



# VANUATU NATIONAL SKILLS DEVELOPMENT POLICY 2024 – 2030



GOVERNMENT OF VANUATU



MINISTRY OF EDUCATION  
AND TRAINING

# Message from the Minister of Education and Training



The development of the **National Skills Development Policy** flows directly from the **National Sustainable Development Plan 2016-2030** which recognises the strategic importance of higher-level skills to the achievement of national development objectives. In response, the Government, through the Prime Minister's Office, commissioned the **National Human Resource Development Plan 2020 – 2030** to identify priority skill needs and guide on-going investment in post-school education and training (PSET) to achieve a better match between skills demand and skills supply, and better alignment to national development priorities.

The **National Skills Development Policy** reflects the centrality of a well-coordinated, quality assured, relevant and inclusive skill development system to the NSDP Vision for a *stable, sustainable and prosperous Vanuatu*.

An effective skill development system guided by this policy will be integral to the achievement of national aspirations for a vibrant cultural identity underpinned by a peaceful and just society. It will improve service delivery by public institutions, foster better environmental management, and enhance food security. It will strengthen preparedness and resilience to climate change and natural disasters, and support economic growth with improved prosperity for all.

The Government of Vanuatu's commitment to a more effective skills development system is embodied in this policy document which confirms Government priorities and establishes the Vision for:



*An inclusive, quality assured, and demand driven national skills development system that fosters education, training and lifelong learning, and maximises economic and social development opportunities for all.*

Given its centrality and strategic importance, the Prime Minister's Office (PMO) and the Ministry of Education and Training (MoET) under the Prime Minister and the Minister of Education and Training respectively will have direct responsibility and be accountable for the achievement of **National Skills Development Policy** objectives.

Disrupted by the Covid –19 pandemic and multiple Category 5 cyclones, this policy has been developed over an extended period of time, and is the product of extensive consultations with public, private and civil society representatives at national and provincial levels. The Government is grateful to all those that have contributed their time and valuable insights into its development.

As Vanuatu continues its post-pandemic and cyclone recovery, the implementation of the **National Skills Development Policy** will be critical to ensure continuing growth and maximised economic and social development opportunities for all ni-Vanuatu.

I commend the policy to you.

HONOURABLE SAMSEN SAMSON  
Minister of Education and Training

# Contents

<b>Message from the Minister of Education and Training</b>	<b>i</b>
<b>Acronyms</b>	<b>v</b>
<b>Glossary of Terms</b>	<b>vi</b>
<b>1. Introduction</b>	<b>1</b>
1.1 Purpose of the National Skills Development Policy	1
1.2 Background	1
1.3 Shaping the National Skills Development Policy	2
1.4 Underlying Issues	3
1.5 National Skill Development Policy Priorities	7
<b>2. National Skills Development Policy</b>	<b>8</b>
2.1 Vision	8
2.2 Mission	8
2.3 Vision 2030	8
<b>3. Achieving National Skills Development Policy Vision</b>	<b>11</b>
3.1 Principles	11
3.2 Policy Objectives	12
3.3 Implementation Arrangements	16
3.4 National Skills System Architecture	17
3.5 Risks	18
3.6 Measuring Results	19
<b>4. Annexes</b>	<b>21</b>
4.1 National HRD Plan 2020-2030 Key Issues	21
4.2 Consultation Groups' - PSET Policy Priorities	23
4.3 Working Together – Roles and Responsibilities	26
4.4 MoET – Tertiary Education Directorate Structure	29
4.5 Results Framework	30
4.6 People Consulted	37

# Acronyms

<b>CEDAW</b>	Convention on the Elimination of all Forms of Discrimination Against Women
<b>CEO</b>	Chief Executive Officer
<b>CRPD</b>	Convention on the Rights of Persons with Disabilities
<b>DoL</b>	Department of Labour
<b>DSPPAC</b>	Department of Strategic Policy and Planning and Aid Coordination
<b>MoET</b>	Ministry of Education and Training
<b>NHRDP</b>	National Human Resource Development Plan
<b>NSDP</b>	National Sustainable Development Plan 2016-2030
<b>PMO</b>	Prime Minister's Office
<b>PRQS</b>	Pacific Register of Qualifications and Standards
<b>PSET</b>	Post School Education and Training
<b>RBV</b>	Reserve Bank of Vanuatu
<b>RPL</b>	Recognition of Prior Learning
<b>NUV</b>	National University of Vanuatu
<b>SABER</b>	Systems Approach for Better Education Results
<b>TED</b>	Tertiary Education Directorate
<b>TVET</b>	Technical and Vocational Education and Training
<b>VCCI</b>	Vanuatu Chamber of Commerce and Industry
<b>VFIPA</b>	Vanuatu Foreign Investment Promotions Authority
<b>VIPAM</b>	Vanuatu Institute of Public Administration and Management
<b>VAC</b>	Vanuatu Agriculture College
<b>VCNE</b>	Vanuatu College of Nursing Education
<b>VIT</b>	Vanuatu Institute of Technology
<b>VITE</b>	Vanuatu Institute of Teacher Education
<b>VMC</b>	Vanuatu Maritime College
<b>VNPF</b>	Vanuatu National Provident Fund
<b>VNQAF</b>	Vanuatu National Quality Assurance Framework
<b>VQF</b>	Vanuatu Qualifications Framework
<b>VNSO</b>	Vanuatu National Statistics Office
<b>VQA</b>	Vanuatu Qualifications Authority
<b>VSP</b>	Vanuatu Skills Partnership

# Glossary of Terms

<b>demand driven</b>	PSET course offerings address national and international skill gaps and skill shortages determined by labour market research
<b>equitable</b>	fair and impartial – dealing fairly and equally with all concerned
<b>flexible delivery</b>	a combination of study types offered as an alternative to on-campus study in some courses – qualifications can be delivered in modularised form over an extended period using a variety of approaches including distance mode blending on and off campus study
<b>formal economy</b>	an organised system of economic activity and employment with clear written rules and standardized relationships between parties usually in the form of a written contract
<b>formal PSET</b>	systematic, organised and structured education and training as occurs in technical training institutions and universities leading to recognised qualifications
<b>inclusive</b>	without barriers – open to everyone, not limited to certain people
<b>informal economy</b>	the diversified set of economic activities, enterprises, jobs, and workers that are not regulated or protected
<b>non-formal education &amp; training</b>	any organized educational activity that takes place outside the formal educational system
<b>non-government PSET Provider</b>	a not-for-profit PSET provider usually under the auspice of a faith based or non-government organisation
<b>performance-based funding</b>	funding provided on the condition that the recipient agrees to and meets specified performance criteria
<b>private PSET provider</b>	a business delivering PSET programs for profit
<b>qualifications framework</b>	an arrangement of qualifications classified by learning outcomes often arranged in way to illustrate the equivalent learning outcome levels across the school, TVET and higher education sectors
<b>quality assurance framework</b>	defines the regulatory requirements for PSET provider registration, course accreditation and routine audit
<b>range of settings</b>	qualifications can be delivered on-campus or off-campus in workplaces, home and community facilities as well as on-line

# 1. Introduction

## 1.1 Purpose of the National Skills Development Policy

---

The **National Sustainable Development Plan 2016-2030 (NSDP)** sets the country's vision and overarching policy framework for achieving a stable, sustainable, and prosperous Vanuatu.

While the Government recognises that skill development is one of the key engines for economic growth and sustainable development, it notes that the low skill level of many ni-Vanuatu is hindering the achievement of national development objectives.

The **Purpose** of the **National Skills Development Policy** is to provide the strategies needed to enable the Vanuatu PSET sector to better deliver the skills and qualifications required for the achievement of **NSDP** goals and the implementation of the **National Human Resource Development Plan 2020-2030 (NHRDP)**.

## 1.2 Background

---

The NSDP aspires to achieve:

- a vibrant cultural identity underpinning a peaceful, just, and inclusive society
- supported by responsive and capable state institutions delivering quality public services, including health and education, to all citizens
- maintaining a pristine natural environment on land and at sea that serves our food, cultural, economic, and ecological needs
- with enhanced resilience and adaptive capacity to climate change and natural disasters
- a stable economy based on equitable, sustainable growth that creates jobs and income earning opportunities accessible to all people in rural and urban areas

Many higher-level skills are required to meet these aspirations and to achieve the many goals and objectives within each of the NSDP's 3 Pillars - Society, Environment, Economy. However, the Government recognised that there was a mismatch between skill demand and skill supply coming from the Vanuatu Post School Education and Training (PSET) system. The Government further recognised that there are no quick and easy ways to create jobs and income earning opportunities for everyone. It takes prolonged and deliberate action. Limited resources require greater prioritisation of spending, while keeping expenditure pressures to manageable levels.<sup>1</sup>

In response, the Government commissioned the development of the NHRDP. The purpose of the NHRDP is to guide PSET investment to ensure available resources are more efficiently and effectively used, and skills training and knowledge development is better aligned to the achievement of NSDP objectives,

The NHRDP investigated skill shortages and skill gaps in both the private and public sectors. Amongst its many findings the NHRDP found:

- Of the 202 private sector employers surveyed, 83% identified 'finding skilled workers' as the most important issue facing their businesses
- More than half of employees across 7 public sector Ministries surveyed have qualifications below the qualifications required for their position
- Some Ministries are acutely under-staffed due mainly to the lack of suitably qualified personnel available

Other critical NHRDP findings were:

- Only 2.4% of the population have a post-school qualification (NSO Census 2020)
- Of all ni-Vanuatu in the Wage and for-Profit Employment category only 18% were in Management/Professional/Technician and Associate Professional occupations (NSO HIES 2010)
- Employers prefer to employ ni-Vanuatu but are unable to find suitably qualified people so are forced to employ foreign workers
- 94% foreign workers are employed in the Management/Professional/Technician and Associate Professional occupations
- More than half of these are in the Technician and Associate Professional category

NHRDP research confirmed there is a definite mismatch between skill demand and skill supply in Vanuatu particularly at the management, professional and technician levels. This was corroborated by labour market analysis that revealed the ni-Vanuatu workforce is primarily comprised of semi-skilled workers in agriculture and the services sector. (NSO HIES 2010)

An analysis of the school and PSET system offers some explanation for this predominant workforce characteristic - low education completion rates, low levels of literacy and numeracy, and limited PSET provider capacity to offer higher level qualifications. Opportunities for ni-Vanuatu to undertake courses at levels commensurate with the manager, professional, and technician occupations are limited. Government scholarships have previously focused on qualifications for professional occupations but in response to the NHRDP there has recently been increasing emphasis at the technician and associate professional levels. A high proportion of accredited qualifications offered by PSET Providers are at the VQF Certificate 1 and 2 levels whereas workforce skill requirements are at VQF Certificate level 4 and above.

The NHRDP concludes that there is a need to comprehensively review investment strategies in the PSET sector in order for the sector to better service private and public sector skill demand, through better targeted, and more flexible delivery of higher-level qualifications, predominantly at the Technician and Associate Professional levels.

## 1.3 Shaping the National Skills Development Policy

---

The NSDP clearly illustrates the Government's key priorities for inclusive economic growth and social development. These priorities are aligned to broader international goals and conventions including the **United Nations Sustainable Development Goals (UNSDG) 2016-2030**. Vanuatu is also a signatory to the **Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)** and the **Convention on the Rights of Persons with Disabilities (CRPD)**.

The National Skills Development Policy 2023-2030 builds from and replaces the National PSET Policy (2016-2020) and coincides with the midway point for the achievement of UNSDG commitments.

---

1 National Sustainable Development Plan (Government of Vanuatu 2016) P7

To achieve a strong and effective skill development system in Vanuatu the Government will seek to maintain strong partnerships with the private sector, civil society, and international donor partners. These partnerships are intended to encourage and support private sector investment, foster productive economic activity, and expand opportunities for employment through improved access to higher level post school education and training.

## 1.4 Underlying Issues

The development of the National Skills Development Policy has been supported by broad based consultation within Government and with principal stakeholders including the private sector, non-government organisations and PSET Providers (see Annex 4.6). During these consultations participants were asked to consider a range of NHRDP identified issues affecting skill development in Vanuatu and to rank them in order of priority.

From the list of 16 issues<sup>2</sup> the following were ranked one to four in order of priority:

### Top 5 Priority Issues Identified during Consultations

Issue	Priority Rank
- currently Vanuatu does not have the level and types of skills required to deliver NSDP objectives	1
- PSET providers lack the capacity to deliver qualifications of the type and level required by the private and public sectors	2
- Government scholarship awards have not been strategically focused leading to an over-supply of some qualifications and an under supply of those that would be more relevant to NSDP, private and public sector skill requirements	3
- there is a mismatch between the level and types of skills demanded by the private and public sectors and the availability of ni-Vanuatu with the required qualifications and skill levels	=4
- youth unemployment is very high particularly in urban areas	=4
- there is a need to invest more in national PSET providers to improve their capacity in order for them to deliver the type and level of qualifications required to meet Government scholarship standards	5

This participant assessment reaffirms the NHRDP priority for targeted investment in national PSET providers to improve opportunity for ni-Vanuatu to gain higher level courses, qualifications and skills that are better aligned to NSDP objectives and skill demand across the economy.

<sup>2</sup> See Annex 4.1 for the full list of issues

## PSET Provider Capacity

Since 2018, there has been some progress in both the number and level of courses accredited by the Vanuatu Qualifications Authority (VQA).

### Number and proportion of Accredited Courses by VQF Levels<sup>3</sup>

Qualification	2018 n=47		2022 n=61	
Certificate 1 & 2	33	70%	37	61%
Certificate 3 & 4	12	26%	18	30%
Diploma & Advanced Diploma	2	4%	2	3%
Degree +	-	-	3	7%

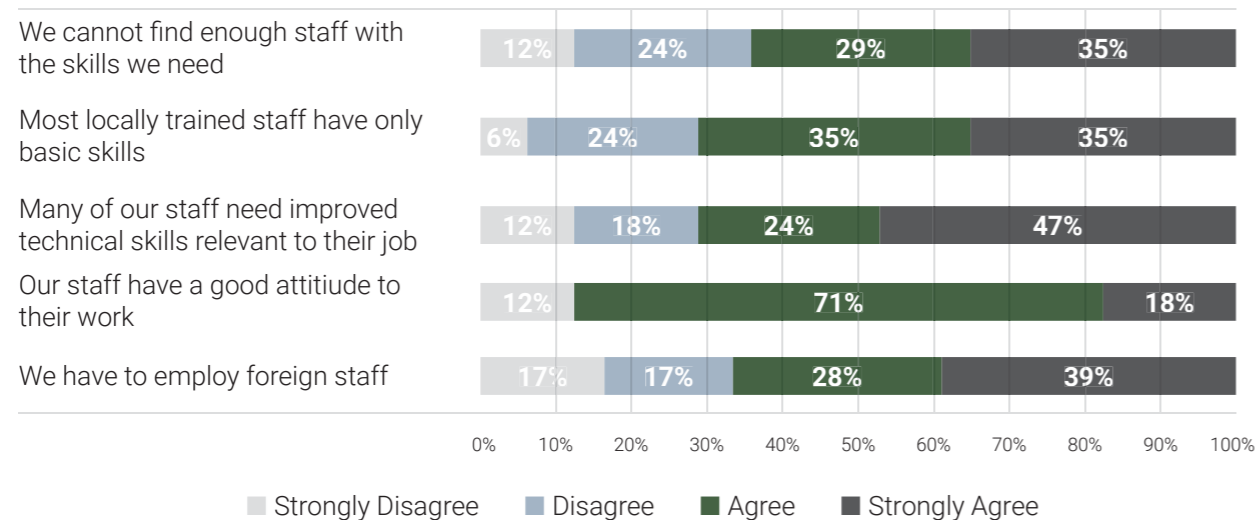
From 2018 to 2022 the number of accredited courses has increased by 30% and in line with NHRDP recommendations there has been a proportionate decline in Certificate 1 and 2 courses from 70% to 61%. While trending in the right direction as a proportion of total accredited courses the actual numbers of courses at this lower level has gone up. The emergence of degree courses in nursing and teacher education is a positive particularly in relation to the acute shortage of nurses and teachers identified in the NHRDP. However, there has only been marginal change in the proportion of accredited courses at the Certificate 3 through to Advanced Diploma levels. Significant increases in the availability of courses at these levels are required to meet the strong demand for technicians and associate professionals identified in the NHRDP.

PSET provider capacity constraints are a major contributor to the pre-dominance of low-level qualifications on offer. During NHRDP research, surveyed PSET providers consistently agreed or strongly agreed that staffing issues were a major issue.

The following chart<sup>4</sup> extracted from the NHRDP highlights the extent of the problem from the PSET providers' perspective. Most PSET Providers (64%) agreed or strongly agreed that it is difficult to find staff with required skills and there was even stronger level of agreement (70%) to the suggestion that staff only have basic skills. The need for improved technical skills amongst staff was another area of high agreement (71%).

It is also noteworthy from the chart that attitude was not seen to be an issue, with an extremely high level of agreement (89%) to the observation that staff have a good attitude to their work. This should give confidence to the view that investment in professional development that leads to the opportunity to teach at higher qualification levels would be well received by staff.

<sup>3</sup> VQA Records  
<sup>4</sup> NHRDP Technical Report Chart A8.14 P130



### Levels of agreement to staffing questions

#### Scholarships

The NHRDP makes a number of recommendations specifically related to scholarship allocations and investment in national PSET providers including:

- That the award of international and national scholarships be demand driven - directly linked to the NHRDP and any emerging areas of skill shortages and gaps identified in regular labour market research.
- That to an increasing extent, scholarships are awarded for study/training in Vanuatu rather than overseas, provided that a national provider has the demonstrated capacity to deliver to the required qualification standard.
- That the current emphasis on degree and post-graduate degree scholarship awards be reduced to enable more scholarships at the certificate and diploma levels in line with skill demands as identified in the NHRDP.

#### PSET Funding

In addition to staffing issues, funding remains a critical element that is limiting the capacity of PSET providers to achieve higher level graduate outcomes.

To address the PSET provider financial constraints, the NHRDP proposed a gradual re-alignment of funding over the decade (2020-2030) in favour of an increased allocation to national PSET providers. The NHRDP scenario envisages that by 2030 national PSET providers would receive 60% of PSET appropriations comprised of national scholarship funding (25%) and annual budget allocations (35%). Of the remainder, Government international scholarships will account for 30%, with TED and VQA receiving 5% each.

In addition to an increased allocation to deliver scholarships in-country by PSET providers, the NHRDP in response to identified labour market demand proposes a realignment in the type of scholarships being delivered by national providers. The following table<sup>5</sup> extracted from the NHRDP illustrates the extent of the proposed reallocation from predominantly management and professional qualifications to technician/associate professional, skilled agriculture, and trades levels.

5 NHRDP Technical Report Table 4.4 P22

### Proportional Share of National Scholarship Allocations (2018 -2030) ISCO-1 Level

Occupational Type	2018	2030
Managers	22%	5%
Professionals	64%	23%
Technicians and Associate Professionals	14%	37%
Skilled Agriculture Workers	0%	23%
Craft & Trade Related Workers	0%	12%
	100%	100%

The NHRDP provides evidence that between 2016 and 2018 overall budgets for the PSET sector were improving but most (70%) of the additional funds were allocated to the Government scholarship program with the remaining increases allocated across various PSET agencies<sup>6</sup>. In 2018, Government scholarships accounted for 55% of all PSET related appropriations. The remainder was shared between Tertiary Education Directorate (3%), the VQA (3%) and PSET providers (39%).

Since 2018 there has been a 38% increase in PSET associated investments in the public sector, from a total of VUV1.5 billion in 2018 to VUV2.1 billion in 2022<sup>7</sup>. The comparative appropriations across all PSET agencies are shown in the following table:

### Proportional Allocation of PSET Appropriations 2018/2022

PSET Investment	2018 Actual n=VUV 1.5B	2022 NHRDP Recommendation	2022 Actual n=VUV 2.1B
Government Scholarships	55%	47%	41%
Tertiary Education Directorate (TED)	3%	5%	7%
Vanuatu Qualifications Authority	3%	5%	4%
PSET Providers other than NUV <sup>8</sup>	39%	43%	32%
National University of Vanuatu (NUV)	-	-	16%

From the table, the reduced proportion allocated for Government scholarships has been largely attributable to the emergence of the National University of Vanuatu (NUV). The increase in the TED proportion comprised an increased appropriation and a grant to the TVET Unit intended to improve support for PSET providers particularly professional development and instructional materials support<sup>9</sup>.

6 NHRDP Technical Report pp23-24  
 7 MoFT Budget Books 2018 and 2022 Volume 1 – in aggregate PSET investment has increased from around VUV1.5 to 2 billion.  
 8 PSET Providers includes the Agriculture College, Police College, Maritime College, Institute of Teacher Education, College of Nursing Education, and Institute of Technology  
 9 However, in 2021 funds allocated to TED for PSET teacher development was diverted into the scholarships program to cover a shortfall.

Over the 4 years from 2018 to 2022 the actual investment in PSET providers increased by over VUV109 million. However, the decline in the proportional share to PSET providers was a product of both a significant reduction of the VCNE appropriation and in part to the establishment of the National University of Vanuatu.

If Vanuatu is to achieve NSDP objectives there remains a strong case for greater investment in increased resources for the PSET providers that are delivering qualifications aligned to technician and associate professional occupations. The proportionate decrease in funding for these PSET providers between 2018 and 2022 from 39% to 32% needs to be redressed.

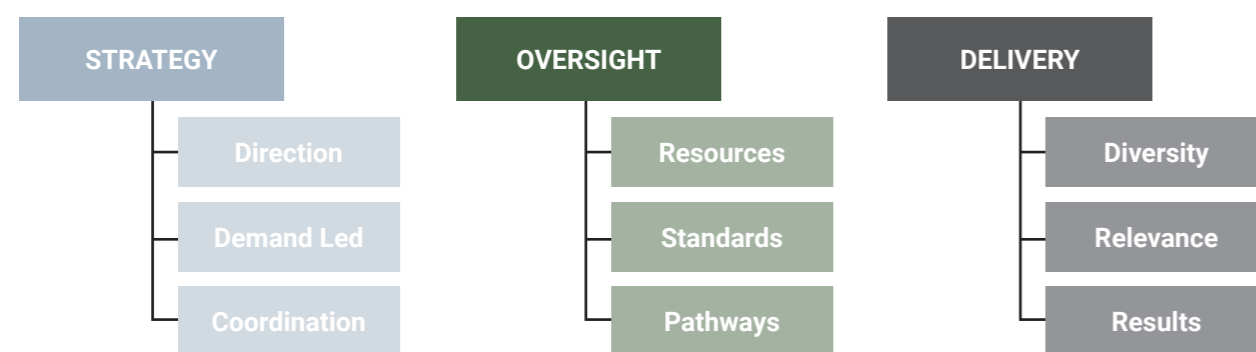
## 1.5 National Skill Development Policy Priorities

During initial consultations in Port Vila, Sanma and Tafea participants were asked to discuss their views on priority investments and key policy directions for the National Skills Development Policy. A synthesis of their views is provided in **Annex 4.2**.

For continuity purposes, the **National Skills Development Policy** and the participants' views during consultations have been classified within the same overarching framework<sup>10</sup> that guided the PSET Policy 2016-2020. The framework comprises three interconnected functional dimensions:

- Strategy** - the extent to which the education and training system is aligned to national economic and social goals
- System Oversight** - governance of the education and training system and arrangements that support its operational functions
- Service Delivery** – the management of service provision (public and private providers) to achieve education and training outcomes

For each of the three functional dimensions there are three key policy areas:



- Strategy**
  - Setting a strategic direction
  - Prioritising a demand-led approach
  - Strengthening critical coordination
- System Oversight**
  - Ensuring efficiency and equity in funding
  - Assuring relevant and reliable standards for quality
  - Diversifying the pathways for skills acquisition
- Service Delivery**
  - Enabling diversity and excellence in training provision
  - Fostering relevance in public training programs
  - Enhancing evidence-based accountability for results

<sup>10</sup> What Matters for Workforce Development: A Framework and Tool for Analysis (World Bank SABER Working Paper Series Number 6, April 2013)

## 2. National Skills Development Policy

### 2.1 Vision

An inclusive, quality assured, and demand driven national skills development system that fosters education, training and lifelong learning, and maximises economic and social development opportunities for all.

### 2.2 Mission

Develop and grow an inclusive national skill development system that:

- is dynamic and adaptable to change
- implements on-going processes to identify skill demand in both the private and public sector
- pro-actively develops and flexibly delivers appropriate level courses and qualifications in response to identified skill demand
- is inclusive, reducing barriers and providing equitable access to lifelong skills development opportunities for all
- is quality assured with recognised qualifications that provide pathways to employment and/or further education and training opportunities
- is coordinated within the *National Sustainable Development Plan (NSDP)* and the *National Human Resource Development Plan (NHRDP)*
- is efficient, with outcomes-based funding that encourages improved public sector performance as well as public/private partnerships and increased private sector and non-government delivery of skills development opportunities
- seeks to expand the availability of national higher-level certificate, diploma, advanced diploma, and degree level qualifications
- strengthens the capacity of small providers and secondary schools to deliver Certificate 1 and 2 level courses
- expands opportunity for open and distance learning
- awards international and national scholarships based on merit and relevance to NSDP and NHRDP priorities
- Develops entrepreneurial mindsets and nurtures them towards green businesses and pathways for greener economies
- is fully accountable with well-developed data collection and analysis systems to monitor performance and provide the evidence based for policy, planning and research

### 2.3 Vision 2030

Achieving the National Skills Development Policy Vision and Mission by 2030 will require a comprehensive approach involving a wide range of implementation strategies and associated monitoring and evaluation approaches to provide the evidence base for on-going policy and planning processes.

The following table highlights the key issues identified during the consultation process and, following implementation of the National Skills Development Policy, their expected status by 2030.



Current Status	Expected Status by 2030
PSET providers lack the capacity to deliver qualifications of the type and level required by the private and public sectors	<ul style="list-style-type: none"> <li>– The VQA in collaboration with Industry Skills Councils, Industry Expert Panels and PSET providers will develop national course/qualifications at VQF levels 1-6</li> <li>– educational and corporate PSET managers regularly pursue professional development opportunities</li> <li>– PSET provider governance boards pro-actively ensure managers implement continuous improvement processes to maintain quality management systems at the levels required for the delivery of higher-level qualifications</li> <li>– PSET providers pro-actively ensure staff have the teaching and technical capacity to deliver qualifications to the standards required</li> <li>– the VQA maintains quality standards through a flexible and responsive process that encourages compliance</li> <li>– the capacity of TED is strengthened to enable it to support PSET provider professional development initiatives and the preparation of high-quality teaching and learning materials</li> </ul>
Government scholarship awards have not been strategically focused leading to an over-supply of some qualifications and an under supply of those that would be more relevant to NSDP, private and public sector skill requirements	<ul style="list-style-type: none"> <li>– All Government and development partner scholarship awards will be based on common criteria including: <ul style="list-style-type: none"> <li>– gender equality and disability access</li> <li>– merit based</li> <li>– strategically focused - aligned to NSDP and NHRDP objectives and recommendations</li> <li>– responsive to identified skill demand in the private and public sectors</li> <li>– delivered by national providers with demonstrated capacity to deliver higher level qualifications to the standards required</li> <li>– delivered by international providers for higher level professional occupations and in areas that meet the above criteria but are unable to be delivered by national providers</li> </ul> </li> </ul>
currently Vanuatu does not have the level and types of skills required to deliver NSDP objectives  there is a mismatch between the level and types of skills demanded by the private and public sectors and the availability of ni-Vanuatu with the required qualifications and skill levels	<ul style="list-style-type: none"> <li>– PSET providers partner with employers to identify and respond to skill demand at the levels required in the workplace</li> <li>– PSET providers deliver both pre-employment and in-service courses and qualifications of the type and level required to meet NSDP objectives and employer skill demand</li> </ul>

Current Status	Expected Status by 2030
there is a need to invest more in national PSET providers to improve their capacity in order for them to deliver the type and level of qualifications required to meet Government scholarship standards	<ul style="list-style-type: none"> <li>– PSET providers recognise the financial opportunities available and respond to performance-based funding criteria related to inclusive higher level qualification delivery</li> <li>– the Government recognises the strategic value of national scholarship delivery and increases investment in national PSET providers</li> <li>– the private sector contracts PSET providers to deliver workplace training because trainers have current workplace experience that enables them to deliver skills training to the level required</li> <li>– through taster programs in secondary schools and through career counseling, parents and students recognise the economic opportunities for employment and entrepreneurial activity available through PSET and are prepared to pay higher fees</li> <li>– sale of PSET provider goods and services developed within their educational programs offer another revenue source</li> </ul>
youth unemployment is very high particularly in urban areas	<ul style="list-style-type: none"> <li>– PSET providers deliver bridging programs to improve language, literacy, and numeracy of unemployed youth to facilitate re-entry into the formal education system</li> <li>– PSET providers deliver targeted skill development programs for unemployed youth to facilitate employment or entrepreneurial activity</li> </ul>
a high proportion of the ni-Vanuatu workforce are employed in lower-level occupations because they lack the qualifications and skill levels required for higher level occupations	<ul style="list-style-type: none"> <li>– PSET providers offer flexible delivery of micro-credentials to support lifelong learning that meets immediate skills needs and facilitates the completion of a full qualification over time</li> <li>– PSET providers, with industry support, deliver workplace training (including apprenticeships and traineeships where applicable) that facilitates career progression</li> </ul>

### 3. Achieving National Skills Development Policy Vision

#### 3.1 Principles

The *National Skills Development Policy 2023-2030* embraces the key principles that underpinned the *National PSET Policy 2016-2020*. These principles will continue to guide implementation strategies and provide a framework for planning decisions, on-going measurement of results and further policy development. In application, each of the following principles provide a yardstick against which planned activity can be measured.

- **Relevance:** Are the policy and planned implementation strategies directly linked to the priorities that have guided the development of the policy? In particular, Government sustainable development priorities at national, provincial and community levels need to be foremost in any policy implementation considerations.
- **Effectiveness:** How well are planned activities achieving the expected policy results? In implementation this requires clear specification of economic and social objectives, measurable results and realistic timeframes. The achievement of quality standards is an integral element of any effectiveness measurement. In the PSET context this incorporates the National Qualifications Framework and associated quality assurance processes to achieve national, regional and international recognition of Vanuatu qualifications.
- **Efficiency:** Are planned activities maximising the use of available resources and delivering value for money outcomes? Efficiencies arise through the sharing of resources, avoiding duplication and fostering mutually beneficial partnerships. Thought also needs to be applied to alternative and innovative approaches to financing planned activities. The focus should be on outcomes – are graduates able to gain or improve their employment status, or go on to further education and training following completion of a PSET qualification? Poor graduate outcomes are an indicator of inefficient approaches.
- **Inclusiveness:** Is access to PSET available equally irrespective of gender, disability, age and geographic location? It follows here that it is not only a question of removing barriers to access but there also needs to be consideration of addressing barriers to completion of qualifications through supportive and flexible delivery strategies. In the end, economic and social development opportunities arising from PSET need to be shared equally.
- **Sustainability:** Are the policy objectives realistic and achievable within the on-going availability and capacity of resources? Sustainability should not be confused with affordability. While it is clear that funding needs to be available, it is also important to consider other issues such as capacity constraints, community and political support and goodwill, environmental and technological constraints and external factors in the region and internationally.
- **Performance measurement:** Is there credible information being collected and analysed to measure performance against planned results and to provide the evidence base to guide improved implementation strategies? Each of the principles cited above are critical considerations when determining and measuring the achievement of planned results.

#### 3.2 Policy Objectives

The following policy objectives have been derived in part from the goals and objectives provided in the National Human Resource Development Plan 2020-2030.

STRATEGY	Goal 1 The National Skills Development Policy contributes effectively to the achievement of NSDP and NHRDP objectives.
<b>Objective 1</b> <i>Setting a strategic direction</i>	1.1 The NSDP (2016-2030) and the NHRDP (2020-2030) are the principal policy documents guiding implementation of the National Skills Development Policy.  1.2 The Ministry of Education and Training and the VQA Board will have responsibility for advice to the Government on PSET policies, strategies, and priorities.  1.3 The Ministry of Education and Training and the VQA Board will be accountable to Government for the performance of the PSET system.  1.4 The Tertiary Education Directorate will be responsible for a national communications strategy that promotes skill development opportunities related to employment and economic growth to students, parents, employers, and the broader community.
<b>Objective 2</b> <i>Prioritising a demand-led approach</i>	2.1 The Department of Labour (DoL) implements an effective web-based labour market system (LMIS) based on International Standard Classification of Occupations (ISCO) classifications that links to Vanuatu National Statistics Office (VNSO) survey processes.  2.2 The web-based LMIS facilitates data input from industry on a routine basis to supplement and keep current labour market data.  2.3 The LMIS facilitates career counselling and employment by providing extensive information on occupations and employment vacancies posted by employers.  2.4 All Government departmental strategic and corporate planning related to human resource development clearly identify and articulate the specific skill gaps and skill shortages impacting service delivery.

<p><b>Objective 3</b> <i>Strengthening critical coordination</i></p>	<p>3.1 The Education Act No.9 (2014) and the VQA Act (2014) will be reviewed and updated to reflect NSDP, NHRDP and National Skills Development Policy directions.</p> <p>3.2 Under their revised Acts, MOET's and the VQA Board's strategic roles will emphasise NSDP, NHRDP and National Skills Development Policy directions.</p> <p>3.3 To support national coordination of National Skills Development Policy implementation, the revised VQA Act will include the Director General Prime Minister's Office as co-Chair of the Board alongside the Director General of MoET.</p> <p>3.4 MOET and the VQA Board collaborate and develop a consistent and coordinated approach to guide PSET investments in line with the National Skills Development Policy.</p> <p>3.5 The role and function of the Scholarship Board will be to ensure scholarship awards are consistent with NSDP and NHRDP objectives and recommendations.</p> <p>3.6 Provincial Government Training Boards will continue to guide Provincial Skills Centres to ensure their operations are closely coordinated with provincial and area council development priorities.</p>
<p><b>OVERSIGHT</b></p>	<p><b>Goal 2 The National Skills Development Policy strengthens governance of the skill development system and the arrangements that support its operational functions.</b></p>
<p><b>Objective 4</b> <i>Ensuring efficiency and equity in funding</i></p>	<p>4.1 Funding allocations to the PSET system includes a core component and a performance-based component.</p> <p>4.2 Performance based funding criteria targets specific objectives including priority skill demand, continuous capacity improvements to meet quality standards, and decentralisation.</p> <p>4.3 Performance based funding criteria includes demonstrated compliance with current and future revisions of the National Gender Equality Policy 2020-2030 and the National Disability Inclusive Development Policy 2018- 2025.</p> <p>4.4 A National Skill Development Fund comprised of all discretionary training allocations in each Government agency is created and managed through a governance function established by the VQA Board.</p> <p>4.5 Funding criteria to access the National Skill Development Fund is performance-based, consistent with the NHRDP, and based on VQA Board recommendations to the Government on strategies, priorities, and resourcing of the PSET system including scholarships.</p>

<p><b>Objective 5</b> <i>Assuring relevant and reliable standards for quality</i></p>	<p>5.1 The Vanuatu Quality Assurance Framework (VQAF) comprising criteria and procedures for registration of PSET providers, accreditation of courses and timely compliance audits is implemented by the VQA.</p> <p>5.2 The MoET Tertiary Education Directorate (TED) facilitates support for PSET providers to meet VNQAF quality standards including development of quality management systems, professional development for teaching and management staff, and teaching/ learning resource development.</p> <p>5.3 Qualification accreditation criteria must include justification that the proposed course in both level and content is consistent with skill demand priorities established in the NHRDP and on-going labour market analyses.</p> <p>5.4 The VQA maintains the Vanuatu Qualifications Framework (VQF) for the PSET sector, to achieve and maintain national and international credibility of Vanuatu qualifications.</p> <p>5.5 All accredited Vanuatu qualifications are registered on the Pacific Register of Qualifications and Standards (PRQS) maintained by Educational Quality and Assessment Program (EQAP) in Fiji.</p> <p>5.6 All testamur and certificates of attainment issued by PSET providers are registered on the National Achievement Register maintained by the VQA.</p>
<p><b>Objective 6</b> <i>Diversifying the pathways for skills acquisition</i></p>	<p>6.1 PSET providers offer full and part qualifications delivered in a variety of settings including on campus, in workplaces and in community settings.</p> <p>6.2 PSET providers enable multiple entry and exit points into courses to facilitate lifelong learning and support on-going education and training for women and persons with disabilities.</p> <p>6.3 The VQA convenes a steering committee to manage credit transfer arrangements between levels on the VQF and between PSET providers.</p> <p>6.4 The VQA facilitates pathways to further education and training (and employment) for secondary school students and out-of- school youth by encouraging and supporting the delivery of Certificate 1 and 2 level bridging courses in secondary schools and vocational training centres that meet registration and course accreditation requirements.</p> <p>6.5 The VQA investigates and where practicable supports the delivery of apprenticeship and traineeship type qualifications.</p>

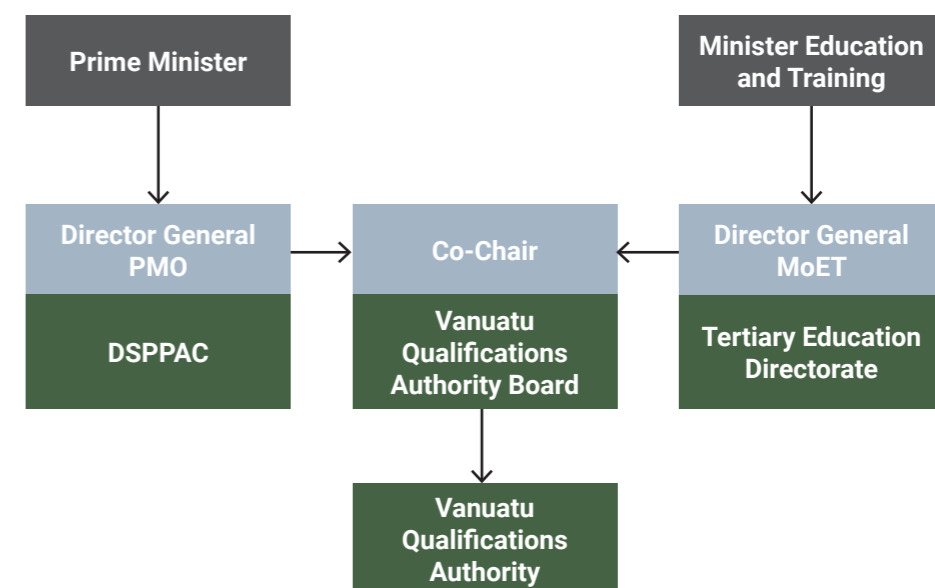
SERVICE DELIVERY	Goal 3 The National Skills Development Policy fosters greater accountability and improved relevance, quality, and inclusion in the national skills development system.
<p><b>Objective 7</b> <i>Enabling diversity and excellence in PSET provision</i></p>	<p>7.1 In collaboration with key partners such as the Ministry of Justice and civil society organisations, the MOET Tertiary Education Directorate will develop and implement Gender Equality and Disability and Social Inclusion (GEDSI) strategies to improve the participation of women and girls and people with a disability in PSET.</p> <p>7.2 Decentralised skills development opportunities will be inclusive and accessible to women and people with disabilities.</p> <p>7.3 Decentralised skills development opportunities will be linked to the livelihood goals, opportunities and training needs experienced by women and people with disabilities.</p> <p>7.4 The MOET Tertiary Education Directorate will implement a communications strategy that celebrates and promotes the learning achievements of women and people with disabilities to encourage participation of others.</p> <p>7.5 The growth and strength of private PSET providers in Vanuatu will be supported through the allocation of scholarships for qualifications that are consistent with the NHRDP and are not available through public providers.</p>
<p><b>Objective 8</b> <i>Fostering relevance in PSET programs</i></p>	<p>8.1 International and national scholarship awards will be demand driven - directly linked to the NHRDP and any emerging areas of skill shortages and gaps identified by the DoL Labour Market Information System.</p> <p>8.2 To an increasing extent, scholarships will be awarded for study/ training in Vanuatu rather than overseas, provided that a national provider has the demonstrated capacity to deliver to the required qualification standard.</p> <p>8.3 Scholarship awards must include certificate and diploma levels in line with public and private sector skill demands identified in the NHRDP.</p> <p>8.4 PSET provider course profiles should reflect the priority skill demand areas identified in the NHRDP.</p> <p>8.5 Government support to education authorities operating rural training centres should facilitate quality improvements to enable delivery of accredited Certificate 1 and 2 qualifications.</p> <p>8.6 Provincial Government Training Boards will collaboratively determine provincial skill demand priorities.</p> <p>8.7 Provincial Skill Centres will coordinate and facilitate the flexible delivery of PSET programs in the provinces in response to provincial skill demand priorities.</p>

<p><b>Objective 9</b> <i>Enhancing evidence-based accountability for results</i></p>	<p>9.1 A PSET Information system linking the Vanuatu Education Management System (VEMIS), the National Achievement Register, and individual PSET provider management systems and student records will facilitate annual evaluation of PSET system performance.</p> <p>9.2 The Tertiary Education Directorate will support all PSET providers to develop and maintain student record systems that are consistent with VQA requirements and the PSET Information System.</p> <p>9.3 The Ministry of Education and Training (MoET) Annual Statistical Digest will include comprehensive PSET system data.</p> <p>9.4 The VQA will conduct graduate outcome studies six months after graduation and the results published in the MoET Annual Statistical Digest.</p> <p>9.5 Triennial impact evaluations of the scholarship program (both national and international) will measure outcomes and inform ongoing review of the NHRDP and adjustments to award criteria.</p> <p>9.6 Monitoring and an independent evaluation of PSET system performance in relation to National Skills Development Policy implementation will be undertaken every two years by the Monitoring and Evaluation Unit of the Department of Strategic Policy, Planning and Aid Coordination (DSPPAC).</p>
--	---

### 3.3 Implementation Arrangements

With the review and revision of the Education Act No 9 (2014) and VQA Act (2014) the Governance structure for the implementation of the **National Skills Development Policy** will be as indicated in the following diagram.

**National Skills Development Policy Governance Structure**



Reflecting the centrality of the *NSDP* and the *NHRDP* to the strategic direction and implementation of the National Skills Development Policy, the **Prime Minister's Office** (PMO) and the **Ministry of Education and Training** (MoET) under the Prime Minister and the Minister (MoET) respectively will have direct responsibility and be accountable for the achievement of National Skills Development Policy objectives.

The Directors General of the PMO and MoET will co-chair the **Vanuatu Qualifications Authority Board**. The **VQA Board** comprised principally of productive sector departmental heads (including the Department of Finance), the Commissioner of Labour, and the private sector, will guide the strategic direction for national skills development and have oversight of the VQA operational responsibilities including the Vanuatu Quality Assurance Framework and the Vanuatu Qualifications Framework.

Both the MoET Director of Tertiary Education and the Chief Executive Officer (CEO) of the VQA will contribute to strategy and policy development and have day to day responsibilities for the management and administration of their respective organisations in accordance with the National Skills Development Policy.

### 3.4 National Skills System Architecture

The National Skills Development Policy is derived from the NSDP and the NHRDP, initiated by the PMO and developed by the Department of Strategic Policy, Planning and Aid Coordination (DSPPAC). Given its cross-cutting role to provide strategic leadership for cross-sectoral policies or programs, for both government and donors, DSPPAC is ideally placed to partner with MoET in the implementation of the National Skills Development Policy at the strategic level. The DSPPAC Monitoring and Evaluation Unit will also incorporate within its NSDP Monitoring and Evaluation Framework on-going analyses of National Skills Development Policy performance and will undertake every two years an independent evaluation of PSET system performance in relation to National Skills Development Policy implementation.

#### National Skills System Architecture

STRATEGY	NSDP – NHRDP		
	PMO	MoET	VQA Board
OVERSIGHT	DSPPAC	TED	VQA
SERVICE DELIVERY	PSET Providers (public/private/rural/TVET in schools) Provincial Skills Centres		

Through the Minister, MoET has national responsibility for school and post school education and training (PSET). As such it is accountable for the overall performance of the PSET system and its contribution to the achievement of NSDP and NHRDP objectives.

Through the PMO and MoET, the implementation of the National Skills Development Policy is vested in the Directors-General of PMO and MoET who co-chair the VQA Board.

Subject to the review of the VQA Act (2014), the VQA Board must include representatives from agencies that have a clear understanding of national skill demand and can contribute strategically to the implementation of the National Skills Development Policy. Public sector representation should include directors-general or directors of productive sector departments, and departments of finance, justice, health, education, and the Labour Commissioner. Private sector representatives should include the chairs of peak industry bodies including the Chamber of Commerce and Industry.

Given this level of representation and the significance of scholarship policy and awards to the National Skills Development Plan, consideration should be given to transferring the roles and responsibilities of the current Scholarship Board to the VQA Board.

Oversight functions including quality assurance, and PSET system support will be provided in partnership by the VQA and TED.

PSET providers will be responsible for the delivery of courses and qualifications that respond to the National Skills Development Policy and maximise opportunities for ni-Vanuatu to acquire the skills and education needed to build economically productive lives, pursue further education, and support cultural and social development in Vanuatu.

The achievement of National Skills Development Policy objectives will be dependent on high levels of collaborative and mutual support between all the elements of the national skills system architecture described above. Their respective roles, responsibilities and interrelationships are provided in Annex 4.3.

### 3.5 Risks

The successful implementation of the National Skills Development Policy may be affected by a number of risks. These include physical risks such as climate change and the environment, as well as structural risks including political instability, inequitable funding and access, conflicts of interest, capacity constraints at management and staff levels, and inadequate resources such as poor facilities and equipment.

Agencies responsible for the delivery of the National Skills Development Policy will need to carefully consider risks and incorporate risk assessments and mitigation strategies in their respective strategic and corporate plans. However, there is a balance that needs to be struck between risk aversion and the calculated management of risk.

It will be a principal responsibility of senior management at Government and institutional levels not to stifle original thought and innovation. Careful management of risk should stimulate new and potentially rewarding initiatives, to learn from success or lack of success, and to strengthen system performance overall.

At its core, the National Skills Development Policy is intended to promote a dynamic, adaptable, and highly flexible skill development system that encourages innovation and experimentation, and rewards high level

performance. It is essential therefore that positive processes are regularly implemented to promote reform and continuous improvement within a culture that recognises and carefully manages risks.

### 3.6 Measuring Results

National Skills Development Policy Objectives (Section 3.2) have been formulated within the three-dimensional structure incorporating Strategy, Oversight, and Service Delivery. This approach will facilitate both the monitoring and evaluation of individual objectives and their collective contribution to analyses of system performance at each of the structural levels.

There are numerous accountability levels at each level of the national skills system architecture as illustrated in the following table.

#### National Skills Development Policy Accountabilities

Level	Agency	Accountabilities
Strategy	PMO MoET VQA Board	<ul style="list-style-type: none"> <li>- Prime Minister</li> <li>- Minister MoET</li> <li>- Council of Ministers</li> <li>- Department of Finance and Treasury</li> <li>- Representative agencies</li> </ul>
Oversight	VQA	<ul style="list-style-type: none"> <li>- VQA Board</li> <li>- PSET providers</li> <li>- Industry</li> </ul>
	TED	<ul style="list-style-type: none"> <li>- MoET</li> <li>- VQA Board</li> <li>- PSET Providers</li> </ul>
Service Delivery	Public PSET Providers	<ul style="list-style-type: none"> <li>- MoET</li> <li>- TED</li> <li>- VQA</li> <li>- Councils</li> <li>- Students</li> <li>- Parents</li> </ul>
	Private PSET Providers	<ul style="list-style-type: none"> <li>- Individual Governing bodies</li> <li>- MoET (where Government funding involved)</li> <li>- VQA</li> <li>- Students</li> <li>- Parents</li> </ul>
	Provincial Skills Centres	<ul style="list-style-type: none"> <li>- Tertiary Education Directorate</li> </ul>

Given the wide range of accountability requirements it will be essential to routinely monitor and assess the extent to which National Skills Development Policy objectives at both structural and individual levels are

being achieved. Annual evaluation of performance against objectives should serve as a guide to on-going policy development, implementation planning and corrective action.

It is intended that the strong emphasis on performance-based funding will promote a results-based culture across all areas of National Skills Development Policy implementation. A draft Results Framework is provided in Annex 4.5 as a guide to individual agency results frameworks that will be incorporated into their strategic and corporate plans.

## 4. Annexes

### Annex 4.1 National HRD Plan 2020-2030 Key Issues

The following list of key issues drawn from the NHRDP was provided to participants at National Skills Development Policy consultation workshops held in the last quarter of 2022 in Port Vila, Sanma, Malampa and Tafea. Participants were asked to identify what they believed are the 5 most critical issues in priority order that the Policy should address. A synthesis of the results from the four workshops is provided in the following table in rank order.

#### NHRDP Identified Issues in Rank Order

Rank	Issue
1	- currently Vanuatu does not have the level and types of skills required to deliver NSDP objectives
2	- PSET providers lack the capacity to deliver qualifications of the type and level required by the private and public sectors
3	- Government scholarship awards have not been strategically focused leading to an over-supply of some qualifications and an under supply of those that would be more relevant to NSDP, private and public sector skill requirements
=4	- there is a mismatch between the level and types of skills demanded by the private and public sectors and the availability of ni-Vanuatu with the required qualifications and skill levels
=4	- youth unemployment is very high particularly in urban areas
5	- there is a need to invest more in national PSET providers to improve their capacity in order for them to deliver the type and level of qualifications required to meet Government scholarship standards
6	- a high proportion of the ni-Vanuatu workforce are employed in lower-level occupations because they lack the qualifications and skill levels required for higher level occupations
=7	- there is a large number of vacancies in the public service due (in part) to the difficulty of recruiting ni-Vanuatu with the required qualifications
=7	- PSET providers in Vanuatu could deliver technician and associate professional and professional qualifications to some extent for more ni-Vanuatu students at a lower cost than international PSET providers if they had the capacity to do so
=7	- a number of different Ministries have responsibility for PSET providers including Education and Training (VIT, VITE), Health (VCNE), Agriculture (VAC), and Internal Affairs

Rank	Issue
8	- high level of investment in international scholarships has been at the expense of investment in national PSET providers
=9	- to deliver NSDP objectives there is a need for a large number of ni-Vanuatu with qualifications and skills at the technician, associate professional and professional levels
=9	- high levels of investment in expensive international scholarships is an inefficient use of scarce resources if graduates are un- or under-employed because they do not have the technician, associate professional and professional qualifications required in the workforce
10	- a high proportion of current ni-Vanuatu public servants have highest level qualifications below the level specified in their job descriptions
=11	- foreign workers are employed in occupations that could be readily filled by ni-Vanuatu because employers find it difficult to recruit ni-Vanuatu workers with the required qualifications and skill levels
=11	- the public and private sectors find it difficult to recruit ni-Vanuatu with technician, associate professional and professional level qualifications

## Annex 4.2 Consultation Groups' PSET Policy Priorities

The following table is a snapshot of policy priority comments made by participant groups at consultation workshops held in Port Vila, Sanma, Malampa and Tafea in the last quarter of 2022.

Policy Framework	Consultation Groups' Priority Outputs
<b>Strategy</b>	
Setting a strategic direction	<ul style="list-style-type: none"> <li>- Identify clear direction for PSET</li> <li>- Capture PSET in Education and Training Act</li> <li>- GoV policies must be inclusive – addressing needs of all people</li> <li>- leave no one behind</li> <li>- Policy to allow civil servants to upgrade their skills to take on higher senior positions</li> </ul>
Prioritising a demand-led approach	<ul style="list-style-type: none"> <li>- Priority skills areas must be properly formulated to guide allocation of scholarship</li> <li>- Reward performance-based management system for training providers (based on providers meeting demand side of target)</li> <li>- Industries involvement in supporting training</li> <li>- PSET skills funding to align with identified skill needs from labour market data</li> <li>- Scholarship policies should be demand driven – MOH, MoET, Every sector (regulatory body)</li> </ul>
Strengthening critical coordination	<ul style="list-style-type: none"> <li>- TED must improve coordination in PSET sector</li> <li>- Identify coordinated partnership with public and private sector               <ul style="list-style-type: none"> <li>- MOU</li> <li>- Policies</li> <li>- Communication</li> </ul> </li> </ul>
<b>System Oversight</b>	
Ensuring efficiency and equity in funding	<ul style="list-style-type: none"> <li>- Increased financial resources to PSET providers</li> <li>- Finance to support priority areas</li> <li>- Subsidise cost of PSET courses especially in high demand areas</li> <li>- Higher funding for providers delivering priority courses</li> <li>- Clear Implementation Plan &amp; Budget for NSP/NHRDP</li> <li>- efficient use of available financial resources to support providers meeting VQA requirement</li> <li>- Government needed to provide fundings/Grant to PSET providers</li> </ul>

Policy Framework	Consultation Groups' Priority Outputs
Assuring relevant and reliable standards for quality	<ul style="list-style-type: none"> <li>- Strengthen PSET provider governance to meet VQA Criteria</li> <li>- VQA – too strict - need to be flexible with PSET providers</li> <li>- Invest in institutions to rectify issues identified during VQA external audits</li> <li>- VQA needs to improve the time taken to process registration and application to deliver accredited courses</li> <li>- TED must upgrade the skills &amp; qualifications of PSET trainers</li> <li>- Establish curriculum unit for PSET courses withing MoET.</li> <li>- Establish appropriate and standard infrastructure and training facilities for PSET Providers</li> </ul>
Diversifying the pathways for skills acquisition	<ul style="list-style-type: none"> <li>- Awareness of the PSET sector is very important, and much must be done to promote the PSET sector</li> <li>- Good market data helps to create interest and inform student / parents on potential careers with positive job outcomes</li> <li>- Digital course delivery</li> <li>- Review VQA Act to expand its functions</li> <li>- Review accreditation process of accredited courses registration</li> <li>- National PSET Providers must have provincial locations for their delivery of their lower level qualifications</li> <li>- Establish an effective pathway between RTC, private institutions to national institutions</li> <li>- VQA to allow training providers for accredited short course delivery</li> <li>- TVET must be introduced in all secondary schools</li> </ul>
<b>Service Delivery</b>	
Enabling diversity and excellence in training provision	<ul style="list-style-type: none"> <li>- Upskill and upgrade qualifications of training providers through scholarships for higher level qualifications</li> <li>- private training providers must have support of paid personnel</li> <li>- RPL – need qualified people to do RPL for higher level qualification</li> <li>- Invest in Infrastructure for PSET providers</li> <li>- Create learning pathway alongside formal education through TVET in schools program to provide access to Certificate I and II through senior levels</li> <li>- Upgrade national providers to deliver higher level qualifications and leave lower-level qualifications to small training providers</li> <li>- Policy to cater for an opportunity for persons with disabilities to be part of the trainings</li> <li>- Build inclusive standard classrooms</li> <li>- Ensure effective decentralisation of skills development,</li> <li>- Capacity build trainers to meet their potential</li> <li>- Develop and maintain a teacher development training centre for technical, vocational, and continuing education</li> <li>- Investment in updated equipment for training</li> <li>- PSET providers needed Infrastructure and tools to deliver accredited courses</li> </ul>



Policy Framework	Consultation Groups' Priority Outputs
	<ul style="list-style-type: none"> <li>- Improve training facilities and training enrolment</li> <li>- Institution – upgrade physical resources and create more spaces to cater for high enrolment that could come from high drop-out rate in formal sector</li> <li>- LLN – PSET providers must address LLN level of trainees</li> <li>- Government must provide skills development avenue for pushouts e.g. – Youth Challenge</li> </ul>
Fostering relevance in public training programs	<ul style="list-style-type: none"> <li>- Scholarship – to national providers to deliver higher level qualifications</li> <li>- Uniform training resources to meet Industrial standards</li> <li>- CDU (MoET) must expand its role to involve PSET Sector</li> <li>- Invest in apprenticeship</li> <li>- Develop programs for national apprenticeship scheme (VNAS)</li> <li>- Internship program policy</li> <li>- Foster effective partnerships between private industries and PSET</li> <li>- Scholarship must be demand driven – with an aim to fill up the massive skills cap and vacancies within each line ministries</li> <li>- GoV must have succession planning – to link up with scholarship opportunities</li> <li>- Develop HRD skills assessment for each agency under each ministry and link to HRD plan <ul style="list-style-type: none"> <li>- Skills identified</li> <li>- Skills available</li> <li>- Skills to develop</li> </ul> </li> <li>- A policy to train youth unemployed for the agriculture area</li> </ul>
Enhancing evidence-based accountability for results	<ul style="list-style-type: none"> <li>- Skills must have its own data information system</li> <li>- TED to establish an effective monitoring system to ensure standards delivery are maintained</li> <li>- Data for evidence base policy development</li> <li>- Labour market database that informs funding/needs</li> <li>- National public policies and research institution <ul style="list-style-type: none"> <li>- Skills supply</li> <li>- Skills demand</li> <li>- Training needs</li> </ul> </li> </ul>

## Annex 4.3 Working Together – Roles and Responsibilities<sup>11</sup>

The achievement of National Skills Development Policy objectives will be dependent on high levels of collaborative and mutually supportive activity between primary stakeholders including the Vanuatu Qualifications Authority Board, the Tertiary Education Directorate, the Vanuatu Qualifications Authority and PSET Providers. Their respective roles, responsibilities and interrelationships are as follows:

### Vanuatu Qualifications Authority Board

The roles and responsibilities of the Vanuatu Qualifications Authority Board will be dependent on the outcome of the review of the VQA Act (2014) and any subsequent legislative changes. However, it is expected that the roles and responsibilities will emphasise the strategic and accountability functions of the Board.

The Board functions (under the VQA ACT (2014)) requiring review and possible revision were:

- a. Policy advice to the Government on strategies and priorities for, post-school education and training
- b. Monitoring and reporting to the Government and the post-school education and training sector on the activities, resourcing, and overall performance of the sector in relation to national strategic goals for economic, social and cultural development
- c. Advice to the Government and the post-school education and training sector on findings and implications arising from research, monitoring and evaluation conducted by the Authority or other agencies, bodies or persons
- d. Regulating the issuing of qualifications and the maintenance of quality standards by all registered providers
- e. Coordinating and strengthening the post-school education and training sector, so as to better focus the sector on national development goals and to promote and develop articulation among programs

### Tertiary Education Directorate (MoET)

The Tertiary Education Directorate has four broad functional responsibilities (see Annex 4.4 for the approved Public Service Commission approved structure.):

- Scholarships
- Technical and Vocational Education (TVET)
- Higher Education
- Teacher Education

For each of these distinct but inter-related functions, the Tertiary Education Directorate responsibilities include:

- a. In consultation with stakeholders, develop and manage the implementation of policies and strategies consistent with overarching PSET Policy objectives
- b. Advocate strongly for adequate recognition and resourcing of the Vanuatu PSET sector
- c. Regularly review public PSET provision and recommend to Government structural improvements that facilitate improved relevance, quality and efficiency of PSET program delivery
- d. Establish the legal framework for PSET in Vanuatu

<sup>11</sup> Following their respective reviews, revisions to the Education Act No 9 (2014) and the VQA Act (2014) will most likely impact the current lists of roles and responsibilities. Annex 4.3 will need to be reviewed and adjusted as appropriate following any legislative changes.

- e. Prepare annual budgets and develop performance-based funding mechanisms that provide incentives to public, private and non-government providers to improve quality, relevance, inclusive access and efficiency of qualification delivery in a range of settings throughout Vanuatu
- f. Ensure all funding decisions including scholarship awards are based on transparent criteria including merit, equity principles and validated economic and social development priorities and demand
- g. Foster an enabling environment that encourages increasing levels of private and non-government delivery of PSET qualifications in Vanuatu
- h. Provide supportive mechanisms to facilitate PSET Provider compliance with Vanuatu Qualifications Authority registration and course accreditation requirements
- i. Facilitate on-going professional development programs for PSET Provider management and teaching staff in response to professional standards established by the Directorate in collaboration with the Vanuatu Qualifications Authority
- j. Facilitate the development and distribution of quality teaching and learning materials to support the delivery of accredited courses
- k. Support and ensure decentralised service delivery including accredited courses and business development support services is available through the national network of Provincial Skills Centres in collaboration with development partner programs
- l. Monitor and evaluate the implementation of the National Skills Development Policy and account to Government and other stakeholders the performance of the PSET Sector and the achievement of Policy objectives overall
- m. Research activities the Directorate considers relevant for the performance of its functions

#### **Vanuatu Qualifications Authority Executive**

Subject to the review of the VQA Act (2014) and subsequent legislative changes the functions of the Vanuatu Qualifications Authority Executive will include:

- a. Developing criteria and processes for the registration of all PSET providers
- b. Developing criteria and processes for the accreditation of courses delivered by registered PSET providers
- c. Promoting quality assurance in non-formal education and training programs
- d. Working collaboratively with registered providers, in particular to verify they are using quality management policies and processes that will enable their accredited courses to meet or exceed international standards, and that their accredited courses align with national priorities
- e. Coordinating and conducting quality audits of registered providers and accredited courses
- f. Developing a system for recognising skills gained from prior learning and experience including non-formal, informal, and traditional learning
- g. Promoting links and learning pathways between the formal school sector and the post-school education and training sector
- h. Promoting different forms of learning including e-learning
- i. Developing and facilitating partnerships between stakeholders in business, industry, professional, non-government and community organisations and post-school education and training organisations
- j. Working with national stakeholder groups to ensure appropriate standards and training requirements are established, in particular for trade, technician and professional occupations
- k. Developing and maintaining a national qualifications framework for the post-school education and training sector, including the definition of terms to achieve and maintain the national and international credibility of qualifications and the good standing of post-school education and training organisations

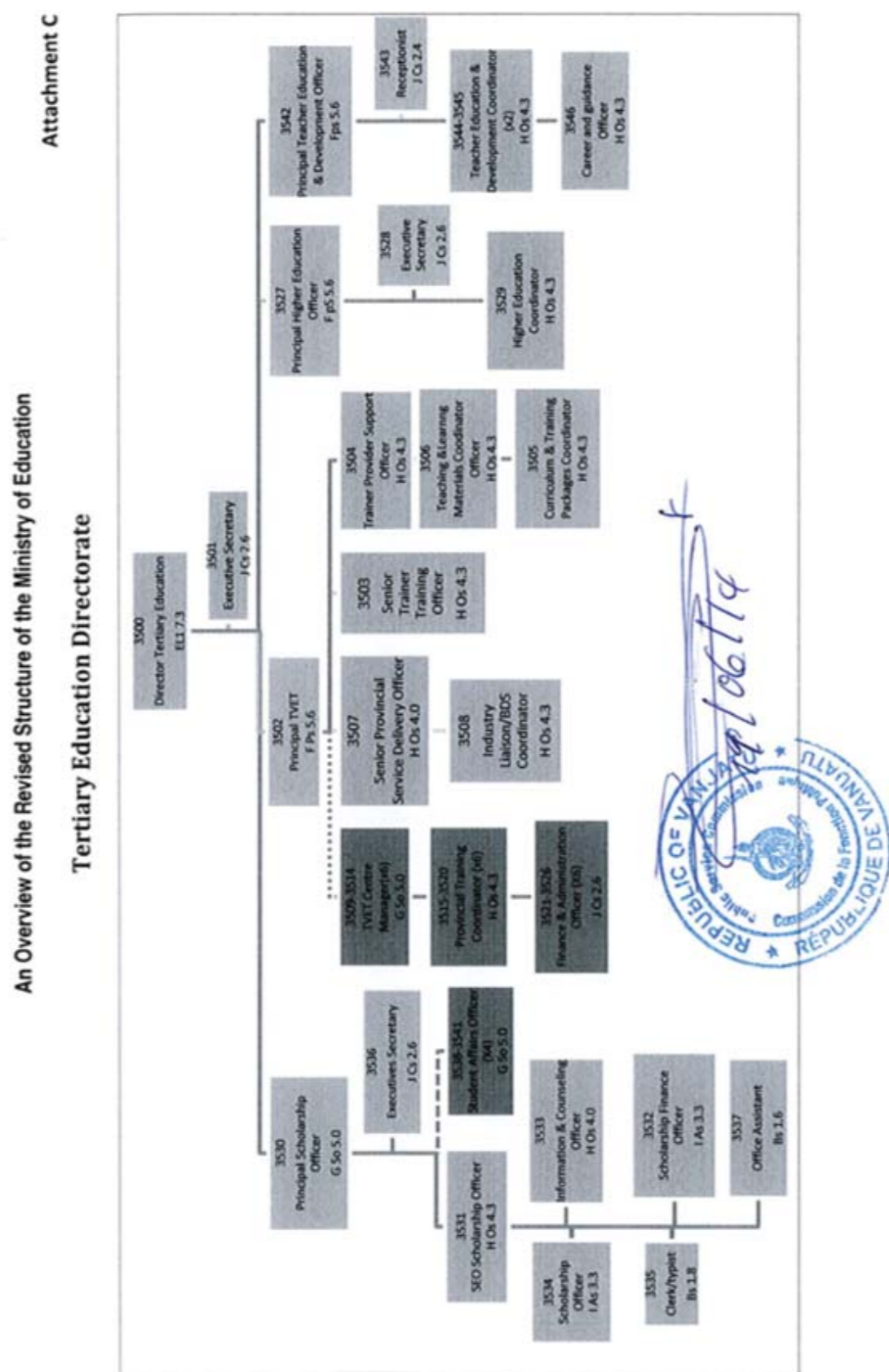
- l. Liaising with, advising and assisting Professional Associations to develop and register their professional standards or criteria
- m. Working with overseas government agencies and other organisations to recognise overseas qualifications and to achieve international recognition for qualifications awarded in Vanuatu
- n. Assuring that post-school education and training in Vanuatu reaches and maintains international comparability
- o. Monitor PSET program delivery and systematically collect relevant disaggregated data<sup>12</sup> from each provider related to enrolment, completion and graduate outcomes
- p. Support a national PSET information system within VEMIS and provide relevant data for the annual PSET statistical digest, including statistical analysis
- q. Research activities the Authority considers relevant for the performance of its functions.

#### **PSET Providers**

All public, private, and non-government PSET providers have a direct and continuing responsibility to deliver qualifications registered on the National Qualifications Framework that maximise employment or further education and training opportunities for their students. PSET Providers must ensure that:

- a. They are compliant with the National Quality Assurance Framework including Vanuatu Qualifications Authority registration, course accreditation and audit requirements
- b. Professional standards for all teaching and management staff are consistent with national professional standards and that professional development programs are actively pursued by all staff
- c. A safe, secure and enabling teaching and learning environment is provided
- d. Facility and equipment resources are focused in areas which are directly relevant to NSDP and NHRDP objectives
- e. Greater efficiency is achieved through innovative strategies to maximise the use of resources through flexible delivery including short courses as sub-sets of full qualifications, out of hours usage of facilities and equipment, course delivery in non-institutional settings such as workplaces and through on-line and blended learning
- f. Wherever applicable, curriculum is derived from competency based standards and assessment requirements
- g. Teaching and learning materials are suitable and of a quality standard that meets the requirements of the qualification being delivered
- h. There is no discrimination in enrolment and course delivery thereby enabling equitable and merit-based access to all courses irrespective of gender, disability, official language of schooling, or geographic location
- i. A standardised literacy and numeracy assessment on enrolment is administered to assist with the development of a comprehensive understanding of post-school literacy and numeracy levels, and to aid the development of strategies to address issues in this area
- j. Adequate student record systems are in place to record and monitor each student's progress (from entry to exit) and to enable disaggregated data to be compiled at an institutional and national level for publication in an annual PSET Statistical Digest
- k. Personal and career counselling is provided to enable students to make the best use of their knowledge, skills and abilities

<sup>12</sup> Disaggregated by age, gender, qualification, qualification level, location of delivery, level of disability (if any), island of birth, place of residence



The following **Results Framework** provides the basis by which the successful implementation of the National Skills Development Policy and the systemic performance of the PSET sector can be measured. For each policy objective several indicators and their means of verification have been identified. It will be necessary to establish mechanisms to evaluate progress routinely and regularly, to promote and reward successes and to apply lessons learned and adjust within a cycle of continuous improvement.

Strategy	Goal 1	The National Skills Development Policy contributes effectively to the achievement of NSDP and NHRDP objectives.	
<b>Objective 1. The National Skills Development Policy sets the strategic direction for national skills development</b>			
Indicators		Verification Methods	
The NSDP (2016-2030) and the NHRDP (2020-2030) are the principal policy documents guiding implementation of the National Skills Development Policy.		– References to NSDP and NHRDP in all VQA policies and procedures	
The PMO, MoET and the VQA Board advises Government on PSET policies, strategies, and priorities.		– Annual and interim VQA reports to Prime Minister and MoET Minister – VQA generated COM papers	
The PMO, MoET and the VQA Board advises Government on PSET policies, strategies, and priorities.		– Annual and interim VQA reports to Prime Minister and MoET Minister – VQA generated COM papers	
The TED promotes skill development opportunities related to employment and economic growth to students, parents, employers, and the broader community.		– a national communications strategy – annual evaluation of communications strategy includes stakeholder feedback	
<b>Objective 2. The National Skills Development Policy prioritises a demand led approach</b>			
Indicators		Verification Methods	
The Department of Labour (DoL) implements an effective web-based labour market system (LMIS) based on International Standard Classification of Occupations (ISCO) classifications that links to Vanuatu National Statistics Office (VNSO) survey processes.		– LMIS operational – LMIS usage data – LMIS includes ISCO	
The VNSO in all surveys that include employment and labour market questions, classify occupations to the ISCO 3-digit level as a minimum.		– VNSO Survey questionnaires – Occupational analysis data available	

Strategy	Goal 1	The National Skills Development Policy contributes effectively to the achievement of NSDP and NHRDP objectives.
The web based LMIS facilitates data input from industry on a routine basis to supplement and keep current labour market data.		<ul style="list-style-type: none"> <li>- Annual analysis of LMIS usage data</li> </ul>
The LMIS facilitates career counselling and employment by providing extensive information on occupations and employment vacancies posted by employers.		<ul style="list-style-type: none"> <li>- Random analysis of web-site content</li> <li>- Annual analysis of LMIS usage data</li> </ul>
All Government departmental strategic and corporate planning related to HRD clearly identify and articulate the specific skill gaps and skill shortages impacting service delivery.		<ul style="list-style-type: none"> <li>- Government departmental strategic and corporate plans</li> <li>- Annual public sector skill demand analysis reports</li> </ul>
<b>Objective 3. The National Skills Development Policy strengthens critical coordination</b>		
Indicators	Verification Methods	
The Education Act No 9 (2014 and the VQA Act (2014) and amendments reviewed and updated to reflect NSDP, NHRDP and National Skills Development Policy directions.	<ul style="list-style-type: none"> <li>- COM Paper for VQA Act Review</li> <li>- VQA Act Review Report and Recommendations</li> <li>- State Law Office records</li> <li>- VQA Act legislated and gazetted</li> </ul>	
3.3 The VQA Board's strategic role emphasises NSDP, NHRDP and National Skills Development Policy directions.	<ul style="list-style-type: none"> <li>- VQA Act</li> <li>- Board strategic functions included in VQA Act</li> </ul>	
To improve national coordination of National Skills Development Policy implementation, the VQA Act will include the Director General Prime Minister's Office as co-Chair of the Board alongside the Director General of MoET.	<ul style="list-style-type: none"> <li>- PMO DG and MoET DG co-chair VQA Board meetings</li> <li>- VQA Board meeting minutes</li> </ul>	
The VQA Board collaborates and develops a consistent and coordinated approach to guide PSET investments in line with the National Skills Development Policy.	<ul style="list-style-type: none"> <li>- VQA Board meeting minutes</li> <li>- VQA Board annual PSET investment strategy as part of annual budgetary process</li> <li>- VQA Board PSET investment strategy included in budget papers</li> </ul>	
Given their similar composition and the strategic role assigned to the VQA Board to implement the National Skills Development Policy, the role and functions of the Scholarship Board are transferred to the VQA Board.	<ul style="list-style-type: none"> <li>- COM paper for transfer of scholarship functions to VQA Board</li> <li>- VQA Board meeting minutes</li> </ul>	

Strategy	Goal 1	The National Skills Development Policy contributes effectively to the achievement of NSDP and NHRDP objectives.
The VQA Board will retain the existing interrelationships with Provincial Government Training Boards and Provincial Skills Centres.		<ul style="list-style-type: none"> <li>- VQA Board and PGTB joint meeting minutes</li> <li>- Reports from VQA Board and PGTB collaborative activity</li> </ul>
Oversight	Goal 2	The National Skills Development Policy strengthens governance of the skill development system and the arrangements that support its operational functions.
<b>Objective 4. The National Skills Development Policy ensures efficiency and equity in funding</b>		
Indicators	Verification Methods	
Funding allocations to the PSET system includes a core component and a performance-based component.	<ul style="list-style-type: none"> <li>- DoFT Budget Papers</li> <li>- VQA Board Records</li> </ul>	
Performance based funding criteria targets specific objectives including priority skill demand, continuous capacity improvements to meet quality standards, and decentralisation.	<ul style="list-style-type: none"> <li>- VQA Board Records</li> </ul>	
Performance based funding criteria includes demonstrated compliance with current and future revisions of the National Gender Equality Policy 2020-2030 and the National Disability Inclusive Development Policy 2018- 2025.	<ul style="list-style-type: none"> <li>- VQA Board Records</li> </ul>	
A National Skill Development Fund comprised of all discretionary training allocations in each Government agency is created and managed through a governance function established by the VQA Board.	<ul style="list-style-type: none"> <li>- COM Paper</li> <li>- DoFT Budget Papers</li> <li>- VQA Records</li> <li>- VQA reports to Government</li> <li>- Governance function operational</li> </ul>	
Funding criteria to access the National Skill Development Fund is performance-based, consistent with the NHRDP, and based of VQA Board recommendations to the Government on strategies, priorities, and resourcing of the PSET system including scholarships.	<ul style="list-style-type: none"> <li>- VQA Records</li> <li>- VQA Annual reports to Government</li> </ul>	

Oversight	Goal 2	The National Skills Development Policy strengthens governance of the skill development system and the arrangements that support its operational functions.
<b>Objective 5. The National Skills Development Policy assures relevant and reliable standards for quality</b>		
Indicators	Verification Methods	
The VQAF is implemented by the VQA.	<ul style="list-style-type: none"> <li>- PSET Provider registration data</li> <li>- Course accreditation data</li> <li>- Quality audit reports</li> <li>- VQA annual reports</li> </ul>	
The MoET Tertiary Education Directorate (TED) facilitates support for PSET providers to meet VNQAF quality standards.	<ul style="list-style-type: none"> <li>- TED Corporate Plans</li> <li>- TED annual reports</li> <li>- Annual client satisfaction surveys</li> </ul>	
Qualification accreditation criteria is consistent with skill demand priorities established in the NHRDP and on-going labour market analyses.	<ul style="list-style-type: none"> <li>- VQA procedures manual</li> <li>- VQA annual reports</li> <li>- Industry surveys</li> </ul>	
The VQA maintains the VQF.	<ul style="list-style-type: none"> <li>- VQA procedures manual</li> <li>- VQA annual reports</li> </ul>	
All accredited Vanuatu qualifications are registered on the Pacific Register of Qualifications and Standards (PRQS).	<ul style="list-style-type: none"> <li>- VQA annual reports</li> <li>- PQRS website</li> </ul>	
All testamur and certificates of attainment issued by PSET providers are registered on the National Achievement Register maintained by the VQA.	<ul style="list-style-type: none"> <li>- NAR reports</li> <li>- VQA annual reports</li> <li>- PSET provider student records</li> </ul>	
<b>Objective 6. The National Skills Development Policy diversifies the pathways for skills acquisition</b>		
Indicators	Verification Methods	
PSET providers offer full and part qualifications delivered in a variety of settings including on campus, in workplaces and in community settings.	<ul style="list-style-type: none"> <li>- PSET provider reports</li> <li>- NAR reports</li> <li>- Industry surveys</li> </ul>	
PSET providers enable multiple entry and exit points into courses to facilitate lifelong learning and support on-going education and training for women and persons with disabilities.	<ul style="list-style-type: none"> <li>- PSET provider disaggregated reports</li> <li>- NAR provider disaggregated reports</li> </ul>	
Provincial Skills Centres are facilitating flexible access to modular accredited training	<ul style="list-style-type: none"> <li>- Provincial Skills Centre reports</li> </ul>	

Oversight	Goal 2	The National Skills Development Policy strengthens governance of the skill development system and the arrangements that support its operational functions.
The VQA manages credit transfer arrangements between levels on the VQF and between PSET providers.		<ul style="list-style-type: none"> <li>- VQA reports</li> <li>- PSET Provider reports</li> </ul>
The VQA facilitates pathways to further education and training (and employment) for secondary school students and out-of- school youth by encouraging and supporting the delivery of Certificate 1 and 2 level bridging courses in secondary schools and rural training centres that meet registration and course accreditation requirements.		<ul style="list-style-type: none"> <li>- VQA reports</li> <li>- RTC reports</li> <li>- MoET VEMIS reports</li> </ul>
The VQA investigates and where practicable supports the delivery of apprenticeship and traineeship type qualifications.		<ul style="list-style-type: none"> <li>- VQA research reports</li> <li>- Industry surveys</li> <li>- Public Service Commission data</li> </ul>
Provincial Skills Centres are facilitating flexible access to modular accredited training		<ul style="list-style-type: none"> <li>- Provincial Skills Centre reports</li> </ul>
<b>Service Delivery Goal 3 The National Skills Development Policy fosters greater accountability and improved relevance, quality, and inclusion in the national skills development system.</b>		
<b>Objective 7. The National Skills Development Policy enables diversity and excellence in PSET provision</b>		
Indicators	Verification Methods	
The TED will develop and implement GEDSI strategies to improve the participation of women and girls and people with a disability in PSET.	<ul style="list-style-type: none"> <li>- GEDSI strategies in VQA Strategic and Corporate Plans</li> <li>- VEMIS disaggregated reports</li> <li>- PSET provider disaggregated reports</li> </ul>	
Decentralised skills development opportunities will be inclusive and accessible to women and people with disabilities.	<ul style="list-style-type: none"> <li>- VQA reports</li> <li>- VEMIS reports</li> <li>- PSET provider disaggregated reports</li> <li>- Provincial Skills Centre reports</li> </ul>	
Decentralised skills development opportunities will be linked to the livelihood goals, opportunities and training needs experienced by women and people with disabilities.	<ul style="list-style-type: none"> <li>- Tracer study reports</li> <li>- Impact evaluations</li> <li>- Provincial Skills Centre reports</li> </ul>	

**Service Delivery Goal 3 The National Skills Development Policy fosters greater accountability and improved relevance, quality, and inclusion in the national skills development system.**

The TED will implement a communications strategy that celebrates and promotes the learning achievements of women and people with disabilities to encourage participation of others.	<ul style="list-style-type: none"> <li>- Communications Strategy</li> <li>- Communication Strategy implementation review reports</li> </ul>
The growth and strength of private PSET providers in Vanuatu will be supported through the allocation of scholarships for qualifications that are consistent with the NHRDP and are not available through public providers.	<ul style="list-style-type: none"> <li>- TED Scholarship Unit reports</li> <li>- Private PSET provider student records</li> </ul>

**Objective 8. The National Skills Development Policy fosters relevance in PSET programs**

Indicators	Verification Methods
International and national scholarship awards will be demand driven - directly linked to the NHRDP and any emerging areas of skill shortages and gaps identified by the DoL LMIS.	<ul style="list-style-type: none"> <li>- TED Scholarship Unit reports</li> <li>- Tracer study reports</li> </ul>
To an increasing extent, scholarships will be awarded for study/training in Vanuatu rather than overseas, provided that a national provider has the demonstrated capacity to deliver to the required qualification standard.	<ul style="list-style-type: none"> <li>- TED Scholarship Unit reports</li> <li>- PSET Provider reports</li> </ul>
Scholarship awards must include certificate and diploma levels in line with public and private sector skill demands identified in the NHRDP.	<ul style="list-style-type: none"> <li>- TED Scholarship Unit reports</li> <li>- PSET Provider reports</li> </ul>
PSET provider course profiles should reflect the priority skill demand areas identified in the NHRDP.	<ul style="list-style-type: none"> <li>- VQA reports</li> <li>- PSET Provider reports</li> </ul>
Government support to education authorities operating rural training centres should facilitate quality improvements to enable delivery of accredited Certificate 1 and 2 qualifications.	<ul style="list-style-type: none"> <li>- VQA reports</li> <li>- TED reports</li> <li>- RTC reports</li> </ul>
Provincial Government Training Boards will collaboratively determine provincial skill demand priorities.	<ul style="list-style-type: none"> <li>- PGTB meeting minutes</li> <li>- Provincial Government reports</li> </ul>
Provincial Skill Centres will coordinate and facilitate the delivery of PSET programs in the provinces in response to provincial skill demand priorities.	<ul style="list-style-type: none"> <li>- PSC reports</li> <li>- PSET provider reports</li> <li>- Provincial Government reports</li> <li>- Provincial Skills Centre reports</li> </ul>

**Service Delivery Goal 3 The National Skills Development Policy fosters greater accountability and improved relevance, quality, and inclusion in the national skills development system.**

**Objective 9. The National Skills Development Policy enhances evidence-based accountability for results**

Indicators	Verification Methods
A PSET Information system linking the Vanuatu Education Management System (VEMIS), the National Achievement Register, and individual PSET provider management systems and student records will facilitate annual evaluation of PSET system performance.	<ul style="list-style-type: none"> <li>- PSET MIS</li> <li>- VEMIS</li> <li>- NAR reports</li> <li>- PSET provider reports</li> </ul>
The TED will support all PSET providers to develop and maintain student record systems that are consistent with VQA requirements and the PSET Information System.	<ul style="list-style-type: none"> <li>- TED reports</li> <li>- NAR reports</li> <li>- PSET MIS</li> <li>- VEMIS</li> </ul>
The Ministry of Education and Training (MoET) Annual Statistical Digest will include comprehensive PSET system data.	<ul style="list-style-type: none"> <li>- Statistical Digest</li> </ul>
PSET providers will conduct graduate outcome studies six months after graduation and the results published in the MoET Annual Statistical Digest.	<ul style="list-style-type: none"> <li>- Tracer study reports</li> <li>- PSET MIS</li> <li>- VEMIS</li> <li>- Statistical Digest</li> </ul>
Triennial impact evaluations of the scholarship program (both national and international) will measure outcomes and inform ongoing review of the NHRDP and adjustments to award criteria.	<ul style="list-style-type: none"> <li>- Evaluation Studies</li> </ul>
An independent evaluation of PSET system performance in relation to National Skills Development Policy implementation will be undertaken every two years by the M&E Unit of DSPPAC.	<ul style="list-style-type: none"> <li>- Evaluation Report</li> <li>- DSPPAC reports</li> </ul>

## Annex 4.6 People Consulted

### Port Vila Stage 1 – September 7, 2022

Name	Position	Department/ Organisation
Gregoire Nimbtki	Director General	PMO
Collin Tavi	Principal Policy Analyst (Economics)	DSPPAC
Wesley Steve Aru	Principal Policy Analyst (Productive Sector)	DSPPAC
Eric Malessas	Policy Analyst	DSPPAC
Paul Nalau	Education Sector Analyst	DSPPAC
Harold Bill	Head of Development Cooperation	Foreign Affairs
Nicholas Venables	Country Director	APTC
Willie Jacob	Principal	Gateway Institute
Leith Veremaito	Director	Department of Local Authorities
Romella Bue	Sector Analyst	Ministry of Finance
Judith Melsul	HR Manager	Ministry of Health
Allan Liki	Acting EO	Ministry of Internal Affairs
Ginette Morris	Disability Desk Coordinator	Ministry of Justices & Community Services
Jenny Tevi	Policy Advisor	Ministry of Justices & Community Services
Jean Pierre Nirua	Vice Chancellor	National University
Anne-Rose.Tjiobang	Student's Services Manager	National University
Iapen Iaken	Director	Police College
Lisa Toa	Acting Principal	PVTC
Cinderella T Tapo	HR Manager	Reserve Bank Vanuatu
Carolyn Lendal	HR Officer	Reserve Bank Vanuatu
Meriam Iercet	Accommodation Services	Self-employment
Moulin Tabouti	Chairman	Teaching Service Commission
John Kaltau	Acting Director	TED
Arsene Liatlatmal	TVET Officer	TED
Jimmy Lava	TVET Industry Liaise Officer	TED
Agnes Joe	TVET SEO Training	TED
Helen Kilman	Teacher Development Officer	TED
Jay Boe	Teacher Development Coordinator	TED
Jonathan Yona	TVET Curriculum Officer	TED
Marisa Wolul	SEO Scholarship	TED
Derek Alexander	Technical Adviser	TED

Name	Position	Department/ Organisation
Jay Boe	Teacher Development Coordinator	TED
Geraldine Tari	Acting Director	Department of Tourism
Joe Pakoa	Director	Department of Trades
Andrew Tungon	IT Officer	Vanuatu Intellectual Property
Astride Boulekon	CEO	VCCI
Joanna Spencer	Development Adviser	VCCI
Esther Wenau	Project Supervisor	VCCI
Minnie Bani	Public Relations and Research Officer	VIPAM
Riddley Magmu1	Principal Training Officer	VIPAM
Adeline Konmawi	Senior Scholarship Officer	VIPAM
Baddigo Tamata	Senior Training Officer	VIPAM
Pala Luen	Senior Curriculum Officer	VIPAM
Wade Evans	Principal	VIT
Tom Saute	Training Manger Mechanical Energy	VIT
Nathalie Maltok	Training Manger Business	VIT
Sulia Manaroto	Manager	VNPF
Charlington Leo	Principal Statistician	VNSO
Benuel Lenge	Director	VNSO
David Lambukly	CEO	VQA
Lesbeth Jimmy	Deputy CEO	VQA
Estelle Vutinadamu	Senior Quality Assurance Officer Assessment	VQA
Jimmy Andeng	PSET Adviser	VQA
Marokon Alilee	PSET Adviser	VQA
Fremden Yanhambath	Director	VSP
Ellis Silas	Quality Systems Manager	VSP
Erinah Malres	Skills for Tourism and Creative Industry Manager	VSP
Harrison Selmen	Communications Officer	VSP
Adela Aru	CEO	Vanuatu Tourism Office
Brooks Rakau	Manager Monitoring and Evaluation	Water Resource
Seman Dalesa	Acting Director	Dept of Women's Affairs
Henry Tavoia	Director	Dept of Youth & Sports
Lillyrose Welwel	HR Manager	Youth Challenge
Jane William	Program Manager	Youth Challenge
Observers:		
Peter Morris	National Policy Adviser	VSP
Per Borjegen	Senior Education Specialist	Asian Development Bank

Name	Position	Department/ Organisation
Cindy Bryson	Social Development Specialist	Asian Development Bank
Christelle Thieffry	Senior Program Officer	Australian High Commission

#### Port Vila Stage 2 – July 3, 2024

Name	Position	Department/ Organisation
John Ezra	Director	PMO
Michael Ligo	National Coordinator	PACER Plus
Brooks Rakau	Director	Water Dept
Magreth Baltos	for Director	Industry
Nicholas Venables	Country Director	APTC
Willie Jacob	Head of Development Cooperation	Foreign Affairs
Principal	Gateway Institute	APTC
Nanise Lapi/	Principal	Gateway Institute
Marcel Yamsui	Director - Education Services	MoET
John Kaltau	Director – Tertiary Education	MoET
Jean Pierre Nirua	Vice Chancellor	National University
Dr Pascal Michon	Deputy Vice Chancellor	National University
Dr Leslie Vendeputte	Director, Language Centre	National University
Lisa Toa	Training Director	PVTC
Harriet Norman	HR Officer	RBV
Muriel Meltenoven	Commissioner	Labour Dept
Sereana Ledua	Director Curative	MoH
Howard Aru	CEO	VCCI
Wade Evans	Principal	VIT
Johnathan Tarip	Deputy Principal	VIT
Alumeci Kaltongga	Consultant - ILO	Labour Dept
Hakinson Garae	Acting Team Leader, SESS Section	VNPF
Robert Naboe	SESS Officer	VNPF
Adela Aru	CEO	VTO
Noel Steven	Executive Director	Youth Challenge
Stephanie Kimber	First Secretary – Skills	AHC
Gina Dehinavanua	Program Manger	AHC
Johnson Toa	PEO TVET	MoET
Ellis Silas	DDP	Vanuatu Skills Partnership
Janeth Tambeana	Outer Island Principal Officer	Department of Tourism
Kevin Tabi	Trainer	APTC
Adelyne Wesly	Assistance CEO	VQA
Judith Baltor		MOH

Name	Position	Department/ Organisation
Leintz Vusilai		Cooperative
Ailyne Melsul		Department Of Tourism

#### Sanma Stage 1 – November 4, 2022

Name	Position	Department/ Organisation
Duddley Butakol	Education Director	Anglican Church of Melanesia
Paul Pala Aiviji	Education Secretary	Apostolic Church of Vanuatu
John Prenies	Manager	Bethany Bible Institute
Glen Alo	Officer - Sanma	Fisheries Department
David Toka	Provincial Forestry Officer - Sanma	Forestry Department
Shem Jeffery	Officer - Sanma	Livestock Department
Paul Sarai	Acting Town Clerk	Luganville Municipal Council
Mike Edward	Acting Chief Executive Officer	Maritime College
Thompson W Paul	Principal Education Officer - Sanma	MoET
Kileteri Theophile	Principal	St Michel Secondary School
Christopher Iawak	Principal	Talua Training Institute
Kalmasing Tolish	Trainer	Talua Training Institute
Philip Baniun	Officer	Talua Training Institute
Patricia Setak	Deputy Chief Executive Officer	Vanuatu Agriculture College
Nelly Caleb	National Coordinator	Vanuatu Disability Promotion Association
Wesley Jerethy	Manager Training Provider Support	VSP
<b>Observer:</b>		
Christelle Thieffry	Senior Program Manager - DFAT	Australian High Commission

#### Malampa Stage 1 – November 17, 2022

Name	Position	Department/ Organisation
Jilda Shem	Assistant Secretary General	Malampa Provincial Government
Joyee Malau	Area Administrator - Central	Malampa Provincial Government
Demas Jerethy	Officer	Dept of Water and Natural Resources
Rachel Ores	Officer	Dept of Women's Affairs
Scott Tavi	Officer	DSSPAC/ PMO
Falty M	Trainer	Ituani VTC
Lambert Merani	Officer	Jean Batist Training Centre
Dansen Uran Manmalap	Manager	Lakatoro Consumer
John Kampai	Principal	Lakatoro School



Name	Position	Department/ Organisation
Loulou Manwo	Officer	Malampa Education
Gindy Kilman	Manager	Malampa Handicraft Centre
Edna Paolo	Manager	Malampa Holiday Villas
Stephen Kaveng	Officer	Malampa Provincial Government
Algrem Allan	Trainer	Marven RTC
Kendry Mosses	Officer	MoET
Renjo Samuel	PEO Malampa	MoET
Johnson Toa	PEO TVET	MoET
John Morobian	Manager	Morobian RTC
Willie Kiltop	Officer	National Bank of Vanuatu
Cyriaque Kalnpel	Principal	Norsup School
Max Arnamu	Trainer	Pektel RTC
Fredison Hosea	Manager	Public Works Department
Jacob Collins	Principal	Rensarie Primary School
Basil Etienne	Officer	Vanuatu Bureau Standard
Wesley Jerethy	Training Provider Support	Vanuatu Skills Partnership
Morry Rubeun	Officer	Vanuatu Society for People with Disability
Harrison Meras	Officer	VCCE

#### Tafea Stage 1 – December 6, 2022

Name	Position	Department/ Organisation
Joe Iautim	Secretary General	Tafea Provincial Government Council
John Korisa	Officer - Tafea	Energy Department
Rail Kaio	Principal	Kwataparen Adventist Secondary School
Jimmy Tom	Manager	Lume RTC
Daniel Gideon	PEO - Tafea	Ministry of Education and Training
Maquel Nasak	Disability Desk Officer - Tafea	Ministry of Justice and Community Service
Iauko Tom Dick	Manager	Napil Agriculture Training Centre
Diana Matayo	Officer - Tafea	National Bank of Vanuatu
Tony Tavlili	Officer - Tafea	National Disaster Management Office
Iaka Maimai	Principal	Tafea College
Jacqueline Iakavei	Provincial Training Coordinator	Tafea Skills Centre
Kuta Fatapa	Principal	Whitesands Bilingual College



