

# Climate Change Strategy for the Ministry of Education and Training Skills Centres

Mainstreaming Climate Change Management into Skills  
Development Activities in Vanuatu's Technical and Vocational  
Education and Training Sector

2019



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**Vanuatu is already experiencing the impacts of climate change:**



**EXTREME WEATHER**

- Flooding (river and storm surge)
- Damage to property & crops
- Injuries and loss of life
- Stronger cyclones
- More storms
- Landslides

**COASTAL CHANGE**

- Salinisation / saltwater intrusion
- Death of coral reefs
- Coastal flooding
- Sea level rise
- Coastal erosion
- Damage to infrastructure



**TEMPERATURE**

- Higher risk of fires
- Droughts / lack of fresh water
- Heat stress in people and animals
- Heat waves and very hot days happen more often
- Pests and diseases for humans, crops and livestock
- Changes to seasonal calendars and growing seasons



**There are two ways to respond to climate change:**

**ADAPTION / MITIGATION**

*Addressing / coping with the impacts of climate change*

*Reducing greenhouse gas emissions to limit future climate change*

**These are already happening in Vanuatu and the Pacific! ✓**  
**But many people still need support to understand:**



*How will climate change impact MY business?*



*How can I make my business more resilient?*



*How can I protect my clients, staff and property?*



*Where can I access more assistance and information?*

**The Vanuatu Skills Partnership and the MoET Skills Centres have a vital role to play in addressing climate change:**

*The Vanuatu Skills Partnership and MoET Skills Centres address climate change in all activities, identifying and responding to training needs, impacts and opportunities for clients, as well as ensuring the resilience of the organisation to continue to provide services, and the safety of all staff and trainers.*

**OUR GUIDING PRINCIPLES**

Provide relevant, contextual information

Equity and inclusiveness

Recognise traditional and local knowledge

Collaboration and capacity building

Sustainability

## How will climate change affect the activities of the Skills Centres?



Extreme climate events will disrupt activities, endanger staff and damage Skills Centres...



We need to protect them



... and these extremes and other climate impacts will affect Centre clients' activities.



We need to help clients adapt



But our activities, which create emissions, also contribute to climate change.



We need to reduce emissions



We are all in this together! We work with government partners and training providers to build climate change capacity.

## MAINSTREAMING IS:



INTEGRATING  
CLIMATE  
CHANGE  
INTO ALL  
DECISION-  
MAKING,  
PLANNING,  
ACTIVITIES &  
OPERATIONS

### When should we think about climate change?



When we are planning new activities...

**Think about:**

*Does / will climate change affect this activity?*

*Does climate change need to be included in delivery?*



When we are speaking with partners & clients...

**Think about:**

*Have they considered & planned for climate change?*

*What training or skills development is needed?*

*How is climate change considered in partnership frameworks, MOU's and annual work-plans?*

EVERYTHING  
WE DO

# How do we address Climate Change?

## ADAPTION

### OBJECTIVE 1: Protect our own activities from climate change



We have **Disaster Management Plans** for each Skills Centre & office.



We **train staff** in disaster preparedness & response procedures.



We review our preparedness annually.

### OBJECTIVE 2: Integrate climate change into all relevant skills development activities



We **assess every new skills development activity** to determine whether it needs to include climate change information.



We have developed **practical, contextual climate change information material...**



... which supports trainers & coaches to **integrate climate change content** into relevant training.

### OBJECTIVE 3: Coordinate the delivery of specific climate change adaptation / disaster risk reduction training

We **liaise** with government, productive sector and private partners, as well as trainers and clients to determine training needs



... and then **coordinate appropriate skills development activities** to meet those needs.

## MITIGATION

### OBJECTIVE 4: Measure and reduce our own emissions

We have developed an **Emissions Inventory and Mitigation Plan**



...implemented mitigation activities to **reduce emissions...**



...and conduct annual emissions assessments to **track progress.**

### OBJECTIVE 5: Help Skills Centre clients access mitigation opportunities

We **identify current opportunities**, incentives and support for mitigation activities



...and **assist clients** to access opportunities, with skills development where necessary.

## BUILDING INSTITUTIONAL CAPACITY



### OBJECTIVE 6: Engage with partners to promote climate change mainstreaming and build systemic capacity

We **provide information and support** to our partners to address climate change in planning.

We ensure that the PSET/skills sector is included within national/provincial climate change planning.

We **mainstream climate change** into the Partnership Implementation Frameworks and annual Skills Centre Plans with government partners.



## Executive Summary

Climate change is the single greatest threat to the livelihoods, security and wellbeing of the people of the Pacific<sup>1</sup>. Rising sea levels threaten coastal land, infrastructure and water sources; warming temperatures will put the people's health, water and food security at risk; while more severe and frequent extreme weather events will increasingly impact settlements. Vanuatu, which faces the highest risk to natural disasters of any country in the world<sup>2</sup>, is particularly susceptible to the impacts of climate change.

Recognising the significant challenge of climate change, the Government of Vanuatu's *Climate Change and Disaster Risk Reduction Policy 2016-2030* acknowledges the urgent need to integrate climate change into education and skills development at all levels through 'incorporating an integrated curriculum approach to formal and non-formal education programmes' and 'developing innovative partnerships, including with the private sector, to integrate climate and risk reduction approaches and actions'. Similarly, Australia's Department of Foreign Affairs and Trade (DFAT) has committed to integrating climate change into aid funding across all development sectors, mainstreaming climate change considerations into program delivery along with other cross-cutting issues such as disability inclusion and gender equality.

The Vanuatu Skills Partnership, through the Ministry of Education and Training (MoET) Skills Centres, has a vital role to play in the effective dissemination of practical, contextual climate change information and resources to Skills Centre clients and stakeholders, along with ensuring that the Post-School Education and Training (PSET)/Skills sector is a key partner in the delivery of climate change policies and initiatives.

Recognising the risk of climate change to the internal operations and activities of the Skills Centres, as well as to the livelihoods of Skills Centre clients<sup>3</sup>, this *Climate Change Strategy for the MoET Skills Centres* addresses the mechanisms by which Vanuatu Skills Partnership and the MoET Skills Centres will mainstream climate change into operations and activities. It aims to ensure climate change is: i) incorporated into the skills development activities delivered through the MoET Skills Centres; ii) considered in internal operations and planning; and iii) an integral part of our partnership frameworks with key stakeholders, in particular the Department of Tourism, the Vanuatu Tourism Office, the Department of Industry and the Department of Agriculture. The vision of this Strategy is that *the Vanuatu Skills Partnership and MoET Skills Centres address climate change in all activities, identifying and responding to the training needs, impacts and opportunities for Skills Centre clients, as well as ensuring the resilience of the organisation to continue to provide services, and the safety of all staff and trainers*. The specific objectives for the Strategy have been developed under three focal areas:

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<sup>1</sup> Boe Declaration on Regional Security, Pacific Islands Forum, 5 September 2018. <https://www.forumsec.org/boe-declaration-on-regional-security/>

<sup>2</sup> As measured in the World Risk Index, calculated by the United Nations University Institute for Environment and Human Security (UNU-EHS) and featured in the 2016 World Risk Report (WRR 2016) published by the Alliance Development Works/Bündnis Entwicklung Hilft (BEH).

<sup>3</sup> Clients of MoET Skills Centres are those who participate and engage in skills development activities in the priority sectors of tourism, handicraft and agribusiness; they may be small business owners or employees.

## Climate Change Adaptation and Disaster Risk Reduction

- **Objective 1:** To identify and address the impacts of climate change on Skills Centre activities to ensure the continuity of operations and the safety of all staff and trainers.
- **Objective 2:** To support training providers to integrate practical, contextual climate change information into every relevant skills development activity.
- **Objective 3:** To coordinate the delivery of specific climate change adaptation and/or disaster risk reduction skills development, as required.

## Climate Change Mitigation

- **Objective 4:** To demonstrate leadership in the management of greenhouse gas emissions, by assessing the emissions footprint of Skills Centre activities and identifying practical and cost-effective ways of reducing emissions.
- **Objective 5:** To assist Skills Centre clients in accessing opportunities related to mitigation of emissions.

## Building Institutional Capacity

- **Objective 6:** To build systemic capacity to address climate change at an institutional level within the existing PSET system and partner government departments through engaging with key stakeholders.

Implementation of the Strategy will entail a range of key activities, including:

- Development of activity- and sector-specific climate change guidance material for trainers and coaches, which will supplement a database of existing information and resources which have been collected;
- Inclusion of contextual climate change information in every relevant skills development activity, using guided self-assessments and sector-specific climate risk databases;
- Delivery of specific adaptation and mitigation training as required by productive sectors;
- Development of disaster risk management plans for all MoET Skills Centres;
- Annual assessment of greenhouse gas emissions associated with Skills Centre activities and the implementation of a mitigation plan;
- Ongoing collaboration with government and productive/private sector partners to strengthen existing networks, systems and information sources and to provide leadership in the practice of climate change mainstreaming;
- Ensuring climate change content is delivered in ways which are accessible to all, while acknowledging the different ways that climate change will impact on various groups within society, and their differing needs and ability to respond;
- Training of staff, training providers, trainers/coaches and productive/private sector partners in climate change impacts, adaptation and mitigation; and
- Dissemination of best practice models of adaptation, recognising traditional and local knowledge and experience as the key source of practical adaptation options.

It is anticipated that successful implementation of the Strategy will result in a number of outcomes that will increase both the resilience of individual livelihoods and the institutional capacity to address climate change within Vanuatu. Key outcomes include:

- Skills Centre clients are able to proactively act to increase the resilience of their livelihoods to the impacts of climate change, and capitalise on the opportunities that may arise from climate change policies or finance.
- Climate change is integral to the skills development system in Vanuatu.
- MoET Skills Centres demonstrate regional leadership in providing models for effective climate change mainstreaming in the skills development sector and emissions management in the context of Pacific organisations.



# 1. Introduction and Background

## 1.1 Vanuatu Skills Partnership and Ministry of Education and Training Skills Centres

The Vanuatu Skills Partnership is a coordination and support mechanism for the delivery of post-school skills training and business development services to contribute to broader economic growth in Vanuatu. Supported by the Government of Australia and in partnership with the Ministry of Education and Training (MoET), it aims to i) achieve economic and social changes in target sectors through innovative approaches to skills development through provincial MoET Skills Centres, ii) influence reform of the skills system and ensure outcomes can be locally sustained and, iii) mainstream gender equality, disability inclusion and climate change adaptation across all areas. The Partnership, through the MoET Skills Centres, supports skills development activities within three key sectors through its Skills for Tourism (SfT), Skills for Handicraft (SfH) and Skills for Agri-business (SfA) programs, with a particular focus on supporting the growth of local entrepreneurs and small businesses in these sectors – ‘Skills Centre clients’. The Partnership and the Skills Centre also support the strengthening of local training providers<sup>4</sup>, and facilitate the delivery training in the Construction sector where appropriate to the target sectors above.

The Partnership supports four provincial MoET Skills Centres which coordinate a range of targeted skills training and business development services. These Centres are not training providers; rather, they act as a coordination broker between ‘demand’ and ‘supply’. Through the financing mechanism of the Partnership’s Skills Development Fund, the Skills Centres contract registered local training providers and industry coaches to deliver a range of integrated skill development services. These are in line with collaboratively agreed provincial/national economic priorities in the target sectors, articulated in respective Partnership Implementation Frameworks (PIFs). Through this mechanism, training providers are incentivised to deliver skills development activities which are demand-driven, quality-assured, flexible, and which articulate to further education and training pathways.

There are a number of crucial features of the Vanuatu Skills Partnership approach that have been considered when developing this Strategy:

- ‘Demand-led’ approach to skills development, whereby Skills Centres work with key productive sector departments to identify priority training needs, responding to inclusive economic growth opportunities;
- A responsive, opportunistic and adaptive ‘process approach’, rather than a focus on the achievement of predetermined, externally-defined milestones<sup>5</sup>;
- A decentralised approach to service delivery, with training priorities being identified in partnership with productive sector representatives within each of the four provinces;
- Activities are undertaken within local structures and processes with the aim of fostering and promoting local leadership and ongoing sustainability of service delivery;

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<sup>4</sup> Through the Training Provider Support (TPS) team, which works with training providers to develop their capacity and facilitates the professional development of trainers and coaches through Training Provider Improvement Partnerships and Quality Improvement Plans.

<sup>5</sup> A process approach emphasises experimenting, learning, adapting and slowly expanding activities in a participatory and flexible way, building local capabilities as an initiative proceeds.

- Ensuring *sustainable* and *inclusive* economic growth for broader prosperity benefits, addressing **cross-cutting issues** such as gender equality, disability inclusion and climate change;
- A management approach that enables flexibility, innovation and experimentation, utilising monitoring and evaluation data for both accountability and learning, and as an advocacy tool for systemic change.

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**Cross-cutting** issues are those relevant to all aspects of development. In the field of development, mainstreaming a cross-cutting issue is generally understood as a strategy to make that theme an integral dimension of the organisation's design, implementation, monitoring and evaluation of development policies and programmes (OECD, 2014).

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## 1.2 Climate Change in Vanuatu

Climate change is a complex environmental, social, economic and political issue that is impacting on the development, wellbeing and livelihoods of cities and communities worldwide. However, Small Island Developing States (SIDS), in particular, are highly exposed to climate risks, while having limited resources and capacity to respond or adapt. Vanuatu has a rapidly growing population (many living in rural or remote areas which are cut off from services and markets) with a high level of reliance on subsistence farming and natural resources for livelihoods and food security, making large proportions of the population vulnerable to the impacts of climate change and disaster risks.

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**Climate Change** refers to long-term changes in the climate that occur over decades, centuries or longer. This can be changes in average climate conditions (such as annual rainfall or temperature) and/or changes in extreme weather events (such as tropical cyclones or droughts). Humans are contributing to climate change by burning fossil fuels (such as coal, oil and natural gas) which increase the levels of greenhouse gas in the Earth's atmosphere. Societies can respond to climate change through mitigation (reducing greenhouse gases to limit future climate change) - however some impacts are already happening, so adaptation (actions to reduce the impacts of climate change) is still necessary.

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On top of an already variable climate, Vanuatu is already beginning to experience the physical impacts of climate change such as:

- rising sea levels, which are causing coastal erosion and the salinisation of water sources;
- warmer temperatures, which are altering growing seasons;
- a decline in coral reef systems due to warmer sea surface temperatures, increased ocean acidification, and increase in storm damage; and
- more severe and frequent extreme climate events, such as storms and flooding.

A full description of the impacts of climate change for Vanuatu is included in Annex 1.

The Government of Vanuatu (GoV) recognises climate change as an issue of national significance within two key policy documents. The *National Sustainable Development Plan 2016-2030 (NSDP)* provides the mandate for climate change action, identifying 'enhanced resilience and adaptive capacity to climate change and natural disasters' as a core development aspiration. To realise this aspiration, the *Vanuatu Climate Change and Disaster Risk Reduction Policy 2016-2030* is the national policy which articulates Vanuatu's vision, principles, strategic goals, priorities and strategies for climate change and disaster risk reduction, as well as providing a framework for mainstreaming climate change and

A more detailed outline of Vanuatu's national climate change policies is included in Annex 2.

disaster risk reduction into sustainable development processes and improving coordination and alignment of climate change programmes, projects and funding in Vanuatu. The urgent need to integrate climate change into education and skills development at all levels within Vanuatu is explicitly identified in the *Climate Change and Disaster Risk Reduction Policy*, which calls for ‘incorporating an integrated curriculum approach to formal and non-formal education programmes’ and ‘developing innovative partnerships, including with the private sector, to integrate climate and risk reduction approaches and actions’.

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*Mainstreaming climate change refers to integration of climate change into all decision-making and operations in a programmatic way. Mainstreaming aims to include climate change in every policy or activity, rather being a separate or stand-alone initiative.*

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The Ministry of Climate Change (MCC), also referred to as the Ministry of Climate Change Adaptation (MCCA) is responsible for enacting the *Climate Change and Disaster Risk Reduction Policy 2016 – 2030*. The Ministry houses a number of key departments with responsibility for addressing climate change and disaster risk, including the Vanuatu Meteorology and Geo-Hazards Department (VMGD) and the National Disaster Management Office (NDMO). The Ministry works in tandem with the National

Advisory Board on Climate Change and Disaster Risk Reduction (NAB) which is Vanuatu’s supreme policy-making and advisory body for all climate change and disaster risk reduction programmes, projects, initiatives and activities. Additionally, the Vanuatu Business Resilience Committee (VBRC), administered by the Vanuatu Chamber of Commerce and Industry (VCCI), is specifically working to build the capacity and resilience of the private sector and act as a channel of communication between the private sector and government and donors, facilitating access to climate change and disaster risk reduction funding.

Within the education sector, a Certificate 1 and Certificate 3 in Climate Change and Disaster Risk Reduction has been developed, accredited through the Vanuatu Qualifications Authority (VQA) and delivered through the Vanuatu Institute of Technology (VIT). Within the MoET, the Curriculum Development Unit is also developing new curriculum to cover Kindergarten to Year 13 which features climate change and disaster risk management at all levels.

In addition to Government-led climate change initiatives, which are run out of the VMGD Project Management Unit, climate change and disaster risk reduction projects are often implemented by a wide variety of Civil Society Organisations such as World Vision, Red Cross, Live and Learn Environmental Education, CARE International, Oxfam and Save the Children Australia. These initiatives are funded by a range of national and international sources, including international funds like the Green Climate Fund (GCF) or Global Environment Fund (GEF), GIZ, the Australian Department of Foreign Affairs (DFAT), USAID, NZAID/MFAT, JICA, the United Nations Development Programme (UNDP), the World Bank, the Food and Agricultural Organisation (FAO), and the Asian Development Bank, as well as regional organisations like the South Pacific Regional Environment Programme (SPREP) and the Secretariat of the Pacific Community (SPC).

**A full analysis of (i) key stakeholders in climate change in Vanuatu and (ii) sources of climate financing can be found respectively in Annexes 3 and 8.**

### 1.3 Government of Australia's Policy and Commitment to Climate Change

Australia's Foreign Policy White Paper highlights the challenges of climate change, and Australia recently joined New Zealand and the Pacific nations in signing the Boe Declaration, recognising climate change as "the single greatest threat" to the Pacific region. The Australian Government has specific commitments to climate change action contained within the Australia-Pacific Climate Change Action Initiative, announced in 2016, which includes a package of climate change and resilience support to the Pacific of \$300 million over four years, and commitments to incorporating climate change considerations across aid in all development sectors and working with Pacific nations to raise the profile of Pacific climate change priorities globally. The primary focus areas of Australia's regional climate change programs are: improving access to climate change science and information; building resilience to climate change and disasters across key sectors; and supporting Pacific countries to access climate finance. These programs are aligned with the integrated approach to addressing climate change and disaster resilience stipulated under the regional *Framework for Resilient Development in the Pacific* (FRDP).

This Strategy supports the objectives of Australia's *Aid Investment Plan for Vanuatu (2015–16 to 2018–19)*, which sets out the strategic framework for the provision of Official Development Assistance. This includes a commitment to integrate climate change across all development sectors of the aid program and to ensure investments in infrastructure (e.g. roads, school buildings) are climate and disaster resilient<sup>6</sup>. It also directly addresses 2016 review findings that there is a need for more localised climate change information, connected to the specific risks and potential impacts in different Pacific island country contexts, and to ensure all significant Australian aid investments will be 'climate smart'. DFAT specifically recognises the work of the Vanuatu Skills Partnership and the MoET Skills Centres as a key delivery mechanism for climate change resilience<sup>7</sup>.

DFAT is currently preparing a climate change and development strategy, integration and implementation plan. Future programming for climate change action will be through incorporating climate change action into existing development priorities (mainstreaming) and specific programming (targeted investments). This is supported through the role of the Australia Pacific Climate Partnership, a \$75 million investment over four years (2018-2022), which focusses on connecting high quality climate data with Australia's multi-sectoral sectoral aid programs in the Pacific. The Vanuatu Skills Partnership will draw on the Australia Pacific Climate Partnership Support Unit to seek advice and support in climate change mainstreaming.

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<sup>6</sup><https://dfat.gov.au/about-us/publications/Pages/aid-investment-plan-aip-vanuatu-2015-16-to-2018-19.aspx>. Vanuatu is also one of four countries to receive support under the Pacific Risk Resilience Program (PRRP), implemented by UNDP and Live & Learn Environmental Education with funding from the Australian Government, which is aimed at strengthening the resilience to disasters and climate change.

<sup>7</sup><https://dfat.gov.au/about-us/publications/Pages/australias-commitment-to-climate-change-action-in-vanuatu.aspx>

## 1.4 The MoET Skills Centres' Role in Addressing Climate Change

Climate change impacts, as well as society's response to those impacts in terms of climate change policies and initiatives, will have significant effects on all major sectors and livelihoods. It is therefore of paramount importance that communities and businesses are given the tools and knowledge in order to be able to address the impact of climate change.

While Vanuatu is one of the leaders in the Pacific at integrating climate change and disaster risk reduction into decision-making at a national level, and a wide range of climate change information resources exist, there remain significant barriers to practical adaptation at the local level.

Climate change impact assessment and adaptation is an exceedingly complex issue because:

1. There are multiple, large-scale climate change effects (e.g. rising sea levels, rising temperatures, more severe and frequent extreme events) and these physical effects will cause other impacts (e.g. sea level rise leads to erosion and salinisation, extreme events cause flooding and landslides). There are therefore a **wide and complex range of impacts** which could affect communities and businesses.
2. Not every area in Vanuatu will be affected the same way – some areas will be susceptible to sea level rise, others will not. Flooding and landslides will cause significant issues in some areas, but only if close to watercourses or slopes. This means there is **geographic variability** of impacts.
3. Not every sector/activity will be affected in the same way – tour guiding businesses will be concerned about different impacts to bungalow owners, while farmers or handicraft producers which rely on one crop will have different concerns to those producing a different crop. This means there is **variability in activity-level impacts** and differences in which impacts are significant for each sector.

There is therefore no 'one-size-fits-all' solution for the issue of climate change management. Given the diversity of activities, locations and potential impacts throughout Vanuatu, climate adaptation and disaster risk reduction actions need to be tailored to the unique characteristics of each context. A 'check-box' approach, with a set list of adaptations, will not work – the context of each activity or circumstance needs to be considered and assessed. However, due to the complexity and range of climate impacts, information that is currently available is often too general to be useful for a specific business; it may be explained in a way which is hard for people with disabilities<sup>8</sup> or low levels of language, literacy and numeracy to understand; and/or it is often only accessible in digital formats or in hard-copy in certain locations which are not available to all end users. For climate change information to be useable, it must be **contextual, relevant and delivered in ways that are accessible to all, to enable practical, sector-specific climate action.**

Technical skills training is an important avenue for delivering contextual, relevant climate change adaptation, mitigation and disaster risk reduction information, translating generalised information about climate change trends into practical, sector-specific impacts and actions. The Skills Centres play a unique role within the PSET/Skills Sector due to their decentralised operations across four provinces and working closely with a range of government, private sector and civil society partners and training providers at a local and national level in target productive sectors with local businesses. They are able to provide an efficient, demand-driven and cost effective way for disseminating climate change information and increasing local adaptive capacity in a range of economic enterprises. Furthermore, the Skills Centres, and the Vanuatu Skills Partnership more broadly, are embedded within the institutional structures of Government at both national and provincial levels – within both the demand

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<sup>8</sup> People with vision, hearing and intellectual impairments will require information in different formats.

and supply sides of the skills system - and are able to utilise these networks to facilitate the mainstreaming of climate change into decision-making processes and service delivery.

## 1.5 Strategy Rationale

The activities of the Vanuatu Skills Partnership as a whole, and the MoET Skills Centres and their clients, all contribute to, and will be affected by, climate change. Consequently, and in alignment with the overarching objectives of the Governments of Vanuatu and Australia, the Partnership has committed to the development of a Climate Change Strategy to articulate the mechanisms by which MoET Skills Centres will mainstream climate change into their activities. With the implementation of this 2019 *Climate Change Strategy for the MoET Skills Centres*, the Vanuatu Skills Partnership aims to demonstrate leadership in mainstreaming climate change considerations at a programmatic level, providing a model for other education and training sectors internationally. This is also directly aligned with the UN Sustainable Development Goal 13.3 *Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning*.

This Climate Change Strategy contributes to a number of the key outcomes identified in the overall Program Logic of the Vanuatu Skills Partnership:

- The approach to mainstreaming climate change content which is activity- and sector- specific and the guiding principle of *providing relevant, contextual information* aligns with the Partnership's goal of *access to relevant and quality-assured training*.
- The explicit consideration of the implications of climate change for women and people with disabilities and their particular training needs reflects *Long Term Outcome #4 – The status of women and people with disabilities is enhanced*.
- The Strategy is a key prerequisite in achieving *Long Term Outcome #6 – Clients contribute to local sustainable development and management of climate change risks*.
- The increased livelihood resilience that results from practical adaptation strategies by Skills Centre clients contributes in part to *Long Term Outcome #5 – Clients have increased income* and *Long Term Outcome #7 – Target value chains have improved productivity* by reducing downside risks that can disrupt supply chains and destroy productive assets.

While the Skills Centres can play an influential role in the broader dissemination of climate change information to clients to enable practical, sector-specific climate action, the Vanuatu Skills Partnership and Skills Centres will also benefit from a robust internal climate change policy to guide its activities and protect staff and assets from impacts. This Strategy therefore outlines a number of objectives for both the 'internal' (i.e. operational activities including planning, staff safety and wellbeing, business continuity and management of infrastructure) and 'external' (i.e. provision of contextual, relevant skills development for Skills Centre clients, and working collaboratively with partner Government departments and other stakeholders) aspects of Skills Centre activities.

The Strategy was developed through: extensive review of existing climate change information and training materials available for the western Pacific region including a full review of related national and regional policies related to climate change and disaster risk reduction; interviews with key national and provincial stakeholders working within the field of climate change in Vanuatu as well as with the Provincial Government Training Boards in Malampa, Sanma, Tafea, and Torba, Skills Centre staff and clients, and local training providers and coaches; compilation of reference and training material on the key climate change impacts and adaptation/mitigation strategies that are relevant for the productive sectors; and piloting of training methods and materials in actual Skills Centre skills

development activities. Particular attention was placed in the engagement phases on understanding the training needs of clients and productive sectors in relation to climate change, and how Skills Centres and the Vanuatu Skills Partnership can work together with existing bodies, organisations and sources of information to effectively and efficiently develop training and ensure that the PSET/Skills sector is included in climate change activities and policies at the national and provincial level.

## 2. Strategy Overview

### 2.1 Vision

The vision of this Strategy is that **the Vanuatu Skills Partnership and MoET Skills Centres address climate change in all activities, identifying and responding to the training needs, impacts and opportunities for Skills Centre clients, as well as ensuring the resilience of the organisation to continue to provide services and the safety of all staff and trainers.**

Recognising the risk of climate change to the internal operations and activities of the MoET Skills Centres, as well as to the livelihoods of clients<sup>9</sup>, the Partnership is committed to ‘mainstreaming’ climate change considerations into any and all relevant activities. Mainstreaming refers to integration of climate change concerns into planning, decision-making and operational activities in a programmatic way; this Climate Change Strategy therefore details a programmatic approach to mainstreaming adaptation, mitigation and disaster risk reduction in the operations and activities of the Skills Centres. It aims to ensure climate change is incorporated into skills development activities, is considered in internal operations and planning, and is an integral part of partnerships with key stakeholders.

### 2.2 Scope and Objectives of the Strategy

This Strategy incorporates three thematic areas of climate change action that will provide a framework for the Skills Centres’ activities: Climate Change Adaptation and Disaster Risk Reduction; Climate Change Mitigation; and Institutional Capacity-Building.

#### Climate Change Adaptation and Disaster Risk Reduction

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*Adaptation refers to actions intended to reduce the impact (harm) of climate change, either through reducing the vulnerability of systems (communities, businesses, buildings etc.) or increasing their ability to respond (also called ‘adaptive capacity’). It can also be thought of as ways to address, or cope with, climate change impacts.*

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- **Objective 1:** To identify and address the impacts of climate change on Skills Centre activities to ensure the continuity of operations and the safety of all staff and trainers.
- **Objective 2:** To support training providers to integrate practical, contextual climate change information into every relevant skills development activity.
- **Objective 3:** To coordinate the delivery of specific climate change adaptation and/or disaster risk reduction skills development, as required.

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<sup>9</sup> Clients of MoET Skills Centres are those who participate and engage in skills development activities; they may be small business owners or employees in the tourism, handicraft, construction or agri-business industries.

## Climate Change Mitigation

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*Mitigation* refers to actions to reduce the amount of greenhouse gas emissions in the atmosphere, thereby limiting future climate change. In Vanuatu, emissions are produced through: electricity generation (the majority of electricity is generated by diesel, with some hydropower, solar, wind and biofuel from coconut oil); methane production from livestock; landfill waste; fuel for transport, heating and cooking; and deforestation. Solutions can include technological changes (fuel switching; renewable energy; energy efficiency), behavioural changes (reducing energy usage; improved waste, cropland and livestock management) and sequestration (planting trees or reduced land clearing).

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- **Objective 4:** To assess the emissions footprint of Skills Centre activities and identify practical and cost-effective ways of reducing emissions.
- **Objective 5:** To assist Skills Centre clients in accessing opportunities related to mitigation of emissions.

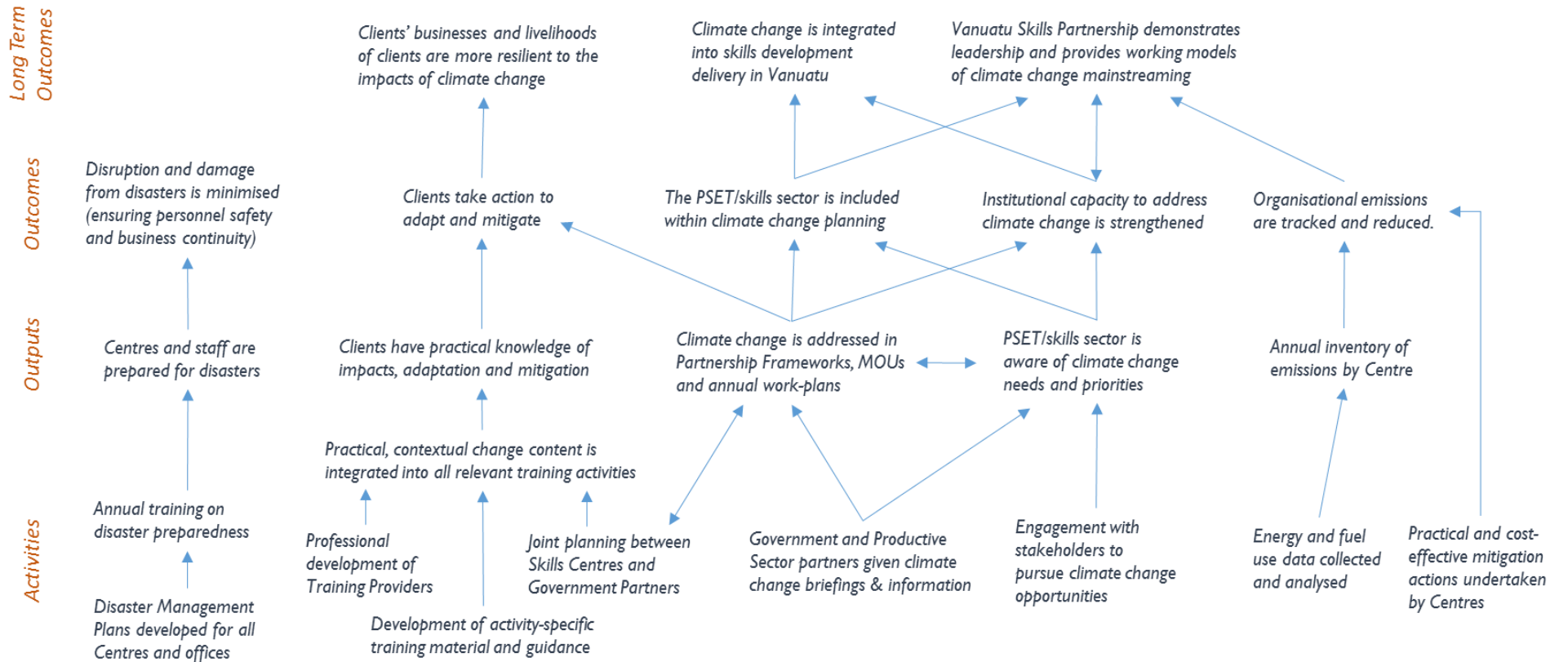
### Building Institutional Capacity

- **Objective 6:** To build systemic capacity to address climate change at an institutional level within the PSET/Skills system and partner government departments through engaging with key stakeholders.

These objectives are outlined in detail in Section 3 of this Strategy.



## 2.3 Theory of Change



## 2.4 Guiding Principles

The guiding principles of this Strategy are:

*Provide relevant, contextual information*

Ensuring that climate change information is contextual, relevant and delivered in ways which are accessible to all, to enable practical, sector-specific climate action. Climate change should be integrated into existing skills development activities, where relevant, rather than considered as a separate subject or training - this will ensure information provided is contextual and relevant to a given activity.

*Recognise traditional and local knowledge and experience*

Drawing upon existing experiences and best practices where possible, recognising the deep understanding of the environment held by ni-Vanuatu people within both current and traditional knowledge systems. The experts in climate change in Vanuatu are local people who have dealt with the impacts of environmental change for generations, who have an intimate knowledge of their ecosystems, and who are actively adapting to these impacts.

*Collaboration and capacity building*

Committing to work openly and collaboratively with government, regional, NGO/CSO, private sector, academic, community and other stakeholders to share information and build capacity where possible.

*Equity and inclusiveness*

Acknowledging the different ways that climate change will impact on various groups within society, and their differing needs and ability to respond, while committing to provide equal opportunities for all, including women, men and people with disabilities.

*Sustainability*

Strengthening existing networks and systems and information sources to ensure efficiency and continuity. Where possible, seeking to integrate and embed climate change activities within GoV initiatives, policies and programs.

## 3. Strategic Approach

This Section describes the actions, tools and guidance materials that will be employed to achieve the objectives of the Strategy. Many of these tools and guidance materials are included as an Annex to the Strategy, as noted. The implementation approach – including roles and responsibilities, implementation risks and a monitoring, evaluation and learning (MEL) framework – is described in Section 4.

### 3.1 Adaptation and Disaster Risk Reduction

3.1.1 Objective 1: To identify and address the impacts of climate change on Skills Centre activities to ensure the continuity of operations and the safety of all staff and trainers.

**Objective 1:** *To identify and address the impacts of climate change on Skills Centre activities to ensure the continuity of operations and the safety of all staff and trainers.*

**Goals:**

- Develop Disaster Management Plans for each Skills Centre;
- Train staff in disaster preparedness and response procedures;
- Review and update the Disaster Management Plans annually.

**Roles:**

**Climate Change Officer/Advisor:**

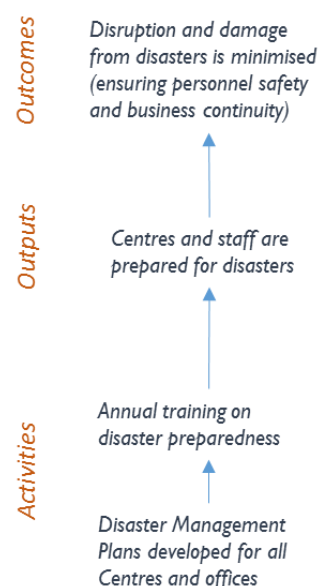
- Develop and maintain Disaster and Climate Change Management Plans for the organisation;
- Conduct disaster management training sessions for staff.

**Centre Managers:**

- Organise annual ‘refresher’ training to review Disaster Management Plans and make any necessary preparations;
- Work with the Operations Manager to execute disaster management procedures during an event.

**All Staff:**

- Understand and follow Disaster Management Plan procedures for their Skills Centre/office;
- Carry out annual maintenance tasks to reduce the Centre’s disaster risk;
- Follow the instructions of the Centre Manager and Operations Manager during disasters or emergencies.



A key pillar of this Strategy is ensuring business continuity and the continued safety of all staff, trainers and Skills Centres in the future, through the development of comprehensive disaster response and preparedness plans for each Skills Centre and office. While predominantly focused on disaster risk reduction, we also consider the ‘slow-onset’ impacts of climate change on the physical assets and operations of the Vanuatu Skills Partnership and MoET Skills Centres, where relevant.

A risk assessment has been performed to determine how the impacts of climate change are likely to affect the activities of the Skills Centres – the results of this assessment are included in Annex 7. The most severe risks to safety and continuity are from climate ‘extremes’ – the increase in the incidence and severity of natural disasters like flooding, fires, landslides, cyclones etc. In addition to extreme events, it was identified that the slow-onset risk of increasing rates of diseases and sickness is a particular risk for Skills Centres. As an organisation whose primary activity involves bringing groups of people together, and transporting personnel across the country or even internationally, the training and coaching activities of the Skills Centres hold inherent risks for the transfer of communicable diseases which are likely to become more prevalent due to the changing environmental conditions

brought about by climate change. It is therefore responsible operating practice for Skills Centres to mitigate the spread of disease wherever possible.

In response to these risks, Disaster Management Plans, which are tailored to the specific situation of each Skills Centre, will be developed, and staff trained in disaster preparedness and response procedures. Disaster Management Plans will be comprehensive but useable, and ideally include simplified information sheets for each disaster that can be posted in the office in visible locations. Considerations for preventing the spread of communicable diseases will be incorporated into the Disaster Management Plans. The current Climate Change Officer is charged with developing these Disaster Management Plans and conducting an initial training by May 2019. Skills Centres commit to conducting refresher training activities on disaster preparedness and response procedures, and to updating their Disaster Management Plans, once a year.

### 3.1.2 Objective 2: To support training providers to integrate practical, contextual climate change information into every relevant training activity.

**Objective 2:** To support training providers to integrate practical, contextual climate change information into every relevant skills development activity.

- Goals:**
- Develop practical, contextual climate change information and learning materials;
  - Assess every new skills development activity to determine whether it needs to include climate change information (using the Climate Change Applicability Self-Assessment);
  - Support trainers and coaches to integrate climate change information into relevant skills development activities (training, provision of learning materials etc.).

**Roles:**

**Climate Change Officer/Advisor:**

- Conduct detailed assessments of value chains and activity-specific impacts and adaptation with Sector Coordinators and trainers/coaches;
- Provide training to trainers and coaches on how to integrate climate change material;
- Assist with the delivery of training and integration of climate change into skills development activities;
- Collect best-practice adaptation case studies.

**Sector Coordinators:**

- Understand the climate change impacts and adaptations that are relevant to their sectors;
- Review every skills development activity to determine whether climate change is relevant;
- Notify trainers that they are required to include climate change content within relevant activities;
- Provide trainers with training guidance material and contextualisation where necessary;
- Collect MEL data on relevance and inclusion.

**All Staff:**

- Notify the Climate Change Officer of any new climate change programs, policies, training needs or impacts that are affecting their communities.

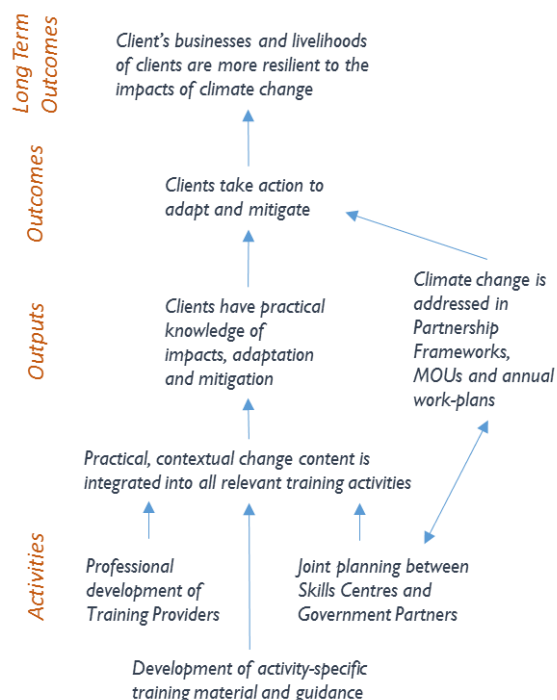
**Trainers/Coaches:**

- Understand the climate change impacts and adaptation options relevant to their activities;
- Use guidance material to integrate climate change into skills development activities;
- Provide feedback about the delivery, including any best-practice case studies or additional training needs identified.

**Centre Managers/Provincial Training Coordinators:**

- Collect MEL data to determine the effectiveness of climate change skills development and further training needs;
- Identify best practice case studies of climate change adaptation.

**Outcomes:**



Climate change has been recognised as a significant threat to Pacific livelihoods for over two decades, during which time a large body of research, leading practice, policy guidance, technical manuals and other guidance and learning materials has been developed. There is still much work to be done, however, in transferring, translating and disseminating this information to people at a local level in ways which enable them to adapt. While many Skills Centre clients have some awareness of climate change, there is significant confusion about what the real impacts will be and what can be done, resulting in reactive action when livelihoods are under threat, rather than proactive adaptation which increases the resilience of communities and local businesses.

The Vanuatu Skills Partnership is committed to addressing this knowledge disconnect, where possible, by supporting trainers and coaches to integrate **practical, contextual climate change information into every relevant skills development activity** to increase the resilience of clients and enable them to adapt.

*Relevant* skills development activities are only those which are likely to be affected by climate change<sup>10</sup>. Guided self-assessment techniques have been developed to help Vanuatu Skills Partnership Sector Coordinators<sup>11</sup> identify whether climate change is relevant to various activities across each of the productive sectors.

*Practical, contextual* information, which is specific to the circumstances of the client, is required in order to be usable – it is no use for clients to understand the general impacts of climate change in the region if this cannot be practically applied to their own business<sup>12</sup>. Skills Centre trainers and coaches will be supported to present climate change impact and adaptation information through the development of activity-specific fact-sheets, which synthesise existing information for each client activity or productive sector.

A database of existing climate change learning resources and sources of information relevant to the Pacific is included in Annex 6.

Trainers and coaches will be supported to discuss climate change impacts and possible adaptation responses in relevant training activities through (i) professional development and (ii) the provision of guidance material (training-specific fact-sheets, briefing notes, training material and sector-specific climate change risk assessments). A ‘train-the-trainer’ workshop will be held with regular trainers to give them a basic understanding of climate change impacts and adaptation, as well as a demonstration of the delivery of the [Climate Change Briefing Presentation](#) training material. Where possible, the Climate Change Support Officer will also attend relevant activities with trainers to co-facilitate and conduct ‘on-the-job’ demonstrations of climate change integration.

### 3.1.2.1 Integration of Climate Change Content

It isn’t reasonable to expect all Sector Coordinators, Centre Managers and trainers to have a deep knowledge of climate science. Therefore, this Strategy outlines a process for mainstreaming which is

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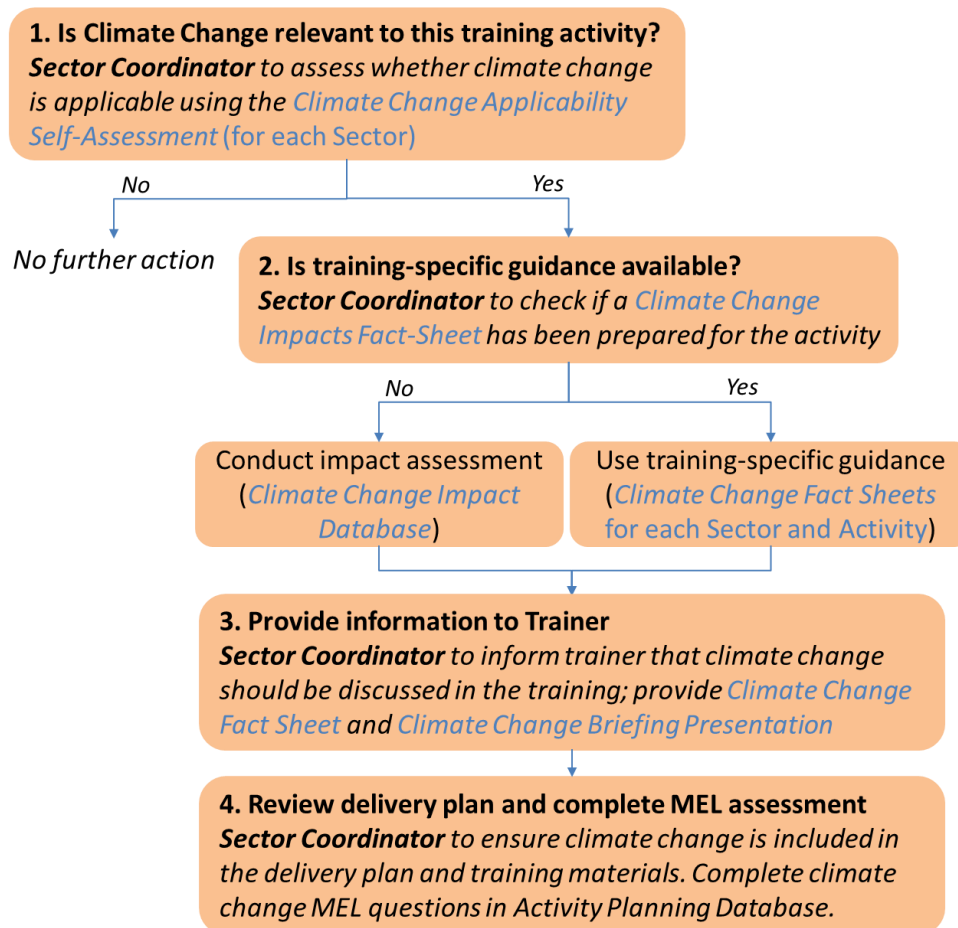
<sup>10</sup> For example, financial literacy or island massage & beauty training do not involve activities which are exposed to the impacts of climate change – the inclusion of climate change content is therefore not relevant.

<sup>11</sup> Sector Coordinators are senior managers with the Vanuatu Skills Partnership, responsible for supporting and coordinating skills development activities at a national level for each of the Agribusiness, Tourism and Handicraft sectors. They liaise closely with their respective partners in the Department of Tourism, the Vanuatu Tourism Office, the Department of Industry and the Department of Agriculture, as well as with Centre Managers, in identifying and facilitating skills development in the four provinces.

<sup>12</sup> Furthermore, adaptation involves time, investment and effort, so there must be consideration of the level of acceptable risk and when the impact requires action – whether it requires immediate adaptation, can be deferred until a later date, or should be planned into regular maintenance cycles.

underpinned by guidance material, allowing those with minimal understanding of climate change to quickly assess the relevant impacts to a specific activity and access activity-specific information to assist them in developing training. It is a process which ensures all existing and future training activities will be assessed and include climate change considerations if relevant. The process for Sector Coordinators and Centre Managers to use to ensure climate change is considered is outlined below, with guidance material identified in BLUE.

During the planning of any new training course or activity:



Process for ensuring the mainstreaming of climate change into existing or future training.

**Step 1** is to determine whether climate change is relevant (or ‘applicable’) to the training activity. For example, courses which teach Financial Skills or E-Marketing are unlikely to be impacted by climate change – however, any activities which rely on natural products or inputs, are outdoors, involve transport or infrastructure, or are affected by weather will be impacted. The Sector Coordinator will assess whether climate change is applicable using the [Climate Change Applicability Self-Assessment](#), which has been developed for each sector (see below for an example using the Tourism Sector – the versions for the Handicraft and Agribusiness sectors can be found in Annex 4). This assessment tool groups all the skills development activities for each sector into general categories – for example, the first category for the Handicraft sector is Customer Service, which includes all training activities related to sales coaching, speaking with tourists, body language etc.). An indication of whether each category is impacted by climate change is then given – in the above example, climate change is not relevant to Customer Service skills development activities.

Tourism Activities	Skills Development Activities Included in this Category:	Is Climate Change Applicable?
Food and Beverage Service	<b>Climate change impacted:</b> Kitchen garden establishment; island cooking; creating a menu. <b>Not impacted:</b> Food safety & hygiene; operations of a restaurant or hospitality business; setting up of restaurant room; food and drink preparation; professional customer service.	Potential
Business Administration and Financial management (Bungalows and Tours)	<b>Climate change impacted:</b> Business planning. <b>Not impacted:</b> bookkeeping, tariffs, cashbook, invoicing, ☒	Potential
Bungalow Operations	<b>Climate change impacted:</b> Emergency management, maintenance (see also <i>Food and Beverage Service</i> ). <b>Not impacted:</b> Customer service, bungalow furniture making, quality management, general housekeeping, reservations.	Potential
Beauty Therapy & Massage	Customer service, financial management, massage/beauty techniques	No
Call Centre Operations	<b>Climate change impacted:</b> Reservations, budgeting. <b>Not impacted:</b> Booking systems; customer service; communications; itinerary preparation.	Potential
Health and Safety Training	First Aid for Transport Drivers, taxi/bus/boat driver training.	No
Tour Guiding Operations / Skills	Quality improvement, customer service, general information/FAQ Operations/running of activities, maintenance of natural attractions	Yes
Bungalow design and construction	Bungalow construction techniques, building or landscaping design.	Yes
Product Development	Development of new tourism products	Yes
General Coaching		Potential
Marketing and Use of ICT	Selling skills, e-marketing, market expectations, collateral, identifying key selling points; use smart phone technology; access emails, Facebook, Messenger	No
Solar installation		Yes
Governance and Institutional Capacity Building	Working with cooperatives or government departments to build skills and coordinate activities.	No
Other	All other activities which are not included in the above.	Potential
<b>Key</b>		
<b>Y</b>	Yes - climate change will impact these activities and need to be considered.	
<b>P</b>	Potential/Partial - climate change may impact some activities which would be addressed under this category, and the user must assess whether this particular activity will be influenced. To assist the range of activities in Column B is highlighted red if it is unlikely to be influenced by climate change, green if climate change needs to be considered.	
<b>N</b>	No - this activity is unlikely to be influenced by climate change.	

This self-assessment allows Sector Coordinators to quickly determine whether climate change is relevant to a given activity or not, even without a detailed knowledge of climate impacts. In cases where there are new skills development activities which do not fit the given categories, or the activity is marked as ‘Potentially impacted’, a simple set of 6 self-assessment questions has been developed to guide the user to assess whether climate change is relevant. The result of this assessment is recorded in the Skills Plan for each activity – specifically, by answering the question *is climate change relevant to the training activity?*

If climate change is relevant to the training activity, **Step 2** is to check whether activity-specific guidance has been prepared. As part of this Strategy, [Climate Change Fact-Sheets](#) have been prepared for various training activities – these sheets detail in simple terms the key impacts and possible adaptations that are relevant to each activity. Trainers will be given the Fact-Sheet relevant to their training activity; coaches, who advise individual clients in a less-structured way than general training courses, should be given all relevant fact-sheets as a ‘master-file’ which they can refer to on an as-needed basis. Other training materials have been collected and are accessible to the Sector Coordinators – these can be provided to trainers and coaches as necessary.

A listing of Climate Change Impact Fact-Sheets for each sector is included as Annex 5.

If no activity-specific Fact Sheet has been prepared, the Sector Coordinator, in collaboration with the trainer can undertake a simple assessment using the [Climate Change Impact Database](#). This lists all of the climate change effects, flow-on impacts and possible adaptations for Vanuatu in a database, which is sortable by sector. With knowledge of the activity, the user can then assess which impacts may affect the activity in the future and view a range of potential adaptations.

**Step 3** is to notify the trainer or coach that climate change is relevant to their skills development activity, and that it is the policy of the MoET Skills Centres to include information about climate change in the delivery of all relevant courses. Sector Coordinators will provide them with information and training materials as relevant – at least the [Climate Change Fact Sheet](#) for the specific activity and the [Climate Change Briefing Presentation](#), which has been developed to aid the trainer to deliver a 1-hour introduction to climate change in Vanuatu. Ideally the trainer/coach will have received training on how to deliver this presentation through attending a train-the-trainer event facilitated by the Climate Change Officer, or a qualified sessional trainer can attend to deliver the climate change content.

**Step 4** is for the Sector Coordinator review the delivery plan and/or in training materials prior to the date of delivery and the Training Completion Report after delivery, to ensure that climate change was included. The Sector Coordinator should record this review by answering the climate change MEL question included in the Skills Plan – specifically, the *was climate change included in the delivery of this training activity* question.

### 3.1.2.2 Integration into Accredited Courses

The Vanuatu Skills Partnership is committed to supporting the delivery of quality-assured training through the network of Skills Centres. While accredited courses have defined learning outcomes and often approved training materials, there are three avenues for incorporating climate change into accredited training:

1. If a qualified trainer is available, units from the *Certificate I in Climate Change and Disaster Risk Reduction* can be delivered as an elective unit in any other relevant accredited training course.
2. If no qualified trainer is available, climate change can be included as an un-assessed unit of learning which is additional to the formal qualification.
3. The Vanuatu Skills Partnership will work with the VQA to discuss avenues for formally altering selected accredited courses to include climate change.

Vanuatu has already a *Certificate I* and *Certificate 3 in Climate Change and Disaster Risk Reduction*, which can be delivered as a complete qualification if demand exists, or units can be taken from this qualification and incorporated into other Certificate I courses as an elective unit<sup>13</sup>. It is standard practice for VQA training packages to allow the inclusion of elective units from other qualifications at the same level<sup>14</sup>. It is important to note that integration of elective units requires trainers to be appropriately qualified to teach all units offered as part of the accredited course. At this stage, none of the existing trainers used by the MoET Skills Centres have sufficient qualifications in climate change to formally allow them to assess a climate change unit. For this reason, until appropriately qualified trainers are available, accredited courses that are organised through the MoET Skills Centres will offer climate change content as an additional, unassessed learning, which is of benefit to the client but not formally included within the qualification. In the future, the Training Provider Support (TPS) team in the Vanuatu Skills Partnership will seek to develop appropriately qualified climate change trainers who will be contracted to provide accredited training, or the Vanuatu Skills Partnership will retain the services of a Climate Change Officer who is qualified to deliver and assess climate change electives as a sessional trainer.

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<sup>13</sup> When utilising training units from the Certificate I in Climate Change and Disaster Risk Reduction as an elective, Unit 8 is the most useful in providing a general overview of climate change impacts and vulnerability, while Unit 7 outlines a range of possible adaptations.

<sup>14</sup> This closely mirrors the approach to using elective units in many accredited courses in countries like Australia and New Zealand, where it is common practice to allow inclusion of elective units from *any other currently endorsed training package or accredited course* in the delivery of a Certificate I course<sup>14</sup>, where that unit is *relevant to job outcomes or contributes to a valid, industry-supported vocational outcome*, and is at an equivalent accreditation level (Certificate I or II).



There is also potential for Vanuatu Skills Partnership to assist selected registered Rural Training Centres (RTCs) in delivering the *Certificate 1 in Climate Change and Disaster Risk Reduction* in full<sup>15</sup>. However, it is unlikely that the delivery of the full certificate would align with the Partnership’s goals of providing demand-driven training, due to the extended time required to complete the full qualification and the limited potential for meaningful employment outcomes for qualified climate change practitioners within Vanuatu (particularly in the outer provinces) at this time. The main aim of this Strategy is therefore to incorporate enough usable, contextual information in other training activities to allow clients to take appropriate action, while limiting the required time and investment on ‘over’-training.

### 3.1.3 Objective 3: To coordinate the delivery of specific climate change adaptation and/or disaster risk reduction skills development, as required.

**Objective 3:** *To coordinate the delivery of specific climate change adaptation and/or disaster risk reduction skills development, as required.*

**Goals:** - Liaise with productive sector partners, clients and other stakeholders to determine training needs related to climate change and coordinate appropriate skills development activities.

**Roles:**

**Climate Change Officer/Advisor:**

- Identification of training needs and opportunities;
- Assist with the development and delivery of training.

**Centre Managers/Provincial Training Coordinators:**

- Coordinate with provincial government officers and productive sector representatives to understand training needs related to climate change;
- Collect MEL data to determine the effectiveness of skills development activities and any further training needs.

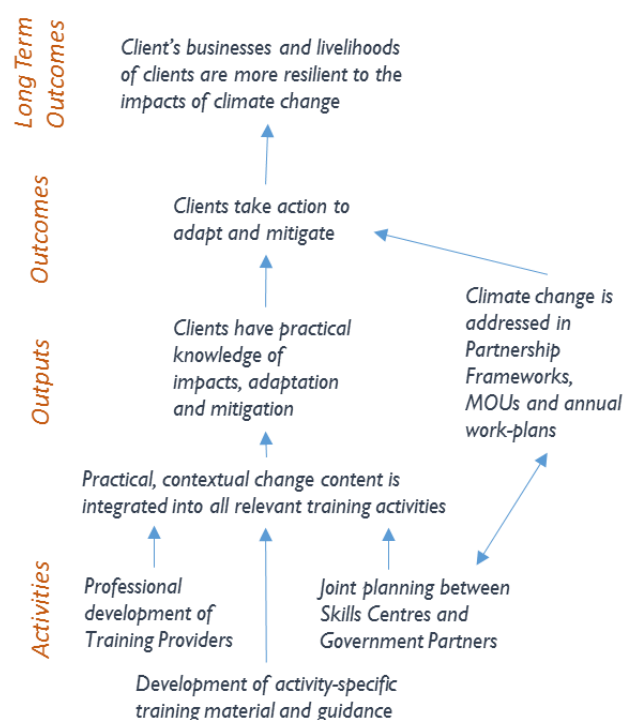
**Sector Coordinators:**

- Coordinate with productive sector representatives understand training needs related to climate change.

**All Staff:**

- Notify the Climate Change Officer of any new climate change programs, policies, training needs or impacts that are affecting their communities.

**Outcomes:**



While a guiding principle of this Strategy is that climate change should be mainstreamed into all existing skills development activities, there is likely to be a number of scenarios where clients require specific climate change training. Therefore, Skills Centres will facilitate the delivery of specific climate change training which meet the training needs of clients - for example, this may include running specific workshops on disaster management planning for tourism operators, planting and maintaining climate-resilient crop cultivars, or coastal protection strategies. Skills Centres will be advised by

<sup>15</sup> GIZ, which funded the development and delivery of the Certificate 1, has expressed support for this approach and may be able to assist with funding.

Provincial Government Training Boards and productive sector partners when these trainings are necessary, and the Partnership will work with partners to provide professional skills development.

**Potential partners for delivery of climate change training**

Organisation	Expertise	Contact
<b>GIZ</b>	Many different adaptation activities	Christopher.Bartlett@giz.de
<b>Island Reach and the Vanua-tai Resource Monitors</b>	Conservation, natural resource management, marine protection	contact@islandreach.org
<b>Live and Learn Environmental Education</b>	Water security, community resilience, ecosystem conservation and food security	anjali.nelson@livelearn.org
<b>CARE International</b>	Disaster risk reduction in Tafea.	candice.holt@careint.org
<b>NDMO</b>	Disaster risk management and response	swelegtabit@vanuatu.gov.vu
<b>VMGD</b>	Water, agriculture & infrastructure resilience, risk mapping	malcolm.dalesa@undp.org
<b>VCAP</b>	Pilot programs for a variety of upland and marine adaptation measures	jtambe@vanuatu.gov.vu
<b>Department of Agriculture</b>	Climate-resilient agriculture	

Recognising the importance of local and traditional knowledge systems, a key role of the Partnership is to identify best-practice examples of climate change adaptation from the local context and to share this learning, with permission, with other communities and clients within Vanuatu via skills development activities. In this way, models of successful adaptation which are appropriate to the local context can be quickly spread throughout Vanuatu, increasing resilience to climate change for all and speeding up the cycles of innovation and implementation of good practice. This learning can be disseminated either as case studies within any other relevant skills development activity, or as specific training activities.

## 3.2 Mitigation

3.2.1 Objective 4: To assess the emissions footprint of Skills Centre activities and identify practical and cost-effective ways of reducing emissions.

**Objective 4:** To assess the emissions footprint of Skills Centre activities and identify practical and cost-effective ways of reducing emissions.

- Goals:**
- Develop an Emissions Inventory and Mitigation Plan and implement mitigation activities;
  - Undertake an annual emissions assessment to track progress.

**Roles:**

**Climate Change Officer/Advisor:**

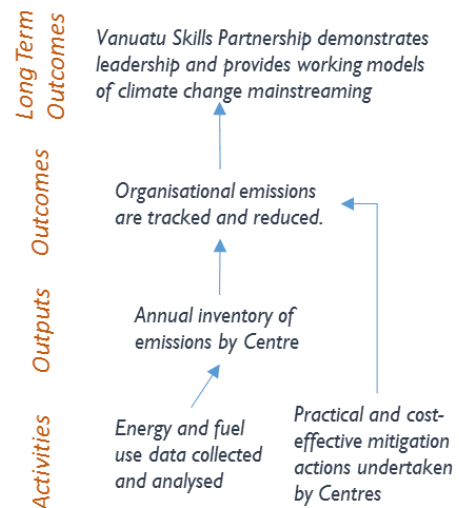
- Prepare the annual emissions assessment;
- Oversee the implementation and update of the Mitigation Plan;
- Coordinate mitigation activities by promoting awareness and behaviour change.

**Centre Managers:**

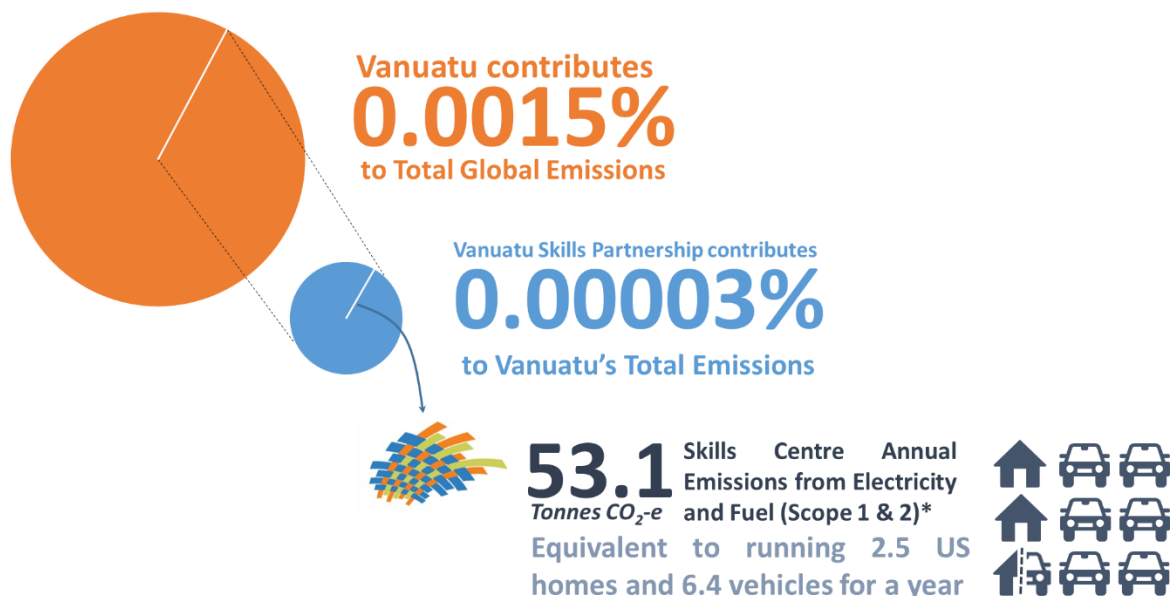
- Actively promote mitigation and demonstrate leadership in the reduction of emissions.

**All Staff:**

- Reduce emissions wherever possible, following the Emissions Mitigation Plan.



Assessment of the greenhouse gas emissions ‘footprint’ of Vanuatu, and of the Vanuatu Skills Partnership and Skills Centres, clearly demonstrates their infinitesimal contribution to global and national emissions respectively – Vanuatu as a whole contributes an estimated 0.0015% to global emissions (a mere 0.01% of either the USA’s or China’s emissions), while Vanuatu Skills Partnership and Skills Centres contribute approximately 0.00003% to Vanuatu’s total emission profile.



\* Figure refers to all emissions produced by electricity and fuel use in the Malampa, Sanma, Torba and Tafea MoET Skills Centres, as well as the Port Vila Vanuatu Skills Partnership head office. These are referred to as Scope 1 and 2 emissions, those that are most typically reported. It does not include emissions from flights (Scope 3 emissions which are out of the Partnerships operational control) which make up about 75% of the full emissions profile – the full analysis can be found in the 2017 Emissions Inventory and Mitigation Plan.

However, while the emissions contribution of the Vanuatu Skills Partnership and the Skills Centres is comparatively tiny, the Vanuatu Skills Partnership is committed to showing leadership in the management of greenhouse gas emissions by demonstrating working models of practical and cost-effective mitigation for organisations and projects within the Pacific context. The Partnership will measure and monitor annual emissions on an ongoing basis and prepare a mitigation plan to reduce or offset emissions, making it one of very few organisations within the Pacific to do so.

The first step to effective management of emissions is measurement. The Vanuatu Skills Partnership has developed an Emissions Inventory for its activities in 2017, included as part of the Mitigation Plan. In addition to providing a clear understanding of the relative contributions of each Skills Centre and the various emissions sources (electricity, fuel and flights), enabling targeted management of emissions, the assessment also details the process for carrying out such an assessment which can be used for other organisations.

The second step is to identify a range of mitigation activities and the possible reductions in emissions – this too is included in the Emissions Inventory and Mitigation Plan. This can be expanded to include pricing of each action, effectively making it a simplified cost-benefit analysis. The Vanuatu Skills Partnership has identified energy efficiency as a top priority for 2019, as it represents ‘low-hanging fruit’, relating to largely inexpensive behavioural or equipment changes while having the benefit of reduced costs of fuel and electricity. In coming years, the Vanuatu Skills Partnership may pursue installation of renewable energy sources as opportunities arise and funding becomes available.

The final step to managing emissions is implementation and monitoring to track progress. The Vanuatu Skills Partnership will undertake a similar emissions assessment each year to track the progress and success of mitigation activities.

### BOX 1: OFFSETTING EMISSIONS

Purchasing 'offsets' is a way to reduce your emissions by 'purchasing' an equivalent amount of reductions from another activity. There are many offsetting programs around the world that are certified to different standards - these include projects that will produce renewable energy, plant trees, or capture and destroy methane or other greenhouse gases. Each tonne of greenhouse gas that these projects store or destroy creates one offset, which can be purchased by organisations to compensate for their own emissions.

*Ekos* is a New Zealand company which offers offsets for sale from forestry conservation projects in the Pacific, including from the Loru Conservation Area in Vanuatu - the average price is \$28 per tonne CO<sub>2</sub>-e. The 220 Ha of remnant lowland rainforest on Espiritu Santo, managed by local landowners as part of the Nakau Programme, is habitat for critically endangered species, including the Vanuatu Megapode bird and the Coconut Crab, as well as a forest resource for local villages which provides them with food, water, medicine and cultural heritage.



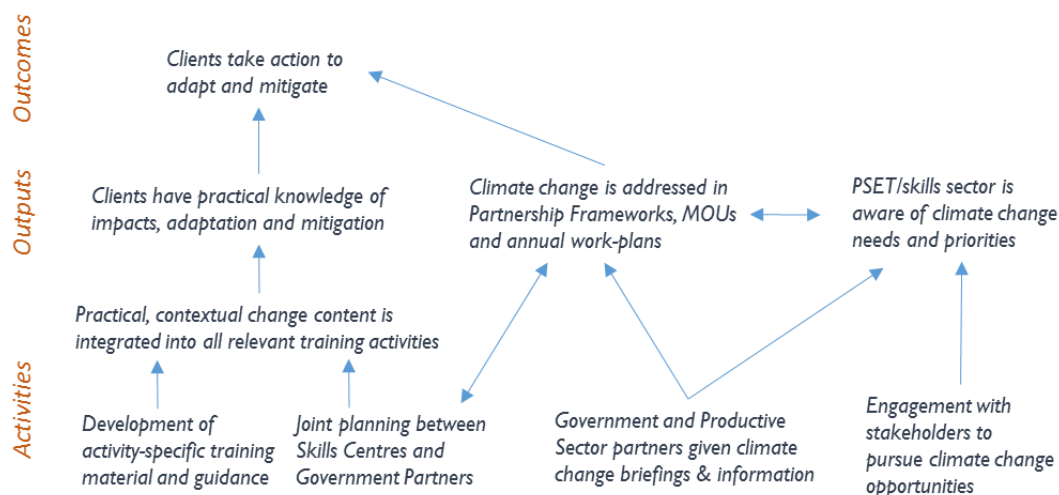
The Vanuatu Skills Partnership recognises the importance of flights to its core business activities, but also acknowledge their high emissions burden - in 2017, flights accounted for 75% of the organisation's emissions. Flights are considered 'Scope 3 emissions' which means that the organisation has little control over them. Therefore, the Vanuatu Skills Partnership will explore options for offsetting these emissions from 2019 onwards. Using 2017 figures, it is estimated that annual flight emissions could be offset for 336,000 vatu, using offsets sourced from Pacific abatement projects, while offsetting total emissions (including electricity and fuel use) would cost 444,000 vatu.

### 3.2.2 Objective 5: To assist Skills Centre clients in accessing opportunities related to mitigation of emissions.

**Objective 5:** *To assist clients in accessing opportunities related to mitigation of emissions.*

- Goals:**
- Identify opportunities, subsidies, incentives or other support related to climate change mitigation (ie renewable energy, forest carbon storage etc.) that may be available to clients;
  - Assist clients to access these opportunities and provide skills development where necessary.

**Outcomes:**



**Roles:**

**Climate Change Officer/Advisor:**

- Identify and be aware of mitigation opportunities that may be relevant for clients (ie through coordination with VBRC);
- Assist with the delivery of skills development activities as required.

**Sector Coordinators:**

- Coordinate with productive sector representatives to (i) be aware of opportunities or incentives related to mitigation, and (ii) understand skills development needs or other support necessary.

**Centre Managers/Provincial Training Coordinators:**

- Coordinate with provincial government officers and productive sector representatives to understand training needs related to climate change;
- Collect MEL data to determine the effectiveness of skills development and any further training needs;
- Identify good practice examples of climate change mitigation and notify the Climate Change Officer.

The Government of Vanuatu is committed to enacting ‘low carbon development’ which both reduces carbon emissions and simultaneously contributes to resilient livelihoods and wellbeing (GoV, 2015). This commitment is likely to result in opportunities, such as subsidies, grants and other support, for renewable energy and energy efficiency investments which will reduce emissions from fossil fuel while also reducing pollution and providing electricity to regional communities<sup>17</sup>.

In this regard, the Vanuatu Skills Partnership is committed to not only providing training to avoid the adverse impacts of climate change, but also to enable clients to take advantage of opportunities<sup>18</sup>. While mitigation is relevant to fewer of the Skills Centres’ existing training activities than adaptation

<sup>17</sup> Only one in three households in Vanuatu have access to electricity, and the rates are much lower in rural areas (one in six rural homes, one in four health facilities, and only 42% of schools); subsidised decentralised renewable energy generation therefore presents significant opportunities to raise standards of living. Vanuatu already has ambitious targets of 65% renewable energy by 2020, and close to 100% renewable energy in the electricity sector by 2030 (RoV, 2015).

<sup>18</sup> While the TVET/PSET sector in other parts of the world plays a significant role in upskilling people in ‘green skills’ for ‘green jobs’, in Vanuatu there are limited prospects for direct employment in adaptation- or mitigation-related roles at this time and clients are better served by understanding how to make their existing economic activities resilient to climate change or taking advantage of specific opportunities and incentives.

activities, a number of specific training opportunities have been identified, particularly related to opportunities for clients to capitalise on grant funding or subsidy schemes that are available for the purposes of reducing emissions. The following are some mitigation actions which may hold economic opportunities for businesses and communities:

- Commitments in the *Climate Change and Disaster Risk Reduction Policy* for developing voluntary markets for ecosystem services and utilising international climate financing to protect Vanuatu's natural resources (through carbon sequestration and emissions reductions in the land use sector) may provide incentives and financing for communities to preserve their local environments.
- If the GoV proposal to screen development approvals and permits according to their carbon footprint is implemented successfully, it could provide incentives or advantages for sustainable, low-carbon businesses; by their nature, sustainable tourism and local handicrafts activities - a substantial proportion of the business activity of Skills Centre clients - typically incur fewer emissions than carbon-intensive developments.
- Vanuatu is currently in the readiness phase of REDD+ and a participant country of the World Bank's Forest Carbon Partnership Facility (FCPF), allowing it to access up to US\$3.6 million from the Readiness Fund. Guided by the National REDD+ Scheme<sup>19</sup>, provinces, islands or even NGOs or private operators that can demonstrate changes in forest carbon stocks will be eligible to receive REDD+ funding, which will form the basis for further investments into sustainable land use activities.
- The REDD+ funding and the sale of forest carbon credits indicate that there are opportunities to assist clients in setting up conservation areas, which provide income as both tourist attractions and through the sale of carbon credits/carbon offsets, as well as maintaining environmental services and forest products for community use. An example of this is the Loru Conservation Area on Santo which produces carbon credits under the Nakau programme<sup>20</sup>, a REDD+ pilot project implemented by Live and Learn which aimed to develop a community-owned model for supporting forest-dependent communities and indigenous people to reduce emissions while conserving and enhancing forests
- The activities of the Skills Centres have previously supported clients in accessing solar subsidy schemes for lighting systems and solar refrigeration and it is expected that these, or similar, initiatives will continue in the future.

The Vanuatu Skills Partnership will continue to identify mitigation opportunities which will provide benefits to Skills Centre clients and support them to access these opportunities with skills development where necessary.

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<sup>19</sup> See <http://reddplus.vu/> for more details.

<sup>20</sup> See <https://theredddesk.org/countries/initiatives/pilot-effective-models-governance-and-implementation-redd-small-island> and <http://www.nakau.org/loru--vanuatu.html> for more information.

### 3.3 Institutional Capacity-Building

3.3.1 Objective 6: To build systemic capacity to address climate change at an institutional level within the existing PSET system and partner government departments through engaging with key stakeholders.

**Objective 6:** To build systemic capacity to address climate change at an institutional level within the existing PSET system and partner government departments through engaging with key stakeholders.

- Goals:**
- Provide information and support to government and productive sector partners to address climate change in planning processes and documents;
  - Collaborate with partners and interested stakeholders to advance adaptation and mitigation activities on behalf of clients;
  - Engage in policy dialogue on behalf of the PSET/Skills sector within national climate change planning;
  - Provide working models and leadership in the practice of climate change mainstreaming.

**Roles:**

**Climate Change Officer/Advisor:**

- Coordinate the Partnership’s collaboration with other partners;
- Provide training and information to partners, PGTBs and training providers;
- Collect MEL data on the effectiveness of climate change discussions and activities;
- Actively engage with coordination bodies such as VCAN and VRBC.

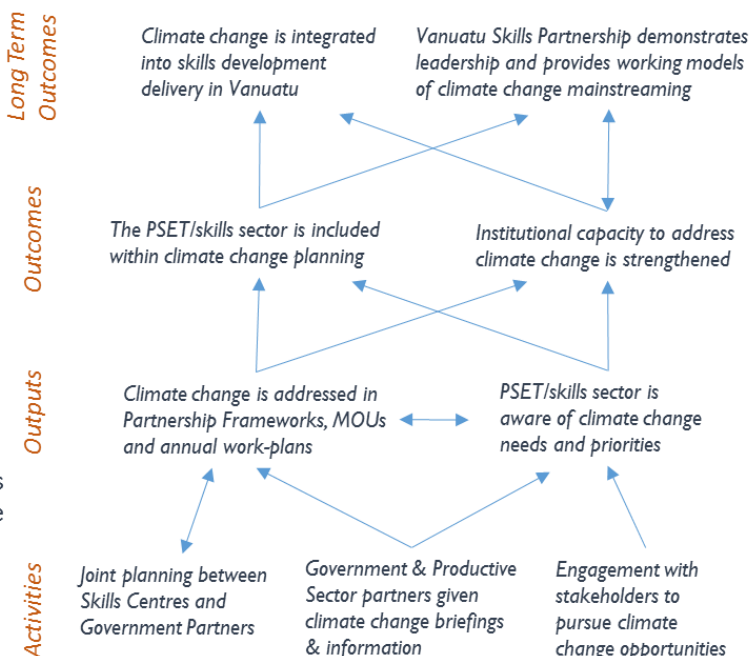
**Centre Managers / Provincial Training Coordinators:**

- Coordinate with provincial officers and productive sector representatives to highlight the importance of climate change as a cross-cutting issue;
- Be aware of climate change policies and activities which are being undertaken by partners.

**Sector Coordinators:**

- Coordinate with government partners to highlight the importance of climate change as a cross-cutting issue;
- Understand government partners’ policies and activities in relation to climate change;
- Mainstream climate change into all planning activities and discussions with key partners;
- Actively collaborate with partners and interested stakeholders to advance adaptation and mitigation activities on behalf of clients.

**Outcomes:**



Effective climate change adaptation is systemic – it needs to incorporate broad community involvement, an enabling policy framework, multi-stressor vulnerability assessments, integrated planning, and spatial mapping<sup>21</sup> (particularly in the case of flooding, sea level rise/vertical land movement and landslides). Therefore, climate change adaptation in Vanuatu is reliant on a number of actors coming together to ensure all the relevant information, policies, institutional support, education/skills training and financing are in place to enable adaptation. In this regard, the Vanuatu

<sup>21</sup> At minimum, a high resolution Digital Elevation Model with high vertical precision is needed, along with other assessments (such as drainage models, soil composition charts and vertical land movement data). Most of these data are only available for Port Vila or Luganville, if at all – there is therefore a pressing need for better modelling of possible impacts of climate change in order to make robust decisions about adaptations.



Skills Partnership has a valuable coordination role to play, in terms of the translation, dissemination and mainstreaming of information which is useful for clients and communities, as discussed above. However, the Partnership can further assist in the advancement of the cross-sector concept of ‘mainstreaming’ – integration of climate change and disaster risk reduction considerations across other fields and sectors, through cross-sector dialogue, leadership, policy guidance, capacity building, monitoring and evaluation, advocacy and education (GoV, 2015).

Recognising the systemic nature of climate change action and of the PSET/Skills system in Vanuatu, the Vanuatu Skills Partnership therefore aims to:

- Assist the ‘supply’ dimension of the skills system (i.e. MoET, VQA, training providers) in mainstreaming climate change through skills training delivery, particularly in cases where providers deliver through the mechanism of the Skills Centres;
- Assist the ‘demand’ dimension of the skills system, supporting partner productive sector government departments in mainstreaming climate change at a national and provincial level, as relates to the delivery of the SfT/SfH/SfA work streams through the Skills Centres;
- Demonstrate working models and leadership in the practice of climate change mainstreaming both nationally and regionally; and
- Ensure that the PSET/Skills sector is included within broader climate change policy making and program design in Vanuatu.

The Vanuatu Skills Partnership is committed to strengthening pre-existing institutions, capacity, knowledge and systems, rather than establishing a new architecture. The Partnership has a long history of working collaboratively with GoV Ministries and Departments and has negotiated respective Memoranda of Understanding with the Departments of Agriculture, Industry and Tourism and the Vanuatu Tourism Office, as well with the MoET, the Ministry of Justice & Community Services (MJCS) and the Australia-Pacific Training Coalition. The Partnership will continue to work at this institutional level, liaising with government and industry partners, NGOs, academia, the private sector and other stakeholders as relevant, at both provincial and national levels, to ensure that the PSET/Skills sector is actively included within climate change planning and policy-making at national and provincial levels, and demonstrating practical ways of mainstreaming climate change within the skills system’s operations and activities.

A full analysis of key stakeholders is included in Annex 3.

The main ways in which the Vanuatu Skills Partnership will build capacity is through:

- Providing training and briefing sessions on an ongoing basis to Government (i.e. MoET, TED, VQA etc.) and Productive Sector Partners (i.e. key partners in Government departments, associations and Provincial Government Training Boards);
- Providing professional development and training for Training Providers and including climate change in Training Provider Improvement Partnerships and Quality Improvement Plans;
- Ensuring that climate change is considered and discussed as a part of planning processes and documents, including the annual provincial skills planning Roadshow, Memoranda of Understanding (MOUs) and Partnership Implementation Frameworks (PIFs) with productive sector departmental partners, and Skills Centre Annual Skills Development Plans, as appropriate;
- Actively providing leadership, by demonstrating a working model of climate change mainstreaming, including processes for cross-cutting issue integration into planning, and proactive adaptation planning and emissions management;

- Active engagement with climate change associations such as the Vanuatu Climate Action Network and the Vanuatu Business Resilience Committee;
- Actively collaborating with partners and interested stakeholders to advance adaptation and mitigation activities on behalf of Skills Centre clients.

The Vanuatu Skills Partnership will take an opportunistic approach to identifying opportunities for engagement, working to build capacity and contribute to climate change planning as opportunities arise, which is aligned with the Partnership's overall approach to institutional capacity-building. However, to provide some structure to these collaborations, a number of initial avenues for engagement have been identified as priorities to pursue. These are as follows:

- Within the Tourism sector, SfT could engage with the Ministry of Infrastructure and Public Utilities (MIPU) and the Department of Tourism (DoT) to align Vanuatu Tourism Operator Minimum Standards with building codes for resilient infrastructure and to provide training in resilient building practices to promote ensure voluntary uptake of improved standards (identified in the *National Sustainable Tourism Development Policy Framework for Vanuatu*).
- The SfT team could also engage with the DoT to develop further guidance on emergency evacuation and disaster management procedures that are relevant for tourism operators.
- Within the Agribusiness sector, SFA could engage with the Ministry of Agriculture, Livestock, Forestry, Fisheries and Biosecurity (MALFFB), Department of Agriculture and Rural Development (DARD) and Vanuatu Agricultural Research and Technical Centre (VARTC) to develop training programs around resilient species/cultivars and adaptive farming techniques, using previous research and pilot projects.
- The SFA and SfH teams could engage MALFFB to establish planning procedures for the transfer of available supplies of natangura (palm fronds) and other natural materials during times of disaster to support rebuilding and income-generating handicraft activities (identified in the *National Sustainable Tourism Development Policy Framework for Vanuatu*). There is also potential for collaboration between these two sectors in the replanting of species like Pandanus, which offer significant benefits to producers in both sectors - the SfH team could engage more closely with MALFFB in order to highlight the importance of forest species that can be used in handicraft production and identify co-sponsored reforestation and adaptation projects to increase the resilience of stocks of natural materials that engage the expertise and resources of departmental staff and provincial Agriculture and Forestry officers, Handicraft Associations, and Skills Centre clients.
- The Vanuatu Skills Partnership should develop a relationship with the Vanuatu Business Resilience Committee (VBRC), which is looking to conduct climate change resilience training for the private sector and is interested in partnering with Skills Centres to share resources and coordinate activities. The Climate Change Officer could broker these arrangements with the Skills Centres.
- The TPS team is engaging with the VQA regarding the integration of climate change content into accredited courses.
- The Vanuatu Coastal Adaptation Project (VCAP), run by the VMGD Project Management Unit, has the potential to be a key source of information about both successful adaptation strategies and adaptation training needs within Vanuatu. The VCAP has undertaken activities such as: establishment of Tabu/conservation areas and development of coastal zoning plans (Epi), establishment of agroforestry nurseries, distribution of resilient plants for rehabilitation of coastal erosion areas, and conducted vulnerability assessments, community consultation, baseline assessments and awareness workshops. Supported by the Climate Change Officer,

Skills Centres could use the valuable learnings of the VCAP pilot projects to develop contextualised, practical training to ‘roll-out’ successful adaptations in other provinces.

- The German aid agency GIZ, which initially developed the *Certificate 1 and Certificate 3 in Climate Change and Disaster Risk Reduction*, has expressed interest in working with Skills Centres to deliver the course more widely throughout the provinces, using the Centres’ relationships with RTCs. If requested by the productive sectors, the TPS Coordinator and the Climate Change Officer could work with GIZ to facilitate this.
- Engagement with SPREP and the €6.1 million EU PacTVET program would be highly beneficial, giving the Skills Centres and training providers access to training materials, qualifications and certified trainers being developed at the regional level. Access to, and contextualisation of, these materials could be managed by the Climate Change Officer.

## 4. Strategy Implementation

The implementation of the strategic approach outlined above is detailed within this section, including the roles and responsibilities of all parties, budgetary guidance, implementation risks, a MEL framework and consideration of gender equality and disability inclusion.

### 4.1 Roles and Responsibilities

#### 4.1.1 Climate Change Officer / Climate Change Advisor

Pending the Partnership’s securing of the appropriate funding, ideally incorporating co-investment from the GoV, implementation of this Strategy will be led a local Climate Change Officer, employed on an ongoing basis by the Vanuatu Skills Partnership. The key roles and responsibilities of this position will be to:

- Work with Vanuatu Skills Partnership and Skills Centre staff to implement activities in line with the objectives of the Climate Change Strategy;
- Assist the Sector Coordinators to conduct more detailed assessments of value chains and activity-specific impacts and adaptation;
- Assist with the delivery of certified training and other skills development activities which include a climate change component;
- Undertake the annual emissions assessment and subsequent implementation and update of the Mitigation Plan;
- Actively identify priorities, needs and opportunities for adaptation and mitigation skills development that is relevant for Skills Centre clients, guided by productive sector partners, the Skills Centres and clients, as well as staying abreast of policy changes which may signal the need for new skills;
- Coordinate the Partnership’s collaboration and outreach to build the institutional capacity of partners;
- Collect MEL data on the effectiveness of the Partnership’s approach to institutional capacity building and the Skills Centres climate change skills development activities;
- Identify best-practice examples of climate change adaptation from clients and their communities/businesses on an ongoing basis and incorporate these learnings into skills development activities to disseminate models of successful adaptation which are appropriate to the local context;
- Provide climate change briefings and information to partners, PGTBs and training providers;

- Perform annual audit of office energy usage (looking at the wattage of all electrical equipment, light fittings, appliances etc.) to determine whether they are 'low-energy'. Identify and price low-energy alternatives where necessary;
- Conduct training sessions for staff and trainers about climate change related issues, including the Disaster Management Plans; and
- Develop further Guidance Material where necessary.

The Climate Change Officer should be supported in terms of technical advice, oversight and strategic guidance by a Climate Change Advisor with the relevant experience and technical expertise in adaptation, mitigation and climate change education.

However, both of these positions depend on funding support which has not yet been secured - for this reason, the Climate Change Strategy has been designed, so far as is possible, to be implemented with limited external or technical guidance, particularly through the design of self-assessments for mainstreaming, initial training of staff and trainers, and the development of the sector-specific guidance (Annexes 4 & 5). In the case that funding is not secured and the Partnership is not able to employ a Climate Change Officer / Climate Change Advisor, the approach to mainstreaming presented within this Strategy is still applicable. Sector Coordinators, Centre Managers and training providers will still be able to assess every skills development activity for climate change relevance, and incorporate climate change content where relevant, using the guidance material developed through the Strategy development process. However, without a Climate Change Officer, the Partnership will find it challenging to: develop new climate change material and collect best practice; maintain coordinated collaboration with partners; be responsive to productive sector training needs; or continue to provide climate change training and information to PSET providers and Government partners. Sector Coordinators and Centre Managers may still identify new priorities for adaptation training or mitigation opportunities in discussion with partners, but the organisation's ability to systematically scan for these opportunities will be hampered without a dedicated Climate Change Officer, increasing the likelihood that the Partnership will be unaware of emerging climate change policies, programs and opportunities. Furthermore, the ability of the Partnership to continue to assess its emissions footprint will be limited without the appropriate expertise – though the process for undertaking an emissions inventory is outlined in the mitigation plan, emissions assessment is difficult without explicit training and it is unlikely that existing staff will have the time to undertake the data collection and analysis.

#### 4.1.2 Sector Coordinators

Sector Coordinators are responsible for:

- Familiarising themselves with the climate change impacts that are relevant to their sectors, through attending climate change training sessions and reviewing the information provided in this Strategy and its Annexes;
- Reviewing every skills development activity to determine whether climate change is relevant, using the [Climate Change Applicability Self-Assessment](#);
- Where climate change is applicable, notifying trainers that they are required to include climate change content within the delivery of the skills development activity and providing them with the relevant training resources;
- Supporting the Climate Change Officer to provide trainers with additional guidance and contextualisation where necessary;
- Collecting data for MEL, including keeping records of whether climate change was applicable to each skills development activity and whether climate change content was included in relevant skills development activity;

- Close coordination with productive sector representatives and other stakeholders to (i) highlight the importance of climate change as a cross-cutting issue, (ii) understand training needs related to climate change, and (iii) make them aware of opportunities or incentives related to mitigation or adaptation that arise.

#### 4.1.3 Centre Managers and Provincial Training Coordinators

Centre Managers are responsible for:

- Close coordination with provincial government officers and productive sector representatives to (i) highlight the importance of climate change as a cross-cutting issue, (ii) understand training needs related to climate change, and (iii) make them aware of opportunities or incentives related to mitigation or adaptation that arise;
- Supporting trainers to deliver climate change content, including making them aware of local climate change issues or previous adaptation that can be included in their skills development activities;
- Collecting MEL data related as outlined in Section 4.4, such as Outcome Harvesting or Most Significant Change stories from clients after climate change skills development activities to determine the effectiveness of delivery and any further training needs;
- Organising an annual 'refresher' training to review the Skills Centre Disaster Management Plan with all staff, and make any necessary preparations in a timely fashion;
- Working with the Operations Manager to execute disaster management procedures when necessary;
- Being aware of any good practice in climate change adaptation or mitigation within their province and bringing this to the attention of the Climate Change Officer, so that this can be incorporated as a case study in future training.

#### 4.1.4 Vanuatu Skills Partnership and Skills Centre Staff

All staff are responsible for:

- Familiarising themselves with the Disaster Management Plan for their Skills Centre/office;
- Being aware of annual maintenance tasks that need to be performed to reduce the Centre's disaster risk and performing these in a timely manner;
- Notifying the Climate Change Officer of any new climate change programs, policies, training needs or impacts that are affecting their communities;
- Helping to reduce emissions wherever possible in the ways outlined in the Emissions Mitigation Plan, including:
  - o Switching off lights and appliances when not in use;
  - o Purchasing energy efficient light bulbs, appliances, electronics and other equipment;
  - o Limiting the use of air-conditioners, or if using, ensure all windows are closed and the temperature is not set lower than 23°;
  - o Making sure all lights and equipment are turned off at the end of the day and over holiday periods.

#### 4.1.5 Trainers / Coaches

Trainers and coaches that are contracted by the MoET Skills Centres are responsible for:

- Working with Sector Coordinators, Centre Managers and the Climate Change Officer to understand the climate change impacts and adaptation options relevant to their skills development activities;
- Using the training guidance material provided to incorporate climate change discussions into their skills development activities;

- Providing feedback to Sector Coordinators, Centre Managers and the Climate Change Officer about how the skills development activity went, including any best-practice case studies or additional training needs identified;
- Following the instructions of Skills Centre staff during disasters or emergencies.

## 4.2 Budget

An indicative budget has been prepared for the first year of implementation of the Climate Change Strategy, comprising primarily the salaries and operating budget of a Climate Change Officer and Climate Change Advisor.

It is estimated that full implementation of the activities prescribed by the Climate Change Strategy, supported by these two roles, would cost approximately 5 million vatu for the first year. It is likely that these costs would decrease in the order of 300,000-500,000 vatu over subsequent years.

<b>Climate Change Officer</b>	
Salary	
Housing Allowance (per month)	
Return flights for attending training or events	
Per diems	
Accommodation nights	
Equipment (laptop, workstation etc)	
Recruitment costs	
<b>Climate Change Advisor</b>	
Salary (/day)	
International Flights (return)	
Domestic flights	
Per diems	
Accommodation nights	
Recruitment costs	
<b>Climate Change Activities</b>	
Printing / Stationary	
Events (including staff training and train-the-trainer session)	
<b>Total</b>	
Contingency	
	vatu <b>11,281,046</b>

### 4.3 Implementation Risks

Area	Implementation Risks	Actions
Overall Strategic Risks	Staff are resistant to the introduction of new areas of work related to climate change	<ul style="list-style-type: none"> <li>• Simplify the process of assessing skills development activities, conducting risk assessments and providing guidance material through the development of self-guided assessments and guidance for all activity categories.</li> <li>• Provide training to all staff to ensure they understand the process and tools available.</li> <li>• Climate Change Officer to work with each sector to conduct ‘pilots’ to demonstrate the process of mainstreaming.</li> <li>• Design mitigation plan with specific reference to recognised behavioural change techniques.</li> </ul>
Objective 1: To identify and address the impacts of climate change on Skills Centre activities to ensure the continuity of operations and the safety	Staff are not aware of disaster management procedures	<ul style="list-style-type: none"> <li>• Provide training to all staff, with times scheduled for annual refreshers and maintenance at each Centre.</li> <li>• Provide specific Disaster Management Plans for all Centres, including ‘Quick Reference Guides’ that can be displayed in prominent places.</li> </ul>
Objective 2: To support training providers to integrate practical, contextual climate change information into every relevant training activity.	Skills development activities aren’t assessed for climate change applicability / climate change isn’t considered during activity planning	<ul style="list-style-type: none"> <li>• Train all sector coordinators in the procedure for assessing courses using the <a href="#">Climate Change Applicability Self-Assessment</a>.</li> <li>• Incorporate the <a href="#">Climate Change Applicability Self-Assessment</a> into Sector Planning Templates.</li> <li>• Monitor the number of courses assessed for climate change applicability each year (MEL team).</li> </ul>
	Climate change is not able to be included in accredited training, due to a lack of sufficiently qualified trainers	<ul style="list-style-type: none"> <li>• Identify and develop trainers who are qualified to deliver and assess the inclusion of elective units from the Certificate 1 (Climate Change &amp; Disaster Risk Reduction), particularly from the cohort of students who have completed the Certificate I and III offered by VIT.</li> <li>• Ensure that the Climate Change Officer is appropriately qualified to be able to deliver sessional training as needed.</li> <li>• Include climate change as an informal addition to accredited training.</li> </ul>
	New activities arise which are not included in <a href="#">Climate Change Applicability Self-Assessment</a> and have not been assessed or which don’t have associated Fact Sheets and guidance material	<ul style="list-style-type: none"> <li>• Include within the <a href="#">Climate Change Applicability Self-Assessment</a> a guided process for assessing any new activity for climate change applicability.</li> <li>• Train all sector coordinators in the use of this generic procedure.</li> <li>• Identify Sources of Information (below) which can be used to source impact/adaptation information for new activities.</li> </ul>

	<p>Trainers do not include climate change material into skills development activities, despite being asked</p>	<ul style="list-style-type: none"> <li>• Run train-the-trainer sessions and work individually with trainers to upskill them in delivering climate change content.</li> <li>• Provide simple-to-use guidance and training materials to trainers.</li> <li>• Mandate Sector Coordinators to confirm that it is included within delivery plans, and to review the climate change aspects discussed in presentations, learner guides and/or training completion reports.</li> <li>• Climate Change Officer to attend skills development activities to provide support to trainers.</li> </ul>
	<p>Skills development activities do not result in practical adaptation or increased resilience</p>	<ul style="list-style-type: none"> <li>• Monitor learning and practice outcomes of skills development activities, specifically whether participants were able to apply knowledge to increase resilience.</li> <li>• Review and redesign skills development approach on the basis of monitoring results.</li> </ul>
	<p>Contextual climate change information is not available for a specific activity.</p>	<ul style="list-style-type: none"> <li>• There may be situations which arise which have not been previously assessed for climate change applicability, and therefore do not have activity-specific guidance. In these circumstances, Sector Coordinators, Centre Managers and trainers/coaches/industry experts can work together using the <a href="#">Climate Change Impact Database</a> to review the entire set of impacts in order to determine which might affect the activity and discuss possible adaptations.</li> <li>• The Partnership can also draw on the Sources of Information outlined in Annex 6, and particularly the Australia Pacific Climate Change Action Program (APCCAP) Support Unit.</li> </ul>
<p>Objective 3: To coordinate the delivery of specific climate change adaptation and/or disaster risk reduction skills development, as required.</p>	<p>Skills development is requested by productive sectors which is 'nice-to-have' but does not result in increased resilience or practical risk management for clients</p>	<ul style="list-style-type: none"> <li>• Encourage productive sectors to provide justification for the need for specific (rather than integrated) climate change skills development, and the way in which the skills development will contribute to increased resilience of clients' business activities.</li> <li>• Undertake MEL procedure to assess the outcomes of skills development, specifically whether participants were able to apply knowledge to increase resilience.</li> </ul>
	<p>Skills development does not result in practical adaptation or increased resilience</p>	<ul style="list-style-type: none"> <li>• Undertake MEL procedure to assess the outcomes of skills development, specifically whether participants were able to apply knowledge to increase resilience.</li> <li>• Review and redesign approach on the basis of MEL results.</li> </ul>



Objective 4: To assess the emissions footprint of Skills Centre activities and identify practical and cost-effective ways of reducing emissions.	Climate Change Officer position is not filled and existing staff do not have the time or expertise to complete an emissions inventory	<ul style="list-style-type: none"> <li>• Prepare instructions and a method for producing an emissions inventory, along with excel worksheets.</li> </ul>
	Behavioural changes for energy efficiency are not adhered to by staff	<ul style="list-style-type: none"> <li>• Provide 'point of operation' signs/stickers that can be placed on light switches etc. to prompt users to switch off.</li> <li>• Task Office Support Officers with ensuring appliances and lights are off</li> <li>• Publicise results (change from the 2017 baseline for each Centre) and provide rewards and incentives to encourage good behaviour.</li> <li>• Consider installing automated cut-offs (timers, sensor lights etc.) to reduce energy usage.</li> </ul>
Objective 5: To assist Skills Centre clients in accessing opportunities related to mitigation of emissions.	Key staff do not have time to identify, or are otherwise not aware of, opportunities related to mitigation that would be useful for clients	<ul style="list-style-type: none"> <li>• Develop relationships with climate change committees and groups which are a source of information (VCAN, VBRC).</li> <li>• Climate Change Officer to take responsibility for scanning for relevant opportunities.</li> <li>• Subscribe to key national and regional information sources (mailing lists, alerts etc.).</li> </ul>
Objective 6: To ensure that the PSET/Skills sector is included within climate change planning and build systemic capacity to address climate change within the existing PSET system and partner Departments.	Key staff are not aware of opportunities to collaborate on climate change issues with other stakeholders or partners when they arise.	<ul style="list-style-type: none"> <li>• Develop relationships with climate change committees and groups which are a source of information (VCAN, VBRC).</li> <li>• Climate Change Officer to take responsibility for scanning for relevant opportunities.</li> <li>• Subscribe to key national and regional information sources (mailing lists, alerts etc.).</li> </ul>
	Key stakeholders or partners are not aware of opportunities to collaborate with Vanuatu Skills Partnership on climate change issues.	<ul style="list-style-type: none"> <li>• Skills Centres include a specific climate change section as part of the national/provincial skills planning roadshow, and a standing agenda item at PGTBs.</li> <li>• Climate Change Strategy is publicised and included in general information about the Partnership.</li> </ul>

#### 4.4 Monitoring, Evaluation and Learning Framework

Monitoring, Evaluation and Learning (MEL) is a continuous process for understanding the progress that is being made toward achieving objectives and outcomes, which allow for iterative adjustment and improvement of practices. The monitoring and evaluation of many aspects of the Climate Change Strategy is aligned with the *Monitoring and Reporting Intermediate Outcomes* which are already used to track the progress overall of the Vanuatu Skills Partnership. This is consistent with a process of mainstreaming, whereby climate change activities are incorporated into existing processes, planning and activities. Therefore, MEL data on climate change can be collected using existing metrics with minimal alterations, particularly in the case of measuring the integration of climate change into key planning mechanisms (the Roadshow, PIFs, Annual Skills Plans etc.), discussions and interactions with partners, skills development activities (type and number) and professional development of PSET Providers.

The following table outlines the alignment of climate change MEL data collection with the existing Intermediate Outcomes that have been defined under the MEL Plan.

Outcomes	MEL Indicators	Climate Change Data	Data Source	Responsibility
<b>1. PGTBs, Skills Centres and TED jointly plan and manage skills development</b>	1.1 Coordination between the key partners and stakeholders in annual provincial planning	Climate change is included in planning processes and documents during the collaboration with partners	Provincial Annual Plan and Budget; PGTB minutes; Productive Sector Annual Plans; Partnership Implementation Frameworks	Skills Centre Manager; Sector Coordinators
	1.2 Coordination between the Training Provider Support and TED in planning nationally and provincially	Climate change is included in planning processes and documents which support training providers and trainers	Training Provider Improvement Partnerships and Quality Improvement Plans; Provincial Contextual Analysis and the Provincial Skills Centre Annual Plan	TPS Coordinator, Climate Change Officer
	1.3 PGTBs representing the different parts of the skills system are meeting and making decisions	Government and productive sector partners are provided with training and support to integrate climate change considerations into training agendas	Minutes of the PGTB meetings; climate change briefing sessions; Outcome Harvest / significant Policy Influence case study	Skills Centre Manager; Climate Change Officer
	1.5 Provincial Skills Centre Annual Plan articulates the skills development priorities implemented by Productive sector team & their partners	Climate change is integrated within the Provincial Skills Centre Annual Plan as a cross-cutting issue	Provincial Skills Centre Annual Plan and Budget; PGTB and Skills Centre Annual Planning Roadshow minutes	Skills Centre Manager; Sector Coordinators
<b>2. Increased public and private resource allocation to implement PSET policy</b>	2.2 Co-contributions made by productive sector partners government and private sector to the National Skills Development Fund	Additional funding contributed to the Skills Development Fund for climate change-related activities	Co-contribution budget / expenditure tool (to be developed in 2018); National Skills Development fund	Climate Change Officer and MEL support
<b>4. Increased diversity of training providers operating within the system</b>	4.1 The number, location and type of active Training Providers delivering skills training and education meets the areas of demand for the productive sectors	Training Providers and trainers/coaches are provided with climate change familiarization training and training materials	Training attendance; Coaching database; Training Provider Improvement Partnership/Quality Improvement Plans; Outcome Harvest of Training Providers	Climate Change Officer; SfP Coordinator; MEL team
<b>7. Clients start new business or self employment</b>	7.1 Individual clients who have completed skills development training start their own businesses or enterprises/show diversification of enterprise and income sources	Clients take action to increase their resilience to climate change risks to their livelihoods and/or mitigate their emissions	Longitudinal sample study of economic and social change (to be designed); Outcome harvesting or most significant change stories; Training completion reports; Client files and KPI's	MEL team; Climate Change Officer; Provincial training coordinators
<b>8. Clients improve their businesses and create employment</b>	8.1 Business Clients make progress towards sustainable business operations	Clients complete skills development activities and accredited qualifications which incorporate climate change content	Provincial Skills Centre Annual Plan and Budget; Partnership Implementation Frameworks; Individual Client files; Outcome harvesting / Most significant change stories	Climate Change Officer; Sector Coordinators
		Specific climate change adaptation and mitigation is delivered as necessary		
<b>10. Improved market access in targeted value chains</b>	10.1 Scale and type of markets available for products and services in the target productive sectors	Practical action is taken to improve value chain resilience to climate change (e.g resilient re-planting schemes, diversified product/destination marketing).	Provincial Skills Centre Annual Plan and Budget; Partnership Implementation Frameworks; Technical Progress Reports	Climate Change Officer; Sector Coordinators

However, there are a number of specific aspects of the Climate Change Strategy that will require additional MEL activities to properly assess, though these can be done simply, cost-effectively and within existing Partnership processes. These include:

#### 4.4.1 Efficacy of Climate Change Training at Achieving Outcomes

One of the key assumptions of this Strategy is that the provision of contextual, relevant knowledge will result in proactive action. This is complicated by the uncertain dynamics of behavioural change

which often suggests that simple provision of information does not lead to action in all circumstances – for example, clients may not possess the practical skills, motivation or resources to act on this knowledge. Therefore, testing whether providing activity-specific information in the context of relevant training actually leads to adaptation will be a key area of monitoring in the initial phases of the Strategy. Determining whether and how action is taken by participants based on new climate change knowledge which increases their resilience will be assessed qualitatively through the use of Outcome Harvesting and or MSC stories, collected by the Climate Change Officer or Skills Centre Provincial Training Coordinators periodically as part of the annual reporting cycle.

#### 4.4.2 Objective 1 – Internal Adaptation and Disaster Risk Reduction

Assessment of the achievement of internal objectives around adaptation and disaster risk reduction is necessary to ensure Centres/offices and staff are prepared for disasters. The suggested indicators are

- Climate change risk assessment completed for Vanuatu Skills Partnership and Skills Centres, with identification of actions to mitigate risks
- Disaster Management Plans developed and implemented in each Skills Centre and office
- Number of staff who have received annual training (or refresher training) on disaster management procedures

The first two can be evaluated on a one-time basis – sufficient evidence should be provided by within this Strategy and by reviewing the Disaster Management Plans. Completion of staff training should be assessed on an annual basis – Centre Managers should provide meeting agendas, meeting minutes, learning materials or other evidence that a training session has been completed within the year to the Climate Change Officer.

#### 4.4.3 Objective 2 - Mainstreaming Adaptation

Two primary questions form the basis of an analysis on the success of the mainstreaming of climate change information into all relevant skills development activities, and provide a simple way of assessing the extent to which climate change is being systematically and reliably considered and incorporated into relevant training activities. These are as follows:

- Number of training activities evaluated for climate change applicability (using the Climate Change Applicability Self-Assessment).
- Number of climate change-relevant training activities that included climate change content in delivery.

It is recommended that Sector Coordinators answer both of these questions within the Sector Planning Database, which is the primary document for tracking all training activities, and is the most efficient way of recording evidence of the assessment. The first should be completed whenever a training activity is added to the Database, and the second at the end of an activity. However, Sector Coordinators may agree other methods of recording this data with the Vanuatu Skills Partnership MEL team.

#### 4.4.4 Objective 4 – Internal Emissions Assessment and Mitigation

The Partnership has committed to assessing and mitigating its greenhouse gas emissions. In this endeavour, continuous and sustained improvement is not reasonable to expect – mitigation of emissions usually exhibits significant gains in the first year or two of implementation as the ‘low-hanging fruit’ or ‘easy-win’ solutions are quickly implemented, and significant drop-offs in progress after this time. Verifiable and sustained reductions are particularly hard in the circumstance of Vanuatu Skills Partnership, which already exhibits a very minimal emissions profile, but one which is

characterised by uncertainty about emissions factors and certain data, changes in which could significantly change the emissions inventory. Therefore, while emissions will be reported each year (which necessitates an annual emissions assessment) the metric will not specify improvement or annual reductions in emissions – rather, total emissions will be presented and discussed in the context of activities and operational changes.

- Annual Emissions (Scope 1 and 2, plus Scope 3 flights) by Centre

The Emissions Inventory will be prepared in the first quarter of the following calendar year by the Climate Change Officer or another trained staff member, and provided to the MEL team.

#### 4.4.5 Objective 6 - Build Systemic Capacity

The ways in which systemic capacity has been developed during the year will be presented as a semi-quantitative review by the Climate Change Officer, with input from the Centre Managers and Sector Coordinators, prepared at the end of each the annual reporting period. Specific reference should be made to existing partnerships and how these relationships have developed during the year, as well as potential for developing new relationships with partners. Outcome harvesting methods will be particularly useful for assessing the ways networks and partnerships have been strengthened by, or added value to, the work of the Skills Centres, as well as progress towards mainstreaming climate change with partners and stakeholders within the PSET sector. In addition, the following indicators will be useful in quantifying the level of engagement with partners and stakeholders:

- Number of Partners (Government Department/Productive Sector Partners, including PGTB members) provided with information or briefings
- Number of joint climate change projects undertaken with Partners

### 4.5 Gender Equality and Disability Inclusion

The impacts of climate change will not affect everyone equally. This is true both for global populations, where Small Island Developing States are particularly affected by the impacts of climate change despite contributing very little in the way of emissions, as well as locally, where vulnerable people are particularly impacted. Vulnerability comes in many forms, including those with less money and property (who are more likely to be living on cheaper land near floodplains with less drainage infrastructure, and are more likely to be flooded, for example), and the elderly or sick (who are more likely to be afflicted by disease, heat or illness due to weakened immune systems). The Vanuatu Skills Partnership is committed to making training accessible and relevant for all people. The Partnership design makes specific commitments to inclusion of particular groups – women, people with a disabilities and people with low literacy and numeracy skills.

#### 4.5.1 Women

The 2015 Paris Agreement on global climate change action specifically identified the disproportionate impact of climate change on women, and the need for empowerment to enable women to more effectively cope with and adapt to climate change impacts. Studies show that 80 percent of people displaced by climate change globally are women, particularly by natural disasters, during which time cases of gender-based violence rise dramatically - women and adolescent girls, as well as lesbian, gay, bisexual, transgender and intersex (LGBTI) people are at significant risk of harassment, discrimination, and physical or sexual assault when evacuation shelters do not provide safe spaces. Women also have less socioeconomic power than men due to social exclusion from decision-making and labour markets, and are more likely to fall into poverty than men when faced with the impacts of climate change. Women typically play the role of caregivers in the household, and these duties increase significantly

during times of mental and physical stress in times of disaster or sickness, which further diverts time from a career or personal wellbeing. Women are also typically responsible for providing food and water for the family, which are likely to be increasingly scarce for longer periods, or require greater time and effort to obtain, again placing additional burdens on women. However, women are also strong voices for change within communities, and hold vital knowledge that will determine the success or failure of adaptations in practice.

#### 4.5.2 People with Disabilities

People with disabilities are particularly vulnerable during climate extremes and natural disasters as they are less mobile and more likely to be left behind or abandoned during evacuations. Evacuation facilities, services and vehicles or other transport provided during disasters often do not cater for the needs of people with disabilities due to a lack of preparation and planning. Mobility, hearing, learning, or vision impairments can create specific needs that require extra time or consideration in an emergency evacuation, especially as accessible options become limited. Particular difficulties may arise with:

- Deaf or blind people not being able to access information such as emergency bulletins or sms alerts;
- Evacuation shelters or safe places not being accessible to people with disabilities, in terms of both access (pathways, ramps, uneven ground) and facilities (ie appropriate and accessible toilet facilities);
- Evacuation routes being inaccessible to those with disabilities (for example, rapid retreat uphill during a tsunami may not be possible for people with restricted mobility);
- Evacuation methods not being able to accommodate personal devices (for example, in the recent evacuation of Ambae in 2017, many people with disabilities were forced to leave personal devices such as wheelchairs on the island due to crowded boats);
- Separation from family and loss of mobility devices during disasters increases vulnerability;
- Discrimination on the basis of disability when resources are scarce.

In addition to disasters, extreme heat poses significant risk for some people with disabilities, due to increased sensitivity to heat or difficulty regulating body temperatures. Food and water scarcity that can result from a range of climate change also disproportionately affect people with disabilities who may find it more difficult to access backup or secondary sources. And more generally displacement due to rapid- or slow-onset impacts is particularly difficult for people who require access to health services and long-term medical, financial, and social support.

#### 4.5.3 Inclusive Strategies

The Vanuatu Skills Partnership is committed to disability inclusion and gender equality in all aspects of its work. The approach to inclusion and equity is laid out in the respective policies: the *Gender Equality Strategy for the Vanuatu TVET Centres*, and the *Disability Inclusion Policy for the TVET Sector 2016 – 2020*. Climate change skills development activities, and all activities which incorporate climate change, will be conducted according to the principles, within these policy settings, which are complementary to the overall goals of the Partnership. For example, one of the most effective ways to increase women’s resilience is to increase their socioeconomic power; in this respect, the Skills Centres’ role and commitment to gender equality and economic empowerment of women is already contributing to increased overall resilience of women.

Issues of gender and disability will also be explicitly considered in the development of internal policies and procedures related to climate change and disaster risk reduction, particularly the Disaster

Management Plans. Acknowledging the importance of "Nothing About Us Without Us"<sup>22</sup>, Skills Centres will also seek to understand the needs of vulnerable groups, how to ensure that these needs are met under climate change, how to give vulnerable groups a voice to contribute to adaptation and mitigation activities, and whether specific or targeted skills development is required. In understanding these needs, advice will be sought from focal persons for gender equality and disability who sit on the PGTBs in each Province, the Provincial Disability Officer, and organisations that represent and advocate for the rights of women and people with disabilities, such as Vanuatu Disability Promotion & Advocacy (VDPA), the Vanuatu Civil Society Disability Network, and the Disability Desk of the Ministry of Justice and Community Services.

Specific resources will also be compiled which can be used in training regarding gender equality and disability inclusion, particularly in reference to the ongoing work in relation to disaster risk management and inclusion in Vanuatu. Examples include the 6-minute video documentary that was created by students from Lycee College to raise awareness of the importance of disaster risk reduction and how disasters affect those living with a disability, and the recommendations for disability inclusion in disaster risk management that were developed in the wake of Cyclone Pam.

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<sup>22</sup> The idea, adopted by disability advocates, that no decision should be taken by any representative without the full and direct participation of members of the group(s) affected by that decision or policy.