRDTC and the Secretariat on issues and directions in national human resource development systems and on capacity building matters. In addition to an advisory role, he or she will work closely with the Secretariat to build capacity by transfer skills and knowledge.

##### **Functions and Responsibilities of the Adviser**

In particular the NHRDTP Implementation Adviser will work in close collaboration with the Director of the Secretariat and the Chair of the NHRDTC and assist them to:

- coordinate and monitor the implementation activities
- ensure efficient and effective operation of the NHRDTC
- maintain close links with the MEHRD, MCIEI
- integrate the NTC into the NHRDTC
- support the Working Parties associated with the coordination and implementation of the NHRDTP
- produce the key reports of the NHRDTP – Annual Needs and Priorities Report, Annual Monitoring and Evaluation Report
- assist the NHRDTC to develop annual scholarship priorities and opportunity lists
- ensure the process of scholarship selection, deployment and completion is effective
- liaise with the agencies managing the formal, semi-formal and non-formal education and training sectors to ensure the progressive improvement of responsiveness of the structure and operation of those systems
- implement the development of a viable system of international labour migration
- ensure that MDPAC endorsement of donor funding to education and training aligns with NHRDTP priorities
- assess the feasibility of reconfiguring NTU into effective training support services unit
- assist with re-development and re-establishment of training support services unit
- regular review and updating of the NHRDTP

**Outputs:**

- Monthly progress reports
- Updated NHRDTP
- Annual Scholarship report
- Training support services unit feasibility report
- Final Report

**Qualification Requirements:**

## **M&E INFORMATION MANAGEMENT SYSTEM SPECIALIST**

### **Terms of Reference**

#### **General information**

**Position** : **M& E Information Management System Specialist**  
**Duty Station** : Honiara; Solomon Islands NHRDTC Secretariat MDPAC  
**Desired Start Date:** ASAP  
**Duration** :  
**Reporting to** :

#### **Background**

Analyses of the current human resource development systems in Solomon Islands have shown that there is a mismatch between the supply of skills and the demand for skills. This situation is resulting in poorly directed investment, systems inefficiencies and constraints on economic and social development. As a result the Solomon Islands Government (SIG), with assistance from a number of donors including NZAID, AusAID, EU, ILO and the World Bank is systematically developing a demand responsive human resource development system in the Solomon Islands. In particular the World Bank is supporting the development and implementation of a National Human Resource Development Plan (NHRDTP).

To that end the World Bank is seeking a suitably qualified and experienced M& E Information Management System Specialist to assist with the implementation of the NHRDTP. The implementation of the NHRDTP will be overseen by the National Human Resource Development Council and implemented by the NHRDTC Secretariat supported by the Ministry of Development Planning and Aid Coordination (MDPAC), the Ministry of Education and Human Resource Development (MEHRD) and the Ministry of Commerce, Industry, Labour and Immigration (MCILI)

#### **Functions and Responsibilities of the Adviser**

In particular the M& E Information Management System Specialist will work in close collaboration with the Director of the Secretariat, the Chair of the NHRDTC, MDPAC, MEHRD and MCILI to:

Prepare a system design report that:

- Clarifies the information needed
- Identifies information sources including national or international sources
- Clarifies the source information format and the mechanisms and/or processes that would need to be used or developed to transfer data
- Assess the status of all relevant data bases and recommend developments
- Assess legal frameworks regarding data sharing, privacy and commercial sensitivity
- Assess the capacity needs of the Secretariat staff and the staff in other data source agencies and prepare a capacity building programme
- Develop data transfer architecture and associated protocols
- Clarify the required outputs from the information system

- Prepare hardware and software specifications and an implementation plan
- Prepare a budget for developing and implementing the system

Following acceptance of the report:

- Assist in the development of tenders for hardware and software
- Develop any customised software including all data entry and reporting interfaces as well as any web based applications
- Develop remote maintenance capabilities
- Prepare data collection and entry formats
- Develop a standardised report menu
- Develop system documentation
- Develop operation manuals and conduct necessary training

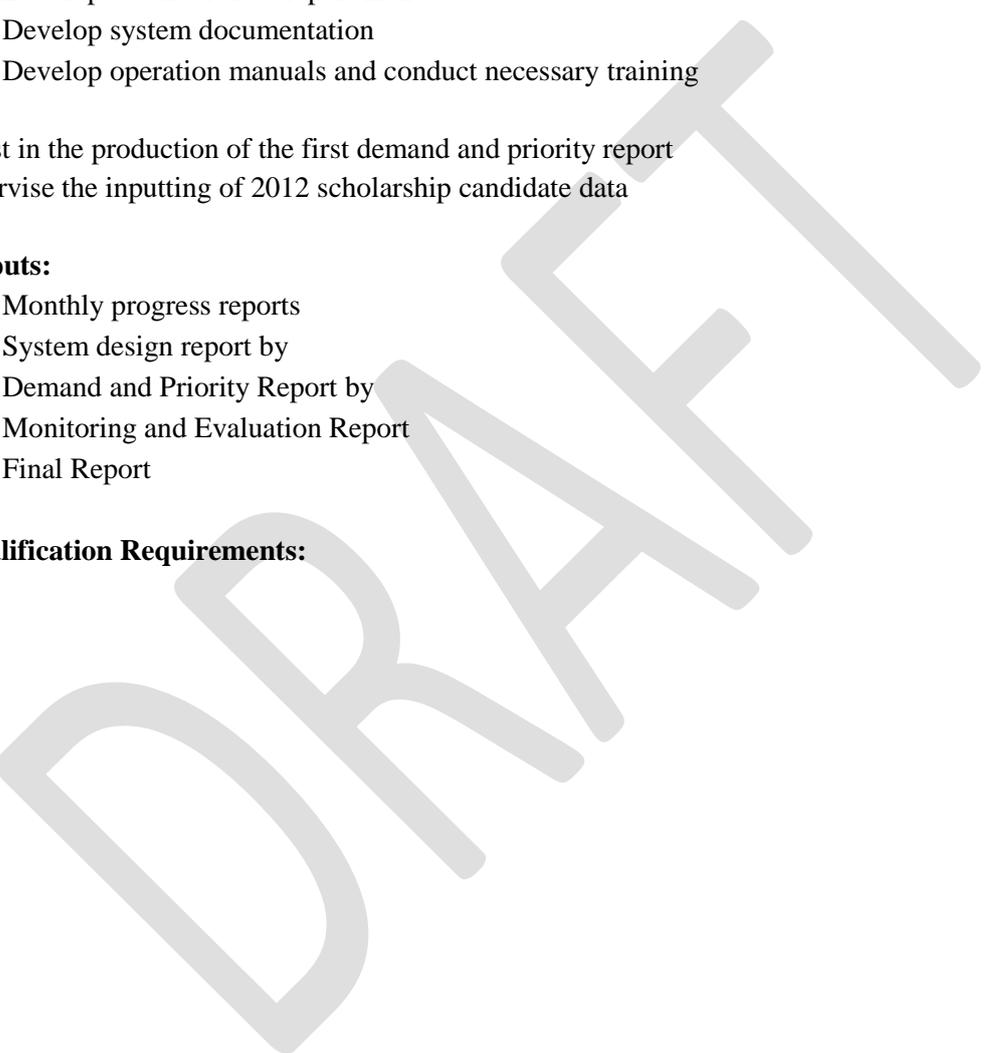
Assist in the production of the first demand and priority report

Supervise the inputting of 2012 scholarship candidate data

**Outputs:**

- Monthly progress reports
- System design report by
- Demand and Priority Report by
- Monitoring and Evaluation Report
- Final Report

**Qualification Requirements:**



## **INTERNATIONAL LABOUR MIGRATION DEVELOPMENT ADVISER**

### **Terms of Reference**

#### **General information**

<b>Position</b>	<b>:</b>	<b>International Labour Migration Development Adviser</b>
Duty Station	:	Honiara; Solomon Islands NHRDTC Secretariat MDPAC
Desired Start Date:		ASAP
Duration	:	
Reporting to	:	

#### **Background**

Analyses of the current human resource development systems in Solomon Islands have shown that there is a mismatch between the supply of skills and the demand for skills. This situation is resulting in poorly directed investment, systems inefficiencies and constraints on economic and social development. As a result the Solomon Islands Government (SIG), with assistance from a number of donors including NZAID, AusAID, EU, ILO and the World Bank is systematically developing a demand responsive human resource development system in the Solomon Islands. In particular the World Bank is supporting the development and implementation of a National Human Resource Development Plan (NHRDTP).

To that end the World Bank is seeking a suitably qualified and experienced International Labour Migration Development Adviser to assist with the implementation of the NHRDTP. The implementation of the NHRDTP will be overseen by the National Human Resource Development Council and implemented by the NHRDTC Secretariat supported by the Ministry of Development Planning and Aid Coordination (MDPAC) the Ministry of Education and Human Resource Development (MEHRD) and the Ministry of Commerce, Industry, Labour and Immigration (MCILI)

#### **Functions and Responsibilities of the Adviser**

In particular the International Labour Migration Development Adviser will work in close collaboration with the Director of the Secretariat, the Chair of the NHRDTC Commissioner of Labour at the Ministry of Commerce, Industry, Labour and Immigration (MCILI) to assist in the implementation of a programme that will increase the international labour market access for Solomon Islands labour. Work closely with the NHRDTP Secretariat, NHRDTP Plan Implementation Adviser, MICE, MEHRD and ILM Working Party to assist in the coordination of a domestic labour development to meet the market opportunities.

The Adviser will:

- Assist the development and implementation of a research based marketing strategy and targeted marketing campaign
- Assist the developments and implementation of regulatory oversight system for labour market agents
- Assist the implementation of the agent accreditation system
- Assist in defining the functions and structure of the Labour Migration Unit
- Develop and assist in the implementation of an associated capacity building programme

- Assist with the development of an updated and enabling policy framework
- Assist with the development of a related legislative framework
- Assist the development of cross ministerial coordination /collaboration to enable policy development, information sharing and operational effectiveness
- Support SI in negotiations for increased access to existing and new labour markets

**Outputs:**

- Monthly progress reports
- Marketing Strategy
- Marketing Campaign
- Marketing Campaign effectiveness Assessment Report
- Negotiation Assessment Report
- Labour Supply Reports
- Final Report

**Qualification Requirements:**

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**ANNEX 3: NATIONAL HUMAN RESOURCE DEVELOPMENT PLAN LOG FRAME**

NHRDTP DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p><b>Goal:</b> Sufficient numbers of Solomon Islanders with the required skills and attitudes are available to satisfy local and international labour market demand.</p>	<ul style="list-style-type: none"> <li>• Skill shortages are not identified as an obstacle to local economic growth</li> <li>• Average time to fill vacancies in both private and public sector declines</li> <li>• Number of Solomon Islanders in international labour increases</li> <li>• Employer satisfaction of skills match increases</li> </ul>	<ul style="list-style-type: none"> <li>• Economic performance reports by international agencies</li> <li>• Bank vacancy tracking reports</li> <li>• Annual satisfaction survey</li> <li>• Records of SI participants in ILO international labour programmes</li> <li>• Individual exit surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and implementing national system to continually focus human resource development on human resource demand will result in demand being met in a timely and effective manner</li> </ul>
<p><b>Purpose:</b> Ensuring that the education and training system supports economic and social development by systematically meeting the needs and requirements of the local and international labour markets.</p>	<ul style="list-style-type: none"> <li>• NHRDTP is updated and produced regularly</li> <li>• NHRDTP is endorsed by employers</li> <li>• NHRDTP priorities are adopted by the government</li> <li>• Government and private education and training programmes reflect priorities</li> <li>• All donor aid programmes related to education and training aligned with NHRDTP as part of MDPAC endorsement</li> <li>• All SIG Ministry budget bids related to education and training must show alignment to NHRDTP</li> <li>• NTC Opportunities list reflects priorities</li> <li>• Employer satisfaction surveys</li> <li>• International recruitment records</li> </ul>	<ul style="list-style-type: none"> <li>• NHRDTP Secretariat files</li> <li>• NHRDTP cited in SIG Plans</li> <li>• NHRDTC monitoring reports show labour market/supply data</li> <li>• Skill satisfaction surveys</li> <li>• NTC records</li> <li>• NQF records of qualification achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Plan will identify needs and priorities</li> <li>• Plan will identify policy and operational improvements</li> <li>• Implementation of NHRDTP will provide focus for supply system</li> <li>• SIG will use plan to guide development and operations of education and training systems</li> <li>• SIG will adopt plan recommendations to make system more responsive to demand.</li> </ul>

COMPONENT 1 DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Component 1 Objective: NHRDTC planning, coordination and management capacity is sufficient to produce, implement, monitor and regularly update NHRDTP which results in continuous improvement of the human resource development systems.</p>	<ul style="list-style-type: none"> <li>• NHRDTP programme is implemented in a timely manner</li> <li>• Implementation is monitored and evaluated</li> <li>• NHRDTP and/or plan is modified as a result of monitoring</li> <li>• NHRDTP is redrafted at the end of cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Programme monitoring reports</li> <li>• Programme evaluation reports</li> <li>• Minutes of NHRDTC meetings</li> <li>• New plan at end of cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Capable NHRDTC and Secretariat will implement the Plan programme effectively</li> <li>• Capable NHRDTC and Secretariat will monitor and evaluate the Plan effectively</li> <li>• Capable NHRDTC and Secretariat will revise and redraft the NHRDTP at the end of the cycle.</li> </ul>
<p>Output 1.1: NHRDTC operational</p>	<ul style="list-style-type: none"> <li>• NHRDTC structures, TOR's and membership approved by SIG</li> <li>• NTC/NTU absorbed into NHRDTC structures</li> <li>• Activity programme and budget established and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Ministerial/PS approval</li> <li>• Programme plan approval</li> <li>• Budget plan and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Operational NHRDTC will develop implement NHRDTP</li> <li>• NHRDTC will make decisions based on data and recommendations of NHRDTC Secretariat</li> </ul>
<p>Output 1.2 NHRDTC Secretariat supporting programme implementation</p>	<ul style="list-style-type: none"> <li>• Secretariat structure and staffing approved and filled</li> <li>• Secretariat capacity building programme implemented / completed</li> <li>• Secretariat activity programme and budget established</li> <li>• Secretariat provides timely and quality support to NHRDTC</li> </ul>	<ul style="list-style-type: none"> <li>• Approval document</li> <li>• Training records show completion</li> <li>• Staff evaluations show capability</li> <li>• Staffing reports show structures in place and filled</li> <li>• Programme monitoring reports show timely execution of programme</li> <li>• All equipment procured</li> <li>• NHRDTC Chair satisfied</li> </ul>	<ul style="list-style-type: none"> <li>• Effective NHRDTC Secretariat will implement NHRDTP programme</li> <li>• Implementation of the programme will provide data and recommendations for NHRDTC to consider</li> <li>• Properly resourced NHRDTC Secretariat will be able to execute programme</li> </ul>

<p>Output 1.3 NHRDTP Monitoring and Evaluation reports</p>	<ul style="list-style-type: none"><li>• Monitoring and Evaluation structures and programme established</li><li>• NHRDTP M&amp;E Frameworks established</li><li>• NHRDTP M&amp;E Reporting against frameworks</li></ul>	<ul style="list-style-type: none"><li>• M&amp;E schedule plan</li><li>• M&amp;E data gathering tools in place</li><li>• Report formats</li><li>• Log Frame developed</li><li>• PAF developed</li><li>• M&amp;E reports</li></ul>	<ul style="list-style-type: none"><li>• Systematic monitoring and regular evaluation maintains plan focus</li><li>• Well founded M&amp;E tools provide the basis for focused M&amp;E and assist implementation focus</li><li>• Regular M&amp;E reporting maintains plan validity and transparency</li></ul>
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COMPONENT 2 DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Component 2 Objective:</p> <p>Systems to accurately and consistent identify demand for trained labour are effective and timely</p>	<ul style="list-style-type: none"> <li>• Reports identifying demand priorities are produced on agreed schedule to meet SIG planning cycles.</li> <li>• Priorities are adopted by SIG</li> <li>• Investment into training and education is aligned to priorities</li> <li>• New training programmes developed by education and training suppliers to meet demand priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Secretariat records</li> <li>• Graduate number and specialities aligned</li> <li>• Scholarships aligned to priorities</li> <li>• Development investment aligned to priorities</li> </ul>	<ul style="list-style-type: none"> <li>• That good information and analysis will provide the basis for well founded and transparent decision making</li> <li>• Human resource development well be better focused and more effective</li> </ul>
<p>Output 1:</p> <p>Data systems that enable regular, accurate and timely collection of demand data are developed</p>	<ul style="list-style-type: none"> <li>• Demand Data Working group established</li> <li>• Report of Data system architecture, specifications and processes</li> <li>• Software developed or procured</li> <li>• Hardware procured</li> <li>• Information sharing workshops scheduled and conducted</li> <li>• Analytical reports produced regularly and submitted the NHRDTC</li> <li>• Capacity building programme for database management</li> <li>• Baseline data collected and entered into data system</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Secretariat records</li> <li>• Procurement records</li> <li>• Secretariat work programme</li> <li>• Minutes of meetings</li> <li>• Minutes of meetings</li> <li>• Secretariat files</li> </ul>	<ul style="list-style-type: none"> <li>• Demand relevant data already exists</li> <li>• Sharing data from government and donor planning agencies and from SIG ministries and business will provide a clear picture of needs and demand</li> <li>• Transparent decisions can be made based on information</li> </ul>
<p>Output 2</p> <p>Priorities identified and recommended</p>	<ul style="list-style-type: none"> <li>• NHRDTC Secretariat produces priorities report and recommendations</li> <li>• Consultative workshops conducted and endorse priorities</li> <li>• Recommendations are endorsed by SIG</li> <li>• Consequential budgets approved by SIG and donors</li> </ul>	<ul style="list-style-type: none"> <li>• Report in Secretariat files</li> <li>• Reports of meetings</li> <li>• Letters of endorsement from private and public sector and donors</li> <li>• Ministerial /Cabinet endorsement</li> </ul>	<ul style="list-style-type: none"> <li>• Public report of priorities and recommendations allows comment and adoption</li> <li>• Consultation increases analysis and allows transparency of decision making</li> <li>• Endorsement by civil society and government ensures adoption.</li> </ul>

COMPONENT 3 DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Component 3 Objective: Human resource development systems meet demand</p>	<ul style="list-style-type: none"> <li>• Average time to fill vacancies in both private and public sector declines</li> <li>• Number of Solomon Islanders in international labour increases</li> <li>• Employer satisfaction of skills match increases</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking public and private sector vacancies</li> <li>• Tracking trends in international labour migration</li> <li>• Tracking employer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Vacancies are not being filled because of skills shortages</li> <li>• Increased skills supply ensures market opportunities are filled in domestic and international markets</li> <li>• Employers can indicate what skills are in short supply</li> </ul>
<p>Output 3.1: Output standards match the required standards</p>	<ul style="list-style-type: none"> <li>• Curriculum outcomes / qualifications outcome descriptors are formulated as standards</li> <li>• Employment sectors participate in developing and endorse qualifications standard descriptions</li> <li>• Assessments are aligned with standard descriptions</li> <li>• National Trade Testing systems and processes meet standards</li> <li>• Existing qualifications regularly reviewed and updated</li> <li>• New qualifications and trainings developed to better meet skills needs</li> <li>• Quality assurance systems for all government / donor funded post-school trainings ensures compliance with standards</li> <li>• Implement employer satisfaction surveys to monitor standards</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of national curriculum statements</li> <li>• Analysis of qualifications descriptions</li> <li>• Analysis of SIQF procedures manuals</li> <li>• SITEC records show standards endorsements</li> <li>• Survey of industry groups</li> <li>• Analysis of sample of assessment programmes</li> <li>• Analysis of NTT standards</li> <li>• Analysis of SITEC processes and records of qualification renewal</li> <li>• Analysis of SITEC processes and records of qualification renewal</li> <li>• Analysis of quality assurance requirements and systems</li> <li>• Analysis of qa systems that apply to international suppliers</li> <li>• Survey records</li> </ul>	<ul style="list-style-type: none"> <li>• Standards can only be met if standards are set</li> <li>• Standards should be about skills application not time served</li> <li>• Skills demanded by market need to be set by the representatives of the market</li> <li>• The market representatives can articulate the skills that are required</li> <li>• An acceptable quality assurance system reduces the chances of non-compliance with standards</li> <li>• The engagement between employers and suppliers improves the understanding of both</li> </ul>
<p>Output 3.2 Scholarship and sponsored training aligns with priorities</p>	<ul style="list-style-type: none"> <li>• The proportion of scholarship allocations to academic, trade, occupations regularly reviewed</li> <li>• Selection criteria align to demand</li> <li>• Selection criteria recognise equity of</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis scholarship awards</li> <li>• Analysis of selection criteria</li> <li>• Incentivisation policy approval</li> </ul>	<ul style="list-style-type: none"> <li>• Current arrangements do not reflect market demand</li> <li>• Some high priority areas are not attractive to candidates and additional incentives maybe needed</li> <li>• New technologies result in increasing</li> </ul>

	<p>gender, level etc</p> <ul style="list-style-type: none"> <li>• Participation in high priority low interest areas is made attractive by incentives such as guaranteed employment etc.</li> </ul>		<p>access to suppliers and scholarships.</p>
<p>Output 3.3 Training support services unit established to manage all sponsored/scholarship candidates to complete training successfully</p>	<ul style="list-style-type: none"> <li>• Training support services unit established</li> <li>• Progress and completion rates monitored</li> <li>• Return and entry into employment of scholarship holders facilitated</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation to establish unit</li> <li>• Individual records of progress</li> <li>• Annual analysis reports</li> <li>• Re-entry transition programme in place</li> </ul>	<ul style="list-style-type: none"> <li>• Current arrangements rely on public servants</li> <li>• This is not a core function for most public servants</li> <li>• Currently arrangements not efficient</li> <li>• Improved support systems would reduce waste and cost overruns</li> </ul>
<p>Output 3.4 Purchase/tendering increases responsiveness and lowers cost of education and training suppliers</p>	<ul style="list-style-type: none"> <li>• Purchasing / competitive tendering of education and training contracting is implemented using cost and quality standard</li> </ul>	<ul style="list-style-type: none"> <li>• Tender records</li> <li>• Analysis of tender costs and range</li> </ul>	<ul style="list-style-type: none"> <li>• Competitive tendering increases supply market efficiency and reduces cost</li> <li>• Tendering also improves outcome specification.</li> </ul>
<p>Output 3.5 Work place training increased</p>	<ul style="list-style-type: none"> <li>• Policy consultations with employers on work place training</li> <li>• Work place training increased through employment contract training conditions                             <ul style="list-style-type: none"> <li>○ Bonding agreements</li> <li>○ Levies and off sets</li> <li>○ Monitoring of localisation and training agreements</li> <li>○ Develop options for employers to meet work permit training obligations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Work place training records</li> <li>• Worker satisfaction surveys</li> <li>• Monitoring reports of work permit localisation and training agreements</li> </ul>	<ul style="list-style-type: none"> <li>• The bulk of the work force is post-school</li> <li>• Increasing work place training increases relevant skills acquisition at low cost</li> <li>• Skills acquisition increases productivity</li> </ul>
<p>Output 3.6 Pathways for semi-formal and non-formal training increased</p>	<ul style="list-style-type: none"> <li>• Establish pathways of achievement through NQF for semi-formal, non-formal and second chance education</li> <li>• Expand IPAM capacity for public sector in-service up skilling</li> </ul>	<ul style="list-style-type: none"> <li>• New qualifications developed on semi/non-formal tracks</li> <li>• Scaffolding achievement through franchising of appropriate higher level courses through RTC's and CBTC's</li> </ul>	<ul style="list-style-type: none"> <li>• Many people are currently excluded from skills recognition. Increasing the chances of recognition of achievement motivates the acquisition of relevant skills.</li> </ul>

COMPONENT 4 DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Objective 4: Work force is enterprise adaptive</p>	<ul style="list-style-type: none"> <li>• Employers satisfied with work attitudes</li> <li>• Workforce has relevant skills for the workplace</li> <li>• Core skills of literacy and numeracy meet expectations</li> <li>• Work force has adaptive skills</li> <li>• Increased numbers of SME's</li> </ul>	<ul style="list-style-type: none"> <li>• Employer satisfaction surveys</li> <li>• Students surveys</li> <li>• Improved scores on standard monitoring assignments</li> <li>• Business registration records</li> </ul>	<ul style="list-style-type: none"> <li>• A work force that has enterprise skills is able to adapt to circumstances</li> <li>• Enterprise skills are valued by employers</li> <li>• Enterprise skills improve performance and productivity</li> </ul>
<p>Output 1: Enterprise skills included in education and training curricula</p>	<ul style="list-style-type: none"> <li>• National school curricula include enterprise skills</li> <li>• Post-school training emphasises enterprise skills</li> <li>• Training for self employment</li> <li>• Qualification descriptions include enterprise core competencies</li> <li>• Increased number of work placements facilitated</li> <li>• Increased</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of core enterprise skills completed</li> <li>• Analysis of curricula</li> <li>• Number of qualifications with core enterprise skills</li> <li>• Survey of work placements</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise skills equip students for life, employment and self-employment</li> <li>• Including enterprise skills in curricula ensures all students are exposed</li> <li>• Including them in qualifications ensures pre-employment students are prepared</li> <li>• Work experience increases awareness of expectations</li> </ul>
<p>Out put 2: National skills competition</p>	<ul style="list-style-type: none"> <li>• National skills competition implemented</li> <li>• Competition valued</li> <li>• Raises profile of occupational skills</li> <li>• Increased enrolment in occupational training</li> </ul>	<ul style="list-style-type: none"> <li>• National skill competition reports</li> <li>• Increasing number of participants</li> <li>• Student awareness surveys</li> <li>• Private business surveys</li> </ul>	<ul style="list-style-type: none"> <li>• National competition demonstrates skill standards</li> <li>• Competition increases awareness of skills application</li> <li>• Competition rewards excellence</li> </ul>

COMPONENT 5 DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Objective 5: Solomon Islands labour has increasing and secured market share of accessible international labour markets and has matched the domestic labour supply to international markets	<ul style="list-style-type: none"> <li>• Market share of current markets increase</li> <li>• New markets developed</li> <li>• Labour supply meets market demand in quantity and skills</li> <li>• Social benefit accrues</li> </ul>	<ul style="list-style-type: none"> <li>• Market data</li> <li>• Report of vacancies filled</li> <li>• Agents reports on skill match</li> <li>• Analysis of market satisfaction</li> <li>• Household survey of international labour migrants</li> </ul>	<ul style="list-style-type: none"> <li>• International labour migration is possible for SI workers</li> <li>• International labour migration opportunities can be expanded</li> <li>• Social benefit accrues to migrant, family and SI</li> </ul>
Output 1: Marketing mechanisms	<ul style="list-style-type: none"> <li>• Research based marketing strategy and plan in place</li> <li>• Marketing campaign implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan shows research basis</li> <li>• Strategic Plan implementation reports</li> <li>• Marketing campaign materials</li> <li>• Marketing campaign reports</li> </ul>	<ul style="list-style-type: none"> <li>• Markets need to be actively developed</li> <li>• Systematic and carefully planned marketing opens opportunities</li> </ul>
Output 2: Labour migration management mechanisms	<ul style="list-style-type: none"> <li>• Regulatory requirements for oversight of agents established</li> <li>• Agent accreditation system established</li> <li>• Labour Migration Unit capable of managing system</li> </ul>	<ul style="list-style-type: none"> <li>• Regulatory handbook</li> <li>• Agent accreditation standard guidelines</li> <li>• Accredited agents</li> <li>• LMU established</li> <li>• LMU work plan executed</li> </ul>	<ul style="list-style-type: none"> <li>• Labour market access depends on reputation of quality, reliability and consistency</li> <li>• Agents find markets but need to maintain reputation</li> <li>• A dedicated management group ensures consistency and coordination of labour supply and operation</li> </ul>
Output 3: Domestic labour supply responds to international labour market demand	<ul style="list-style-type: none"> <li>• Labour market policy framework documented</li> <li>• Legislative framework drafted and enacted</li> <li>• Data gathering systems for international opportunities developed and implemented</li> <li>• Cross ministerial coordination / collaboration mechanisms implemented</li> <li>• Systems for on-going production of labour market analysis and reporting</li> <li>• SI successfully negotiating access to foreign labour markets</li> </ul>	<ul style="list-style-type: none"> <li>• Secretariat files</li> <li>• Legislation records</li> <li>• Ministry structures and operational plans</li> <li>• Data system architecture report</li> <li>• Reports in Secretariat files</li> <li>• Minutes of meetings of coordination working groups</li> <li>• Regular reports produced</li> <li>• Records of agreement for access in existing markets show increase in number and range</li> <li>• Records of agreement for access to new markets</li> <li>• Departure numbers increased</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic systems are responsive to supply to new markets</li> <li>• Enabling policies and legislation will facilitate responsiveness</li> <li>• SI will be able to increase access to international labour markets</li> </ul>

**ANNEX 4: NATIONAL HUMAN RESOURCE DEVELOPMENT AND TRAINING PLAN PERFORMANCE FRAMEWORK**

Goal, Purpose, Result		Performance Indicator	Target	2010 Baseline	2011	2012	2013	Comments
<b>Goal:</b> Supply of sufficient workers skilled at appropriate levels on a timely basis to meet the demands of local and international labour markets	G.1	• Skill shortages are not identified as an obstacle to local economic growth	Not identified in reports	Are identified in reports				
	G.2	• Average time to fill vacancies in both private and public sector declines	Decrease					
	G.3	• Number of Solomon Islanders in international labour mobility scheme increases	Increase	300 seasonal fruit pickers to NZ				
	G.4	• Local and international employer satisfaction of skills match increases	Overall score increase	No survey data				
<b>Purpose:</b> Education and training systematically meets the needs and requirements of the local and international labour markets.	P.1	• Employer satisfaction surveys	Overall score increase	No survey data				
	P.2	• NHRDTP is updated annually	Yes	Draft				
	P.3	• NHRDTP is endorsed by employers (SICCI)	Yes	Draft				
	P.4	• Government funded education and training programmes aligned to NHRDTP priorities	Yes	Pre-date NHRDTP				
	P.5	• Donor funding related to education and training aligned with NHRDTP as part of MDPAC endorsement	Yes all new	Existing programmes pre-date NHRDTP				
	P.6	• Opportunities list reflects NHRDTP priorities	Yes	No				
<b>Result 1</b> NHRDTC planning, coordination and management capacity is sufficient to produce, implement, monitor and regularly update NHRDTP which results in continuous improvement of the human	R1.1	• NHRDTC structures, membership approved by SIG	Yes					
	R1.2	• Implementation by schedule	Yes					
	R1.3	• Effects of plan monitoring, evaluated and reported	Yes					

Responding to employment demand

resource development systems	R1.4	• Plan modified annually	Yes					
<b>Result 2</b> Systems to accurately and consistent identify demand for trained labour are effective and timely	R2.1	• Annual report of demand and priorities produced	Yes					
	R2.2	• Investment / funding matches demand	Yes					
	R2.3	• SIG adopts report recommendations	Yes					
<b>Result 3</b> Human resource development systems meet demand	R3.1	• Average vacancy time decreases	Decrease					
	R3.2	• Average score of employment satisfaction increases	Increase					
	R3.3	• Qualifications described in standards outcomes increases	Increase					
	R3.4	• Assessments matching outcomes increases	Increase					
	R3.5	• Qualifications reviewed and renewed increases	Increase					
	R3.6	• Number of providers/courses quality assured increases	Increase					
	R3.7	• Scholarships aligned to demonstrated priority demand	Increase					
	R3.8	• % Trade related scholarships increase	Increase					
	R3.9	• Scholarship holders gender proportions equitable	Increase					
	R3.10	• Scholarship application incentives reflect demand	Yes					
	R3.11	• Number of individual progress records current increases	Increase					
	R3.12	• Scholarship/sponsored incompletes decreases	Decrease					
	R3.13	• Number of completing scholarship holders with employment plan increases	Increase					
	R3.14	• Number of tendered trainings increases	Increase					
R3.15	• Number of work place trainings increases	Increase						
R3.16	• % compliance with Work Permit trainings increases	Increase						
<b>Result 4</b>	R4.1	• Employer satisfaction with enterprise skills increases	Increase					

*Responding to employment demand*

Work force is enterprise adaptive	R4.2	• Identification of ES in curricula increases	Increase					
	R4.3	• Identification of ES in quals descriptions increases	Increase					
	R4.4	• Participation in national skills competition increases	Increase					
	R4.5	• Employer satisfaction with enterprise skills increases	Increase					
<b>Result 5</b> Solomon Islands labour has increasing and secured market share of accessible international labour markets and has matched the domestic labour supply to international markets	R5.1	• Market share increases	Increase					
	R5.2	• Number of markets increases	Increase					
	R5.3	• Local supply meets demand	Yes					



